
Kingsbrook School

'A unique service for unique young people'

Curriculum Procedure

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THE AIM OF THE CURRICULUM

1. Rationale

Kingsbrook School provides a curriculum which has been carefully planned to meet the needs of all of our learners. Our curriculum is designed around the student and offers opportunities for creativity and personal growth; from our assessments upon each student as they join our school; a bespoke educational package is identified enabling all students to make progress including those with exceptional abilities and SEND. By the end of a student's schooling at Kingsbrook the aim is for all to leave with qualifications and awards in at least the core subjects from Entry Level 1 through to GCSE's depending upon the student's ability. We aim for all students to leave Kingsbrook School with increased levels of self-esteem, self-confidence and a positive sense of self and with a new resilience to education as a whole so new and further education opportunities are met with positivity and confidence.

Our curriculum will enable students to leave Kingsbrook School with a good understanding and respect for cultural diversity, an understanding of what is needed to be a member of society and with newly imparted skills and knowledge to take students forward to continue with their education with an understanding of what is required for working life and living as independently as their needs allow.

Our curriculum promotes the Fundamental British Values of Democracy, The Rule of Law, Individual Liberty and Mutual Respect and Tolerance of those with Different Faiths and Beliefs.

Our Curriculum ensures student entitlement, progress and achievement by promoting positive attitudes, values and relationships characterised by respect for everyone. Through the carefully planned and structured delivery of our curriculums we enable all students in the school to develop their personal characteristics, attitudes and values, to their fullest potential. It is the intention of this procedure that the sequencing of curriculum content will be done with a fundamental aim of enabling students to build upon their prior learning and build upon their self-esteem and self-confidence to enable students to become resilient learners.

Our curriculum offer is required to be flexible and interchangeable to allow for the fluctuating mental health difficulties and needs of our students. With all staff having an in-depth knowledge of how mental health and emotional states can impede the ability for the brain to learn is intrinsic to our curriculum offer. It is understood students with mental health difficulties, heightened emotional states and attachment difficulties do not make linear progress; they demonstrate 'spiky profiles' where overall progress is achieved though there are fluctuations within.

Progress made correlates to the fluctuation of a student's mental health; this can occur multiple times a day to prolonged periods of months.

The neuroscience behind the above is that there is a reciprocal relationship between the emotional brain and the executive functioning part of the brain; the emotional brain is located in the center part of the brain. When it becomes triggered, the amygdala, or 'emotional alarm' floods the brain and literally shuts down (drowns) the prefrontal cortex. The prefrontal cortex is the most evolved part of the brain and this is where the tools of logic, reason, rationality and learning take place. The amygdala disables the frontal lobes and activates the fight-or-flight response. In short, without the frontal lobes, you can't think clearly, make rational decisions, control your responses or learn.

Given the above; flexibility and continual assessment of mental health and progress is required. Each week a student's ability to engage with their education as a result of their mental health is tracked and monitored using the CAMHS Progress Profile Grid and then measured against learning targets set for the week. This demonstrates a direct correlation between severity of mental health and progress in learning. For a week where a student's mental health has been relatively stable, one would expect to see an increase in learning targets at the Developing and Mastered stage with fewer, if any, lesson refusals. For weeks where a student has struggled with their mental health one would expect to see a decrease in learning targets at the Developing and Mastered stage and an increase in lesson refusals. During these times our flexible curriculum offer ensures a student can access education at a level their mental health and emotional state can contend with, alleviating additional stress upon the student who recognises they are 'underperforming'. This maintains their levels of self-esteem, self-confidence and a positive sense of self-worth.

This holistic view upon a student's well-being is fundamental to understanding as to when their mental health allows; students can be academically 'pushed' and learning outcomes prioritised. When mental health is poor it is recognised that mental health needs to be prioritised, the focus is upon ensuring the student is fully supported emotionally, alongside the therapy team and targets set to improve mental health are prioritised.

2. Aims

The aims of this procedure are underpinned by reference to a set of basic principles:

- To ensure our curriculums are informed, structured and relevant to meet the needs of all our learners
- Learning will be incrementally structured in ways that enable all students to have the opportunity to build on what they already know and to generalise

this, and what they need to make progress in order to overcome barriers to their learning and to take ownership of it

- To ensure our curriculums are child centred.
- To promote a personalised, differentiated curriculum for all which is responsive to the particular (and changing) needs of individual students.
- To recognise the individual needs and talents of each student and to facilitate development of their intellectual, moral, physical, social, spiritual and creative capacities
- To promote a caring and stimulating environment that gives positive encouragement to all, and which recognises and values the contributions of all its members equally
- To ensure each student knows and understands their long and short term targets
- To link to statutory requirements
- To measure, assess and record the progress of each student in a systematic way, enabling us to ensure that each student achieves their fullest potential
- To provide quantitative data
- To use formative and summative assessment criteria to inform target setting and to ensure outcomes for students feed back into the planning, content and delivery of future lessons
- To create an inclusive curriculum with links to external accreditation which recognises student achievements not just experiences or student participation
- To monitor standards of student achievement and the quality of teaching and to recognise and record the achievements of all students equally
- To set achievable but challenging targets that promote an ethos of continual improvement
- Encourage confidence, high self-esteem, independence and mutual respect

3. Curriculum Organisation

Students of all ability follow a curriculum closely aligned to The National Curriculum areas. There are a range of curriculums on offer at Kingsbrook School and these include the following; Personal Progress, ASDAN Bronze Award, ASDAN Silver Award, ASDAN Gold Award, aspects of the National Curriculum, Certificate of Personal Effectiveness. In addition to this, Kingsbrook offers ASDAN Short Course Awards that each student can choose as part of their bespoke package. The ASDAN Short Course Awards range from specified curriculum areas and also include pre-vocational courses such as small animal care and horticulture.

Through our stimulating and specialist environment we help motivate and engage. A student's preferred learning style is identified upon entry to Kingsbrook and lessons are planned to be inclusive of their learning style to maximise the opportunity for achievement. We recognise individual interests and aspirations by promoting fun and enjoyment in all areas of learning. We aim to use whatever specialist techniques and teaching approaches, which may motivate, support the needs, or improve access and engagement of all students.

The following curriculums and programmes of study are on offer at Kingsbrook and are selected to take into account the age, aptitudes and special educational needs of each student. Each curriculum pathway is identified using the Student Analysis and is differentiated further to meet a student's special educational needs as specified in their Education, Health and Care Plans:

Personal Progress

ASDAN Bronze, Silver and Gold Award

Certificate of Personal Effectiveness (CoPE)

ASDAN Short Course Awards

The curriculum paths are aimed towards though not exclusive to the following levels:

Personal Progress – For students working at and below Entry Level 1

ASDAN Bronze, Silver and Gold Award – Working at Entry Levels 1, (Bronze), 2, (Silver) and 3 (Gold)

Aspects of the National Curriculum for Key Stage 3 and 4 students who are working towards or are at age expected levels.

Certificate of Personal Effectiveness (CoPE) – Working towards Functional Skills Level 1 and 2

ASDAN Short Course Awards – For student's working towards Functional Skills Levels 1 and 2.

All students have social skills and emotional literacy lessons as part of their curriculum to enable students to build confidence in social situations and to be able to understand and therefore effectively manage their emotions in appropriate ways.

The timings of our lessons differ between the groups as this further differentiates their curriculum and is based upon their learning needs and their overall ability to focus and concentrate. Rhino Group, which is our group for students with complex learning needs, has timetabled lessons of thirty minutes long. Skodidi Group has lessons timetabled for

forty five minutes as they are the group who able to sustain focus and concentration for longer periods of time.

4. Personalised Learning

Upon starting Kingsbrook School a Student Analysis is completed for each student. The Student Analysis encompasses all baseline assessment data gathered to include a student's ability to engage with their education, focus and concentration, average progress profile grid score, outcomes for their WRAT 4 Baseline Assessments in reading, spelling, sentence comprehension, and maths computation and it also incorporates long term predictions with regards to next educational placement, level of support required when independently living and also the level of support required to engage in vocational activities. Depending upon the outcomes of the Student Analysis this will direct each learner to their ideal curriculum enabling teachers to plan and deliver a curriculum that meets the needs of each student and ensures progress can be achieved, whatever progress looks like for each individual. The student analysis also forms part of a student's ILP targets and is therefore reviewed at the end of each term and new ILP targets set. The targets set incorporate the Student Analysis areas with the aim of setting targets to increase the outcomes in each of the key areas.

Once the individualised curriculum has been identified, this is differentiated further based upon the outcomes of further assessment upon entry to Kingsbrook such as the VARK, which identifies a student's preferred learning style, such as visual, auditory, reading and writing and/or kinaesthetic. A student's attachment style in the classroom is also identified using the Attachment Style in Education Tool. This identifies a student's attachment style in the classroom and whether it is secure, avoidant, ambivalent or a disorganised attachment style. For any identified attachment style other than secure, an action plan is created and this informs the education team of how best to support a student in the learning environment based upon their presenting attachment style.

The outcomes and recommendations from a student's Education Health and Care Plan as to how best meet a student's needs are also incorporated into the differentiation of lessons and overall delivery.

5. Assessment

Upon arrival at Kingsbrook all students are assessed using the WRAT 4 Assessment. This will provide a baseline assessment for reading, spelling, and sentence comprehension and

maths computation. The results provide accurate age ability compared to their chronological age. This will enable staff to identify gaps in learning and develop their individualised curriculum to close the gaps. For students who receive a standardised score of less than 89 in any of the key areas assessed, are placed onto intervention programmes that are incorporated into their curriculum to improve upon their existing scores. The WRAT 4 assessment is repeated on a termly basis to ascertain progress within all the groups in school. The expected level of progress for the WRAT Assessments is an increase in functioning age of 1 month between assessments.

The data gathered from the WRAT 4 Assessments enables staff to 'pinpoint' where; academically a student is working within the National Curriculum. A system of 'I Can' statements taken from National Curriculum expectations and the ASDAN programmes of study are used to plan a student's individualised curriculum. 'I Can' statements are 'signed and dated' when achieved and work is planned to help support your child through the next progressive set of 'I Can' statement.

Each week the impact a student's mental health has upon their ability to engage and therefore learn and make progress is tracked using the Progress Profile Grid. The progress profile grid tracks attendance, engagement, communication and future hopes. Weekly progress profile grid targets are set in the key areas to ensure students are progressing along the grid with the final stage being independent and confident learners who are fully able to access their learning with a sense of hope and positivity for their future.

VARK and SDQ assessments also take place to ascertain a student's preferred learning style (VARK) and also to gain an understanding of a student's behaviour conduct, social skills, self-esteem and self-confidence. This enables staff to develop a personalised social skills and emotional literacy programme to develop these areas.

Curriculum paths and programmes of study can be combined based upon the needs of students and their engagement.

The student analysis is repeated on a termly basis to further evidence a student's curriculum path is the most appropriate programme of study for them. It is recognised that a student's mental health can significantly impact upon their ability to engage with their education and thus affect their educational outcomes. As their mental health improves, a higher level programme of study can potentially be accessed by the student. The regular reassessment of the student analysis ensures each student has access to a programme of study that will enable them to reach their full potential. Termly targets that formulate the student's Individual Learning Plan Targets and Progress Profile Grid Targets are formulated based upon the outcome of the student analysis. Targets are set to support the student to progress with their lesson engagement, focus and concentration and their functioning ages from the WRAT 4 results.

Assessing Progress

Each week students are set learning targets for each subject area. These targets are whole or part of an 'I Can' statement which form the assessment criteria towards the award or qualification a student is working towards or the aspects of the National Curriculum the student is working upon.

The aim for the student by the end of the week when learning targets are reviewed is to be at either the developing stage, if not mastered. The learning target grading directly links to Kingsbrook's marking procedure and a student's level of engagement and understanding of the learning target are measured. The learning target and marking procedure grading is as follows:

X = Refused (The student has refused to participate in the given lesson/subject)

E = Experienced (This code is used for participation in the minimal sense, such as, joined in discussions, watched a clip from a documentary, but, nothing else regarding the lessons, such as did not complete any work).

O = Observed (This code is used for the students who have stood or sat on the periphery within the lessons but did not actively participate in any form of work task discussion.

P = Participated (For the students who started activities or work tasks but did not complete them).

D = Developing (This code is used for the students who have participated as fully as they can within their lessons, but, at the end, have not fully understood or achieved the target/aim of the lessons).

M = Mastered (This code is for students who have completed their lessons and have achieved and understood the target for the week).

Expected levels of progress are very much determined by each individual student and takes into consideration the impact a student's mental health has upon their ability to engage with their learning. This can understandably fluctuate, along with their mental health.

However in terms of expected progress, a student who has mastered between 0-3 learning targets per week would be deemed to be working below expected progress, 4-7 at expected progress and 8 and above a student would be deemed to be working above expected progress.

Progress is also tracked using WRAT 4 and the terms for progress tracking in WRAT 4 are below expected, expected, good and aspirational levels of progress.

Below Progress = no increase or lower functioning age from previous assessment.

Expected Progress = 1 month increase in functioning age from previous assessment

Good Progress = 2 month increase in functioning age from previous assessment.

Aspirational Progress = 3+ month increase in functioning age from previous assessment

6 Intent

At all times we will strive for excellence in all our teaching by:

- The quality of learning that student's experience
- The quality of teaching that we provide
- The richness of the environment in which students learn.

Staff are actively expected to promote and seek to secure the curriculum aims and, in particular to:

- Have high expectations of students
- Employ a variety of appropriate teaching and learning methods
- Ensure that, wherever possible, students are found means of access to the curriculum and given opportunities to succeed
- Deliver programmes of study which build upon students' previous experiences, providing progression and continuity, and which confirm the requirements of the National Curriculum and accredited courses.
- Provide a wide range of learning experiences for students in each key stage suitable for their age and ability
- Provide work which meets their students' needs and aspirations, which offer depth and challenge, which motivates and inspires them
- Involve the learner in the process of learning
- Develop students' skills to become independent learners
- Encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment and tangible rewards.
- Based upon outcomes from the existing weeks learning targets will inform planning for the next weeks learning outcomes. This is based upon an individual's outcomes.
- Work in partnership with other staff, parents/carers and the wider community to achieve shared goals
- Keep parents/carers fully informed about the progress and achievements of their child

It is vital that parents/carers and other professionals as well as teachers, are involved in defining and planning the curriculum. Outside professionals involved can provide

additional support services that will have an important role in specialised assessment leading to the identification of specific needs. Collaborative planning will encourage all aspects of the Curriculum to be taken into account. Parents/carers will have aspirations and priorities based upon their knowledge of their child in the home context. Students will also have aspirations and these are recognised and considered within all aspects of the Curriculum as appropriate. This process of shared understanding of curricular priorities will culminate in the student's individual learning plan, which will define priorities and strategies to meet their needs and by which progress will be reviewed.

7. Implementation

The delivery of the curriculums on offer at Kingsbrook School will take into account the following factors and considerations.

- Curriculum emphasis – subject specific, subject as a context for cross curricula key skills, theme related i.e. elements which may be for more than one curriculum area
- Students – motivating factors for the individual, optimum environment for the individual, best approach/person for the individual, flexibility – right time for the individual, length of time for the individual
- Staff ratio requirements
- Mix of lesson types in one day, e.g. active and still
- Student involvement – maximise choices, encourage independent work, AFL (where appropriate)
- Delivery of lessons are based upon the learning target outcomes from the previous week.
- Health and safety issues which may require the completion of appropriate risk assessments

Inclusion opportunities featured within class timetables enable some of the students to access blocked modules of work, which are delivered through structured teaching sessions. These modules incorporate opportunities for accredited courses such as ASDAN.

8. Impact

The impact of the curriculum each student is provided with is considered taking into account the following key judgements:

- Age
- Ability (Functioning ages from the WRAT 4 Assessment Outcomes)

- Length of time a student is able to maintain focus and concentration
- Lesson engagement
- Impact of mental health upon ability to access education (Progress profile grids)

WRAT 4 Assessments and subsequent intervention programmes are reviewed on a termly basis. WRAT 4 Assessments are taken at the start of each term and the effectiveness of the intervention programmes are evaluated based upon progress made. The reassessment of the WRAT 4 provides a judgement as to the effectiveness of the intervention programmes and whether they need to be revised for the subsequent term.

The Student Analysis is also reviewed each term. The ILP targets are reviewed at the end of each term and new ILP targets set at the start of the term. By reviewing each student's Student Analysis this enables a judgement to be made as to the impact the student's curriculum has made the previous term and any adjustment can be made accordingly based upon the outcome. Reviewing the Student Analysis also ensures each student is on the correct curriculum to enabling every student to move along their trajectory path and to maximise upon their potential.

The weekly learning targets set are based upon the 'I Can' statements. 'I Can' statements are used to measure the impact of the curriculum and to track a student's progress. The weekly learning targets feed back into the planning and implementation of the following weeks' curriculum delivery.

9. Therapy within the Curriculum

All education staff adopts a therapeutic approach to a student's learning and in addition to this, therapists visit the school on a weekly basis where they schedule times to see each student. The therapy provision consists of a Counsellor, an Occupational Therapist, a Speech and Language Therapist and an Art Therapist. At the end of each day education staff and the therapists meet to discuss outcomes and targets for each student and feedback from the therapists and their aims are incorporated into a student's progress profile grid targets for the following week. This ensures an integrative approach between education and therapy where all are working towards the same positive aims and outcomes for each student.

It is recognised at Kingsbrook School that some of our learners require a more intensive therapeutic approach to their learning and a Nurture Group ethos and practice is followed, reflecting the primary school model of one classroom, a consistent teacher and learning support assistants. This ensures the students are supported emotionally by developing a sense of safety and security. This enables

their attachment needs to be met and ensures students are in an emotionally secure 'place' to learn.

Quality Assuring the Provision of Therapy

Each individual therapist will have their own formally assigned supervisors in their area of specialism. In addition to this the Clinical Lead for the therapy team; Peter Cliff, meets with the Head of School on a monthly basis to discuss the quality of the provision and to address any areas that require improvement.

The Head of School remains in regular communication with Peter Cliff and the individual therapists and the therapists send the Head of School, on a weekly basis the student attendance register for their sessions and an overview of the sessions clearly stating the aims and the outcomes of each session.

Monthly formulation meetings take place and a student is nominated to be discussed in depth. The Head of School provides Peter Cliff particular issues or difficulties being experienced by a particular student and during the Formulation Meeting, these are discussed and new strategies are provided by the therapy team and then incorporated into the school day for that particular student.

The success of the newly implemented strategies are fed back to the therapist and new strategies introduced if deemed unsuccessful.

10. Monitoring and review of curriculum delivery

It will be the responsibility of all staff and the Head of School to ensure that:

- The aims of the curriculum policy continue to underpin all learning and teaching
- Individual students' needs are being met
- Planning ensures continuity for individual students over time and across the whole curriculum
- The curricular requirements are being met
- There is progression across the years
- There is a balanced coverage in the areas of the curriculum
- Weekly learning targets are set and will be reviewed by the teacher and the student. Based upon the learning target outcomes, will in turn feedback into the planning and delivery of the next week's lessons.

In order to maintain progression and ensure continuity, liaison between the whole school team is essential.

11. Resources

Resources are provided to meet the curriculum delivery. Additional resources are identified based upon the identified needs of the student, by recommendation of a member of the therapy team and any resources that have been named in a student's EHCP.

The use of effective resources needs to be carefully monitored by each teacher to ensure they provide value; they are age-appropriate and comply with Health and Safety requirements.

12. Assessment, Recording and Reporting

Student achievement is celebrated throughout the school and positive rewards are used to promote good behaviour, engagement, attendance and learning. A wide range of accreditation is available within the school, which allows for individual learning styles and rates of progress. Assessment, recording and reporting is a vital, integral and on-going part of our teaching process to promote student's learning. Please refer to the assessment procedure for further details.

13. Accreditation

Use of accreditation using ASDAN will enable the students to undertake accredited modules of work. Teachers will determine on an individual basis the appropriateness of each module based upon student need and by ensuring these add value to individual learning.

Further qualifications such as Entry Levels, Functional Skills and GCSE's are offered through our 'link' school where exam adjustments can be made for 'exams elsewhere' enabling students to partake in their exams within the familiar environment of Kingsbrook. This ensures students who experience anxiety can feel more at ease when undertaking their exams as the environment and the staff are familiar, which, eases anxiety and contributes towards enabling a student to reach their full potential.

Awards obtained by the students will be formally presented during the annual Award Day in the Summer Term.

We additionally provide recognition for student's achievements through the weekly Reward Assembly, where students are awarded for lesson engagement and positive behaviour.

14. Equal opportunities

At all times, all staff will ensure that within the delivery of the curriculum respect for all is promoted with particular regard for protected characteristics set out in the 2010 Equality Act such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and paternity, race, religion or beliefs and sexual orientation.

15. Monitoring Review and Next Steps

It will be the responsibility of the teachers and Head of School to ensure the Kingsbrook School curriculums are monitored and reviewed to make sure the delivery of the curriculums maximises learning by providing richness, breadth, balance in knowledge, skills and direct experiences relevant to each individual and their own lives.

The curriculums on offer aim to provide students with the skills and knowledge to best prepare them for the next stage in their education and life beyond school. This is achieved by offering careers programmes such as World of Work and a Short Course Award upon Work and Enterprise. An Independent Careers Advice and Guidance Advisor (IAG) visits Kingsbrook six times per year and provides students with the opportunity to have 1-1 meetings to discuss careers and further education options. The IAG completes an action plan for each student to support them in understanding their career path and the 'steps' towards achieving this.

Independent Living Skills are also promoted across the curriculums to support students to become as independent as possible when looking towards adult life. This is provided through learning modules such as Home Management, PSHEE and also an ASDAN Short Course Award upon Independent Living.

All educational gains will be discussed at a student's EHCP Review. In addition to this parents and carers can discuss their child's progress at any point throughout the school year. The Operations Director and Governors of Kingsbrook School will

monitor this procedure and alongside the Head of School, will continuously monitor the quality of teaching and learning across the school.

16. Monitoring the Quality of Teaching and Learning

There is a robust monitoring system for continually monitoring the quality of teaching and learning at Kingsbrook School. These take the form of Teacher on a Page Evaluations, Learning Walks, Work Book Scrutiny and Lesson observations.

Teacher on a Page takes place three times a term, once at the beginning, before half term and before the end of term. Teacher on a Page encompasses all aspects of the Teaching Standards and draws together lesson observations, assessment, planning behaviour management and personal and professional conduct. Any areas from Teacher on a Page where a teacher is identified as not being at least 'Good'; an action plan is completed and the teacher is aware that upon the next round of Teacher on a Page Evaluations the Head of School will be focusing upon these areas and will be looking to see if the recommended actions have been actioned.

Learning Walks, Work Book Scrutiny and Lesson Observations take place on a tri-weekly basis therefore; teachers are being monitored on a weekly basis upon something. As per the Teacher on a Page; any areas from a lesson observation, learning walk or a work book scrutiny that a teacher is not deemed to be at least a 'Good'; an action plan is created and the teacher is aware that upon the next round of either work book scrutiny, lesson observations or learning walks the Head of School will be focusing upon these areas and will be looking to see if the recommendations/actions have been implemented.

All Teacher on a Page Evaluations, Learning Walks, Lesson Observations and Work Book Scrutiny are conducted by two members of staff; the Head of School and a member of the Senior Leadership Team, usually the Curriculum and Learning Lead. After conducting the Teacher on a Page Evaluations, Learning Walks, Lesson Observations and Work Book Scrutiny the Head of School and the Curriculum and Learning Lead share their findings and an action plan is created, if needs be, following on from discussion and agreement upon areas in need of improvement.

At least once a term either a school Governor or a Priory QIL will also conduct an additional lesson observation or learning walk. This ensures an objective overview of the quality of teaching and learning is taking place.

17. Kingsbrook School's Curriculum Procedure Summary:

We will assess all students regularly, in a valid and reliable way against consistent standards in order to inform teaching, help students to make progress and to celebrate their achievements. We will involve students actively in their own learning by teaching them how to understand and use assessment criteria, including those for external examinations, and how to assess their own and others' work. We will provide students with meaningful feedback so they know how much progress they have made and what should they do in order to improve further as per our marking procedure. We will ensure a robust system of monitoring the quality of teaching and learning takes place to continually improve upon our overall delivery and quality of education provided.

The school has developed a comprehensive range of procedures which underpin our approach and our curriculum. The curriculum aims are agreed and shared by all members of the school staff, parents, carers and other professionals to ensure our procedures continue to remain appropriate for our students. All procedures, to include the curriculum procedure, are reviewed annually and are available directly from the Head of School upon request and can also be located on Kingsbrook School's website.