



## **CURRICULUM POLICY**

**This Policy is for the whole school including EYFS**

**Reviewed by Jonathan Parsons 01/09/2022**

### **Ethos**

St Edward's Prep School is a happy, safe, caring, supportive and inclusive school in which personal and physical development, academic success, inquiry and global mindedness form the basis of the exciting and inspiring education we offer. Our curriculum and co-curriculum are designed to inspire, engage, challenge, develop passions and interests and provide opportunities to work collaboratively or independently towards meaningful actions that help make the world a better and more peaceful place. We prepare and equip our boys with the skills and character they need to face the challenges that life brings whether that is at St Edward's, entry to their next school or in the workplace. Pupils learn to become more self-disciplined, reflective, adaptable, critical thinking learners and leaders who know how to succeed, but also persevere in the face of setbacks.

Our curriculum and co-curriculum are designed to build young learners and leaders who are:

- Caring – Pupils who show empathy, compassion and respect to themselves, the St Edward's family and the wider and global community
- Courteous – Pupils who are able to accept responsibility for their actions, resolve conflict with kindness and in the spirit of friendship and who listen carefully and are well mannered and understand the rights of other individuals and groups
- Courageous – Pupils who are able to take risks and face uncertainty with preparedness, bravery and enthusiasm, who are able to think critically about the world around them
- Collaborative – Pupils able to work cooperatively to establish strong working relationships, envisage creative outcomes, engineer workable plans, take action and reflect and evaluate their own learning and progress
- Confident - are happy and at ease with themselves and others, able to explore new ideas with a firm understanding of their own culture and identity as well as that of others and an understanding that they have an equal right to the rich and varied experience and opportunities that the school offers

These 5Cs are referred to as the St Edward's **Pupil Profile**.

### **Policy Aims:**

**The policy takes into account ages, aptitudes and needs of all pupils by providing a broad, balanced inspiring education that enables pupils to:**

- love learning
- explore, wonder and question
- solve problems in a variety of ways with the confidence to take action
- evaluate and reflect on their achievement and progress taking responsibility for their learning

- make their best contribution to the self, others and the wider world;
- develop academically and socially to their potential nurturing positive relationships and promoting cooperation
- to explore spiritual, cultural, moral and physical development and teach pupils about the British culture and the fundamental British values
- develop important skills for their future such as creativity, critical thinking, communication and collaboration
- to feel success and enjoy it

## **A relevant and inspiring framework for the 21<sup>st</sup> century**

### **The Curriculum Framework**

Success in this challenging and fast-moving century requires pupils to know how to keep well and safe as well as understand how to learn and access learning independently. Pupils must develop strong critical thinking, interpersonal and communication skills in order to develop the capacity to master knowledge and skills, whilst understanding by analysing, synthesising and evaluating information from a wide variety of subjects and sources. If they can recall, reflect, be resilient, resourceful and reciprocal, they will, according to Professor Guy Claxton, succeed in an increasingly fluid, interconnected and complex world.

### **The Inquiry Process and Themes of Investigation**

Pupils build their learning power, the language to express themselves and the ability to take action through the inquiry process and relevant and inspiring pupil-led 'Themes of Investigation'. The Inquiry process has six stages shown in the diagram below and will have 5 themes.



Kath Murdoch 2007

Themes of investigation are very broad and encompass all the curriculum subjects.

### **Concepts**

Pupils enhance their knowledge and understanding of themes and the learning process through key concepts that drive their inquiry:

- Form - what is it like?
- Function - how does it work?
- Cause -why is it like it is?
- Change -how is it changing?
- Connection -how is it connected to other things?
- Perspective - what are other points of view?
- Responsibility - what is our responsibility in this?
- Reflection - how do we know what we know?

The concepts that drive the inquiry are timeless (factual examples change, but not the core understanding), universal (so students can apply understandings across cultures, situations and disciplines) and abstract (so students engage in higher-order thinking to grapple with central ideas).

Shannon O'Dwyer

### **Skills**

Pupils use transdisciplinary skills. These are a set of skills that are valuable for all their learning within the classroom and in life outside of school. They are called transdisciplinary because they are tools that can be used by students across all subject areas to become successful learners. Opportunities are provided for students to practice using these skills and reflect on how they are applying them to their learning.

Skills St Edward's pupils need to learn:

- research
- self-management
- communication
- social
- critical thinking skills

These skills are expanded more in Appendix I – The Essential Factors

### **Attitudes to Learning (AtLs)**

Pupils develop personally through the school Attitudes to Learning (AtLs). These are the behaviours St Edward's pupils show in our lessons. These also form the basis of our behaviour management (See Behaviour Management Policy).

St Edward's pupils show, feel and value:

- Appreciation
- Commitment
- Cooperation
- Creativity

- Curiosity
- Empathy
- Enthusiasm
- Independence
- Integrity
- Resilience
- Respect
- Tolerance

These AtLs form a large part of our personal, social and health wellbeing programme and are not taught in isolation but form part of all lessons and activity making them meaningful and relevant.

### **Action**

The 'Action' element of the curriculum framework brings the inquiry process together and enables pupils to go beyond the intellectual and consider social responsibility and thoughtful action. This Action will incorporate knowledge and understanding from many subjects and have direct links to Personal, Social, Health and Economic Education (PSHEE) and Social, Moral, Spiritual and Cultural (SMSC) education.

It is based around the question: "What will we do to make a difference in the world?". As well as linguistic, mathematical, scientific, human and social, physical and creative education, it will incorporate transdisciplinary learning vehicles such as Computer Science, STEAM and Enterprise. The action element will link closely to the UN 17 Sustainable Development Goals and the Eco School initiative.

We are preparing children for the world they live in and will live in. Through this inspiring curriculum framework, they will have begun their preparation for the world of work and developed their understanding of their responsibility as global citizens.

### **Pupil Profile**

All learning in the school helps build our Pupil Profile. This rich and relevant curriculum framework gives the opportunities our pupils need to develop the Pupil Profile characteristics which form the 5Cs of St Edward's.

A St Edward's Pupil is:

- Caring
- Courteous
- Courageous
- Collaborative
- Confident

These are expanded within the first paragraph of this policy.

See Appendix 1 for the Essential Factors Curriculum Framework diagram.

## **The Curriculum**

St Edward's Prep School meets and goes beyond the requirements of the English National Curriculum. Through studying a broad and ambitious curriculum pupils acquire speaking, listening, literacy and numeracy skills and much more. The curriculum covers the following subject areas:

### **Wellbeing, PSHEE (Personal, Social, Health and Economic Education) and SMSC(Social, Moral, Spiritual and Cultural) Education (Applies to the whole school)**

Feeling safe, well and happy is central to successful learning. Excellent pastoral care systems, the Personal, Social and Health aspects of the PSHE Education and whole school approaches such as keeping safe, anti-bullying, Relationship and Sex education, E-Safety are at the heart of St Edward's and are reinforced through the Curriculum Framework. Partnership with parents and guardians and taking opportunities to listen to children are key to the St Edward's approach pupil wellbeing.

The curriculum framework and inquiry-based approach gives pupils the opportunity to investigate and develop their understanding of the health of themselves and others. The framework reflects the aims and ethos of the school and encourages respect for others with particular regard to the protected characteristics. It actively promotes the fundamental British Values as well as other important attitudes and characteristics through the pupil profile (outlined above), the PSHE schemes of work and Themes of Investigation.

A healthy lifestyle is actively promoted through PE and sport, daily mealtimes and snacks, drinking healthily with a focus on water intake and the development of physical health (See the Healthy Eating Policy)

Pupils acquire and develop emotional intelligence through a focus on building self-knowledge through learning to show, feel and value the Attitudes to Learning and Pupil Profile Characteristics. They are supported and provided with mental health strategies such as mindfulness and build emotional resilience. Ensuring a culture of reward and encouragement within a framework of collaboration helps to establish self-esteem and confidence. Pupils come to understand the importance of a balanced lifestyle as a key fundament to their academic success and personal development. Social education is taught through the Themes of Investigation and is part of everyday life at St Edward's. A spiritual experience or response can come through many subjects or experiences as can opportunities to discuss what is right or wrong, the rule of law, school rules and responsibility for behaviour as well as the challenge of individual liberty and choice. The Curriculum Framework provides pupils with the opportunity to make links and connections between subjects and gain a greater and more meaningful understanding of their culture and the culture of others. It actively promotes diversity and encourages our pupils to embrace and celebrate the multi-cultural and diverse community that they are part of and this prepares them for the multi-cultural British Society that they are part of.

Read in conjunction with

- Behaviour Policy
- Healthy Eating Policy
- PSHEE Policy
- RSE Policy
- EDI Policy
- SMSC Policy

## **The Early Years Foundation Stage (“Early Years”)**

In the Early Years we follow the principles embodied in our Early Years Policy. Throughout the Early Years we cover all areas of the Early Years Foundation Curriculum (outlined below) and extend pupil’s development and learning through the St Edward’s Curriculum Framework. Those children in Little Griffins Nursery who are below compulsory school age receive a programme of activities appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.

### **The prime areas of learning:**

- communication and language;
- physical development; and
- personal, social and emotional development.

### **The specific areas of learning:**

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

### **Characteristics of effective learning:**

- playing and exploring;
- active learning; and
- creating and thinking critically.

Within the Covid-19 Pandemic pupils were able to access all areas of the curriculum through online learning. This would continue and the Pre-Reception curriculum could be amended, to focus on the Prime Areas of learning, if it was necessary to return to Online Learning.

## **The Curriculum Y1 – Y6**

### **Core subjects**

**English:** Our high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. Pupils develop competence in communication (speaking, listening, reading and writing), and learn to apply these skills to other areas of learning. English is taught as a discrete subject but is also promoted through the curriculum framework which promotes speaking and listening skills by encouraging discussion, questioning and critical thinking and allowing more opportunity and time for pupils to present their ideas and understanding through drama, class presentations, written work, video and other exciting mediums.

**Mathematics:** Mathematics is a creative and highly inter-connected discipline. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. Our high-quality mathematics education, therefore, provides a

foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. Pupils develop competence in Mathematics through discrete lessons; taught by a specialist teacher in Year 5 & 6. Pupils use their number, space, shape and statistics skills alongside English, Science and all other subjects in a number of different ways to increase conceptual understanding and problem solving skills.

**Science:** Science is vital to the world's future prosperity and continues to change lives. All pupils are taught essential aspects of the knowledge, methods, processes and uses of science. Through Themes of Investigation, pupils build up a body of key foundational knowledge, concepts and skills. Pupils are encouraged to recognise the power of rational explanation, to think critically and develop a sense of excitement and curiosity about natural phenomena. They are encouraged to understand how science can be used to explain what is occurring, investigate, predict how things will behave and analyse causes. They are invited to see themselves as game changers and encouraged to have the confidence and courage to make a difference and solve some of the world's greatest challenges by using their knowledge, creativity and thinking skills to think outside the box.

### **The Technologies**

Computer Science and STEAM (Science, Technology, Engineering, Arts and Mathematics) are embedded in each Theme of Investigation. STEAM is a vehicle for action and pupils define problems, research and plan solutions, build prototypes, test analyse and refine their ideas on how to make the world a better place and meet the sustainable development goals with technological solutions.

Computer Science is taught as a discrete subject, but carefully linked to each Theme and often to STEAM. Our high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, how to program and how to put this knowledge and skill to use through their Theme of investigation. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – preparing them for the future workplace and as active participants in a digital world. Pupils develop competence in Information and Communication Technology and experience in other areas and learn to apply these skills to other areas of learning. Pupils become digital citizens able to work safely online and ensure the safety of others.

Our use of electronic resources, including hand-held devices, interactive whiteboards, tablets and personal computers allows us to develop the technologically literate generation of both pupils and staff. An e blended learning environment combining e-learning and traditional methods leads to more self-paced and differentiated learning. Pupils and teachers can engage in audio and video conferencing with children in other classrooms and around the world. The use of paper is minimised and multi-sensory learning and differentiation are maximised.

### **The Humanities**

Understanding how people, their actions and the environment have influenced and continue to influence society is the basis of the Humanities subjects and taught through a transdisciplinary approach to learning in the form of the Themes of Investigation.

## **History**

Gaining a coherent knowledge and understanding of Britain's past and that of the wider world, History should inspire pupils' curiosity to know more about the past. Through the Themes of investigation, pupils should learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement about the past and the historical skills and content of the National Curriculum. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. The inquiry process allows the pupils to apply that knowledge to help solve local, national and global issues.

## **Geography**

The study of Geography will also be covered through our meaningful transdisciplinary themes that equip pupils with a fascination for and knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

## **Religious Studies**

Religious Studies, covered within each Theme of Investigation, teaches different religions, traditions and cultures and promotes respect, sensitivity and tolerance for them, but every relevant opportunity to discuss and understand the implications of what living alongside different religions and cultures is promoted through having relevant and topical discussions in any discipline.

## **Performing and Creative Arts**

The Performing and Creative Arts are central to our curriculum. By engaging in experiences within the arts, as well as music and drama, pupils learn to recognise and show feelings and emotions, both their own and those of others. By providing aesthetic and creative education, pupils can develop creativity and empathy through a huge range of experiences in any discipline. They have many opportunities for performance on stage, in choirs, in ensemble and in dance to practise and perform. Performing and expressive arts help develop their sense of identity at all levels, personal, social and cultural. Pupils experience and learn to value local, national and global culture. Children are taught Music & Drama as a discrete subject by a subject specialist teacher. Art and Steam lessons are taught within the Theme of Investigation.

## **Physical Education and Sport**

Physical Education and Sport form an important part of our curriculum. Our Physical Education curriculum links directly to curriculum framework and allow pupils to develop skills, attitudes to learning applicable to each child's physical and personal development. Pupils go far beyond the requirements of the National Curriculum and learn how to play fairly and collaboratively as a team. Through the sports programme our pupils have the opportunity to take part in regular fixtures against other schools in which they learn how to win and lose with appreciation and respect for their opponents.

## **Global Citizenship**

As global citizens, our pupils will develop a sense of their place in the world through a globally minded and relevant curriculum framework and Themes of Investigation.



## **Modern Foreign Languages**

In conjunction with this, pupils will have French lessons dedicated to teaching the Modern Foreign Languages and cultural and democratic understanding that contributes to building a better world. We want them to think globally and act locally, embracing, valuing, respecting and celebrating difference.

Pupils from Year 1 – 6 will have weekly French lessons dedicated to teaching this Modern Foreign Language using songs, drama, vocabulary and grammar lessons. Lessons also involve teaching a cultural and democratic understanding that contributes to building more global citizens. We want them to think globally and act locally, embracing, valuing, respecting and celebrating difference. From Year 2 – 6 French is also taught by a specialist teacher. Such lessons are also taught through the Theme of Investigation and PSHE.

**Community, Democracy and Inclusion:** Our school is at the very centre of our community and plays an important part in fostering a stronger community spirit in the locality. Our pupils are encouraged to have a say in the life of the school and to contribute to wider society, developing a sense of agency and of their own rights and responsibilities.

**Entrepreneurial and economic literacy:** Through the Curriculum Framework, pupils will be given an opportunity to understand economic difference in the world. Research, debate and discussion of world events allow pupils to reason, hypothesise and synthesise information, thinking about such issues as sustainability, poverty, hunger and more. Their charity work allows them to make links and seek opportunity for enterprise, seeing this as a chance to work together and make money, consider who to give it to, explore difference and prepare for the world of work. Year 6 pupils carry out a Wishford Enterprise project designed to encourage all these skills, as well as making and selling an original product as a team.

## **Leadership**

All pupils are taught to take responsibility for themselves, their belongings and care about others. They are encouraged to do their best, understand that everyone is different and appreciate that difference, and learn that they will keep growing and changing. As they master this responsibility and gather this increasing self-knowledge, they will have opportunities to lead others and make a difference in the wider world through service opportunities, social action and enterprise.

## **The Curriculum and Inclusion**

The curriculum in our school is designed to be accessed by all children who attend the school. It takes into account all the ages, aptitudes and needs of all pupils including those with an EHC plan. It is important to offer appropriate challenge commensurate with a child's capacity as they grow and develop. If we think it necessary to modify some children's access to the curriculum, to meet their needs, then we do this only after their parents have been consulted.

Details of this can be found in the SEND Policy.

If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEND Code of Practice. If a child displays signs of having special needs, then his/her assesses their need and reports it to the SENDCo. In most instances the teacher can provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we consider the child for an Individual Education Plan (IEP) or Education Health Care Plan (EHCP), and we involve the appropriate external agencies

in making an assessment. We always provide additional resources and support for children with special needs.

The school offers advice and support to teachers for children with needs to deliver the curriculum to them most effectively. It also provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Some children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the Disability Discrimination Act. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. Teaching and learning is appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

Some children in our school have English as an Additional Language. We are committed to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards. It is the belief that all teachers are responsible for assisting EAL pupils in their language development. Teaching and learning are appropriately modified through differentiation of language, curriculum, approach to teaching, use of resources, use of technology, method of instruction and, if necessary, 1:1 session or English tuition. This enables us to meet the full range of needs of those children who are learning English as an additional language.

Some children are very able and need to be stretched with challenges that require them to research and question independently for example. Grouping by ability and extension challenges offer relevant provision. Teachers will include higher order thinking questions and tasks aiming for the pupils to analyse, question and hypothesise about. Unique feedback and follow-up tasks also stretch and challenge these children.

Read in conjunction with:

- Special Educational Needs and Learning Difficulties and Disabilities Policy
- Able, Gifted and Talented Policy
- English as an Additional Language Policy

### **The Parents' Curriculum**

For parents to engage with enthusiasm and knowledge in their children's learning, we teach them about:

- being safe on and offline;
- wellbeing;
- reading methods;
- building learning power;
- how best to support their children's independence; and
- planning and preparing the next stage of their child's education

## **Organisation, Planning and Documentation**

### **Timetable**

The timetable is designed to allow for in-depth inquiry into the transdisciplinary and disciplinary dimensions of the curriculum at the same time as meeting the English and Maths and 11+ requirements our pupils need to succeed to the senior school of their choice.

In the Early Years all areas of learning are guided by their class teachers except for PE and Performing Art lessons that are taught subject teachers.

In Pre-Prep (Year 1 and 2) and Year 3 and 4 of Prep School English, Maths, Science, Humanities, Art and STEAM will be taught by class teachers. English and Maths can be linked to inquiry or taught discreetly and other subjects form part of each half term's inquiry and the schools transdisciplinary approach to learning. Computer Science, Performing Arts, Physical Education, Sport and French are taught by subject teachers.

In Year 4 and 5, children will receive two dedicated 11+ lessons, focusing on Mathematical, Non-Verbal Reasoning, English and Verbal skills, as well as giving time for practice exam papers.

In Year 5 and 6, English and Maths will be taught by specialist teachers to insure adequate preparation for senior school entry as well as Computer Science, Performing Arts, Physical Education, Sport and French. Year 5 and 6 teachers will lead the Themes of investigation for their class which will include Science, Humanities, Art, STEAM and PSHE.

### **Long Term Planning - Themes of Investigation Coverage**

There are five Themes of Investigation in a year. The final half term is dedicated to the enrichment of the curriculum and will include examinations, final assessment, exciting trips and enrichment activities.

Every year group in the school follow the same Theme of Investigation but will have a different Central Investigation. The Central Investigation will promote inquiry and the universal concepts mentioned above and meet the following criteria

<b>Central Investigation Criteria</b>
The central investigation is written in a voice that does not convey any bias from the teacher and does not lead pupils to a specific response.
The central investigation encourages pupils to wonder and inquire in many different ways
The central investigation is relevant to the 'Theme of Investigation'.
The central investigation promotes the concepts of the curriculum framework.
The central investigation is globally significant and is possible to link to the UN sustainable development goals.
The central investigation challenges and extends pupils' learning.
The central investigation is written in one concise sentence.

The titles of the 'Themes of Investigation' and the 'Central Investigation' will be recorded by the Head on the long-term planning template and are reviewed at the end of each year.

Medium term planning will be completed for the next term and stored on the school SharePoint system. This planning consists of two documents:

The first is a **Curriculum Summary** and includes the name of the Theme of Investigations, the Central Investigations, what will be investigated, teacher questions and the concepts, skills, AtLs and Pupil profile characteristics to be focussed on. See Appendix 2.

The second document is the **Curriculum Overview** document which is an overview of the subject objectives that will be covered within the Theme of Investigation for that half term. This document is the responsibility of the class teacher but needs the input from all subject teachers. It is to be saved in the planning folder on the schools SharePoint system and will be uploaded to the school website for parents to see the curriculum coverage for that term. This will be monitored by the Director of Academics and Head teacher. See Appendix 3

### **Schemes of Work**

To ensure the curriculum is broad and balanced and includes coverage of the English National Curriculum. Schemes of work for each subject are compiled and coordinated by the subject leaders. The Schemes of Work are to be stored in the planning folder on the school's SharePoint system. These are the responsibility of subject leaders and checked by the Director of Academics and Head teacher. See Appendix 4

### **Short Term Planning**

An inquiry and pupil led approach to education changes in relevant subjects (Humanities, Science, Computer Science and Art and STEAM) the way teachers need to assess and plan from traditional methods. Teachers become a 'guide on the side' rather than the more traditional 'sage on the stage' and need to be less focussed on imparting knowledge and more focussed on guiding the inquiry to focus to develop the knowledge and skills of pupils as well as the universal concepts and skills. Therefore, the link between planning, assessment and learning is more vital than ever and planning is dynamic and often reviewed 'in the moment' and reflected on daily. Due to the nature of inquiry, teachers have the freedom to plan, short term, in the way that suits them.

### **Monitoring and review**

- The Head and SLT are responsible for monitoring the way the school curriculum is delivered. SLT monitor and develop the Curriculum Framework and approach to learning. Subject leaders monitor their subject requirements and coverage of the National Curriculum through the Curriculum Framework. Class teachers have the responsibility for ensuring pupils in their class are taught according to the ethos of the school and the curriculum policy. This is overseen by the Wishford Executive through the Director of Strategy and Education.
- The Director Education oversees the quality of literacy, numeracy and ICT and liaises with the respective subject leaders, monitoring closely the way these subjects are taught. The Director Education also liaises with the SEND coordinator, and monitors how special needs are addressed.
- The Head is responsible for the day-to-day organisation of the curriculum. The **Director of Academics** and **Head teacher** have the oversight of the half termly planning for all teachers, ensuring that all classes are taught the full requirements of the Curriculum and Curriculum Framework, and that all lessons have appropriate learning.
- The Senior Leadership Team and Subject Leaders monitor the way subjects are taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies and approaches to learning are used. Subject leaders also have responsibility for monitoring how resources are used and managed and advise on what is needed.

- This policy is monitored by the senior leadership of the Wishford Schools group and will be reviewed every two years, or before if necessary.

**Other relevant policies**

- Language Policy
- Assessment Policy
- Homework Policy
- Special Educational Needs and Gifted and Talented Policy
- Behaviour Policy
- Healthy Eating Policy
- Marking Policy
- Presentation Policy

Signed:

Headteacher

Proprietor

Date: September 2022

Review date: September 2023

**A COPY OF THIS POLICY IS AVAILABLE ON REQUEST FROM THE SCHOOL OFFICE**