

Curriculum Policy

This policy applies to the whole school (including the Early Years Foundation Stage) and is published to parents, pupils, staff and volunteers.

Bradford Grammar School

May 2026

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This is the Curriculum Policy of Bradford Grammar School (the School)

1. Aims

1.1 The aims of this policy are:

- 1.1.1 ensure that the curriculum reflects and promotes the values, ethos and educational philosophy of the School across all age groups;
- 1.1.2 provide a broad, balanced and coherent curriculum which enables all pupils, including those with additional needs, to learn, make progress and fulfil their academic and personal potential;
- 1.1.3 support pupils' intellectual, physical, creative, social, moral and emotional development, and prepare them for responsible participation in school life and in society;
- 1.1.4 ensure that the curriculum is appropriately structured and sequenced to provide continuity, progression and challenge from the Early Years Foundation Stage (EYFS) through to Sixth Form; and
- 1.1.5 promote high standards of teaching, learning and assessment, encouraging independent learning, critical thinking, resilience and a lifelong love of learning.

1.2 This policy forms part of the School's whole-school approach to education and pupil development, reflecting its commitment to pupil wellbeing, inclusion and academic excellence, and ensuring that the best interests of pupils underpin all curriculum planning, delivery and review.

1.3 Although this policy is necessarily detailed, the School is committed to ensuring that its curriculum aims, structures and expectations are transparent, clear and accessible to staff, pupils, parents and carers. The School welcomes feedback as part of its ongoing process of curriculum review and development.

2. Scope and application

This policy applies to the Whole School including the Early Years Foundation Stage (EYFS).

3. Regulatory Framework

3.1 This policy has been prepared with regard to the following statutory frameworks and guidance, as referenced within the School's Junior School and Senior School Curriculum Policies:

- a. the statutory framework for the Early Years Foundation Stage (EYFS);
- b. Development Matters guidance for the Early Years Foundation Stage;
- c. the Equality Act 2010, including the protected characteristics set out in section 4;
- d. the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations; and
- e. statutory requirements relating to the promotion of fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and those without faith or belief.

- 3.2 In addition, the curriculum makes appropriate provision for pupils with special educational needs and disabilities, including those with a Learning Support Plan or an Education, Health and Care Plan (EHCP), as referenced within this policy.
- 3.3 The School ensures that its curriculum is delivered in accordance with these statutory requirements and guidance, while also reflecting the School's values, ethos and educational aims, and meeting the needs of pupils at each stage of their education.

4. Publications and availability

- 4.1 This policy is published on the School website.
- 4.2 This policy is available in hard copy on request.
- 4.3 A copy of the policy is available for inspection from the School reception during the School day.
- 4.4 This policy can be made available in large print or other accessible format if required.

5. Definitions

- 5.1 For the purposes of this policy, the following definitions apply:
- 5.1.1 References to the **School** mean Bradford Grammar School.
- 5.1.2 References to the **Headmaster** include any person acting with the authority or delegated responsibility of the Headmaster.
- 5.1.3 References to the **Head of the Junior School** mean the member of staff responsible for the leadership and management of the Junior School, including oversight of the EYFS curriculum.
- 5.1.4 References to **Parent** or **Parents** includes one or both of the parents, or those with parental responsibility, or care of a child e.g. legal guardian or education guardian. Communications or instructions from one of the Parents, or any person with parental responsibility, shall be deemed by the School to be received from both Parents unless there is clear evidence of a contrary view. This requirement does not apply to the giving of notice for cancellation of a place or the withdrawal of a pupil from the School. The persons required to consent or give notice of cancellation or withdrawal are set out in the parent contract.
- 5.1.5 References to the **Curriculum** mean the planned and sequenced programme of learning and experiences provided by the School, including taught subjects, Personal, Social, Health and Economic Education (PSHE) / Personal Development (PD), co-curricular activities and enrichment, as appropriate to each phase of the School.

- 5.1.6 References to **EYFS** mean the Early Years Foundation Stage, which applies to pupils in Reception, and is delivered in accordance with the statutory framework for the Early Years Foundation Stage.
- 5.1.7 References to **Early Learning Goals (ELGs)** mean the expected levels of attainment for pupils at the end of the Early Years Foundation Stage, as defined within the statutory EYFS framework.
- 5.1.8 References to **Key Stage 1** (Years 1 and 2) and **Key Stage 2** (Years 3, 4, 5 and 6) mean the stages of education covering Years 1 to 6, as delivered within the Junior School.
- 5.1.9 References to the **Senior School** mean provision for pupils in **Key Stage 3** (Years 7, 8 and 9) and **Key Stage 4** (Years 10 and 11), and references to the **Sixth Form** mean provision for pupils in **Key Stage 5** (Years 12 and 13).
- 5.1.10 References to **PSHE** or **Personal Development (PD)** mean the programme of Personal, Social, Health and Economic Education delivered throughout the School, including Relationships Education and Relationships and Sex Education, in line with statutory requirements.
- 5.1.11 References to **SEND** mean special educational needs and disabilities.
- 5.1.12 References to an **Education, Health and Care Plan (EHCP)** mean a statutory plan which sets out a pupil's special educational needs, the provision required to meet those needs, and the outcomes sought for the pupil.
- 5.1.13 References to a **Learning Support Plan** mean an internal School document outlining agreed strategies and support for a pupil identified as having additional learning needs.
- 5.1.14 References to **fundamental British values** mean democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and those without faith or belief.

6. Curriculum Framework and Structure

6.1. Overview

The School provides a broad, balanced and coherent curriculum designed to meet the needs of pupils at each stage of their education, from the EYFS through to Sixth Form. The curriculum is structured to ensure continuity, progression and appropriate challenge, enabling pupils to develop the knowledge, skills and understanding required for academic success, personal development and future learning.

The curriculum reflects the School's values of **Excellence, Opportunity and Happiness**, and is underpinned by high expectations of teaching and learning. It promotes intellectual curiosity, independence, resilience and a lifelong love of learning, while supporting pupils' wellbeing and pastoral development.

6.2. Curriculum Principles

The School's curriculum is underpinned by the following principles:

- a. it is inclusive and accessible, providing appropriate challenge and support for all pupils, including those with SEND and the most able;
- b. it is appropriately structured and sequenced to ensure progression in knowledge, skills and understanding across year groups and phases;
- c. it offers breadth and balance while allowing increasing depth and specialisation as pupils progress through the School;
- d. it encourages the development of key skills, including literacy, numeracy, communication, collaboration, creativity and critical thinking; and
- e. it supports pupils' spiritual, moral, social and cultural development, including the promotion of fundamental British values.

6.3. Curriculum Phases

The curriculum is organised into the following phases:

- a. Early Years Foundation Stage (Reception)
- b. Junior School (Years 1–6)
- c. Senior School (Years 7–11)
- d. Sixth Form (Years 12–13)

Each phase has a distinct identity and curriculum focus, while contributing to a coherent whole-school educational journey.

7. Early Years Foundation Stage (Reception)

7.1. Overview

The EYFS has a distinct identity within the School and provides the foundation for pupils' future learning and development. The EYFS curriculum is planned in accordance with the statutory framework for the Early Years Foundation Stage and is enriched to provide high-quality learning experiences in line with the School's values and ethos.

The EYFS curriculum supports pupils to develop the skills, knowledge and attitudes which enable them to become confident, resilient learners and prepares them for the transition into more formal learning in Year 1.

7.2. Principles of the EYFS

Practice within the EYFS is guided by the following principles, which shape teaching, learning and assessment:

- a. every pupil is a unique individual who is constantly learning and can be resilient, capable, confident and self-assured;
- b. pupils learn to be strong and independent through positive relationships;

- c. pupils learn and develop well in enabling environments, in which experiences respond to individual needs and where there is a strong partnership between practitioners and parents and/or carers; and
- d. pupils develop and learn in different ways and at different rates, including pupils with SEND.

These principles underpin all aspects of provision in the EYFS and inform curriculum design, classroom practice and pastoral care.

7.3. Areas of Learning and Development

The EYFS curriculum is structured around seven interconnected areas of learning and development, which support a holistic approach to pupils' development.

The three prime areas of learning are:

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

The four specific areas of learning are:

- a. literacy;
- b. mathematics;
- c. understanding the world; and
- d. expressive arts and design.

Learning across these areas is carefully planned to build secure foundations and promote curiosity, engagement and a love of learning.

7.4. Curriculum Design and Delivery

The EYFS curriculum is bespoke and designed to provide challenging and engaging learning experiences which build secure foundation skills and knowledge. It reflects the different ways in which pupils learn and provides opportunities to:

- a. play and explore;
- b. create and think critically;
- c. develop higher-order thinking; and
- d. become active and motivated learners.

Learning is delivered through a balance of adult-led and pupil-initiated activities, using whole-group and small-group teaching as appropriate. The School carefully considers the balance of different types of learning as pupils progress through the Reception year, ensuring effective preparation for the transition to Year 1.

7.5. Assessment in the EYFS

Pupils in Reception work towards the Early Learning Goals, which describe the knowledge, skills and understanding expected by the end of the EYFS. Ongoing assessment is an integral part of the learning and development process and informs curriculum planning and next steps in learning.

Assessment takes account of each pupil's progress across the outcomes of the *Development Matters* guidance and the Early Learning Goals, ensuring that teaching is responsive to individual needs and developmental stages.

7.6. Learning Environment and Specialist Provision

Reception pupils are taught in a purpose-built Early Years setting which provides access to both indoor and outdoor learning environments. Facilities support a wide range of learning experiences, including opportunities for large-group activities, fine and gross motor development, and imaginative and creative play.

Where appropriate, specialist subject teachers deliver timetabled lessons in areas such as Music, Physical Education and Modern Languages. This approach supports early engagement with these subjects and provides firm foundations for future learning.

8. Junior School Curriculum (Years 1–6)

8.1 Overview

The Junior School curriculum (Years 1 to 6) builds upon the foundations established in the Early Years Foundation Stage and is designed to provide pupils with a broad, balanced and stimulating educational experience. The curriculum supports pupils' academic progress, personal development and wellbeing, and prepares them effectively for the transition to the Senior School.

The Junior School curriculum offers continuity, progression and appropriate challenge, taking account of pupils' ages, aptitudes, needs and prior learning. It provides opportunities for pupils to develop confidence, independence and resilience while fostering curiosity and a positive attitude to learning.

8.2 Curriculum Structure and Areas of Learning

The Junior School curriculum provides pupils with experience across the following broad areas of learning:

- a. linguistic;
- b. mathematical;
- c. scientific;
- d. technological;
- e. human and social;
- f. physical; and
- g. aesthetic and creative education.

In addition, the curriculum includes PSHE, which supports pupils' personal development, wellbeing and understanding of relationships and wider society.

8.3 Linguistic

English is taught as a discrete subject and focuses on developing pupils' communication skills and their command of language through listening, speaking, reading and writing. Pupils are encouraged to read widely and regularly, supported by timetabled use of the Junior Library.

Communication skills and language development are promoted across the wider curriculum. Assemblies, class discussions, presentations and performances provide opportunities for pupils to develop confidence in speaking and listening.

Languages are taught throughout the Junior School by specialist teachers, supporting pupils in developing an early interest and foundation skills in language learning.

8.4 Mathematical

Mathematics develops pupils' ability to calculate, reason and solve problems, and to recognise relationships and patterns in number and space. Learning is delivered through a range of approaches, including practical activity, discussion, exploration and written methods.

Pupils are encouraged to apply their mathematical knowledge and skills across the wider curriculum. Digital platforms and school-wide events support the development of fluency, reasoning and problem-solving skills.

8.5 Scientific

Science develops pupils' understanding of the natural world and promotes enquiry-based learning. Pupils learn to observe, question, investigate, experiment and record findings, developing key scientific skills alongside subject knowledge.

In Years 5 and 6, some science lessons are taught in Senior School laboratories by Junior School teachers, supporting progression and familiarity with specialist facilities.

Scientific learning is reinforced through cross-curricular links, educational visits, workshops and extra-curricular clubs.

8.6 Technological

The technological curriculum includes Computing and Design and Technology (DT).

Computing is taught in dedicated suites and develops pupils' understanding of computer systems, programming, digital content creation and online safety. Pupils use technology to support learning across the curriculum, and homework is set using digital platforms.

Robotics is integrated into the Computing curriculum in Years 3 to 6, providing hands-on experience with programming, engineering and problem-solving. Artificial Intelligence is introduced in Year 6, enabling pupils to explore real-world applications, benefits and risks in a safe and age-appropriate manner.

Design and Technology is taught through cross-curricular approaches in Key Stage 1 and as a discrete subject in Key Stage 2. Pupils plan, design, make and evaluate products using a range of tools, materials and techniques. In Year 6, DT lessons are delivered by Senior School specialist teachers in purpose-built workshops.

8.7 Human and Social

This area of the curriculum focuses on people, communities and the environment, and explores

how human actions have shaped the past and present. History and geography form the core of this area, supported by opportunities across the wider curriculum.

Religious Studies contributes to pupils' spiritual, moral, social and cultural development by enabling them to learn about the main religions and belief systems represented in the UK. Pupils are encouraged to develop understanding, respect and thoughtful personal responses.

Learning is enriched through assemblies, educational visits, events, visiting speakers and the work of the School Council.

8.8 Physical

Physical Education and Games support pupils' physical development, coordination, fitness and wellbeing. Pupils are taught a wide range of activities and develop skills, teamwork, resilience and sportsmanship.

Lessons are delivered by Senior School specialist teachers and Junior School colleagues, using a range of indoor and outdoor facilities across the School campus. Boys and girls are provided with equal opportunities to participate, and additional activities are available through the extensive extra-curricular programme and competitive fixtures.

8.9 Aesthetic and Creative

The aesthetic and creative curriculum includes Art, Music, Drama and literature, and provides opportunities for pupils to express ideas imaginatively and creatively.

Art is taught by specialist teachers and enables pupils to work with a wide range of materials, techniques and media. Music is taught throughout the Junior School by specialist staff, and pupils are given opportunities to compose, perform and respond to music. Drama and literature are delivered through the English curriculum and supported by performances, assemblies and productions.

Co-curricular activities, performances, concerts and competitions further enhance creative development and confidence.

8.10 Personal, Social, Health and Economic Education (PSHE)

PSHE contributes to pupils' personal development, wellbeing, health and understanding of relationships. It encourages respect for others and supports pupils' spiritual, moral, social and cultural development.

Relationships Education is taught in line with statutory requirements. PSHE is delivered through timetabled lessons, assemblies, whole-school events, educational visits and visiting speakers, and is supported by the School's pastoral and nursing teams.

8.11 Outdoor Learning and Forest School

Outdoor learning forms an important part of the Junior School curriculum and enhances pupils' wellbeing, confidence and social development. Weekly outdoor learning sessions are timetabled for pupils in Reception, Year 1 and Year 2 and are led by the School's Forest School

practitioner.

In Years 3 to 6, teachers make purposeful use of outdoor learning spaces to enrich learning across the curriculum. Additional opportunities are provided through clubs and activities.

9. Senior School Curriculum (Years 7–11)

9.1 Overview

The Senior School curriculum (Years 7 to 11) builds upon the academic foundations established in the Junior School and provides pupils with a broad, challenging and coherent programme of study. It is designed to support academic excellence, independent learning and personal development, while preparing pupils effectively for public examinations and for progression to Sixth Form or other post-16 pathways.

The curriculum is structured to ensure breadth and balance in Key Stage 3, followed by increasing depth and specialisation in Key Stage 4. Throughout the Senior School, pupils are encouraged to develop intellectual curiosity, critical thinking, resilience and initiative within a supportive and aspirational learning environment.

9.2 Curriculum Principles

The Senior School curriculum aims to:

- a. provide pupils with experience across linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- b. offer appropriate challenge and academic rigour while meeting the needs of pupils of differing aptitudes and abilities;
- c. promote independent learning, critical thinking and a strong work ethic;
- d. support pupils' personal development, wellbeing and preparation for life in British society; and
- e. ensure continuity, progression and effective preparation for Sixth Form study.

9.3 Key Stage 3 Curriculum (Years 7–9)

The Key Stage 3 curriculum provides a broad and balanced programme of study which allows pupils to consolidate and extend their knowledge and skills across a wide range of subjects.

In Years 7 and 8, all pupils follow a common curriculum including English, Mathematics, Biology, Chemistry, Physics, Geography, History, Religious Studies, Computing, Design and Technology, Art, Music, Drama, Modern Languages, Personal Development, Physical Education and Games.

The curriculum in Year 9 is designed to maintain breadth while allowing greater depth in preparation for GCSE study. Pupils continue to study a balanced core of subjects and choose optional subjects from a structured range, supporting informed decision-making ahead of Key Stage 4.

Throughout Key Stage 3, PD is delivered through timetabled provision and assemblies, supporting pupils' social, moral, cultural and emotional development.

9.4 Key Stage 4 Curriculum (Years 10–11)

The Key Stage 4 curriculum enables pupils to pursue greater depth of study and to prepare for GCSE qualifications. All pupils follow a core curriculum which includes English (Language and Literature), Mathematics, Biology, Chemistry, Physics, a Modern Language, Physical Education and Games.

In addition to the core, pupils choose a number of optional subjects, allowing them to develop strengths and interests while maintaining breadth. Options are structured to accommodate pupil choice as far as possible, within the constraints of curriculum balance and timetabling.

PD continues to be delivered through timetabled provision and structured activities, supporting pupils' wellbeing, resilience, relationships education and preparation for examinations and post-16 progression.

9.5 Personal Development

PD is an integral part of the Senior School curriculum and reflects the School's values and ethos. The programme supports pupils' personal, social, health and economic education and provides appropriate preparation for the opportunities, responsibilities and experiences of British life.

Personal Development is delivered through a combination of timetabled lessons, assemblies and wider School activities, and is closely aligned with pastoral care and safeguarding provision.

9.6 Co-curricular and Enrichment Opportunities

The Senior School curriculum is enhanced by a wide range of co-curricular activities and enrichment opportunities which support academic learning and personal development. Activities vary by year group and include academic clubs, creative activities, sporting opportunities and service-based initiatives.

Participation in co-curricular provision is encouraged as part of the School's commitment to developing well-rounded, confident and engaged learners.

10. Sixth Form Curriculum (Years 12–13)

10.1 Overview

The Sixth Form curriculum (Years 12 and 13) is designed for pupils who are above compulsory school age and provides a programme of study which supports academic excellence, intellectual independence and personal development. It prepares pupils effectively for higher education, degree-level apprenticeships, employment and adult life.

The curriculum offers increasing specialisation, depth and challenge, enabling pupils to pursue subjects suited to their interests, abilities and future aspirations, while benefiting from strong pastoral support and a rich enrichment programme.

10.2 Curriculum Structure

In Year 12, pupils typically study four subjects selected from a broad range of academic disciplines. A small minority of pupils may commence Sixth Form study with three subjects, following consultation with the pupil and their parents and where this is considered appropriate.

Subjects are arranged into option columns designed, as far as possible, to accommodate pupils' choices. Where it is not possible to offer all chosen combinations, suitable alternatives are discussed and agreed.

In Year 13, pupils normally continue with at least three subjects to A Level. Some pupils may continue with all four subjects. Decisions regarding subject continuation are made at the end of Year 12, supported by assessment outcomes and guidance from staff.

10.3 Curriculum Offer and Progression

The Sixth Form curriculum includes a wide range of subjects across sciences, mathematics, humanities, languages, creative and technical disciplines. The structure of the curriculum supports progression from prior learning in the Senior School and enables pupils to develop subject expertise and advanced study skills.

Pupils preparing for competitive courses or institutions may receive additional specialist preparation where appropriate, including guidance and support for applications to highly selective universities and courses.

10.4 Enrichment and Extended Learning

The Sixth Form curriculum is complemented by an Enrichment programme which supports pupils' wider development and helps prepare them for life beyond school. The programme includes both examined and non-examined opportunities, including the Extended Project Qualification (EPQ).

Visiting speakers and a range of enrichment activities further enhance pupils' academic and personal development, encouraging intellectual curiosity, leadership and engagement with current issues.

10.5 Personal Development and Preparation for Life Beyond School

PD continues throughout the Sixth Form and reflects the School's values and ethos. The programme supports pupils' wellbeing, relationships education, decision-making and preparation for adult life.

Personal Development is delivered through timetabled provision, assemblies and wider School activities, and is closely aligned with careers and higher education guidance.

10.6 Careers and Higher Education Guidance

The Sixth Form curriculum is supported by comprehensive careers and higher education guidance. Pupils receive structured advice and support to help them research and apply for university courses, degree-level apprenticeships and employment opportunities.

Guidance is provided through timetabled programmes, individual interviews, information evenings and ongoing support from specialist staff, ensuring pupils are well prepared for progression beyond the Sixth Form.

11. Teaching and Learning

11.1 Overview

High-quality teaching and learning are central to the School's educational philosophy and its commitment to ensuring that all pupils have the opportunity to learn, make progress and achieve their potential. Teaching across the School is designed to be purposeful, engaging and inclusive, enabling pupils to acquire knowledge, develop understanding and build the skills required for future learning and life beyond school.

The School seeks to create a positive learning environment in which pupils feel supported, challenged and motivated, and where high expectations, mutual respect and a shared commitment to learning underpin classroom practice.

11.2 Principles of Teaching and Learning

Teaching and learning across all phases of the School are guided by the following principles:

- a. enabling pupils to acquire new knowledge and make good progress according to their abilities;
- b. fostering self-motivation, intellectual curiosity and a willingness to apply intellectual, physical and creative effort;
- c. encouraging pupils to think critically, work independently and take increasing responsibility for their learning;
- d. ensuring that lessons are well planned, effectively structured and make purposeful use of time; and
- e. promoting pupils' spiritual, moral, social and cultural development, including respect for others and the promotion of fundamental British values.

11.3 Planning and Classroom Practice

Teachers plan and teach lessons in accordance with School policies, guidance documents and departmental schemes of work. Planning takes account of pupils' ages, aptitudes, needs and prior learning, including the needs of pupils with SEND, those for whom English is an additional language and the most able.

Teachers demonstrate secure subject knowledge and use a range of teaching methods, resources and activities to engage pupils and support learning. Learning objectives are made clear, and lessons include opportunities for reflection, consolidation and review.

Across the School, teaching promotes both independent and collaborative learning and encourages pupils to develop confidence, resilience and positive attitudes to learning.

11.4 Behaviour for Learning

Effective teaching and learning are supported by positive behaviour for learning. Teachers establish clear expectations, use consistent strategies to promote responsible behaviour, and create a classroom environment which supports focus, respect and engagement.

Where concerns arise, behaviour and attitudes to learning are addressed in line with the School's Behaviour Policy and through appropriate pastoral support.

11.5 Assessment and Feedback within Teaching

Assessment is an integral part of teaching and learning. Teachers assess pupils' work regularly and use assessment information to inform planning, adapt teaching and support progress.

Marking and feedback are provided in accordance with the School's assessment and feedback guidance. Feedback is designed to be clear, constructive and purposeful, helping pupils to understand their strengths, identify next steps and improve their work.

11.6 Meeting the Needs of All Pupils

Teachers are expected to ensure that teaching is inclusive and accessible to all pupils. Reasonable adjustments are made to support pupils with a Learning Support Plan or an EHCP, and teaching approaches are adapted where appropriate to provide suitable challenge and support.

Teachers work closely with learning support and pastoral staff to monitor progress and implement agreed strategies.

11.7 Professional Development and Support

The School is committed to maintaining high standards of teaching through ongoing professional development. Teachers are supported through induction, training, appraisal and opportunities for continued professional learning.

Members of the Senior Leadership Team, Heads of Department and subject leaders monitor and support teaching and learning through observation, discussion and the sharing of good practice. The School encourages collaboration, reflection and professional dialogue to support continuous improvement.

12. Assessment and Tracking

12.1 Overview

Assessment and tracking are integral to teaching and learning across the School and are used to support pupil progress, inform teaching and provide clear information for pupils, parents and staff. Assessment practices are designed to be purposeful, fair and manageable, and to reflect the age, stage and needs of pupils at each phase of their education.

The School uses assessment to monitor individual progress, identify strengths and areas for development, and ensure that appropriate support and challenge are provided.

12.2 Principles of Assessment

Assessment across the School is underpinned by the following principles:

- a. assessment is used to support learning and promote progress, rather than solely to measure attainment;
- b. assessment information is used to inform planning, teaching and curriculum development;
- c. pupils are given feedback which helps them understand how to improve and take increasing responsibility for their learning;
- d. assessment arrangements take account of pupils' ages, aptitudes and individual needs, including SEND; and
- e. assessment systems are consistent within phases and appropriate to the subjects and qualifications being studied.

12.3 Assessment in the Early Years Foundation Stage

In the EYFS, assessment is an ongoing and integral part of the learning and development process. Formative assessment is based on regular observation of pupils' learning and development within the EYFS areas of learning.

Progress is tracked using the *Development Matters* guidance and against the Early Learning Goals. Each pupil has an individual learning profile, maintained through an online learning platform, which records observations, examples of work and next steps.

Summative assessment against the Early Learning Goals is completed at the end of the Reception year, and outcomes are shared with parents and, where required, with the Local Authority.

12.4 Assessment and Tracking in the Junior School (Years 1–6)

In the Junior School, assessment is used to monitor pupils' progress across the curriculum and to inform teaching and learning. Assessment includes a combination of:

- a. ongoing formative assessment within lessons;
- b. regular marking and feedback in line with School guidance; and
- c. summative assessments appropriate to pupils' age and stage.

Pupils' progress and attainment are tracked, enabling the identification of pupils who may require additional support or extension. Assessment information is reviewed by teachers and members of the Junior Leadership Team to ensure that appropriate interventions and challenge are in place.

12.5 Assessment and Tracking in the Senior School (Years 7–11)

In the Senior School, assessment supports pupils' academic progress and preparation for GCSE examinations. Assessment includes a combination of formative assessment, subject tests and examinations.

Pupils sit internal assessments and examinations at defined points during the academic year, and results are recorded and monitored. Assessment information is used by teachers, Heads of Department and Heads of Year to track progress, identify underachievement or particular strengths, and inform teaching and support strategies.

Summative assessment outcomes contribute to internal tracking and reporting and support pupils in developing effective study habits and examination skills.

12.6 Assessment and Tracking in the Sixth Form (Years 12–13)

In the Sixth Form, assessment is designed to support pupils' progression through advanced courses of study and preparation for external examinations. Assessment includes regular formative feedback, internal assessments and formal examinations as appropriate.

Assessment outcomes are used to monitor progress, inform target-setting and guide decisions regarding subject continuation and progression. Pupils are encouraged to reflect on feedback and assessment outcomes and to take increasing responsibility for their learning.

12.7 Using Assessment to Support Pupils

Assessment and tracking information are used to support pupils with additional needs, including those with a Learning Support Plan or an EHCP. Where assessment indicates that a pupil may benefit from additional support or challenge, appropriate strategies or interventions are put in place and reviewed.

Teachers work in partnership with learning support and pastoral staff to ensure that assessment information informs support planning and curriculum access.

13. Reporting to Parents

13.1 Overview

The School recognises the importance of maintaining clear, constructive and regular communication with parents about pupils' progress, attainment and wellbeing. Reporting to parents forms an integral part of the School's approach to assessment and supports partnership between home and school.

Reporting arrangements are structured to reflect pupils' age, stage of development and curriculum provision, and provide parents with timely and meaningful information about their child's learning and progress.

13.2 Reporting in the Early Years Foundation Stage (Reception)

In the EYFS, ongoing assessment forms the basis of reporting to parents. Observations of learning and development are recorded using an online learning platform, creating an individual electronic learning profile for each pupil.

Parents are provided with access to the online learning platform, enabling them to view their child's learning journey and contribute observations from home.

Formal opportunities for discussion include:

- a. an Autumn Welcome Event, supporting transition into the School and discussion of pastoral or practical matters;
- b. parent consultation meetings in the autumn and spring terms; and
- c. regular informal communication with teaching staff at drop off and collection where appropriate.

A full written summative report is issued at the end of the summer term. This report covers progress and attainment across all prime and specific areas of learning, including strengths, next steps and a summary of each pupil's development in the Characteristics of Effective Learning. Outcomes against the Early Learning Goals are included and shared in accordance with statutory requirements.

13.3 Reporting in the Junior School (Years 1–6)

In the Junior School, parents receive written reports three times each academic year.

- a. Full written reports are issued at the end of the summer term.
- b. Interim reports are issued at the autumn half term and spring half term and include effort and achievement information alongside a form teacher's comment.

The content of reports reflects pupils' progress, attainment, approach to learning and engagement across the curriculum.

Parents are invited to an Autumn Welcome Event at the start of the academic year and to parent consultation evenings in the autumn and spring terms, providing opportunities to discuss academic progress, pastoral matters and next steps.

13.4 Reporting in the Senior School (Years 7–11)

In the Senior School, reporting arrangements provide regular feedback on pupils' academic progress and preparation for public examinations.

Pupils in Years 7 to 10 receive at least three reports per academic year, including one full written report. Reports include information on academic achievement, approach to learning and, where appropriate, examination or test results.

Pupils in Years 11 receive two reports per academic year and attend scheduled parents' evenings. Results from internal assessments and mock examinations are communicated in writing and discussed with parents at consultation evenings.

Parents' evenings are held at intervals during the academic year, providing opportunities to discuss progress, attainment and subject choices.

13.5 Reporting in the Sixth Form (Years 12–13)

In the Sixth Form, reporting arrangements reflect the academic demands and increasing independence expected of pupils.

Pupils receive regular reports containing information on progress, attainment and approach to learning. Results from internal assessments and mock examinations are communicated to parents and discussed at parents' evenings held during the year.

Reporting supports pupils' academic development, subject choices and preparation for progression beyond the Sixth Form.

13.6 Ongoing Communication

In addition to formal reporting, the School values ongoing communication with parents. Staff are available to discuss pupils' progress or pastoral matters as appropriate, and parents are encouraged to engage with the School where questions or concerns arise.

14. Co-curricular Provision

14.1 Overview

The co-curricular provision forms an integral part of the School's educational offer and complements the taught curriculum across all phases of the School. It provides pupils with opportunities to develop interests, skills and talents beyond the classroom and supports their academic, personal, social and physical development.

The co-curricular programme reflects the School's values and ethos and contributes to the development of confident, resilient and well-rounded pupils.

14.2 Aims of the Co-curricular Programme

The co-curricular programme aims to:

- enrich and extend pupils' learning beyond the formal curriculum;
- support pupils' personal development, wellbeing and confidence;
- provide opportunities for creativity, physical activity, teamwork and leadership;
- encourage participation, commitment and a sense of belonging within the School community; and
- promote positive attitudes to learning, challenge and perseverance.

14.3 Provision Across the School

Co-curricular opportunities are available to pupils throughout the School and are appropriate to age and stage of development. Activities vary by year group and change over time to reflect pupil interest, staff expertise and available facilities.

Provision includes, but is not limited to:

- a. academic clubs and societies;
- b. creative and performing arts activities;
- c. sporting activities and competitive fixtures;
- d. outdoor learning and environmental activities; and
- e. service-based and leadership opportunities.

Participation is encouraged for all pupils, and opportunities are provided in a supportive and inclusive environment.

14.4 Junior School

In the Junior School, the co-curricular programme supports pupils in developing new interests, building confidence and working collaboratively. Activities complement curriculum learning and promote enjoyment, creativity and physical wellbeing.

Outdoor learning and nature-based activities further enrich the Junior School co-curricular offer, alongside clubs linked to academic, creative and sporting interests.

14.5 Senior School

In the Senior School, co-curricular provision supports pupils' intellectual development, physical fitness and personal growth. Activities include a wide range of academic, creative, sporting and enrichment opportunities.

Participation in co-curricular activities is encouraged as part of the School's commitment to developing pupils' independence, leadership and broader skills for future study and employment.

14.6 Sixth Form

In the Sixth Form, co-curricular and enrichment opportunities complement advanced academic study and support preparation for life beyond School. Pupils are encouraged to take responsibility for their involvement and to contribute to the wider School community.

Enrichment opportunities, including leadership roles, clubs, societies and academic extension activities, support pupils' personal development and applications for higher education or alternative pathways.

14.7 Monitoring and Review

The co-curricular programme is reviewed regularly to ensure that it remains relevant, engaging and accessible to pupils. Feedback from pupils and staff is used to inform future provision and development.

15. Inclusion and Special Educational Needs and Disabilities (SEND)

15.1 Overview

The School is committed to providing an inclusive curriculum which enables all pupils to access learning, make progress and achieve their potential. Inclusion is central to the School's ethos and underpins curriculum planning, teaching, assessment and pastoral care across all phases of the School.

The School seeks to identify and respond appropriately to the individual needs of pupils, including those with SEND, while maintaining high expectations and supporting pupils' academic, personal and social development.

15.2 Inclusive Curriculum Provision

The curriculum is designed to be accessible and inclusive, allowing pupils of differing abilities and needs to engage with learning in an environment that is supportive, challenging and respectful. Teaching takes account of pupils' ages, aptitudes, prior learning and individual needs.

Pupils are provided with equal access to the curriculum appropriate to their year group and abilities. Reasonable adjustments are made where necessary to ensure that pupils are able to participate fully in learning and wider School activities.

15.3 Pupils with SEND and Additional Needs

The School makes appropriate provision for pupils with special educational needs and disabilities, including those with a Learning Support Plan or an EHCP.

Where a pupil has identified additional needs:

- teaching approaches are adapted to support access to the curriculum;
- strategies and adjustments outlined in Learning Support Plans or EHCPs are implemented by teaching staff; and
- progress is monitored to ensure that support remains effective and appropriate.

Teachers are expected to be aware of and responsive to the needs of pupils with SEND and to work collaboratively with the Learning Support team and pastoral staff.

15.4 Monitoring Progress and Support

Pupils' progress is regularly reviewed using assessment and tracking information. This enables the School to identify pupils who may require additional support or extension and to put in place appropriate interventions.

Where support is required, strategies are reviewed and updated as necessary to ensure that pupils continue to make progress. Decisions regarding provision are made in consultation with relevant staff, and, where appropriate, with parents and pupils.

15.5 Most Able Pupils

The School recognises the importance of providing appropriate challenge for pupils who demonstrate particular aptitude or ability. The curriculum is planned to extend and enrich learning for the most able, enabling pupils to deepen their understanding and develop higher-level skills

Opportunities for extension and enrichment are provided both within lessons and through additional activities where appropriate.

15.6 Equal Opportunities

The School is committed to promoting equality of opportunity and does not discriminate against pupils on grounds protected by legislation. The curriculum supports respect for diversity and

encourages understanding, tolerance and mutual respect.

Inclusive practice is promoted through curriculum content, teaching approaches and the wider life of the School.

16. Curriculum Leadership, Monitoring and Review

16.1 Overview

The School places a strong emphasis on effective curriculum leadership to ensure that the curriculum remains coherent, inclusive and of high quality across all phases. Clear leadership structures and shared responsibility support curriculum development, delivery and review, enabling pupils to learn, make progress and achieve their potential.

Curriculum leadership reflects the School's values, ethos and commitment to continuous improvement.

16.2 Leadership and Responsibilities

Overall responsibility for the curriculum rests with the Headmaster, who is supported by members of the SLT.

In the Junior School, the Head of the Junior School holds responsibility for the development and oversight of the curriculum, supported by the Junior Leadership Team and the EYFS Lead. Subject leaders oversee curriculum planning within their areas, ensuring appropriate coverage, progression and consistency.

In the Senior School and Sixth Form, Heads of Department are responsible for curriculum leadership within their subject areas, supported by the Senior Leadership Team. They oversee departmental schemes of work, assessment practices and standards of teaching and learning.

Across the School, curriculum leaders work collaboratively to ensure continuity and progression between phases.

16.3 Curriculum Planning and Development

Curriculum planning is supported by long-term, medium-term and short-term plans, which ensure that learning is appropriately sequenced and aligned with curriculum aims. Schemes of work provide a framework within which teachers plan lessons and assess pupil progress.

Regular dialogue between Junior and Senior School staff supports continuity, shared understanding of subject-specific knowledge and skills, and effective transition for pupils between phases.

Curriculum development takes account of assessment information, pupil outcomes, staff expertise, national developments and the evolving needs of pupils.

16.4 Monitoring and Evaluation

The delivery and effectiveness of the curriculum are monitored through a range of activities, including:

- a. review of curriculum documentation and schemes of work;
- b. monitoring of assessment and pupil progress data;
- c. lesson observation and learning walks;
- d. pupil voice and feedback; and
- e. professional dialogue within and across departments.

Monitoring activities support quality assurance, identify strengths and areas for development, and inform curriculum review and professional development.

16.5 Professional Development and Collaboration

Effective curriculum leadership is supported by ongoing professional development and collaboration. Staff are encouraged to share good practice, teaching strategies and resources within departments and across phases.

Professional development opportunities support subject knowledge, pedagogical development and curriculum innovation, ensuring that staff are well equipped to deliver the curriculum effectively.

16.6 Review and Revision of the Curriculum

The curriculum is kept under regular review to ensure that it remains relevant, balanced and effective. Revisions are made where appropriate to reflect changes in statutory requirements, best practice or the needs of pupils.

This policy is reviewed regularly as part of the School's wider framework of curriculum governance and quality assurance.

17. Version Control

Date of adoption of this policy	April 2026
Date of last review of this policy	April 2026
Date for next review of this policy	April 2027
Policy owners (SLT)	Richard Ribeiro (Head of the Junior School) Gary Woods (Assistant Head Curriculum)

Appendix 1

The School Day – Junior School

EYFS (Reception)		Key Stage 1 & 2 (Year 1 to 6)	
08:30-08:45	Flexible Start	08:30-08:45	Pupils to form rooms
08:45-09:05	Form period	08:45-08:50	Registration
09:05-10:25	Morning Learning	08:50-09:05	Form period/Assembly
10:25-10:40	Break	09:05-09:45	Period 1
10:40-12:00	Morning Learning	09:45-10:25	Period 2
12:00-13:05	Lunch break	10:25-10:40	Break
13:05-13:10	Registration	10:40-11:20	Period 3
13:10-15:10	Afternoon Learning	11:20-12:00	Period 4
15:20	End of day	12:00-13:05	Lunch break
		13:05-13:10	Registration
		13:10-13:50	Period 5
		13:50-14:30	Period 6
		14:30-15:10	Period 7
		15:10-15:20	Form period
		15:20	End of day

Appendix 2

The School Day – Senior School

Senior School (Year 7 to 13)	
08:45-08:50	Registration
08:50-09:05	Form period/Assembly
09:05-09:50	Period 1
09:50-10:35	Period 2
10:35-10:55	Break
10:55-11:40	Period 3
11:40-12:25	Period 4
12:25-13:45	Lunch break *
13:45-14:30	Period 5
14:30-15:15	Period 6
15:15-16:00	Period 7

* On Wednesdays – Period 5 for the Sixth Form (Years 12 & 13) takes place at 12:25-13:10 and no further lessons are scheduled in the afternoon.