ESSE QUAM VIDERI
THE
KINGSLEY
SCHOOL
REACH
HIGHER
2025-26

Academic excellence is one of the foundational pillars of The Kingsley Way. In cultivating life-long learners who are equipped to thrive in an ever-changing world, supporting academic excellence for each individual is a fundamental part of learning at The Kingsley School. We set high standards of each other, challenge ourselves to step outside of our comfort zone and work hard to be the best that we can be.

Academic excellence is built upon high quality teaching and learning, every day, in every lesson. A broad and balanced curriculum helps build the key knowledge and skills for pupils to thrive in the world of the future. In lessons, teachers set high expectations of all pupils and offer continuous support to help students to reach them. Teaching provides opportunities for deep thinking, critical evaluation and problem solving, laying the foundations for continued academic progress. The framework for excellent teaching The Kingsley Way shows how this is supported and developed all throughout the school.

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CREATIVE THINKING: A FOUNDATION FOR ACADEMIC SUCCESS

Teaching, learning and academic development at The Kingsley School is based upon the Centre for Real-World Learning's five-dimensional model for creative thinking, which is summarised on the opposite page.

The Centre for Real World Learning's **Five-dimensional Model for Creative Thinking**

Teachers inspire pupils to be inquisitive, to be curious, to ask good questions and to seek out answers. Directed activity in classrooms and during private study develops their persistence, encouraging pupils to stick with difficult tasks, tolerate uncertainty and continue to find solutions that show innovative thinking.

At appropriate times, pupils are given opportunities to work collaboratively with others, give and receive feedback, and share the outcomes of their work. Pupils are guided to be disciplined, critically reflecting on their work and using this as a basis for further innovation.

Imagination is at the core of creativity. Pupils are encouraged to be imaginative with their solutions, play with possibilities, use their intuition and make connections with the breadth of their knowledge. In doing so, teaching and learning across the school supports creative thinking that underpins academic success and builds solid foundations for future learning and opportunity.

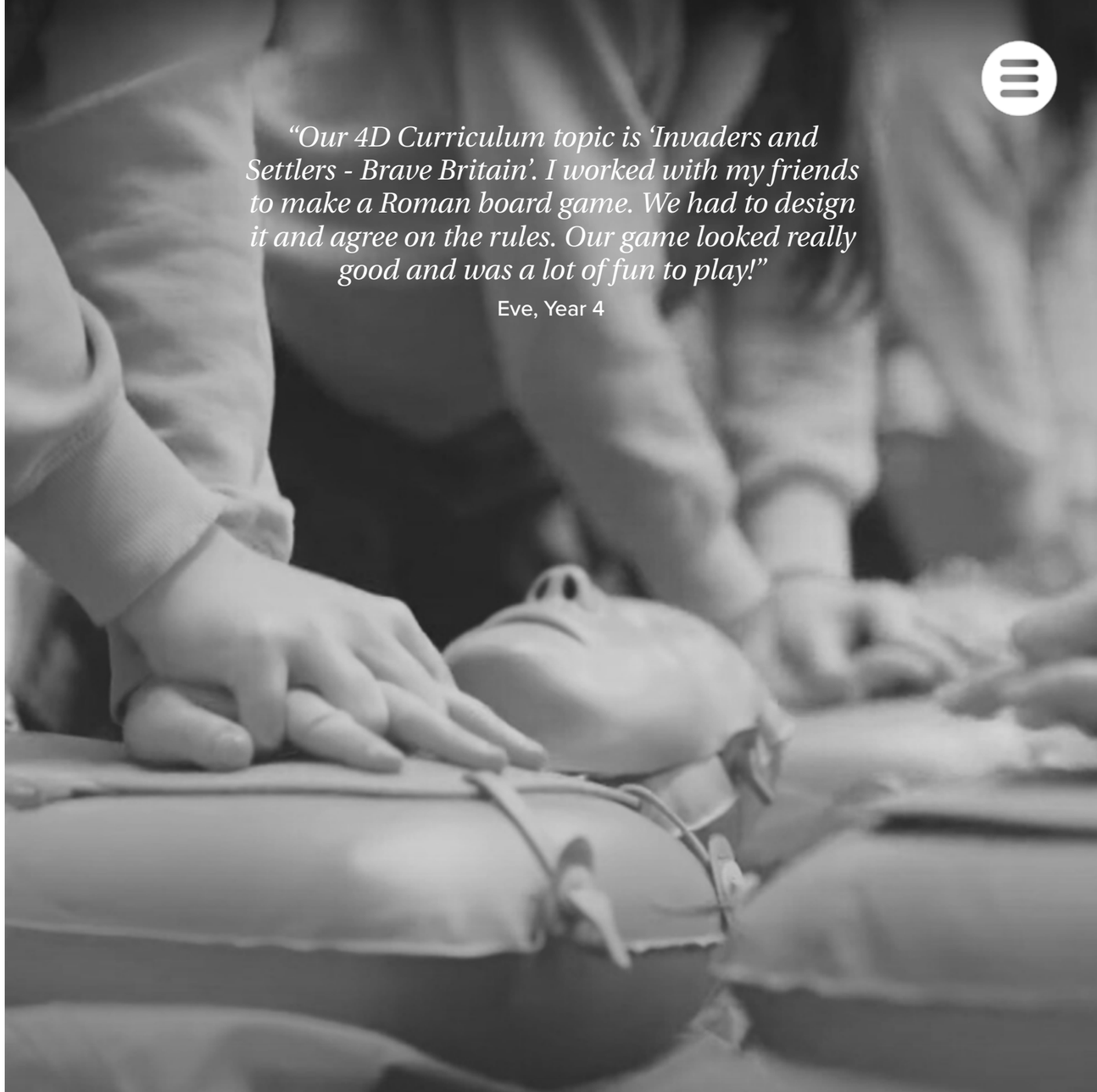
THE PREP SCHOOL

In the Prep School, pupils are encouraged to think critically, take risks in their learning, and apply their knowledge in new and creative ways. Lesson objectives are deliberately open-ended, allowing children to aim high and explore ambitious outcomes, while tasks are carefully designed to promote deeper thinking and reflection.

Our small class sizes mean that every child is known as an individual, and teachers can take a bespoke approach to planning that ensures each pupil is both supported and challenged at the appropriate level.

Through the 4D curriculum, pupils are not only guided but also inspired to extend their skills - whether by tackling complex project-based tasks, engaging with visiting speakers, or testing themselves in competitions and collaborative challenges. This approach ensures that every child is motivated to go beyond their comfort zone, developing resilience, independence, and the confidence to thrive in the future.

Alongside their core studies, Prep School pupils also benefit from enrichment sessions timetabled three times a week, where they are given the freedom to select courses that spark their individual interests. These sessions often focus on real-life skills such as First Aid, Philosophy, Little Lawyers, Journalism, or Creative Arts, giving children the chance to explore new areas of learning in greater depth. This choice not only nurtures curiosity and independence but also allows pupils to further develop and enhance their skills in areas that inspire them most.



"Our 4D Curriculum topic is 'Invaders and Settlers - Brave Britain'. I worked with my friends to make a Roman board game. We had to design it and agree on the rules. Our game looked really good and was a lot of fun to play!"

Eve, Year 4

THE SENIOR SCHOOL

The Reach Higher programme incorporates specific opportunities to further develop the five aspects of Creative Thinking. The programme links together the core curriculum, co-curricular activity and special events across the school year designed to promote engagement, creative thinking and communication.

Reach Higher Homework Weeks
Years 7-9

All pupils in Years 7-9 are required to take part in Reach Higher Homework weeks at three points throughout the year. During these weeks, the normal homework schedule is suspended and pupils can choose from a range of options related to a specific theme. The homework tasks are designed to foster creativity, encouraging pupils to be inquisitive, persistent, disciplined and imaginative.

In the Autumn Term, pupils have a range of choices related to the creative arts. Pupils are set the challenge to be creative using a medium of their choice – fine art, textiles, music, drama, food, or design and technology. In producing an artefact or design, pupils are engaging with the creative thinking process.

In the Spring Term, pupils work on a project based on science, technology, engineering and mathematics. Engaging in deep learning in the core STEM subjects builds an understanding of the creative thinking process and builds strong foundations for academic enquiry in a range of disciplines.

In the Summer Term, pupils work on a project based on the humanities. This could be an extended project or engaging in critical reading of a wide range of academic sources, to learn from the best of humanity's thinkers and challenge pre-conceived perceptions of the world.

Creative Thinking Workshops
Years 7-11

The Creative Thinking Workshops are an opportunity for pupils from Years 7-11 to engage with the principles of Creative Thinking in a meaningful and engaging way. Students who regularly demonstrate the principles of Creative Thinking in everyday learning and exhibit the motivation to challenge themselves academically are invited to participate in the workshops twice in a half term.

The workshops are at different times throughout the week so that it does not clash with regular co-curricular activity and pupils can prioritise the events that are more relevant to their academic journey. Pupils in receipt of a scholarship are expected to attend as many of the workshops as possible.

In the workshop, pupils will be learning about what creative thinking is; what it means to be inquisitive, persistent, disciplined, imaginative and collaborative. Pupils apply their knowledge to real-world problems and use their thinking skills to evaluate potential answers. Pupils engage with the principles of project-based learning and debate important topics of the day, for example, the impact of Artificial Intelligence on the world of the future.

"During the last Reach Higher Homework Week, I chose to focus on Greek theatre. I love drama and enjoyed learning how masks were used to show emotions. The project helped me with my research skills and encouraged me be creative in how I presented my work."

Holly, Year 8

Reach Higher Projects
Years 7-9

Pupils invited to the creative thinking workshops have the opportunity to undertake a Reach Higher project. In Year 7, this is an internal project that promotes collaboration with peers to research a chosen problem and formulate a well-researched, creative solution.

In Year 8, invited pupils have the opportunity to complete a Level 1 Foundation Project Qualification from the Edexcel exam board. This project is a formal qualification worth half a GCSE and requires pupils to conceive of their project, plan it appropriately, research the required information, complete the final project and evaluate the process. This is an independent learning project which is supported by coaching and mentoring but not direct teaching. There is a wide range of potential activities that can be undertaken for the project, from a formal essay to a performance or the production of an artefact (art or design).

In Year 9, invited pupils can complete the Level 2 Higher Project Qualification, also from the Edexcel exam board. This is similar to the Foundation Project described above, but requires a higher academic standard; for example, pupils are required to critically evaluate source material, which is a vital component of academic success.

Round Square Postcards
Years 7-13

All students across the school are invited to participate in Round Square Postcards. These are opportunities to engage in debate and discussion with pupils across the world as part of the Round Square network. At specific points throughout the year, there are a range of opportunities to engage with key questions that encourage the creative thinking process.

Some examples of discussion are as follows:

- Hope, innovation and positive news about the environment – exploring United Nations Sustainable Development Goal 11.
- Beyond the win: exploring how failure and culture shape our success story
- Old walls, new voices; how do we reimagine the past?

Pupils that show engagement and aptitude for the specific subjects discussed will be invited on occasion to represent The Kingsley School in the global discussion. Pupils in receipt of scholarships are expected to represent the school in at least one postcard each academic year.

ROUND SQUARE

Co-curricular Programme
Years 7-13

The co-curricular programme is a vital part of the development of creative thinking and has its particular strength in promoting pupil leadership. In lunchtime and afterschool clubs, there is greater scope for pupils to design their own areas of interest and enquiry and make the most of the opportunities available.

All pupils are required to engage in some co-curricular activity at the school. For scholars in a specific discipline, it is a requirement of the award that there is attendance at the relevant co-curricular club.

Whilst there are a range of clubs and activities on offer, the Reach Higher programme incorporates seven core clubs that pupils are encouraged to attend, to promote creative thinking and leadership skills:

- The Computer Aided Design club inspires future engineers to be creative and innovative.

- The Business and Enterprise club provides the opportunity to learn about entrepreneurship and work collaboratively with others on projects and competitions.

- The Kingsley Chronicle is a pupil-led club that produces a publication on events across the school, written and edited by pupils themselves.

- The culture club encourages pupils to immerse themselves in traditions, music, food and art from cultures across the world.

- The Eco-Edit is the environmentalism club, reporting on and working to solve environmental and ecological problems that the world faces.

- The Human Rights Hub combines politics and ethics and allows pupils to explore democracy and human rights, how they are under threat and what is required to preserve them for the future.

- The debate club hones the skills required to win academic arguments and communicate them effectively, offering pupils the chance to compete in debate competitions across the region, and nationally.

"Competing against other ISA schools has helped me build confidence, improve my skills and push myself to a higher standard."

Eloise, Year 9

Competitions
Years 7-13

Each subject provides the opportunity to engage in competitions. All pupils can be invited to take part, with the support and direction of teaching staff. Pupils have achieved notable success in ISA art competitions, textiles, sport and public speaking.

A significant number of pupils enter into science 'Olympiads' and mathematics challenges that allow pupils to compete with others across the country. In doing so, pupils engage in deeper learning in their subject and develop the core attributes of creative thinking as they strive for success.

Visiting Speakers Programme

The Visiting Speakers Programme forms a dynamic part of the Reach Higher initiative, offering pupils the chance to connect with remarkable individuals from a wide range of professions and backgrounds. Through inspiring talks and interactive discussions, pupils gain first-hand insight into real-world experiences that spark ambition, creativity, and curiosity.

These encounters broaden perspectives, challenge pupils to think beyond the classroom, and empower them to imagine bold futures of their own. Scholars are expected to attend at least one talk each academic year.

Scholars Programme
Years 7-11

The Scholars Programme works in collaboration with the Reach Higher Programme and provides the opportunity for pupils to excel in their subject, and be supported to set and achieve aspirational goals that will make a significant impact on their future.

Pupils in receipt of a scholarship for a specific subject are encouraged to push boundaries and develop their talents through specialist opportunities. Sports scholars thrive in the Talented Athlete Programme, honing skills and competing at the highest levels. Musicians perform with distinction in the Warwick School Foundation Wind Orchestra and other groups, alongside the Foundation's finest young players. Aspiring artists develop their skills in the after-school Oil Masterclass, focusing on traditional realism techniques and advanced creative expression. Meanwhile, drama scholars contribute to the department's annual performances, often taking leading roles and developing confidence, stagecraft, and collaboration. These experiences challenge pupils to excel, embrace creativity, and imagine what they can achieve.

In addition to the Reach Higher Programme detailed above, mentoring is a vital part of the scholars' programme. Scholars receive specialist coaching training and have the opportunity to put these skills into practice through peer-to-peer mentoring; scholars in Years 9 and 10 mentor and coach scholars in Years 7 and 8. This provides mentors with an opportunity to develop a deep understanding of the learning process, helping to develop communication skills and emotional literacy that will be invaluable in the years to come, alongside helping younger scholars with the benefit of their experience. Scholars in Year 7 and Year 8 have the opportunity to reflect on their academic progress and set themselves realistic and helpful targets for their learning journey.

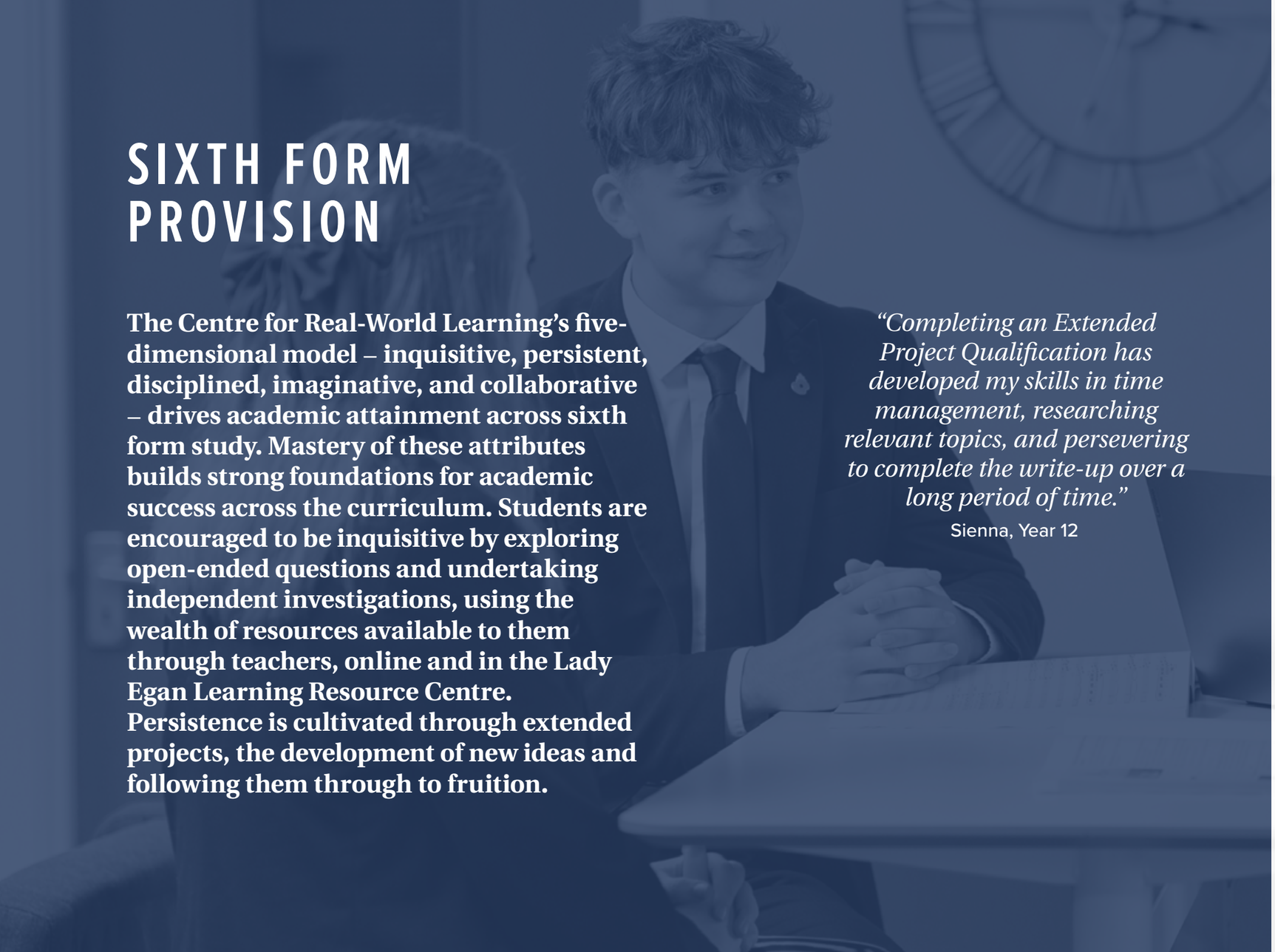
Scholars in all years have the opportunity to benefit from mentoring with members of staff throughout the academic year to help support their engagement with their academic studies and the Reach Higher Programme as a whole.

Scholars are expected to:

- Participate in a reasonable co-curricular activity related to their subject
- Attend the Creative Thinking Workshops
- Produce a Reach Higher Project in Years 7, 8 and 9
- Participate in Round Square postcards
- Engage in the mentoring programme
- Attend talks by visiting speakers
- Engage with academic competitions, performances or events related to the scholarship

SIXTH FORM PROVISION

The Centre for Real-World Learning's five-dimensional model – inquisitive, persistent, disciplined, imaginative, and collaborative – drives academic attainment across sixth form study. Mastery of these attributes builds strong foundations for academic success across the curriculum. Students are encouraged to be inquisitive by exploring open-ended questions and undertaking independent investigations, using the wealth of resources available to them through teachers, online and in the Lady Egan Learning Resource Centre. Persistence is cultivated through extended projects, the development of new ideas and following them through to fruition.



"Completing an Extended Project Qualification has developed my skills in time management, researching relevant topics, and persevering to complete the write-up over a long period of time."

Sienna, Year 12

Students invited to complete an Extended Project Qualification formally work on these skills. Disciplined thinking is supported by structured approaches to problem-solving, critical analysis, and rigorous evaluation, which are relevant to all A-level and vocational courses.

Imaginative thinking is fostered through creative briefs, opportunities for student leadership, and scenario-based learning that blends academic and vocational knowledge.

Finally, collaboration is developed through group projects, peer to peer feedback, and cross-curricular activity, such as workshops with 8billionideas, helping students learn from differing perspectives and develop real-world teamwork skills.

Together, these dimensions offer a powerful framework for enriching learning and preparing students for both academic success and future innovation.

The opportunities for creative thinking stretch beyond the formal curriculum. Students in the sixth form have opportunities for leadership in co-curricular activity, taking a leading role in representing the school in formal leadership positions, or running or influencing co-curricular activity. Much of this activity is designed to develop creative thinking related to specific themes, such as the arts, culture, environmentalism, human rights and academic debate. Activities on Friday Afternoons embed these skills, with the potential for students to engage with further specialised academic enquiry in a range of fields that also builds foundations for academic success. This includes targeted support for students wishing to progress onto top universities or courses for higher education, such as the Oxbridge pathway, or those wishing to apply to Medicine, Veterinary Science, Law, and Music, among others.

Sixth form scholars are expected to:

- Participate actively in co-curricular activities related to their scholarship area, taking on leadership or supportive roles with younger students.
- Serve as ambassadors for their subject/scholarship area by representing it at school events such as Open Days, Options Evenings, and Taster Lessons, and by promoting enthusiasm for their discipline among younger pupils.
- Act as positive role models within the school community, demonstrating the curiosity, commitment, and high standards expected of scholars.
- Engage fully in the mentoring programme, both receiving guidance from staff and providing peer mentoring or support to younger students.
- Take part in the Round Square programme, where applicable, including postcards and other opportunities for global collaboration and service.
- Attend the Foundation's Encounters programme of visiting speakers on the Warwick campus when they can, engaging critically with ideas beyond the classroom.
- Lead a co-curricular activity relevant to their subject/area of expertise.

Any questions?

If there are any questions about the Reach Higher Programme, please contact the following members of staff:

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