



Kensington Park  
SCHOOL

## **CURRICULUM POLICY**

## Contents

1.	POLICY STATEMENT .....	3
2.	ETHOS .....	3
3.	SCOPE .....	3
4.	AIMS AND OBJECTIVES.....	3
5.	LEGISLATION AND GUIDANCE .....	4
6.	ROLES AND RESPONSIBILITIES .....	4
7.	RELATED SCHOOL POLICIES.....	4
8.	MONITORING AND REVIEW .....	5
9.	ORGANISATION AND PLANNING .....	5
10.	THE CURRICULUM, INCLUSION AND DIFFERENTIATION .....	5
11.	PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE).....	5
12.	SCHEMES OF WORK .....	6
13.	ACADEMIC TRACKING.....	6
14.	BASELINE TESTING .....	6
15.	ACCESSIBILITY.....	6
16.	CAREERS GUIDANCE .....	7
17.	THE KPS CURRICULUM.....	7
	Lower School (Years 7-11) .....	7
	Year 7 (80 periods) .....	8
	Year 8 (80 periods) .....	8
	Year 9 (80 periods) .....	9
	Year 10 (80 periods) .....	9
	Year 11 (80 periods) .....	10
	Sixth Form .....	10
18.	ACADEMIC ENGLISH PROGRAMME (IELTS) .....	11
19.	PE AND GAMES .....	11
20.	HOMEWORK .....	11
	20.1. Marking.....	11
21.	COMMUNICATION WITH PARENTS AND GUARDIANS .....	12
22.	CONCERNS AND COMPLAINTS .....	12

## **1. POLICY STATEMENT**

At Kensington Park School we aim to provide education in line with our values of integrity, spirit and resilience. The curriculum is designed to develop curious, adventurous and intellectually agile students, and challenge them in a way that encourages bravery and inner strength.

The Lower School (Years 7-11) provides a wide-ranging and balanced curriculum where all children are educated in all aspects of learning – linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative. It includes not only the formal requirements of the schemes of work in which children acquire skills in speaking and listening, literacy and numeracy, but also the extra-curricular activities that the School provides in order to enrich the children's experience. The curriculum is tailored to suit the aptitudes of all children including those with learning difficulties or particular talents and abilities. Students are taught personal, social, health and economic education within lessons, through tutors and the safeguarding and pastoral team; they receive first hand exceptional pastoral care.

The Sixth Form continues with the provision described above; providing students with an education that equips them with the appropriate learning and skills to enable them to achieve the qualifications necessary to proceed to their next stage of education. The school provides supportive guidance and advice enabling students to maximise their potential with regard to university admissions, whilst the curriculum and the co-curriculum work together to prepare students for the workplace in the best possible way before they leave.

## **2. ETHOS**

The School's curriculum is underpinned by the values that it holds. The curriculum is the means by which the School achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for all cultures.
- We value the spiritual and moral development of each child, as well as their intellectual and physical growth.
- We organise our curriculum to promote inclusion, cooperation and to meet the needs of all individuals in our School community, taking into consideration statutory guidance such as the Equality Act 2010.
- We value the rights enjoyed by each person in our society. We want to enable each child to be successful, and we provide equal opportunities for all our children.
- We address the concepts of Citizenship in the PSHE/RSE/SMSC policies.
- The spiritual, moral, social and cultural development of students at the School is embedded in the curriculum. We promote the fundamental British values of:
  - Democracy;
  - The rule of law;
  - Individual liberty;
  - Mutual respect and tolerance of those with different faiths and beliefs.
- We value our environment, and we want to teach our children, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

## **3. SCOPE**

This policy is applicable to all those involved in the organisation and delivery of the School's curriculum and co-curricular activities.

## **4. AIMS AND OBJECTIVES**

The curriculum at Kensington Park School is designed to fulfil the School's objective to provide a modern curriculum which promotes intellectual curiosity and creativity, and

which fosters a love of independent learning.

The aims of the School's curriculum is:

- to engage, motivate, challenge and sustain the interest of every student whatever their ability, and build confidence and self-esteem;
- to promote a positive attitude towards learning, so that children enjoy coming to School, and acquire a solid basis for lifelong learning;
- to enable every child to make good progress and achieve their individual academic potential;
- to teach children the basic skills of literacy, numeracy and computing;
- to enable children to be creative and to develop their own thinking;
- to develop children as independent, self-motivated learners;
- to teach children about the developing world, including how their environment and society have changed over time;
- to enable children to be positive citizens;
- to ensure that spiritual, moral, social and cultural values are recognised, addressed and developed;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to promote a healthy lifestyle;
- to enable children to have respect for themselves and to live and work cooperatively with others;
- to provide a curriculum that is accessible to all students.

## **5. LEGISLATION AND GUIDANCE**

- The Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disability Code of Practice 2015

## **6. ROLES AND RESPONSIBILITIES**

This policy will be monitored by the Director of Studies, who will report to the Headmaster on its implementation on a regular basis. The Headmaster will report to the Astrum Advisory Board's Curriculum Sub-Committee on the progress of the policy and may recommend any changes.

## **7. RELATED SCHOOL POLICIES**

- Safeguarding Children and Young People - Kensington Park School is committed to safeguarding and promoting the welfare of children and young people. Students are taught about safeguarding, for example through use of online resources, through the curriculum and PSHE/RSE/SMSC, together with guidance on adjusting behaviour to reduce risks including the safe use of electronic devices and the internet, building resilience to protect themselves and their peers, and information about who they should turn to for help.
- Health and Safety Policy - All staff are committed to prioritising the safety of students as per the School Health and Safety Policy.
- Complaints Procedure - Parents who have concerns about any aspect of the curriculum should follow the stages laid out in the Complaints Procedure, which include the handling and recording of initial or informal complaints.
- Achievement, Behaviour, Rewards and Sanctions - the School's policies address how rewards and sanctions are applied throughout the curriculum.

- All academic policies across the School, including: Curriculum Summaries; Curriculum Handbooks; Department Handbooks; Students from Other Cultures; SMSC.

## **8. MONITORING AND REVIEW**

This policy will be reviewed annually and at other times in the intervening period as necessary, to ensure it follows the latest regulatory guidance, exam reform and any other strategic changes that are necessary to ensure that the students receive appropriate provision.

## **9. ORGANISATION AND PLANNING**

Heads of Faculty maintain schemes of work that give guidance to teachers in how to proceed through the curriculum. Teachers will in general maintain a planner containing details of past and intended progress with each class. A detailed breakdown of the curriculum in each of the year groups is found later in this document.

## **10. THE CURRICULUM, INCLUSION AND DIFFERENTIATION**

The School provides a stimulating and relevant curriculum for students aged 11 – 18 who have passed selective entrance procedures. The curriculum broadly follows the National Curriculum, GCSE, IGCSE and A-level specifications, but extends to provide what we feel is an appropriate breadth and challenge for our students. It should be noted that the students develop and benefit from being at KPS as much from the co-curriculum as the academic curriculum: sports and DofE scheme, activities, study trips, societies, music, drama, assemblies are all an important part of our offering. Between the curriculum and co-curriculum, , such as during the opportunities provided by assemblies and collective gatherings that focus on the cultural and religious beliefs held by the members of the School community and the wider world, we believe students are educated in a wide-ranging and holistic manner.

The curriculum is designed to be broad and balanced, in particular from 11-16, so that decisions to specialise at Sixth Form and beyond have not been prohibited by choices made earlier in the School. This broad and balanced nature ensures that students are given the experience they require in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

We are confident that students acquire skills in speaking and listening, literacy and numeracy through the delivery of our core curriculum. From Years 7 through to 11 all students will study English Literature and Language, Mathematics, at least one Modern Foreign Language and at least three Sciences (from Biology, Chemistry, Computer Science and Physics).

## **11. PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)**

The development of students as responsible and informed citizens, and the fostering of spiritual, moral, social and cultural awareness, are at the heart of the educational experience at KPS. Preparing students for later life and the challenges and decisions they will need to make as adults is an important part of the education at the School. The Personal, Social and Health Education (PSHE) programme is one way in which these objectives are met. In addition to PSHE sessions, there are other opportunities, both on the curriculum and in co-curricular activities where such education can take place. These include assemblies, societies, study trips and within many academic subjects.

All students in Years 7 – 11 will have timetabled weekly or fortnightly lessons in PSHE, as well as sessions during tutor time. Each Year Group has a scheme of work which develops from previous years, and is tailored to that particular age group. External speakers are used within the programme where appropriate. Students in the Sixth Form have Enrichment on Wednesday afternoons. This includes Tutor Time, an assembly and various other activities which cover PSHE, University & Careers, and lectures from external speakers to create or further interest in diverse topics.

Religious Education is part of the core curriculum in Years 7 and 8. Within it the range of global religions is studied along with the human and social issues relating to each.

## **12. SCHEMES OF WORK**

Faculty schemes of work and/or guidance are designed so that all students have the opportunity to learn and to make progress. Learning and progress is regularly monitored and both are recorded by half-termly assessments and are reported by the School's published reports. The progress of all students is evaluated by Tutors and interviews with students are arranged as appropriate.

## **13. ACADEMIC TRACKING**

A system of academic tracking exists for all students in order to identify those students who are underperforming or require support. Regular dialogue between the Tutor, Heads of Year, subject teacher and the student ensures that targets are set and reviewed. There is also a system of daily report-cards for students that temporarily would benefit from a narrower focus and more immediate feedback.

## **14. BASELINE TESTING**

Students sit baseline tests (MidYis or ALiS depending on Year Group, in 2021-22 Yellis will also be done), the results of which are used as part of the tracking and monitoring process that is used by teachers, tutors and the School. This information is not shared with parents or students.

Kensington Park School selects students at entrance partly according to their ability in written English in Years 7 – 11. It is therefore rarely that individuals are admitted who have difficulty arising from having English as an additional language in the Lower School. If communication in English proves to be a challenge, students are offered additional support in the GCSE language blocks rather than studying for a GCSE in a foreign language. Our Academic English programme provides support to our international students in the Sixth Form to enable them to better access their academic learning and to achieve the necessary IELTS levels (or equivalent) to secure their university places.

Such students are treated according to their individual needs, and their welfare and progress is overseen by their tutor in liaison with the Learning Support Faculty.

## **15. ACCESSIBILITY**

This policy is linked to the School's Accessibility Policy. The curriculum at KPS is designed to be accessed by all children who attend. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.

If children have learning difficulties, our school does all it can to meet their individual needs, and we pay due regard to the statutory government guidance.

Although all students will have undertaken a selective entrance examination to determine whether they would be best placed to benefit from the education on offer at Kensington Park School, there are a number of students that are recognised as having Specific Learning Difficulties (SPLD) and that require some additional support. Students that the School recognises could usefully be supported are provided that support, even if there is not as yet an identified SPLD. All of these students are fostered by the Learning Support faculty and Individual Education Plans are drawn up for students on the learning support register. The Learning Support faculty offer drop-in times for any student in the School and those in Years 7-11 are withdrawn from one period per week to be given more individualised support. The subject offering withdrawal is varied throughout the year. In the Sixth Form support is given in study periods.

If a child displays signs of having additional learning needs, then his/her teacher liaises closely with the Learning Support Department. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within Curriculum Policy SLT/10/21

normal class organisation (class support).

The School complies fully with the requirements of the Equality Act 2010. All reasonable steps are taken to ensure that students with SEND are not placed at a disadvantage compared with other children. Teaching and learning are appropriately modified for children with SEND. The School has an Accessibility Plan which is available to parents.

More able, gifted and talented children at the School are stretched and the curriculum adjusted accordingly within normal lessons. We do not feel it necessary to 'separate' gifted and talented students from the mainstream curriculum, although for examination purposes higher tier papers will be sat, where possible and appropriate, by more able students.

The Heads of Faculty provide a wealth of enrichment opportunities. The extensive co-curricular programme in conjunction with the trips/workshops/scholarship support sessions go hand-in hand with the differentiation provided in the classroom.

Students for whom English is not their first language are assessed by the EAL (English as an Additional Language) Department and appropriate support is put in place. This support is offered both in small groups and, where required, with one-to-one lessons. In class, teachers differentiate their teaching to ensure that EAL learners can access the curricula.

In cases where there is concern regarding a student's educational needs, then an assessment will be made. If a student meets the criteria, examination concessions (usually in the form of extra time) may be recommended and an application will be made to the Joint Council for Qualifications (JCQ) for special access arrangements. A Student Profile will be drawn up, outlining the student's difficulties and recommending appropriate strategies for differentiation within the classroom. This will be shared with the student's teachers and made available on SIMs.

In the case of students with social/behavioural needs, the Head of Sixth Form or Lower School, the Head of Year, Tutor and parents and the student will be consulted and intervention programmes may be put in place. Targets will be agreed between teachers, students and parents and progress will be monitored and reviewed.

In the rare case that a student has an EHCP, the School will make adequate provision in accordance with the Plan's recommendations.

All teachers consider more able, gifted and talented students in their planning, and extension activities are a matter of course in lessons. There is a Scholar's Group which exists to stretch and challenge students who are gifted.

## **16. CAREERS GUIDANCE**

Careers guidance for students occurs within the PSHE programmes, additional information evenings and also by Tutors and Heads of Year. Year 10 and older students all sit the Morrisby Test, a dynamic online platform that suggests various paths to follow and advice on how to research these options; Careers Seminars and talks also occur on a termly basis, with students attending an external Careers Fair. Mock interview practice and specific Oxbridge and university interview preparation is also available to those in their final year. Each student will liaise closely with their teachers in the run-up to choosing GCSE or A-level options, and Tutors give additional advice.

In the Sixth Form there are information evenings on the UCAS process, as well as talks housed within Enrichment. Students are offered the opportunity to have practice interviews. Assistance is provided to Sixth Form students who would like to do work experience, including summer placements. The Head of UCAS works closely with the Head of Sixth Form and they advise on university entrance and future careers, using a variety of mechanisms. The vast majority of leavers have gone into HE or FE, meaning that the overwhelming focus is on preparation for degree programmes.

## **17. THE KPS CURRICULUM**

### **Lower School (Years 7-11)**

The School day at KPS Lower School (Years 7-11) is based on a two-week cycle with each

day having eight 35-minute lessons. These are a combination of single and double periods depending on the subject preference and staff-availability through the timetable.

In Years 7 – 11 students have a lesson provision of around 25 hours a week. The subject breakdown varies by Year Group, as detailed separately below.

### **Year 7 (80 periods)**

The table below shows the number of 35 minute periods per subject or activity over the two-week cycle, out of a total of eighty lessons:

English (9)	Maths (9)	Science (8)	
Mandarin (5)	French (5)	Latin (4)	
Geography (4)	History (4)	R.E. (4)	
Art (4)	Computing (4)	Music (3)	Drama (3)
PE (4)	Games (8)	PSHE (2)	

Students are set by ability in Maths and English, with a desired maximum class size of 14. In other subjects such as Science, Modern & Ancient Languages, Art, Drama, Music and Computing, students will not be set but will remain in class sizes of no more than 14. These small classes will allow for focused and personalised learning to remain at the heart of what is delivered at KPS, giving teachers in practical subjects the time and space to work closely with our students. When teaching Modern Foreign Languages (MFL) this allows for greater discussion and paired work in the target language. In other subjects, classes are mixed ability with a desired maximum class size of 12. Classes in these mixed ability clusters are designed to allow the students to have a different combination of students to interact with. The aim being that a range of relationships are developed through these different combinations. It is for this reason that the classes are designed to all have a mix of tutor groups within them.

PSHE is taught throughout the School by Year Group. The groups are around 10-14 in size, which allows the teacher to get to know them well and to support them effectively. The students meet their Tutor each day. Tutors act as the first point of contact between home and the School.

The PE and Games provision contains swimming lessons and special attention is given to the less confident swimmers within the programme.

Students in Years 7 and 8 have their end-of-year examinations in the week after the summer half-term so that the half term can be used both as a break and to refresh their knowledge. Teachers will generally use the week before half term for revision activities to lessen the burden of work on during the break.

### **Year 8 (80 periods)**

The table below shows the number of 35 minute periods per subject or activity over the two-week cycle, out of a total of eighty lessons:

English (8)	Maths (8)	Science (8)	
Mandarin (5)	French (5)	Latin (5)	
Geography (5)	History (5)	R.S. (4)	
Art (4)	Computing (4)	Music (3)	Drama (3)
PE (4)	Games (8)	PSHE (1)	

The classes continue to be mixed ability except for Maths and English. Classes outside of setting are re-formed from Year 7 to allow new relationships to forge and to allow for pastoral development.

**Year 9 (80 periods)**

Year 9 is the first opportunity for our students to begin honing down their option choices to prepare themselves for what they will choose to study at GCSE level. We continue with our core subjects of Maths, English and Computing but now study the three classical sciences separately. We ask each student to choose one MFL, one from the Humanities faculty and a subject from the Creative Arts faculty. They are then given free-rein to choose their remaining subjects, hopefully resulting in solidified choices that they will take forward to Year 10.

<b>Core</b>	English (8)	Maths (8)	Biology (6)	Chemistry (6)
	Physics (8)	Computing (3)	Humanity Option (5)	Art Option (5)
	MFL Option (5)	PE (4)	Games (8)	PSHE (1)
	3 x Free Choices (5 each)			
<b>Options</b>	<p><b>MFL Options:</b> To be chosen from: French, Mandarin or Spanish</p> <p><b>Humanities Options:</b> To be chosen from Geography, History or Religious Studies</p> <p><b>Art Options:</b> To be chosen from Art, Music or Drama</p> <p><b>3 x Free Choices (5)</b> - three other free choices from the remaining subjects (5 each)</p>			

Except for Maths and English, classes continue to be mixed ability, with the option subjects classed according to student choices. The Science lessons are now split into Physics, Chemistry and Biology, each having a specialist teacher.

The Year 9 end-of-year examinations follow the summer half-term. This allows students to continue to progress through the curriculum and progress through the initial stages of the syllabuses.

**Year 10 (80 periods)**

The majority of students take 10 GCSE subjects at the end of Year 11, although EAL students may study fewer with English support offered in place of MFL. Both English Literature and Language are studied to GCSE from Year 10. The timetable is designed around the student choices, rather than choices confined to set option blocks. It is rare for there to be any students which cannot have their first three options.

Students will complete GCSEs in the core subjects, which at KPS are Maths, English Language and Literature, and a modern or ancient language of their choosing. Students will choose three sciences from Biology, Chemistry, Computer Science or Physics. They may choose to study all four sciences if they choose to do so, meaning they have two free options in other subjects rather than three.

Maths, English, Physics, Chemistry, Biology and where allowing the Modern and Ancient Languages at this stage have classes set broadly by ability.

<b>Core</b>	English (10) P.S.H.E (2)	Maths (9) PE (2)	One MFL/AFL(8)* Games (8)
<b>Science options</b>	<p>3 or 4 options: <i>Students may opt for all four sciences at the expense of one of their options – in this instance they would have two free options in other subjects rather than three.</i></p> <p>Biology (7) Chemistry (7) Computer Science (7) Physics (7)</p>		

<b>Options</b>	3 choices x (7)		
	Art	Classical Civilisation	Drama
	French	Geography	Business
	History	Latin	Mandarin
	Music	Religious Studies	Spanish

GCSE class sizes have a desired maximum of 14 in size, both in the core curriculum and optional subjects.

### **Year 11 (80 periods)**

Normally a small amount of re-setting of science sets occurs towards the end of Year 10, based on the progress of the students in Science to this point. When this is done it may produce one science set focused on preparing for Core and Additional Science GCSEs, although still taught separately the Biology, Chemistry, Computer Science and Physics by specialists. The other science sets work towards the three separate GCSEs.

<b>Core</b>	English (10) PE (2)	Maths (9) Games (8)	One MFL/AFL (8) P.S.H.E (1)
<b>Science option</b>	3 or 4 options: <i>Students may opt for all four sciences at the expense of one of their options and receive two supervised private study periods to aid with revision.</i> Biology (7) Chemistry (7) Computer Science (7) Physics (7)		
<b>Options</b>	3 choices x (7) Art French History Music Classical Civilisation Geography Latin Religious Studies Drama Business Mandarin Spanish		

The PE course in the Year 11 has a particular focus on health and fitness for life.

### **Sixth Form**

The School day at KPS Sixth Form has the same timetable as the Lower School, but teaching starts at 08.30 with the earlier start replacing the registration period. Each subject is allocated five hours across one week in Year 12 and five-and-a-half hours across the week in Year 13. However, the approach to timetabling is to maximise flexibility to ensure individual student choices are facilitated, which could mean an alteration to the structure for a specific course.

A significant number of students study four A levels, and where English is not a student's first language, they are encouraged to sit an A level in their native tongue.

### **Subjects offered in Academic Year 2021-22**

Art	French	Media Studies
Biology	Further Mathematics	Photography
Business Studies	Geography	Psychology
Chemistry	Government and Politics	Physics
Computer Science	Graphics	Religious Studies
Drama and Theatre Studies	History	Sociology

Economics	Italian	Spanish
English Literature	Mathematics	

In addition to A level subject choices, all students are allocated a personal tutor with whom they meet at least once each fortnight. In Year 12 Enrichment is offered to enable students to discover new interests, sports, engage in work experience or participate in health-related fitness activities.

Lessons finish at 4.00pm so that all Sixth Form students are able to access the co-curriculum on offer across both sites of KPS.

### **18. ACADEMIC ENGLISH PROGRAMME (IELTS)**

We are committed to providing students with the necessary support and teaching for whom English is not their first language – this will enable them to better access their academic learning. To this end there is a policy in place and established practices implemented by the School.

For students in the Sixth Form who take English is an additional language, the Academic English Programme is offered. This better enables them to access the curriculum and also prepares them for the IELTS examination and supports their university applications.

### **19. PE AND GAMES**

All students in the Lower School are expected to take part in the School's Physical Education and Games programme. Students can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the School.

### **20. HOMEWORK**

The School sets homework where appropriate and should not be set unless there is a purpose to the work.

In terms of homework Kensington Park School recognises that what works for one teacher/subject/course does not necessarily work for another teacher/subject/course.

#### **20.1. Marking**

Effective feedback given to students through marking and reviewing their work will provide constructive steps for every student to ensure progress.

Kensington Park School uses three types of formative marking:

- Acknowledgement marking – this is light-touch marking, typically with ticks or crosses accompanied with small corrections. This type of marking is often used for short pieces of homework.
- Quality marking – this is heavy-touch marking, and will include developmental and diagnostic comments so that students can see what they need to do to improve. This type of marking is used for extended pieces of work, such as EPP's and Mock Exams.
- Peer marking and self-assessment marking – this is marking either by the student themselves (self-assessment marking) or by their fellow students (peer marking). This type of marking is often used for short pieces of classwork.

In addition to these types of marking, teachers will often give verbal feedback, either to an individual student or to the whole group.

Peer marking and self-assessment are seen as a valuable tool to improving student performance.

- They enable very broad discussions to take develop; discussions which achieve far more than merely improving the answer of the student or group to the specific

question they started with.

- They enable links to be made with other areas of the specification, something which is invaluable when students have to sit synoptic exams;
- They allow practical consideration of exam technique.

## **21. COMMUNICATION WITH PARENTS AND GUARDIANS**

We believe that parents and guardians have a fundamental role to play in helping students to learn. We do all we can to inform parents and guardians about what and how their children are learning by:

- Holding annual parents' evenings to review student progress and to explain our School strategies;
- Uploading Curriculum Policies and Overviews to the School Firefly platform;
- Sending regular reports to parents and guardians in which we explain the progress made by each student and indicate how the student can improve further;
- Being available - we have an open door policy; and
- Maintaining strong lines of communication with parents living overseas.

We believe that parents and guardians have a responsibility to support their children and the School in implementing School policies. We would like parents and guardians to:

- Ensure that their child has the best attendance and punctuality record possible;
- Do their best to keep their child healthy and fit to attend School;
- Inform School if there are matters outside of School that are likely to affect a child's performance or behaviour at School;
- Promote a positive attitude towards School, staff and learning in general; and
- Fulfil the requirements set out in the homework agreement.

## **22. CONCERNS AND COMPLAINTS**

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the student's Personal Tutor. If the issue is not resolved, parents should contact the Director of Studies. If there is no resolution, then parents should write to the Headmaster. The School has a Complaints Procedure in place; this is available on the website or from Reception.

Approved by Headmaster 06 October 2021

DocuSigned by:  
  
ADD3243C45B6424...