



KING ALFRED SCHOOL

CURRICULUM POLICY

Policy area

Students, Staff

Statutory regulation

N/A

SLT Lead

Head of Lower School (Karen Thomas)

Upper School Deputy Head (Takako Yeung)

Last Updated

April 2026

Last Approved

June 2026 (approved by Council)

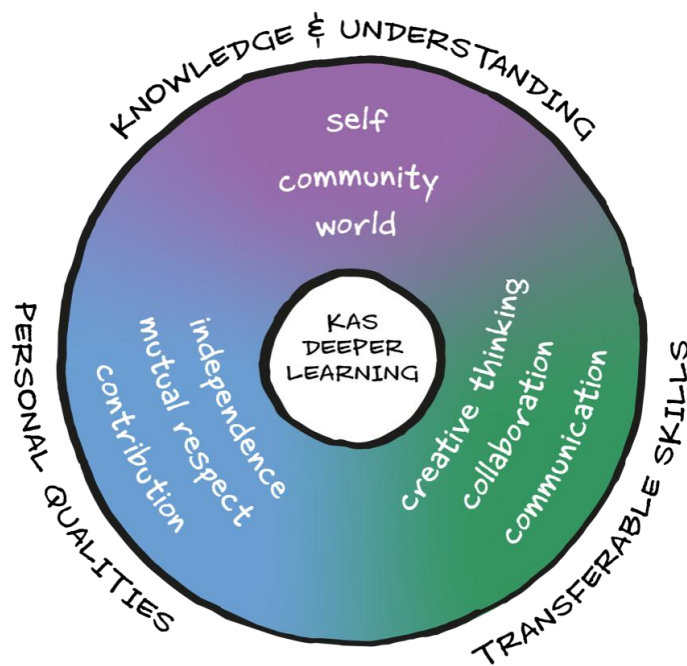
Next review

July 2027

"We are genuinely committed to understanding the individual and providing the environment and support so that every child can flourish and succeed. This underpins our approach to learning inside and outside the classroom, to pastoral care and personal development, and the way we structure the school and the curriculum."

Robert Lobatto, KAS Head 2015-2026

THE KING ALFRED SCHOOL DEEPER LEARNING WHEEL



All King Alfred policies relating to students are informed by our vision of a holistic education, which is represented by the graphic above. The Curriculum Policy connects to each of the three sections:

In **Knowledge and Understanding**, we provide a broad and balanced curriculum which is ambitious, creative and relevant. Our curriculum is designed to support students' knowledge and understanding of themselves, their community and the wider world.

In **Personal Qualities**, our ethos, pedagogy and expectations promote student agency, contribution and mutual respect across the school.

In **Transferable Skills**, we provide opportunities for students to develop, transfer and apply high level, creative thinking, collaboration and communication skills across the different curriculum areas.

THE KING ALFRED SCHOOL CURRICULUM POLICY

1. SCOPE OF THE POLICY

- 1.1 Associated documents

2. THE WRITTEN CURRICULUM

- 2.1 Deeper Learning Model
- 2.2 Outline of Provision Rec-Y13
- 2.3 DEIB
- 2.4 Sustainability
- 2.5 Careers

3. THE TAUGHT CURRICULUM

- 3.1 Deeper Teaching Model
- 3.2 Learning Technology
- 3.3 Assessment and Reporting
- 3.4 Homework
- 3.5 Adaptive Teaching
- 3.6 Outside Learning

4. MONITORING

- 4.1 Student progress
- 4.2 Pastoral Support
- 4.3 Quality Assurance – internal and external

5. APPENDICES

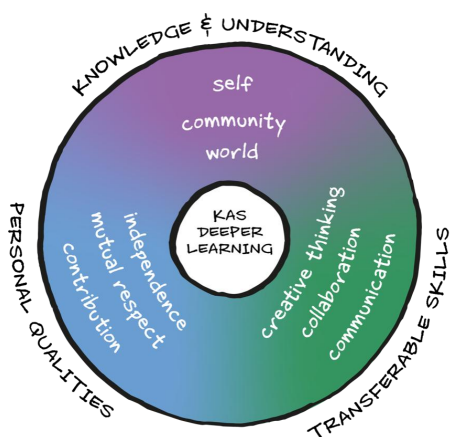
- A: Deeper Learning Model
- B: Timetable allowance
- C: Deeper Teaching Model
- D: Data collection summary
- E: Reporting programme

1. SCOPE OF THE POLICY

This policy describes the philosophy, principles and practices of the educational programme at King Alfred School. It is supported by individual subject schemes of work and curriculum guidelines and should be read in conjunction with the following documents:

- The King Alfred School Accessibility Plan
- The King Alfred School Equal Opportunities Policy
- The King Alfred School Learning Support Policy
- Equality Act 2010
- Education and Inspections Act 2006
- The Education Act 2011
- Statutory Framework for the Early Years Foundation Stage, 2025

2. WRITTEN CURRICULUM



2.1 The Deeper Learning Model

The aims of the KAS Curriculum are to effectively prepare the children for the opportunities, challenges and responsibilities of their next stage of education and in the future; to thrive at school and beyond. The KAS Curriculum has been designed to provide an education which is creative, relevant and ambitious. It is informed rather than constrained by the National Curriculum, taking full advantage of our independence and our rational, progressive traditions.

Our Deeper Learning Model shapes our provision across the school. We provide deeper learning by designing rich, layered learning experiences which address transferable skills and personal qualities alongside knowledge outcomes. By ensuring that skills and personal qualities are tended to, we support metacognitive practice, giving the children a shared vocabulary to discuss their progress and reflect on themselves as learners.

2.1 PROVISION OUTLINE

EARLY YEARS FOUNDATION STAGE (Reception)

The curriculum for the Early Years Foundation Stage forms the first stage of our whole school curriculum. The curriculum is planned in accordance with the Statutory Framework for the Early Years Foundation Stage, 2025. The school provides a balance of adult-led and child initiated learning, which is appropriate to each child's educational needs, and relates to the seven areas of learning:

- *personal, social and emotional development*
- *communication and language*
- *physical development*

- *literacy*
- *mathematics*
- *understanding of the world*
- *expressive art and design*

The Characteristics of Effective Learning (Playing and Exploring, Active Learning and Creating and Thinking Critically) are addressed across the curriculum.

LOWER SCHOOL CURRICULUM FRAMEWORK (Y1-6)

From Y1 – Y5 the Lower School Curriculum Framework provides five themes which are addressed through transdisciplinary enquiry units every year:

Continuity and Change: Students will explore change over time within communities, society and personal histories. They will investigate drivers of change and their impact throughout history: the discoveries, explorations and migrations of humankind.

Living Planet: We will investigate the diversity, needs and relationships between living things and their environment, learning about the world's finite resources and how we share them. We will explore the natural world and its laws as well as the ways in which humans use their understanding of scientific principles and interact with their environment.

Culture and Community: Students will explore ways in which people are connected to and have a responsibility for each other, living in a culturally diverse society. They will explore the relationships, organisation and interactions between people in their social groups and systems, both locally and globally including social justice and equity.

Being Human: Students will enquire into how best to nurture themselves – physically, emotionally, mentally, and spiritually, developing and strengthening their sense of self. They will explore how to live a healthy and balanced life and understand the elements that contribute to wellbeing. They will develop their understanding of actions, consequences, rights and responsibilities and healthy relationships.

Communication: Students will investigate ways people discover and express ideas, feelings and beliefs and values and how we connect effectively with our audience. They will study the ways in which we reflect on, extend and enjoy our creativity and develop their appreciation of the aesthetic.

Knowledge outcomes for each area of the curriculum are addressed within the enquiry units. Discrete single subject lessons are also taught as necessary in all curriculum areas with specialist teachers for PE, French, Music, DT and Art.

Skill development in Communication, Collaboration and Creative Thinking is addressed throughout the curriculum.

UPPER SCHOOL CURRICULUM

The Upper School Curriculum seeks to achieve continuity with the broad principles of the Lower School curriculum, taking into account the further development of the child, and balancing the principles of the Deeper Learning Wheel with the need to prepare students for a sensible, but not excessive, number of

external qualifications. We have sought to avoid lapsing into subject silos for as long as possible, whilst keeping open options to take some subject specific GCSEs. A number of School Directed Courses have been developed in order to rebalance the 14-16 experience, broaden the range of assessment types used, and achieve our goal of excellent education without unnecessary pressure.

YEARS 6-8: Explorations, Crew, and discrete subjects

Interdisciplinary projects with a STEM or Liberal Arts focus (Explorations) are taught alongside subject specific sessions in English, Maths, PE, Drama, Art, DT, Science, French, Spanish and PSHE. The number of Explorations varies by year group.

In addition, pupils are grouped in 'Crews' - small tutorial groups, to support the academic and pastoral lives of the pupils.

Skill development in Communication, Collaboration and Creative Thinking is addressed throughout the curriculum and recorded in students' learner profiles.

Y9 – 11 GCSEs and SCHOOL DIRECTED COURSES

In Year 9 students have lessons in English, Maths, Science, French, Spanish, Art, DT, Geography, History, Music and Drama, PSHE and Games. A double period of Choice is in addition to this.

In Year 10 students choose their GCSE / SDC options. All students take English Language & Maths GCSEs, and then choose from a suite of options, usually 7 more subjects (GCSE unless specified) from:

English Literature GCSE, KAS Literature (SDC), French, Spanish, double or triple science, Art, DT, Photography, Geography, History, Global Challenges (SDC), AI & Creative Technology (SDC), Classics, Latin, PE, Music. UAL Drama is on offer as a GCSE equivalent course. There is an additional option to take a Higher Project Qualification in Investigative Science.

All students take a double period of Choice in addition to this.

SIXTH FORM

In the Sixth Form, all students have sessions in PSHE and Games, and then usually take three A Level subjects or equivalent, very occasionally four. They also have Enrichment sessions on Friday afternoons, which can contribute to their 'KAS Honours Award', which collates their extra-curricular and service activities.

We offer the following subjects (A Level unless specified):

English Literature, Maths, Further Maths, Physics, Biology, Chemistry, History, French, Spanish, Classics, Latin, Philosophy, Art, 3D Design, Critical and Contextual Studies in Art (CCS), Music, (UAL Diploma) in Music Performance and Production, Photography, PE, Politics, Psychology, Sociology, (UAL Extended Diploma) Performing & Production Arts (equivalent to three A Levels).

CO-CURRICULAR PROGRAMME

A variety of academic, creative and sports clubs are offered alongside a variety of opportunities within Lower School Enrichment, Upper School 'Choice' and Sixth Form Enrichment.

Clubs extend and enrich the core curriculum. Their primary purpose is to provide a practical laboratory for personal development, allowing students to apply classroom knowledge in real-world contexts, cultivate skills like collaboration and leadership, and foster social-emotional growth.

The Choice and Enrichment programmes offer a structured yet flexible schedule of activities that encourages students to explore current interests and discover new passions. These programmes is a valuable platform for building self-confidence, fostering friendships across year groups, and developing personal qualities. Students have a different choice each half term.

Choice and enrichment options across the school are based around the Harvard Human Flourishing Program's criteria, are arranged under the following categories:

- Contribution (i.e. service activities)
- Physical and mental wellness
- Connecting with Nature
- Learning something new

Year groups and departments use visiting speakers, trips and camps to enrich the educational provision across the school.

2.3 DIVERSITY, EQUITY, INCLUSION, BELONGING (DEIB)

DEIB provides an important framework for our overall curriculum design. Curriculum content and associated resources are carefully selected to promote representation and avoid bias.

Personal, social, health and economic education is an important part of the curriculum at KAS. The school's Scheme of Work sets out a pathway from Reception to Year 6, but the themes are simultaneously threaded through the broader learning experience. The PSHE programme encourages respect for other people, with particular regard to the protected characteristics under the Equality Act 2010. KAS does not promote a particular lifestyle, but encourages respect for other people, even if they choose to follow a lifestyle that one would not choose to follow oneself. We address these aims in PSHE lessons and Callovers as well as through other curriculum areas. Relevant policies and procedures also educate students about the values and morals we seek to nurture. Our programme has a spiral curriculum – with key topics being visited and revisited as students move up through the School in a developmentally appropriate manner.

The Fundamental British Values, *Democracy, Rule of Law, Respect and Tolerance and Individual Liberty*, are key features of how the school works. They are promoted through stories, behaviour expectations and in Callovers and are taught explicitly through our PSHE curriculum.

2.4 SUSTAINABILITY

Sustainability is embedded throughout the curriculum. We aim to extend learning beyond the classroom and foster a deep appreciation for the natural world. Students explore environmental, social, and economic aspects of sustainability through interdisciplinary learning, enriched by outdoor experiences that connect them directly with nature. Through hands-on activities, local fieldwork, and community partnerships,

learners develop an understanding of the importance of protecting ecosystems and biodiversity. This approach nurtures curiosity, responsibility, and respect for the environment, empowering students to become informed, active stewards of a sustainable future.

2.5 CAREERS

The Careers Programme, for students from Year 7 to Year 13, is designed to encourage students to fulfil their potential and to this end focuses on:

- building pupils' awareness of their own strengths, interests and ambitions and how these relate to the world of work
- learning about different careers and opportunities
- gaining information about training, education and occupations beyond school.

Alongside this education programme, students also receive impartial careers guidance, which shows no bias or favouritism to a particular education or work option. This is provided mainly by our HE / UCAS advisor and is supplemented by other optional resources such as the Morrisby test.

The education programme, together with the guidance, enable pupils to approach key decisions in an informed and intelligent manner. These decisions include choice of GCSE subjects, choice of post 16 courses such as A Level subjects, and choice of post school options e.g. work, training, tertiary courses.

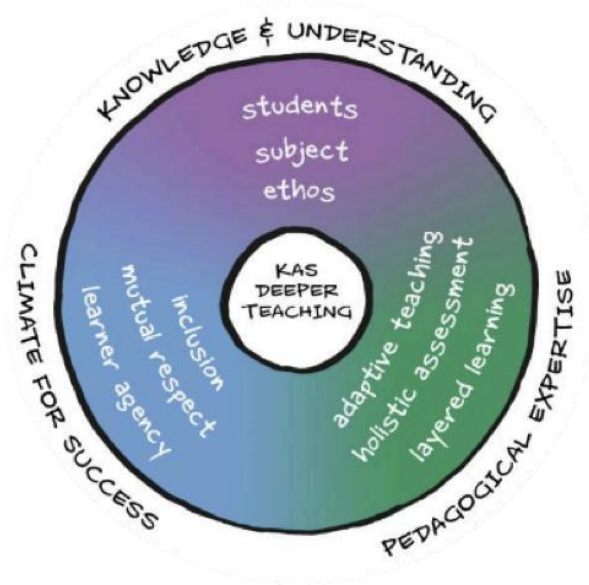
The Careers Education programme is planned by the Heads of Year (Y7-11) and the Director of Sixth Form who work with the UCAS and HE Adviser as well as key academic and pastoral staff. It takes place in Form Hour in accordance with a pre-planned schedule; in addition it may involve taking students out of curriculum lessons to hear speakers, attend events or take part in careers based activities.

Programmes such as Go to Work with a Parent day in Year 10 and a community work experience day in Year 9 allow children to shadow adults in their work environment. In Year 12, students take part in a week of work experience and also have a specific programme entitled 'Life After KAS' which focuses on the transition from Sixth Form to university, the work-place and other post-18 options.

2.5 BREADTH AND BALANCE

The timetable ensures that there is balance between the curriculum areas to allow pupils to acquire skills and knowledge and to develop personal qualities – see Appendix C.

3. THE TAUGHT CURRICULUM



3.1 Deeper Teaching Model (DTM)

The Deeper Teaching Wheel frames how our teaching can support our aims. The principles and systems we work within create a robust framework within which children can:

- be active participants in their learning.
- have the support and the stretch they deserve without undue pressure.
- recognise and reflect on their achievement and commitment to learning with increasing accuracy.
- understand themselves as learners.
- set achievable goals.
- make good progress.

Details about the DTM can be found in Appendix D.

3.2 LEARNING TECHNOLOGY

We have a balanced approach to technology, using it only where it transforms learning.

The elements of technology taught in Lower School are:

- video
- coding
- art/graphic design
- investigating and presenting
- STEAM
- digital citizenship

Technology is used to enhance learning across the curriculum and is integrated into enquiry units.

In Upper School our aim is to provide a curriculum that enables all students to understand and learn how to use technology effectively and to prepare them for a future in an increasingly digital world.

The elements taught in the Upper School are:

- E-safety
- Block based programming
- Text based programming
- Digital Graphics editing
- Website development
- Ethical, Legal, Cultural & Environmental Impacts of technology
- Impacts of AI
- Computational Maths (KS4)
- Search, Sort and path-finding algorithms (KS4)

- Computer Logic (KS4)

3.3 ASSESSMENT AND REPORTING

Assessment is an integral part of the entire curriculum cycle, linking the written curriculum (what we teach) and the taught curriculum (how we teach) by providing feedback to teachers on what students know, understand, can do, and feel. Our goal is to provide ongoing, holistic, and formative feedback to students to support their learning journey. Assessments, both formative and summative, enable adaptive teaching. This is a flexible teaching approach where continuous assessment of students' needs and progress gives teachers the ability to adjust their instruction, resources, and pace in real-time to help all students achieve their learning goals. The focus is on high expectations for everyone, with differences in support provided to close gaps or challenge advanced learners, creating a personalized and inclusive learning environment. Alongside ongoing formative assessment, formal data collection supports the tracking of pupil progress and enables reflection on the efficacy of teaching and learning across the school.

Details about data collection can be found in Appendix E.

Our programme for reporting to parents is designed to be timely and informative. We are committed to further developing active student involvement in the reporting process across the school, demonstrating their depth of knowledge and commitment to learning. Students in Years 7, 8 and 9 use learner profiles to support the reporting process.

Our reporting programme can be found in Appendix F.

3.4 HOMEWORK

In the Lower School there is no set homework until Year 5. We strongly encourage children to read at home from Reception onwards and to explore and practise basic literacy and numeracy skills. Children who receive support from the Learning Support team maybe given focussed activities to complete at home to help consolidate learning.

The main aim of home learning in Year 5 and 6 is to develop self-management skills and to prepare children for the demands of Upper School. Home Learning is set by class teachers and includes a range of options and choices in order to cater for different interests. The expected time allocation for Home Learning is 2 hours per week. Work is shared, enjoyed and discussed in class, giving each child an opportunity to shine. Feedback is given either in verbal or written form.

In the Upper School we have sought to be informed by educational evidence, and in recent years a good deal of research has been conducted around the benefits of homework for secondary-age students. In particular, the research suggests that homework becomes incrementally more useful as the secondary years pass, particularly in terms of developing independence. Our approach is to try and find the right balance. We don't want to set homework just for the sake of it, but we see that it has a positive role to play in developing the kinds of skills students need to cope with challenges as they move further up the school.

We do not maintain a fixed schedule of set homework across the subjects at each year group. There is a clear expectation that teachers will set homework which is either a meaningful extension and reinforcement of the learning that has taken place in the classroom or preparation for work that will take

place. This work will be set at an appropriate level of frequency, quantity and difficulty for each age group. Guidance is given to departments about minimum expectations.

Students are encouraged to demonstrate their independence and their desire to take responsibility for their own learning by approaching individual teachers directly to discuss areas of concern. Form Tutors also play an important role in ensuring that this system works effectively. All of our homework is set and monitored through the Canvas virtual learning environment.

3.5 ADAPTIVE TEACHING

We are a mixed attainment school and endeavour to meet the needs of all students so that they have the opportunity to learn and make good progress. Differentiation is key to achieving this. Differentiated practice can be defined in a number of ways and to allow teachers flexibility of interpretation and implementation:

- by task (different pupils or groups working on different tasks according to their current attainment level or aptitude)
- by outcome (all pupils having equal access to a task but with planned extension activities and support mechanisms)
- by text or resources (providing different resources including assistive technology or allowing more time to complete a task)
- by support (all pupils may be doing the same task but some will receive extra support from the teacher or another adult either inside the classroom or outside at a different time)
- by attainment level (learners are grouped accordingly)

Access: All pupils have the opportunity to learn, make progress and access the experiences, people and resources necessary to realise their potential in education. Pupils on our SEND and EAL Registers are provided with support as necessary in order to meet their needs. Pupils with a Statement or Education Health and Care Plan will be provided with an education which fulfils their stated requirements. Pupils who have other particular needs, such as being a young carer, will also receive appropriate additional support.

Learning Support: The SENCo for Upper or Lower School organise a variety of interventions and targeted levels of support so that each student can achieve their potential. Where appropriate, additional interventions outside of the classroom are available, and tailored to individual need.

Children with specific learning difficulties are carefully monitored through our robust SEND procedures, which provides a graduated approach to ensure children's needs are met and appropriate support is provided (see Learning Support Policy for more details).

Where a pupil has a statement of SEN or an Education, Health and Care Plan (EHCP), the SENCo will arrange provision in accordance with the stated needs of these pupils and in line with the number of hours of support provided for by the Statement/EHC Plan. This provision may involve a mixture of in class support and one to one support, depending on the needs of the child. This may be provided by an existing member of the Learning Support Team or by one or more Learning Support Assistants. On admission, an Individual Education Plan [IEP] will be prepared for each child with a Statement or EHC Plan and this will be updated on a termly basis. The status of each Statement or EHC Plan is reviewed on an annual basis during which process the SENCo and their team will liaise closely with the representative from the appropriate Borough.

Pastoral Support: Pupils who have particular needs affecting their academic progress but who are outside the SEN register also receive appropriate additional support. This may include students who are going through a difficult time emotionally, for example following a family breakdown or bereavement. It may also

include students who have challenges in their home circumstances, such as being a young carer. This support is overseen through the pastoral system and may include support from the SLT or the school counselling /play therapy service.

3.6 OUTSIDE LEARNING

Outside learning is promoted across the school through the use of our school facilities (ponds, forge, gardens, farm, boats), trips and residential camps. We want our students to learn about the natural world in order to:

- understand and develop our love, respect and responsibility for the world we live in
- understand the impact of our actions on the natural world
- take action to protect and repair the natural world

4. MONITORING

5.1 STUDENT PROGRESS

The achievements of all children are carefully monitored so that we can ensure all are making good progress. This includes, by definition, students of all aptitudes and abilities, including those with a Statement of SEN or an EHCP, other students on the SEN register, EAL students and high prior attainers (HPA). Further review categories include gender and students from the global majority. The intersectionality between these groups provides a further level of interest. Individual, cohort and whole school trends are reviewed and reported on annually to the Education Committee.

5.2 PASTORAL SUPPORT

Pupils who have particular needs affecting their academic progress but who are outside the SEN register also receive appropriate additional support. This may include students who are going through a difficult time emotionally, for example following a family breakdown or bereavement. It may also include students who have challenges in their home circumstances, such as being a young carer. This support is overseen through the pastoral system and may include support from the SLT or the school counselling /play therapy service.

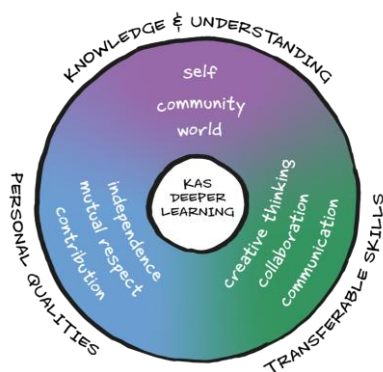
5.3 QUALITY ASSURANCE

The responsibility for each subject area lies with the relevant Subject Coordinators/Heads of Department. The Senior Leadership Team and subject coordinators are also responsible for the monitoring of the teaching of their subject in a variety of ways including lesson observations, 'book looks' and interviews with teachers and pupils.

The SLT oversee the delivery of the curriculum. They are responsible for monitoring and supporting the subject coordinators.

External quality assurance is gathered from the Independent Schools Inspectorate. Additionally, external agencies may be employed by the school in order to support development in an area of focus.

APPENDIX A: The Deeper Learning Model



The King Alfred School aims to enable students to thrive at school and beyond. Our broader ethos and values are reflected in our Deeper Learning Model, detailed below.

KNOWLEDGE AND UNDERSTANDING - Self

A journey of discovery towards understanding who you are:

- Your strengths and areas for development
- Your learning style
- How you relate to others
- How you stay well
- Your role in and contribution to society.

KNOWLEDGE AND UNDERSTANDING - Community

- Building great relationships within school and beyond
- Appreciating differences and embracing diversity
- Understanding our history, traditions and values and the collective challenges we face.

KNOWLEDGE AND UNDERSTANDING - World

- Exploring different societies, languages, histories and value systems
- An appreciation of nature
- Musical, artistic and dramatic expressions of the world
- Mathematical, scientific and geographical understanding of the world around us
- Understanding life outside of school politically, economically and environmentally.

TRANSFERABLE SKILLS – Creative Thinking

- Using imagination to generate new and original ideas
- Problem solving, risktaking and learning from mistakes
- Seeing the connections between subjects or combining the ideas of different people

TRANSFERABLE SKILLS – Collaboration

- Working together towards a common goal
- Communication, negotiation and teamwork skills
- Recognising our roles, do them to our best ability and respecting the contribution of others

TRANSFERABLE SKILLS – Communication

- Effectively sharing information, ideas, thoughts and emotions with others
- Developing keen listening and questioning skills
- Being open to and seeking to understand different perspectives

PERSONAL QUALITIES – Independence

- Taking charge of your own learning
- Thinking for yourself – being curious and critical
- Taking risks and embracing mistakes
- Cultivating resilience

PERSONAL QUALITIES – Mutual Respect

- Treating everyone with consideration and kindness
- Listening to others' views – even if we disagree – and being open to learning from them
- Understanding that mutual respect is the cornerstone of the KAS community

PERSONAL QUALITIES – Contribution

- Being an active and engaged member of the school community
- Making a positive impact, both inside and outside the school gates
- Developing a sense of purpose and responsibility

APPENDIX B: Timetable Allowance

Time allocation Early Years	
Maths Fluency	Short maths fluency activities daily. 3 x a week Maths Fluency sessions.
Maths Main (Can be rotational within Y1)	Direct whole class teaching every day. Daily follow up independent/ teacher led activities
Child led enquiry (Can be rotational within Y1)	1.5 hours per week
CP should include art/science (Y1)	1.5 hours per week
Art/Science (Y2)	One hour session weekly
PSHE	45 minute session (alternate PSHE and Mind Up)
Mindful Moments	Every day – five minutes after breaks
Writing (Can be rotational within Y1)	Writing everyday Direct whole class teaching every day. Daily follow up independent/ teacher led activities
Phonics	15 minutes per day in cross year group ability groups. Once finished programme in Yr 2 this becomes spelling curriculum and spelling buddies
Reading (a)	Guided reading sessions per group every week (15mins) linked to phonics Once finished programme use picture books and GR sets from Library
Reading (b)	All children 3 x a week Below expectation readers every day
Handwriting	10 mins of teaching 3 x short practice sessions (can be within CP)

Time allocation KS2	
Maths Fluency	Short 10 minute maths fluency activities daily.
Maths Main	Daily 45-60 mins sessions
Art	One hour session weekly if not with a specialist.
Science	One hour session weekly
PSHE	45 minute session (alternate PSHE and Mind Up)
Mindful Moments	Every day – five minutes after breaks
Enquiry Topic	Max 1.5 hours a week
Writing	3 x 1 hour sessions:
Spelling	One lesson (30 mins) + 2 x 15 min spelling buddy sessions
Reading (a)	One guided reading session per group a week
Reading (b)	Below chronological age readers must do individual reads 3 times a week Other 1 x week
Handwriting	10 mins of teaching + 15 mins of practice each week

Upper School

Periods per fortnight, by year group. A dash (—) indicates the subject is not taught in that year as a discrete subject.

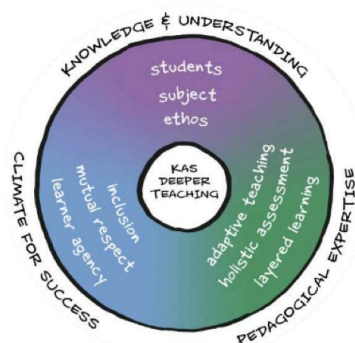
Subject	Y7	Y8	Y9	Y10	Y11	Y12	Y13
PSHE	2	2	2	—	—	—	—

Choice	4	4	4	4	4	4	—
Form Hour	—	—	2	2	2	2	2
Crew	2	2	—	—	—	—	—
Explorations 8	—	8	—	—	—	—	—
Explorations 7	12	—	—	—	—	—	—
Games	4	4	4	3	3	2	2
PE	2	2	—	6	6	11	12
English (Core)	5	6	7	3	3	11	12
English (Option)	—	—	—	6	6	—	—
Maths (and Further Maths)	7	6	8	8	8	11	12
Science	5	4	9	10	10	11	12
Science (Option)	—	—	—	6	6	—	—
French	3	3	3	6	6	11	12
Spanish	3	3	3	6	6	11	12
Art	3	3	4	6	6	11	12
Design Technology	2	3	2	6	6	11	12
Geography	—	—	4	6	6	11	12
History	—	4	4	6	6	11	12
Computing	2	2	0	6	6	11	12
Music	2	2	2	6	6	11*	12*
Drama	2	2	2	6	6	11	12
Performing Arts UAL	—	—	—	—	—	25	28
Classics	—	—	—	6	6	11	12
Latin	—	—	—	6	6	11	12
Photography	—	—	—	6	6	11	12
Global Challenges	—	—	—	6	6	—	—
Economics	—	—	—	—	—	11	12
Film Studies	—	—	—	—	—	11	12
Politics	—	—	—	—	—	11	12
Psychology	—	—	—	—	—	11	12
Philosophy	—	—	—	—	—	11	12

Sociology	—	—	—	—	—	11	12
------------------	---	---	---	---	---	----	----

**These are UAL Performance and Production in Music and we may increase the number of periods this is taught*

APPENDIX C: The Deeper Teaching Model



Teachers at KAS:

KNOWLEDGE AND UNDERSTANDING - Ethos

- Understand our distinctive, ambitious, progressive heritage, and our founding principles.
- Understand issues and debates in contemporary education and be able to articulate how and why we do things differently.
- Understand some of the research evidence which underpins our approach.

KNOWLEDGE AND UNDERSTANDING – Students

- Know our students really well: their current contexts, capabilities, challenges, preferences.
- Know our students' specific learning needs, their differences, profiles, diagnoses, recommended teaching strategies.
- Understand how to personalise their learning using the data, and the capacity of all students for development.

KNOWLEDGE AND UNDERSTANDING - Subject

- Have a deep knowledge & understanding of subject and curriculum areas, including the latest developments.
- Know about the latest pedagogical thinking related to specific subject and curriculum areas.
- Know how these connect to the lived experience of young people, as well as our local community, and the wider world.

CLIMATE FOR SUCCESS – Mutual Respect

- Sustain warm, informal relationships with students inside and outside the classroom, with appropriate boundaries.
- Foster a safe, stimulating learning environment for students, so that all students feel known, valued and heard.
- Show that mutual respect involves high standards of behaviour for learning.

CLIMATE FOR SUCCESS – Inclusion

- Plan and teach with an awareness and appreciation of the challenges and benefits of neurodiversity, in close association with the Learning Support team.
- Ensure that our curriculum design, content and resources reflect our commitment to DEIB.
- Stay up to date with and use appropriate language and strategies for all those with protected characteristics.

CLIMATE FOR SUCCESS – Learner Agency

- Teach lessons which enable students to be active participants, take responsibility for their learning, and respond to tasks in a variety of ways of their choosing.
- Seek and respond to feedback from students about their learning experience.
- Take student voice into account at all stages of the planning and teaching process.

PEDAGOGICAL EXPERTISE - Adaptive Teaching

- Use student data to plan and deliver lessons and broader schemes of learning.
- Use technology effectively to enhance inclusive, personalised teaching and learning.
- Use a variety of pedagogies and resources to ensure the student experience is varied, enjoyable, relevant and engaging.

PEDAGOGICAL EXPERTISE - Holistic Assessment

- Reflecting our emphasis on a 'broad definition of success', use varied assessment methods: oral assessment; presentations; projects; creative assignments, as well as more traditional methods so that students can demonstrate their understanding effectively.
- Give pupils regular, personalised feedback, both orally and in writing, about knowledge and skills, and encourage pupils to respond to feedback.
- Engage with students' digital learner profiles so that they and parents know that we value their achievements in the round.

PEDAGOGICAL EXPERTISE – Layered Learning

- Plan opportunities to develop the skills of creative thinking, collaboration, and communication (as well as knowledge).
- Enable students to reflect on skills progress against specific criteria (e.g. using learner profiles).
- Give skills development due emphasis in reporting and discussions with parents (e.g. in student-led conferences).

APPENDIX D: Data Collection Summary

Year Group	Baseline	Autumn	Spring	Summer
Reception	EYFS baseline Teacher assessment	Phonics /reading tracker Maths tracker Writing level tracker Attitude and attainment in EYFS areas of learning	Phonics /reading tracker Maths tracker Writing level tracker Attitude and attainment in EYFS areas of learning	EYFS goals Phonics /reading tracker Maths tracker Writing level tracker Teacher assessment: Attitude and attainment in EYFS areas of learning
Y1	Summer term summative data Teacher assessment	Phonics /reading tracker Maths tracker Writing level tracker Attitude and attainment in all curriculum areas (tracked).	Phonics /reading tracker Maths tracker Writing level tracker Attitude and attainment in all curriculum areas (tracked).	EYFS goals Phonics /reading tracker Maths tracker Writing level tracker Attitude and attainment in all curriculum areas (tracked)
Y2	Summer term summative data	Phonics /reading tracker Maths tracker Writing level tracker Attitude and attainment in all curriculum areas (tracked)	Phonics /reading tracker Maths tracker Writing level tracker Attitude and attainment in all curriculum areas (tracked)	Phonics /reading tracker Maths tracker Writing level tracker Attitude and attainment in all curriculum areas (tracked) Standardised testing in Maths (PIMS), Spelling (HAST 2), Reading (NFER).
Y3	Summer term summative data	Phonics /reading tracker Maths tracker Writing level tracker Attitude and attainment in all curriculum areas (tracked)	Phonics /reading tracker Maths tracker Writing level tracker Attitude and attainment in all curriculum areas (tracked)	Phonics /reading tracker Maths tracker Writing level tracker Attitude and attainment in all curriculum areas (tracked) Standardised testing in Maths (PIMS), Spelling (HAST 2), Reading (NFER), Non Verbal Reasoning.
Y4	Summer term summative data	Phonics /reading tracker Maths tracker Writing level tracker Attitude and attainment in all curriculum areas (tracked)	Phonics /reading tracker Maths tracker Writing level tracker Attitude and attainment in all curriculum areas (tracked)	Phonics /reading tracker Maths tracker Writing level tracker Attitude and attainment in all curriculum areas (tracked) Standardised testing in Maths (PIMS), Spelling (HAST 2), Reading (NFER)
Y5	Summer term summative data	Reading tracker Maths tracker Writing level tracker Attitude and attainment in all curriculum areas (tracked)	Reading tracker Maths tracker Writing level tracker Attitude and attainment in all curriculum areas (tracked)	Reading tracker Maths tracker Writing level tracker Attitude and attainment in all curriculum areas (tracked) Standardised testing in Maths (PIMS), Spelling (HAST 2), Reading (NFER), Non Verbal Reasoning.
Y6	Summer term summative data	Phonics /reading tracker Maths tracker Writing level tracker Attitude and attainment in all curriculum areas (tracked)	Phonics /reading tracker Maths tracker Writing level tracker Attitude and attainment in all curriculum areas (tracked)	Phonics /reading tracker Maths tracker Writing level tracker Attitude and attainment in all curriculum areas (tracked) Standardised testing in Maths (PIMS), Spelling (HAST 2), Reading (NFER)

In Lower School all teacher assessed and standardised data is stored on INSIGHT. This is collated and managed by the LS SLT.
All data is teacher assessed and moderated unless stated otherwise.

Year Group	Baseline	Autumn	Spring	Summer
Y7	MIDYIS	Attitudinal	Attitudinal KS3 Attainment in core subjects plus Art, Explorations and Drama	Attitudinal KS3 Attainment in core subjects plus Art, Explorations, MFL, Drama and Computing
Y8		Attitudinal KS3 Attainment in core subjects plus Art, DT, Explorations and Drama	Attitudinal KS3 Attainment in core subjects plus Art, DT, Explorations, Drama and History	Attitudinal KS3 Attainment in core subjects plus Art, DT, Explorations, Drama, History and Computing
Y9		Attitudinal KS3 Attainment in all subjects	Attitudinal KS3 Attainment in all subjects	Attitudinal KS3 Attainment in all subjects
Y10	YELLIS	Attitudinal	Attitudinal Operational GCSE grades	Attitudinal Operational GCSE grades Block grades Predicted GCSE grades
Y11		Attitudinal Operational GCSE grades Predicted GCSE grades	Attitudinal Operational GCSE grades Mock grades Predicted GCSE grades	Attitudinal Operational GCSE grades Predicted GCSE grades
Y12	ALIS	Attitudinal	Attitudinal Operational A level grades	Attitudinal Operational A level grades End of year exam grades Predicted A level grades
Y13		Attitudinal Operational A level grades Predicted A level grades	Attitudinal Operational A level grades Mock grades Predicted A level grades	Attitudinal Operational A level grades Predicted A level grades

Pastoral, behavioural, medical and safeguarding information is kept on CPOMS throughout the year as necessary for all students.

APPENDIX E: Reporting Programme

Year	Autumn	Spring	Summer
Rec	Parent meeting Progress report	Student Led Conference Progress Report	Student Led Conference Progress Report including EYFS goals End of year Personal and Social/single subject written report + Head's comment
Y1-Y6	Student Led Conference with Learner Profile Progress report (attainment and engagement in all areas) 1-1 Learning Support Action Plan	Student Led Conference with Learner Profile Progress report (attainment and engagement in all areas) 1-1 Learning Support Action Plan	Student Led Conference with Learner Profile Progress report (attainment and engagement in all areas) End of year Personal and Social/single subject report + Head's comment 1-1 Learning Support Action Plan review
Y7	Parent Report Meeting	Parent Report Meeting	Written report
Y8	Written report	Parent Report Meeting	Parent Report Meeting
Y9	Parent Report Meeting	Parent Report Meeting	Written report Learner profile presentations
Y10	Parent Report Meeting	Written report	Parent Report Meeting
Y11	Parent Report Meeting	Parent Report Meeting	Written report
Y12	Parent Report meeting	Written report	Parent Report Meeting
Y13	Parent Report Meeting	Written report	Parent Report Meeting