

## Senior School Curriculum Policy

**“Our mission is to create a community of innovative, creative thinkers who possess outstanding personal qualities and a deep sense of social responsibility.”**

### 1. School Vision and Values

Our approach to educating young people is embedded in the following values:

We value...		“Each other”
	Which means we	<ul style="list-style-type: none"> <li>- Recognise our responsibility to create a caring and supportive community</li> </ul>
	So we	<ul style="list-style-type: none"> <li>- Show kindness, respect and empathy for other people</li> <li>- Prioritise the nurturing ethos of a family and community-orientated school</li> <li>- Have strong pastoral systems and policies</li> </ul>
We value...		“Intellectual Curiosity & Creativity”
	Which means we	<ul style="list-style-type: none"> <li>- Love learning and seek to foster creative, critical and lateral thinking</li> </ul>
	So we	<ul style="list-style-type: none"> <li>- Provide an outstanding holistic education</li> <li>- Realise the academic potential of each individual through inspirational teaching</li> <li>- Go beyond the curriculum</li> <li>- Encourage individual research and cross-curricular approaches</li> <li>- Develop self-study skills</li> <li>- Reflect on our learning</li> </ul>
We value...		“Excellence”
	Which means we	<ul style="list-style-type: none"> <li>- Commit to being the best we can possibly be in all things</li> </ul>

	So we	<ul style="list-style-type: none"> <li>- Foster a positive culture that celebrates achievement</li> <li>- Set high standards and encourage individual endeavour</li> <li>- Accept that taking risks and making mistakes are valuable parts of learning</li> </ul>
<b>We value...</b>	<b>"Individuality"</b>	
	Which means we	<ul style="list-style-type: none"> <li>- Recognise that everyone is different and has unique needs, strengths and aspirations</li> <li>- Promote equality of opportunity</li> </ul>
	So we	<ul style="list-style-type: none"> <li>- Provide wide-ranging opportunities for moral and social, spiritual and cultural and creative and physical development</li> <li>- Encourage and support every pupil to "be all they can be"</li> <li>- Actively promote social mobility and inclusion and do not tolerate racism or any form of prejudice</li> </ul>
<b>We value...</b>	<b>"Social responsibility"</b>	
	Which means we	<ul style="list-style-type: none"> <li>- Promote the idea that individuals must contribute to the greater good of society</li> <li>- Understand that we live in an inter-connected world where our actions can have profound consequences for others</li> </ul>
	So we	<ul style="list-style-type: none"> <li>- Provide rich opportunities to develop personal resilience, leadership and communication skills</li> <li>- Emphasise the importance of teamwork and empathy</li> </ul>

## 2. Access, Equality and Anti-discrimination

The School's commitments and policies are outlined in:

- Admissions Policy
- Equality Policy
- Special Educational Needs & Disability Policy

- 3 Year Accessibility Plan

These are available on the school website at this location:

<https://www.stedmunds.org.uk/about-us/policies-inspection-reports/>

### 3. Introduction

St Edmund's School aims to provide the best possible academic framework to allow all pupils to maximise their potential. Pupils are encouraged to aim for and achieve the very highest standards of which they are capable. We aim for our leavers to be fully equipped to make a success of their personal and professional lives and deal with the demands of the modern world. Each pupil may proceed from school with:

- Accomplished intellectual skills and the best possible academic qualifications
- A mature awareness of the spiritual and ethical as well as the material nature of life
- Self-confidence founded on self-knowledge and self-discipline, and honesty and integrity which inspires trust
- Assured social skills, including understanding of the concepts of accountability, duty and loyalty
- Willingness to accept responsibility and to be interested in, and care for, the people around them whatever their background or outlook
- Well-developed physical capabilities and understanding of all that contributes to good health, together with the qualities of self-reliance and teamwork gained through sport and the challenges of the outdoors, and appreciation of the ideals of sportsmanship
- Broad cultural awareness acquired particularly through music, drama and art, and understanding of the importance of beauty in their lives
- Clear expectations in terms of what is acceptable conduct from others, both professionally and personally

The Curriculum Policy prefaces all other policy documents which relate to teaching and learning. It is an overarching statement of provision, rather than a detailed document outlining the delivery of the curriculum. Alongside other policies, this policy seeks to deliver the school's vision and values.

This policy should be read in conjunction with

- Safeguarding & E-Safety Policy
- Equality Policy
- *DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*
- Assessment Policy
- Careers Education, Information and Guidance Policy;

- National Curriculum (non-statutory for independent schools)
- English as an Additional Language Policy
- Very Able and Talented Policy
- Special Educational Needs Policy; and
- Department for Education documentation regarding ongoing curriculum change at all Key Stages

### **Principles**

- The curriculum will meet statutory requirements.
- The curriculum will be reviewed with due regard to the National Curriculum.
- The curriculum will be delivered within a framework which ensures that all pupils are safeguarded.
- The curriculum will be designed flexibly to enable all pupils to achieve.

## **4. Responsibilities**

### **4.1 Governing Body**

- Ensure that statutory requirements are met
- Receive monitoring and other reports on the curriculum through the appropriate committees of the governing body

### **4.2 School Leadership Team**

- Implement policy
- Plan the curriculum and its resourcing to meet individual needs
- Ensure the curriculum is planned, monitored and evaluated in the light of national developments; the curriculum content for each year group is reviewed annually
- Provide accurate accounts of curriculum activity to the governing body
- Provide continuing professional development for teaching staff
- Maintain accountability for high professional standards

### **4.3 Heads of Department**

- Plan the delivery of teaching programmes to meet necessary requirements
- Prepare schemes of work
- Ensure the highest quality teaching and learning in their areas
- Support the implementation of the policy with reference to National Curriculum subject requirements and cross-curricular themes
- Contribute to whole school developments on teaching and learning
- Ensure the department is well informed of national developments relating to the subject area(s)
- Take part in and deliver continuing professional development
- Monitor the quality of work in the areas for which they are responsible

### **4.4 Teachers**

- Ensure the highest quality teaching and learning in their lessons through effective planning and delivery
- Maintain accurate records of assessment
- Follow department, faculty and whole school plans and policies
- Take responsibility for their own continuing professional development, and contribute to leading professional development, if appropriate
- Maintain Qualified Teacher Status, Teacher Standards and/or Upper Pay Spine Standards as appropriate

#### **4.5 Teaching Assistants**

- Provide high quality support for teaching and learning
- Support individuals and small groups in their learning as deployed by the SENDCo)
- Participate in relevant continuing professional development

### **5. Curriculum: Principles and Content**

We will provide:

#### **5.1 A broad and balanced curriculum which is fully and accurately informed by national changes at each Key Stage**

The school offers full-time supervised education for day and boarding pupils aged 13-18 which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

The school aims to provide a rounded, age-, aptitude- and needs-appropriate education for all its pupils, including those pupils with an Education, Health and Care Plan. In particular, this means:

- ensuring pupils develop key skills of literacy and numeracy
- encouraging creativity
- encouraging the development of learning and ICT skills
- encouraging reflection, metacognition and independent study skills
- promoting a healthy and safe lifestyle
- promoting personal development
- promoting fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance
- providing a robust education against all forms of prejudice including anti-racism
- inspiring pupils with a commitment to learning that will last a lifetime
- promoting high standards in all learning and teaching

The school's curriculum is balanced and broad. It promotes the spiritual, moral, cultural, mental and physical development of all pupils; it prepares them for the opportunities,

responsibilities and experiences of adult life. It encourages respect for others and pays particular regard to the protected characteristics set out in the Equality Act 2010.

Pupils are expected to acquire skills in speaking, listening, literacy and numeracy. The medium of teaching is English. Pupils for whom English is not their native tongue receive tuition explicitly designed to foster facility in this medium.

In addition to the academic curriculum, Personal, Social, Health and Economic Education (PSHEE) is provided in a manner which reflects the school's aims, ethos and values through regular PSHEE sessions and a comprehensive tutorial programme. The School places great importance on supporting pupil and staff mental health, ensuring appropriate advice, systems and personnel are in place.

Pupils all receive appropriate, accurate and up-to-date careers guidance in a tailored programme covering all year groups. This guidance is presented in an impartial manner, it enables pupils to make informed choices about a broad range of career options and it helps to encourage pupils to fulfil their potential.

In the event of a school lockdown in response to a national or local crisis (such as COVID-19), the school will switch to remote teaching and learning. This will consist of a combination of live lessons, recorded webinars, assemblies, tutor meetings and support sessions delivered via Microsoft Teams. Work will be set and uploaded by My School Portal. The school will also provide access to online learning platforms such as GCSE Pod. The Safeguarding and E Safety Policy contains an addendum which sets out the necessary safeguarding protocols.

## **5.2 Access to the National Curriculum for all students aged 11-16 (Years 7-11) for whom this is suitable**

### **Subjects Offered:**

#### **L5 (Year 9)**

English, Mathematics, Science (Biology, Chemistry, Physics) – taught in sets;  
Art, Computer Science, Design Technology, Drama, Geography, Games, History, Music, Outdoor Education, PE, PSHEE (including careers), Religious Studies, and a choice from French, German, Latin, Spanish and EAL.

#### **M5 and U5 (Year 10 and 11)**

**Core:** English, Mathematics, Science (Biology, Chemistry, Physics) – taught in sets;  
PE, Games, Skills and Services programme (CCF or DofE for the M5)  
PSHEE (delivered one period weekly)

#### **Optional:**

Normally 4 subjects from Art (Drawing and Painting), Art (Ceramics), Computer Science, Dance, Design Technology, Drama, EAL, Economics, Film Studies, Food & Nutrition, French, Geography, German, History, Latin, Music, Sports Science (OCR Cambridge National), Religious Studies, Spanish.

A small number of Very Able and Talented pupils are able to study AS English Language as an academic enrichment opportunity in US.

### **5.3 An Advanced Level programme at Key Stage 5, with access to GCSE Mathematics**

#### **Sixth Form**

The following subjects are offered at A-level. The normal programme consists of 3 or 4 subjects with most pupils dropping to 3 by the end of the Michaelmas term of the Lower 6th (L6). Art (Fine Art), Art (Ceramics), Art (Photography), Biology, Business Studies, Chemistry, Classical Civilisation, Computer Science, Dance (Cambridge Technical), Design Technology, Drama, Economics, English Literature, Film Studies, French, Further Mathematics, Geography, German, History, Latin, Mathematics, Music, Music Technology, Physics, Politics, Psychology, Religious Studies, Spanish, Sport Science (Cambridge Technical).

All Sixth Form pupils have the opportunity to take the Extended Project Qualification. Those pupils who study 3 subjects after the Michaelmas term of the L6 will follow the Sixth Form Academic Enrichment Programme, including academic endeavours such as the Durrell Essay Competition and the EPQ.

Other Post 16 qualifications offered: Leith's Certificate in Food and Wine, Outdoor Leadership Qualification (in conjunction with ASDAN).

Additional activities: Games; Activities options, including Combined Cadet Force, Duke of Edinburgh's Award Scheme and a full co-curricular programme (30+ activities).

Entry to the Sixth Form is based on demonstration of academic potential which suggests that the pupil is likely to cope with the demands of the course. This means for UK students a requirement of at least 6 GCSE passes at grade 4 or above, with 6s or better in the subjects to be studied (the Sixth Form Curriculum booklet details the specific entry criteria for each subject), or, for overseas candidates, successful completion of the school's entrance tests. For pupils unable to meet these entrance requirements, the school will endeavour to negotiate a modified curriculum.

### **5.4 Accurate assessments of students' progress in all curriculum areas**

The school assesses pupils' academic progress regularly throughout each school year. All pupils normally produce a piece of graded and assessed work every three weeks. Progress is tracked relative to recognised benchmark assessments such as MidYis, Yellis and ALIS and agreed target grades.

Progress data on all pupils is produced each term and reviewed by academic staff in regular Pupil Progress meetings. Action plans are devised for pupils who are underperforming and implemented by the School Leadership Team, Housemasters and Head of Sixth Form.

Pupils who perform particularly well in each Academic Review period are recognised with prizes in assembly and a hand-written postcard home. Parents are informed formally of pupil progress through Academic Review Cards, reports and parents' evenings.

### **5.5 A co-curricular programme to complement the taught curriculum**

The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. All pupils in the school from M5 upwards are strongly encouraged to take part in the 'Skills and Services' programme, while L5 pupils participate in an Outdoor Education programme. M5 pupils choose either to participate in CCF or in the Duke of Edinburgh's Award Scheme. There is a weekend activity programme for boarders.

### **5.6 A careers education and guidance curriculum to enable students to make the right choices about their futures**

The School takes seriously its responsibility to support and advise pupils on their choices relating to future careers and education. We have a Work Experience Advisor who organises work placements for Middle Fifth pupils in the summer term after school examinations. Our Head of Careers conducts annual Morrisby Tests and feedback sessions in September each year. The Head of Progression manages the UCAS process for pupils, starting mid-way through the L6 year. The Tutorial Programme also provides assistance to pupils on University choices and the application process. We also have a visiting speaker programme designed to give pupils useful insights into careers and life in the wider world. The school helps pupils choose GCSE and A-level courses in a timely and impartial manner, showing no bias or favouritism towards a particular education or work option. The school enables pupils to make informed choices about a broad range of careers options. The school's careers guidance enables pupils to know how their strengths, weaknesses and interests relate to the world of work. Pupils learn about different careers and opportunities, obtain individual guidance, have an opportunity to take part in work experience, and gain information about training, education and occupations beyond school. The school avoids stereotyping in the advice and guidance which it offers and ensures that pupils from all backgrounds and diversity groups consider the widest possible range of careers.

### **5.7 Opportunities for students to develop their spiritual, moral, social and cultural awareness**

We promote a culture whereby individuals are not discriminated against in any way. In the provision of equal opportunities, the school recognises and accepts its responsibilities under the law and opposes discrimination on the basis of: sex, pregnancy and maternity, gender reassignment, race, disability, religion or belief (including lack of religion or belief), sexual orientation, (in the case of adult members of the school Community) marital or civil partnership status; and age. These are the "Protected Characteristics". The school also opposes all bullying and unlawful discrimination on the basis that a person has a special educational need or disability (SEND) or because English is an additional language.

The promotion of partisan political views in the teaching of any subject is prohibited by law. Where subject content has a political dimension, issues are presented in a balanced and objective manner. The school recognises and understands its responsibilities under the *Counter-Terrorism and Security Act 2015* and the *Counter-Terrorism and Border Security Act 2019*, to take every effort to prevent individuals from being drawn into terrorism through the internet or by other means, and to challenge extremist ideas propagated by terrorist organisations. Therefore, the school seeks to foster understanding and respect for the



fundamental British values of democracy, the rule of law, individual liberty, mutual respect and a tolerance of those with different faiths and beliefs throughout the whole school community in a variety of ways, which include: whole school assemblies and chapel services, Curiosity Shop lectures, citizenship as part of PSHEE, the tutorial programme, through trips to Parliament and other important UK institutions, through questionnaires to test pupil understanding of key concepts like “democracy” and “representation” and through exploiting opportunities within the academic curriculum, particularly (though not exclusively) in subjects like History, English, Religious Studies and Politics.

Sex education is provided in the basic curriculum as part of the PSHEE programme for all pupils in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life.

A full statement of the school’s Sex Education Policy can be found on the school website. It has been drawn up in consultation with staff, pupils and parents. It follows government’s guidance as set out in *DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)* and *KCSIE 2022*.

Parents of secondary pupils have the absolute right in England and Wales to withdraw their children from sex education that is not part of the National Curriculum. When a parent exercises the right to withdraw their child from sex and relationships education, a meeting will be arranged between the parent (ideally, with both parents) and the child’s form tutor or housemaster. This is not to question the legal rights of parents, in this respect, but, rather, to ensure that the implications for the child’s well-being of missing RSE are fully understood. It may be possible for alternative provision to be offered, as for pupils who unavoidably miss those lessons. Such children as are formally withdrawn from RSE will be cared for in supervised study provision during RSE lessons.

The school promotes respect and a culture of tolerance and diversity. In accordance with *Careers guidance and inspiration in schools, April 2017*, the school develops in every young person the values, skills and behaviours they need to get on in life. All pupils receive a rich provision of classroom and co-curricular activities, to develop the personal qualities which underpin success in education and employment.

#### **5.8 Appropriate levels of support to access the curriculum for those students with learning difficulties or disabilities**

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of learning difficulty, gender, race, religion, or belief. As far as is possible, within the physical constraints of the building, this is also true of disability. The school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan which is available on the school’s website. The school will also make reasonable adjustments for prospective pupils during the application process.

The school recognises the importance of differentiation. A variety of teaching and learning methods are used in all courses to suit pupils’ different needs to ensure that all pupils have the opportunity to learn effectively and to make progress. The school prepares pupils effectively for the opportunities, responsibilities and experiences of life in wider society.

## 5.9 Opportunities for personalised learning in conjunction with other local providers for pupils for whom the national curriculum may not be suitable

### 5.91 Special Educational Needs and Disability (SEND)

The School's AEN provision follows statutory requirements and is based on the *SEND Code of Practice 0-25 years (2015)*.

The Learning Enhancement department has considerable experience and expertise in dealing with a broad range of learning difficulties. The school admissions process includes an audit of previous support. When a pupil with SEND joins the Senior School the SENDCo consults with parents to provide accurate information and strategies for staff. This ensures that pupils' needs are known and taken into account from their first day.

The small class sizes and caring teachers at St Edmund's enable us to differentiate the curriculum appropriately to meet the needs of our SEND pupils, but sometimes extra support is needed. The school tracks pupils' academic progress closely throughout each school year relative to recognised benchmark assessments. Pupils who are at risk of underachievement are discussed and an action plan is formulated. This may include the pupil accessing an intervention programme until their grades are securely on track.

Having identified particular needs for intervention (usually in English or Maths) the Learning Enhancement Department withdraws pupils from lessons or tutorials to attend targeted programmes aimed at raising their levels of performance. We work closely with subject teachers to ensure that our interventions are relevant to the pupil's courses of study.

On occasion, members of staff may suspect a pupil has a learning difficulty. Our SENDCo, Mrs Blench, is a trained assessor of Specific Learning Difficulties. She is able to quickly carry out a meaningful assessment and recommend action to help the pupil concerned.

Exam concessions (such as extra time or use of a laptop) are used to compensate for a pupil's disabilities and allow a level playing field for them to reach their potential in exams. The School policy on Special Educational Needs and Disabilities as well as the Accessibility Plan, can be accessed on the school website and on Teams. The school has followed the changes to the national arrangements for SEND since 2014 with the implementation of provisions from the *Children and Families Act 2014* and the *SEND Code of Practice, 0-25 years (2015)*.

### 5.92 English as an Additional Language (EAL)

Bilingual learners at St Edmund's come from a range of ethnic and cultural backgrounds. Their ability to function in English at an appropriate initial level is assessed prior to acceptance in the school. The school's objective is to support their learning through developing their linguistic competence – aural, oral and written – in the English language, in order to ensure that their educational achievements at the end of their course is commensurate with their ability and is not compromised by difficulties in written or spoken English.

#### *Curriculum Arrangements*

- All pupils in the L5 for whom English is not their native language are directed to EAL lessons during the teaching block devoted to Modern Foreign Languages. This

provides up to 6 lessons per fortnight, delivered in a group context, in which English is studied formally. There is a charge for this additional support.

- Pupils in M5 and U5 are expected to opt for EAL as one of their GCSE options.
- The requirement to take additional EAL lessons may be waived for those pupils who are confidently expected to gain a B grade or above in English at GCSE, this being the standard exemption made for University entrance.
- Sixth Form pupils whose language skills fall below those expected from IELTS for entry to British Universities are directed towards individual or small-group EAL lessons to coincide on an individual basis with their study periods. Again, additional charges apply. They are expected to sit IELTS examinations. At the pupil's request, formal lessons may be discontinued once the appropriate IELTS standard has been reached.
- It is expected that during the school's working day, pupils should use English as their medium of communication at all times. Out of school hours, the use of English is encouraged but not formally enforced.
- All classroom teachers are expected to be aware of the challenges facing pupils working in English as a second or third language, and to differentiate their teaching accordingly.

### **5.93 Very Able and Talented**

The School has extensive provision for Very Able and Talented (VAT) pupils, and gives all pupils the opportunity to take risks and experience the challenge of going beyond their known capabilities.

This process starts through identification and information sharing. Pupils may be identified by their past educational performance, by tests of underlying ability or by nomination through teacher, parents or peers. The status and profile of all VAT pupils is shared with staff, pupils and their parents. Enrichment opportunities include extension courses of study, workshops, development programmes plus the many co-curricular trips and visits on offer. We have a programme of presentations and talks which Academic Scholars in L5 and M5 are expected to attend.

We track pupil progress carefully, offering personalised extension and co-curricular enrichment sessions to VAT pupils when appropriate.

Progress of all pupils, including VAT, is monitored closely through regular data drops, termly reports, discussion with Learning Enhancement, Housemasters, at departmental meetings and in public examinations.

We believe that challenge is the driving force of teaching, and only by giving pupils work that makes them struggle, and having high expectations of them, will we be able to move beyond what they know and can do now.

## **6. Other considerations**

As a Church of England Foundation School, we:

- Provide religious education informally through the medium of collective worship and Chapel services.
- Expect all pupils to take part in twice-weekly collective worship. The worship is of a broadly Christian character and is designed to be inclusive for all faiths. A service of Holy Communion led by the Chaplain is held once a month. Other services may be led by the Chaplain, other members of staff, pupil groups or visiting speakers.
- Provide parents with the right to withdraw their children from acts of collective worship if they inform the Head in writing; parents are encouraged not to exercise this right.

In addition, we will:

- Teach programmes which enable continuity and progression;
- Make partnerships for curriculum delivery, where this is appropriate (e.g. with special schools, further education colleges, work-based learning providers, employers);
- Publish outline programmes of study;
- Ensure that assessment is timely and accurate;
- Encourage innovation in teaching and learning where it will contribute to high standards;
- Develop intervention and other programmes to meet the needs of those students who are not achieving to their full potential;
- Ensure that literacy and numeracy are delivered effectively throughout the curriculum;
- Seek students' feedback on their curriculum experiences;
- Ensure that impartial advice and guidance is provided for progression and transition;
- Ensure that teachers receive appropriate professional development to fulfil their duties including using school partnerships such as EKST
- Make appropriate resourcing decisions to support the curriculum.

## **7. Implementation and Monitoring**

The school monitors the implementation of this policy through:

- Annual departmental reviews (including public exam results analysis)
- Appraisal and professional development
- New staff induction programme and probationary review

Formal lesson observations (often as part of the appraisal cycle) are used to ensure all staff:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils

- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities

Related documentation:

- Teaching lesson observation and planning forms

## **8. Departmental expectations: documentation and planning**

All academic departments maintain a departmental handbook which covers the following aspects listed below. This documentation is reviewed (often with a particular annual focus) in the annual departmental reviews between the Head of Department, Director of Studies, Deputy Head (Educational Development) and the Head.

### **i. Aims & objectives**

Statement of aims

### **ii. Organisation**

Staff biographies & responsibilities

Current departmental timetables & staffing grid

### **iii. Curriculum**

Curriculum overview

Schemes of Work

Trips/Educational visits

### **iv. Policies**

Key departmental policies: lesson & homework planning, behaviour, SEND, VAT, assessment and marking, presentation of work, use of ICT

### **v. Resources & Administration**

Rooming & Resources

Resources recommended for pupils

Administrative processes

### **vi. Whole School Priorities**

Literacy & Numeracy

Very Able and Talented

SEND Pupils

SMSC

### **vii. Monitoring Performance**

Use of pupil data  
Assessment strategy

viii. Planning  
Departmental Self-Evaluation Form/Development Plan

Appendix  
St Edmunds lesson plan template  
Summary of Specifications used

## **9. Pupil assessment, monitoring and reporting procedures**

Annual reviews of overall public exam data are conducted and discussed at the senior management and governor level including detailed analysis and scrutiny which takes place within the Governors' Education & Staffing Committee.

Analysis conducted includes:

- Overall GCSE and A-level performance (including in relation to national and independent school performance)
- Value-added performance measures (inc. CEM baseline data)
- Individual subject scrutiny
- University and progression data
- Examination procedures and appeals statistics
- Cohort analysis (gender / EAL / VAT)

Baseline analysis is also conducted each year and scrutinised by the Governors' Education Committee:

- CEM Midyis, Yellis and ALIS baseline data is collected through pupil testing in Years 7, 9, 10 and L6
- Baseline data is collated internally to facilitate pupil and cohort tracking
- Baseline individual pupil feedback is made available to teachers, tutors, pastoral and learning support staff to assist in promoting pupil awareness and differentiation needs
- In particular, staff attention is drawn to those pupils scoring >116 and those scoring <90 in the standardised baseline results. These are not intended to act to define pupils or groups but are a useful highlighting tool to further promote differentiation and extension.

Further information can be found in the Assessment Policy.

## **10. Health and Safety**

Our curriculum provision is risk-assessed with all departments considering health and safety issues in curriculum planning. Particular health and safety procedures and risk-assessments are in place throughout the curriculum where activities are individually risk-assessed and additional health and safety guidelines, regulations and procedures exist for laboratories and

practical work. Educational visits are subject to separate health and safety, consent form and risk assessment procedures.

## 11. Educational Visits

The school recognises the real value to pupils of participation in educational visits including local and day trips, national residential and international residential opportunities. The school undertakes an extensive programme of educational visits each year for all year groups.

The school's aims in all conducted educational visits are to:

- Enhance pupils' understanding of curricular activities (for example, language or history studies);
- Provide opportunities to practise skills;
- Develop pupils' social skills (for example, meeting pupils from other countries and cultures).

## 12. Concerns and Complaints

Parents who have concerns about any aspects of the curriculum should discuss these in the first instance with the child's tutor, Housemaster or with the Director of Studies. The Deputy Head (Educational Development) will address issues or concerns that are not immediately resolved.

If the issue cannot be resolved, parents should make a complaint in writing to the Head.

EOC/AEB/CFS September 2022

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Governor responsible for the Curriculum**

**Review Date: September 2023**

Version Number	Date of Amendment	Signature
1	September 2013	LJM
2	April 2014	LJM
3	April 2015	LJM
4	September 2015	LJM
5	September 2016	LJM
6	September 2017	LJM

7	February 2018	LJMH
8	September 2018	EOC
9	September 2019	EOC
10	September 2020	EOC
11	September 2021	EOC
12	September 2022	EOC