The King Alfred School Society’s Framework

An articulation of Alfredian values, the rationale behind them, and how they are put into practice today
Produced by: The KAS Society Committee

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Contents

Introduction Page 3

Core Value One: Mutual Respect Page 5
• Between pupils and teachers
• Across the whole community

Core Value Two: Individuality & Self-Reliance Page 13
• Meeting the needs of the individual
• Independence and Self-Reliance

Core Value Three: Social Responsibility Page 21
• Social Behaviour
• Rights and Responsibilities

Core Value Four: Freedom, Play and the Enjoyment of Education Page 27
• The link between freedom and enjoyment
• The value of play

Core Value Five: A Broad Definition of Success Page 33
• The role of exams in progressive education
• The importance of parental confidence
• ‘Developing the faculties in all directions’

All quotes, unless otherwise indicated, are from the 2009 KASS Consultation on Alfredianism with staff, pupils, parents and Council
Introduction
In 1897, a group of parents rebelled against the narrow, utilitarian education that was the norm in Victorian England: determined to offer their children an alternative, they banded together to form the King Alfred School Society, within a year founding their own school. This school was radical not only in being co-educational, non-denominational and non-selective, but also in that the curriculum and approach were led by the latest research in child development, rather than the requirements of examination bodies.

Asking themselves what would most benefit children (as opposed to what society expected of them), they developed the values at the heart of education at King Alfred School today:

- Mutual respect
- Individuality and self-reliance
- Social responsibility
- Freedom, play and the enjoyment of education
- A broad definition of success

As these values can have widely different interpretations, the purpose of this Framework is to define what we mean by them at King Alfred School. It does so by explaining the rationale behind them, and setting out how they are put into practice today – essentially a what/why/how of Alfredianism.

Produced by the King Alfred School Society Committee, it includes input from pupils, staff, parents and Council members, and references related educational research and thinking. It is an ‘open’ document in that it will be continually re-visited and re-considered: as our founders would have agreed, there can never be a signed-off version of how such values are best put into practice.

Harriet Wilson
Chair of King Alfred School Council
A 2003 research project asked pupils from 1,500 schools nationwide to describe ‘The School I’d Like’: ‘respect was the single word that occurred most; it was what the children wanted, but felt they didn’t get…’

Prof. Cathy Burke/Cambridge University in partnership with The Guardian

‘Always treat a child like an equal’
John Russell KAS Head 1901-1920

‘Teachers don’t assert their authority over students to get them to learn but try to create a bond between them’
6th Form Pupil
Core Value One: Mutual Respect
Why ‘Mutual Respect’?

Rationale

Respectful relationships between pupils and teachers

Mutual respect between pupils and teachers is a core KAS value because such relationships are considered educationally effective – more so than the conventional autocratic master-pupil relationship. Originally just a belief on the part of the founders, this approach has since been tried and tested, the value of teachers treating pupils with respect being reiterated time and again by KAS pupils past and present.

• ‘The way teachers act and treat students is vitally important: nearly all students will return this respect’. Year 6 Pupil

There are many clear benefits to this approach. Being treated with respect heightens pupils self-esteem and confidence, which in turn contributes to academic and social success. This connection between respect and self-esteem was a key finding in a 2009 Cambridge study on emotional wellbeing in schools:

• Good pupil/teacher relationships enable pupils to see themselves as individuals: ‘young people struggling to explore adult relationships can depend on teachers to be more of an objective outsider. They learn about themselves and relationships, through relating to teachers. This perceived support is related to self esteem’.

• ‘Pupils who believe that that they are supported by their teachers are less prone to depression and low self esteem than those who do not feel supported’.

Good relationships between pupils and teachers also increase motivation: ‘the pupils don’t want to disappoint or let their teachers down’ Year 10 Pupil /‘the mutual respect between pupils and teachers at KAS means pupils understand they must take responsibility’. Year 10 Pupil
Pupil/teacher relationships which rely on respect rather than authority also have the benefit of:

• Helping pupils feel **relaxed about questioning and asking their teachers for help** – this allows access to deeper understanding of what they are learning.

• Enabling them to **push themselves further** as they are less likely to be afraid of criticism if they ‘fail’.

• Making them **at ease communicating with adults** generally.

**Respectful relationships across the whole community**

(‘Whole community’ defined as families, pupils and staff in all parts of the school)

Research increasingly shows that respectful relationships have the same beneficial effects on all those within a working community, whatever their role: as it makes people **feel valued**, they are prompted to **function at the height of their abilities**. The organisation then functions better which, in turn, in a school, benefits the children.

It therefore makes sense to foster egalitarian (rather than autocratic) relationships across the board: ‘whatever age you are, however high your position in the school, you treat everyone equally.’ Year 7 Pupil

Witnessing the adults around them treating each other as equals also has a direct effect on pupils in that it enables them to **develop respect for others by the process of osmosis**.

**References/Wider Reading**

‘The School I’d Like’ Cathy Burke/Cambridge University in partnership with The Guardian newspaper

‘Emotional well-being and its relationship to schools and classrooms: a critical reflection’ Colleen McLaughlin/Cambridge Faculty of Education

‘On Alfredianism’ John Russell (collated by KAS archivist Brian Rance)
Pupil/teacher relationships are non-authoritative:
‘Interaction is carried out in a spirit of negotiation, discussion, responsible individualism and empathy’ Staff member
‘Teachers don’t assert their authority over students to get them to learn but try to create a bond between them’ Year 6 Pupil
‘Staff do not rely on the automatic authority vested in staff in other schools’ Staff member
There are minimum rules and sanctions
Pupils are not patronised or intimidated
Pupils and staff are on first name terms
‘It’s not ‘them and us’’ Staff member

There is an informal approach to teaching:
‘Teachers are relaxed but not laid back’ Staff member
Pupils are encouraged to contribute in class, to debate and challenge

Pupil/teacher interaction is not confined to the classroom:
Off-timetable conversations are welcome
All staff are approachable to pupils outside lessons
There is extended informal time together on camps

Pupil Voice is respected:
Pupils are encouraged to contribute their ideas to issues within the school, both large and small
Tensions are addressed through discussion

Pupils are encouraged to respect those around them:
Pupils mutually agree class contracts each year
They regularly review – and pursue – the Rights and Responsibilities agreement (first drawn up by former pupils)
Pupils are informally invited to help teachers and each other
Pupils are encouraged to have an egalitarian approach to all members of the community:

‘Whatever age you are, however high your position in the school, you treat everyone equally’ Year 7 Pupil / ‘Everyone is taken equally seriously as a member of the school community’ Year 10 Pupil This applies not only between pupils and teachers but between every single member of the community.

The majority of lessons are taught in mixed ability groups

Collaborative work is encouraged both in school and on camps

Pupils are informally invited to contribute to the maintenance and running of their environment

There is an egalitarian organisation of the community:

Hierarchies are in place because of responsibility, not power.

The school is managed as far as possible by consensus

There are means for all – parents, staff and pupils – to be heard

A ‘whole school’ feeling is fostered / ‘The school works as one unit’ Year 7 Pupil:

Each member of the school is encouraged to feel a sense of ownership: ‘everyone is included and involved’ Year 7 Pupil

The relatively small roll of pupils allows for the community to be aware of each other as individuals

Small class sizes allow all pupils to interact and work together as a group

The age span from Reception to 6th Form creates a sense of family

Different year groups are encouraged to interact: older pupils help younger both formally (eg partnering in reading) and informally

There are events at which the whole school community is welcome

The well-being of all within the community is of importance to others
Practices which build mutually respectful relationships across the whole community

**Families are an integral part of the community:**
Children and their families are welcome to stay on at the end of the school day
Parents have relatively informal access to dialogue with teachers
Parents help on school trips, in the classroom, as class reps on Parent/Staff Committee, at Friday Café, and at school events

**There is a collective working environment**
Staff are supportive of each other
Staff consult each other and share best practice
Management makes every effort to foster good relationships between staff
‘Inherent in human nature is the propensity to be curious about one’s environment and interested in learning and developing one’s knowledge. All too often, however, educators introduce external controls which can stifle the natural, volitional processes’

Edward Deci and Richard Ryan, leading researchers on self-determination

‘The aim is to allow children to grow chiefly through their own efforts, and more or less at their own temperamental pace, into their own image’

John Russell KAS Head 1901-1920

‘Pupils are encouraged to express who they are, not what they ‘should’ be’

Year 7 Pupil
Core Value Two: Individuality and Self-Reliance
Why ‘Individuality and Self-Reliance’?

### Rationale

#### Individuality

Children develop at varying rates academically, socially, physically, and emotionally, in a variety of patterns that do not necessarily fit key stages, curriculi and year groups.

It is not logical therefore to impose on them a ‘one size fits all’ programme so that they be ‘minted into pieces as like each other as the coinage’ (KAS founder Isobel White Wallis on Victorian education). **It is logical to recognise each child as an individual and to focus on each individual’s particular needs – to have a child-centred approach:**

- ‘By not putting pressure on us and allowing us to be independent and creative, this school is encouraging us to be unique’ Year 10 Pupil

- ‘Pupils are encouraged to express who they are, not what they ‘should’ be’ Year 10 Pupil

#### Self-Reliance

To nurture the ‘natural propensity to be curious’ (rather than ‘stifle’ it through ‘external controls’) (Deci and Ryan), it is important to develop children’s independence and self-reliance - ‘to draw out the self activity of the child’ and ‘to arouse interest and the spirit of inquiry’ (first KAS Prospectus 1898).

With increasing consensus that learning is a matter of constructing ideas rather than the passive absorption of information, pupils clearly benefit from learning to be **self-reliant** and to take **an active role** in their education. One of the many benefits of this, as research shows, is that ‘active learning’ leads to greater retention of what is being taught.

Developing the ability to think and work independently fosters:

- **self-motivation** as pupils develop ownership of their education
Why ‘Individuality and Self-Reliance’?

• **self-discipline** rather than reliance on the prompts of others.

• an **open mind**: ‘you learn a flexibility and independence of thought that I think pushes us further in the real world’ 6th Form Pupil / ‘a lot of KAS pupils stand out because they don’t just regurgitate information’ 6th Form Pupil

• an **inner self-confidence**: ‘I have learnt not to be scared of doing things for myself’ Year 7 pupil / ‘You get the confidence to ask questions about yourself and the world around you’ Year 10 Pupil / ‘You have the security within yourself to be able to experience different things and, if things don’t go right, you can start again or try something else’ Year 10 Pupil

• pupils’ **discovery of their own path**

• ‘learning to think independently has made me **ready to start life**, essentially the purpose of school’ 6th Form Pupil

References/Wider Reading

‘Motivation and Education: the Self-Determination Perspective’: article in ‘Theory and Research in Education’ journal by Edward Deci and Richard Ryan

‘Punished by Rewards: the trouble with gold stars, incentive plans, A’s, praise and other bribes’ Alfie Kohn

‘The War for Children’s Minds’ Stephen Law (argues that education should be rooted in philosophy not authority)

‘The Surprising Truth about What Motivates Us’ Daniel Pink
Practices to meet the *needs* and *interests* of the individual

**Teachers aim to identify the needs of the individual:**
Staff are attentive to the differences between pupils: ‘teachers try to get to know you in order to help you in the way that’s best rather than giving everyone the same treatment’ Year 10 Pupil

Significant time is spent on discussion of each pupil and programmes of learning are developed accordingly

There is comprehensive Special Needs Support where needed

Class sizes, and the size of the school, are kept small

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**Pupils’ interests are taken into account:**
‘Everybody at KAS has at least one thing that interests them’ Year 7 Pupil

Teachers listen to and follow feedback: ‘following feedback is key to achieving true change in the pupil’ (McLaughlin/Cambridge 2009)

Expectations of pupils are related to their particular potential and interests

Eccentricity/non-conformism are accepted

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**Teachers are given flexibility over how and what they teach:**
The National Curriculum is a reference point rather than automatically followed

Teachers are encouraged to experiment with new approaches

Lessons can be taught outside when the teacher judges it will add to pupils’ learning
Pupils are encouraged to question, explore and think for themselves:
Teachers have a non-prescriptive approach where possible and/or appropriate
The curriculum is organised around problems, projects, questions and discussion
Where textbooks and worksheets are used, they are used creatively
Pupils are encouraged to make contributions, to debate and challenge, and to experiment
Teachers are happy to continue discussions beyond lessons
Pupils are free to challenge (respectfully) the behaviour of other pupils and of staff
Pupils are involved in the recruitment of teachers and give feedback on their experiences

Pupils are encouraged to put personal value on their education:
Exams are seen as just one aspect of education
Pupils are encouraged to have respect for themselves
Teachers aim to inspire pupils to work rather than exert pressure
Competition and comparison are actively discouraged: pupils marks are kept between them and their teachers (and parents), pupils are not ranked, there are no prizes, sports day celebrates the efforts of all
‘Being competitive is always going to happen but I don’t feel under pressure to be better than other people’ 6th Form pupil
Practices to foster independent learning and self-reliance

Pupils are encouraged to take responsibility for their learning:

From an early age, pupils are helped to develop self-regulation, time management and study skills

As they get older, they are encouraged to take increasing responsibility (under guidance) for organising and pursuing their own work

Pupils are trusted to make their own judgements as much as possible

Wherever possible, pupils are encouraged to make active choices

The Choice period is valued as a space for pupils to define their own curriculum

Pupil Voice is welcomed in the running of the school and their feedback is listened and reacted to where possible/appropriate
‘Social responsibility – that is, a personal investment in the well-being of others and of the planet – doesn’t just happen. It takes intention, attention, and time’
Sheldon Berman, ‘Educating for Social Responsibility’

‘No man is an island’
John Donne

‘If people are to secure and maintain a democratic way of life, they must have opportunities to learn what that way of life means and how it might be led’
John Dewey, educational reformer 1859-1952
Core Value Three:
Social Responsibility
Why ‘Social Responsibility’?

Rationale

Social Behaviour

Assuming the value of maintaining ‘a democratic way of life’ (Dewey), children need to consider how they co-exist with those around them. A prerequisite for their engaging responsibly with others is their learning to take responsibility for their own behaviour. Rather than imposing external control on their behaviour through rules and sanctions, there is greater long-term benefit in their learning to rely on their own judgement:

• ‘Because there is more responsibility, you have a sort of line that you can’t cross in your head’ Year 7 Pupil

• ‘Because there are few rules, the ones you break seem bad things’ Year 7 Pupil

A further benefit to there being little recourse to rules and sanctions is that teachers are compelled to rely on their natural judgement – on ‘having to be human’ Staff Member: this means they tailor their reactions to the individual pupil and specific circumstance.

Rights and Responsibilities

Part of developing social intelligence is helping pupils understand their rights as individuals. It is equally important that they learn that with these rights come responsibilities –

• to recognise the ‘full claims of others to equal rights in the quest for happiness’ John Russell

• that ‘the flip side of being given freedom is to help maintain the very atmosphere that allows us to be free’ 6th Form Pupil

• that ‘liberty requires self-discipline and responsibility’ Staff Member
Why ‘Social Responsibility’?

In the long term, having learnt to negotiate the twin imperatives of the self and of others, pupils are more likely to make a contribution to the general good as adults: ‘education is about helping children become not only good learners, but also good people’ (Alfie Kohn, American writer on progressive education).

References/Wider Reading

‘Educating for Social Responsibility/Educational Leadership’ Sheldon Berman
‘Democracy and Education’ John Dewey
‘Beyond Discipline’ Alfie Kohn
Pupils are encouraged to take responsibility for their interaction with others:

There are minimum rules

There are minimum sanctions as understanding and conflict resolution are valued above punishment

Consequences of behaviour are pointed out

There is less focus on behaviour than on underlying motives, values, and reasons

Direct action is encouraged:

Pupils are informally encouraged to help teachers and each other

They are informally encouraged to look after their immediate environment/to contribute to the care of classrooms and grounds

Environment-friendly activities are actively engaged in by the whole school community

All pupils are eligible to join Pupils’ Councils

All pupils have access to their Pupils’ Council members

Pupils have hands-on engagement with numerous local projects including charities and other schools

They are offered involvement with international projects (including a school in Namibia and a post-tsunami KAS-funded school in Sri Lanka)
Empathy for those around them is fostered:

Pupils are encouraged to think about the consequences of their actions on others.

Circle Time in Lower School allows pupils to explore social behavioural issues.

PHSE (Personal, Social and Health Education) and SPACE (Social, Personal and Citizenship Education) sessions regularly focus on morals and ethics.

Pupils are encouraged to ‘make allowances for all defects; never to seek unfair advantage and caring more than anything else for justice’ (John Russell).

Teachers model empathetic behaviour.

A sense of community is fostered.
‘If I were to try and formulate a golden rule for educators, it would be..., subject to the comfort and well-being of neighbours, allow the fullest possible measure of freedom’

*John Russell*

‘Knowledge acquired under compulsion obtains no hold in the mind’

*Plato*

‘Play is hardwired into our brains—it is the mechanism by which we become resilient, smart, and adaptable people’

*Stuart Brown, a pioneer in research on play*
Core Value Four: Freedom, Play and the Enjoyment of Education
Why ‘Freedom, Play and the Enjoyment of Education’?

Rationale

Freedom

Where there is flexibility and minimum prescription – an atmosphere of ‘can’ rather than ‘cannot’, pupils are more likely to discover their own potential and interests, and thus to flourish according to their own terms. Pupils themselves place high value on feeling a sense of freedom, it being mentioned by nearly all on their list of what they value about KAS.

The link between freedom and enjoyment

In addition to allowing individuality to flourish, giving pupils a sense of freedom contributes to their enjoyment of their education. The educational benefit of this is that enjoyed learning is more productive:

- research shows there is more likely to be long-term retention of what’s being taught
- it fosters pupils’ desire to learn: ‘a relaxed creative environment actually proves to be more academically stimulating in my experience’ Year 10 Pupil
- it increases the likelihood of their wanting to continue learning in adulthood
Why ‘Freedom, Play and the Enjoyment of Education’?

The value of play

Closely linked to having a sense of freedom is having the chance to engage in generous amounts of un-structured, non-adult-led play. Seemingly purposeless, play in fact has educational value in that it is:

• a natural way that children learn
• a way to integrate and consolidate skills and understanding
• an essential part of developing independence
• seminal to creativity, a vital skill for the 21st century
• ‘offers opportunities to move beyond existing ways of being, to transform structures and cross borders’ (Brian Thorne leading figure in the field of person-centred therapy)

There is also research linking play directly to children’s mathematical readiness, linguistic/literacy abilities, problem-solving skills, and social competence.

References/Wider Reading

‘Schools Kill Creativity’ Ken Robinson
‘Making the Case for Play’ and ‘Rethinking Childhood’ Tim Gill
‘The Importance of Play’ Bruno Bettelheim
‘Gender Play’ Brian Thorne
**Practices relating to freedom**

**There is freedom from imposed expectations and regimes:**
Freedom of thought is encouraged and valued: the curriculum is organised around problems, projects, questions and discussion where possible

Freedom of expression is encouraged

Pupils are encouraged to be non-judgemental of each other/staff are non-judgmental of pupils

Pupils and staff wear clothing of their choice

Teachers are given freedom over how and what they teach and are inventive in their teaching approaches

Teachers welcome unexpected detours and take their cue from pupils where possible. ‘What I admire is that lessons feel spontaneous’ Year 10 Pupil

Hierarchy and bureaucracy are kept to a minimum

**Pupils are encouraged to regulate their own behaviour**

Pupils are trusted to make their own judgements as much as possible

There is ‘an absence of unnecessary rules’ Staff Member

The rules that do exist are based on reason and are in place to safeguard children’s learning and safety

Pupils have a role in developing behaviour policies

Most rules have been mutually agreed/negotiated with Pupils’ Council

Where not negotiated, the rationale behind rules is made evident to pupils

There is flexibility around boundaries

There are minimum rules for staff (in the belief that it is important to mirror values and to maintain an atmosphere of freedom)

**Pupils’ innate creativity is fostered**

The creative capacities of all pupils are recognised: there is ‘a culture of creativity which involves everybody, not just a select few’ Ken Robinson

30
Practices relating to free play

Teachers in all subjects look for opportunities to draw out creativity

Both pupils and teachers are provided with a supportive environment to allow initiative and creativity to flourish: ‘the school has a creative energy’ Year 7 Pupil

Unstructured, free play is fostered and supported:
The outdoors space is highly valued

Green areas dominate the buildings, not vice versa: ‘not concrete, but grass’ Year 3 Pupil

There are open unstructured areas; the field, camps, tree house, nature areas

There is minimum supervision of play

Generous time is given to play

Outdoor play is encouraged even in winter/in all weather: teachers accept pupils getting dirty/muddy where reasonable

It is recognised that pupils’ ‘free time’ has value and is an important balance to ‘work’

‘All children have the right to rest and leisure’ (United Nations Convention on the Rights of the Child)

Little or no homework is given until Middle/Upper School

In Middle/Upper School, homework is given only when neccessary

Camps take place regularly throughout pupils’ time at school:

Camps are largely unstructured to allow pupils to draw on their own resources

They take place in rural locations to expose pupils to the natural world
‘One of the functions of education is to develop academic abilities. This does not mean that the function of education is wholly academic’

Ken Robinson, leading educational reformer

‘Facts and skills matter but only in a context and for a purpose’

Alfie Kohn

‘I wish my [pupils] to be in possession of such beginnings of knowledge, capacity, behaviour, and idealism as are necessary, on the one hand for easy and serviceable social intercourse, and on the other for further self-development and personal happiness’

John Russell
Core Value Five: A Broad Definition of Success
Why ‘A Broad Definition of Success’?

Rationale

**Education for education’s sake**

Fundamental to the KAS approach is the belief that exam success is not the only measure of a child: ‘not everything that can be counted counts, and not everything that counts can be counted’ Albert Einstein.

While pupils’ achieving their full potential in exams is of fundamental importance to their adult life, it is equally valuable for them to learn how to learn and to gain meaningful understanding of a subject (rather than just what is needed to pass the exam). Education is therefore considered valuable for its own sake - not solely for fulfilling society’s demands, or for getting ahead in the ‘race’.

With this in mind, KAS focuses on the process of learning rather than the outcome. This has the following benefits to pupils:

- ‘you don’t have to panic, you just learn and you can enjoy it’ Year 7 Pupil
- ‘you learn in a much broader way’ Year 10 Pupil
- it allows the academic and the non-academic pupils to feel equally worthwhile
- ‘students discover their own position in relation to exams’ 6th Form Pupil / ‘you can judge the importance of exams for yourself and want to do well for yourself’ 6th Form Pupil
- it allows pupils to access the meaning-making aspect of education, not just the instrumental’ Staff member
- learning to enjoy the process for itself is likely to lead to life-long learning
Why ‘A Broad Definition of Success’?

‘Developing the faculties in all directions’

To prepare a child for life, not just ‘meet the requirements of exam bodies’ (see Introduction), education needs to include the emotional, the social and the physical. In 1897, the KAS Preliminary Circular declared the object of the teaching would be ‘to develop the faculties in all directions’: for one staff member in the 21st century, ‘all directions’ includes ‘intellectual stamina, empathy and compassion and the ability to take up challenges’.

The debate continues as to what else is on the list – and how/whether such things should be measured to counteract the focus on exam metrics. Ultimately, however, educational success is defined according to the potential of the individual.

References/Wider Reading

‘King Alfred School and the Progressive Movement’ Ron Brooks
‘Progressive Education: Why It’s Hard to Beat but also Hard to Find’: article by Alfie Kohn
‘What Intelligence Tests Miss’ Keith Stanovich (University of Toronto):
‘Frames of Mind: the Theory of Multiple Intelligences’ Howard Gardner
‘Out of our Minds’ Ken Robinson
‘Head, Heart and Hand: Education in the Spirit of Pestalozzi’
Arthur Brühlmeier and Mike Mitchell
Practices relating to *education for education’s sake* / the place of exams

‘There is thoughtful, rather than automatic, use of testing’
Staff member:
Assessment rarely focuses on rote memory

‘Where there is testing, it is benign and done with a human face’ Staff member

The curriculum is not exam-orientated until necessary:
There are no grades or formal exams until Year 10

Exams affect the curriculum at the latest possible date: ‘given their narrow focus, it is better not to do exams until you have been taught how to think for yourself’ 6th Form Pupil

Teachers continually consider how to inspire pupils rather than putting exams as the purpose of work

Pupils are encouraged to ‘take exams in their stride and to recognize them as simply vehicles for learning’ Staff member

Pupils are taught to value the process of learning:
‘Being able to do things which are just fun or just interesting, not with an obvious end product’ Year 10 Pupil

‘The meaning-making aspect of education is emphasised, not just the instrumental’ Staff member

Pupils are encouraged to work hard but pressure is kept at a minimum: ‘there isn’t so much focus on what grades we get, just how much we improve’ Year 10 Pupil / ‘Pupils are not made to feel a failure if they get low grades, as long as they have worked their hardest’ 6th Form Pupil

‘We teach above and beyond the exam’ Staff member

There is a broad interpretation of what constitutes success:
Pupils are encouraged to choose exam subjects they will enjoy

‘Students can choose what they want to achieve, whether to take part in academia or focus on something else’ Year 10 Pupil

There are means for the efforts of all abilities to be celebrated

Choice periods and camps allow pupils to focus on (and thus validate) the ‘non-academic’ aspects of life
Parental confidence is fostered

‘The absence of regular testing means that parents need to exercise greater faith than is necessary in other schools: inevitably this means they experience a degree of discomfort from time to time’ Council member

‘The school will fail to achieve its aim unless a common bond of sympathy between home and school is maintained’ Preliminary KAS circular 1897

Prospective parents and new parents are fully informed of the Alfredian approach and of what they are ‘buying into’

Lower School teachers give presentations at the beginning of each year

The KAS Society holds occasional conferences to inspire the school’s constant questioning of its current wisdoms
Practices related to ‘developing the faculties in all directions’

The physical is a valued aspect of education
Physical education (PE) is open to broad definition
Creative physical work occurs in DT (Design and Technology) and such projects as boat building
Camps are frequently organized around physical activity
Many lessons have kinetic elements

The emotional is a valued aspect of education
SPACE (Social, Personal and Citizenship Education), PHSE (Personal, Social and Health Education), Circle Time often focus on emotional issues
Pupils have comfortable access to school counsellors
Teachers are alert to events in individuals’ lives