Ickleford Primary School

Shared Values · Shared Aspirations · Shared Achievements

A Church of England School

Curriculum Policy

Date of Approval: Autumn 2024

Date of next review: Autumn 2028

Curriculum Policy

Ickleford Primary School Vision Statement

We aspire to build a happy and inclusive community underpinned by core Christian values and those shared by other faiths. This will enable us to nurture resilient pupils with a passion for life-long learning, ensuring everyone's potential is fulfilled.

Curriculum Intent

At Ickleford Primary School, we are passionate about fostering a community of curious, lifelong and ambitious learners. Our commitment is to provide a broad, rich, relevant and challenging curriculum that we continually enhance to meet the unique needs of our pupils. The children at our school have a thirst for knowledge and we are dedicated to nurturing their talents and interests.

Our goal at Ickleford Primary School is to cultivate a diverse range of skills and talents in our pupils. We aim to develop young writers, performers, readers, mathematicians, scientists, engineers, historians, geographers, artists, designers, musicians, athletes, entrepreneurs and digital innovators. In addition, we provide them with opportunities to develop essential soft skills such as teamwork, problem-solving, communication, organisational skills, making positive choices and adaptability.

Our pupils are encouraged to pursue their passions while embodying values like dignity, forgiveness, justice and service. We strive to make our pupils aware of the diverse world in which we live, fostering an appreciation for different cultures and perspectives. By promoting these values and skills, we help children become holistic learners, well-rounded individuals and responsible global citizens.

At Ickleford Primary School, we believe in empowering each child to thrive in their journey, fostering a love for learning and a solid moral foundation that will last a lifetime.

Legislation and Guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

Roles and Responsibilities

The Governing Board

The Governing Board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The Governing Board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets in the School Development Plan (SDP)
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements

- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

The Headteacher

The headteacher is responsible for ensuring that this policy is adhered to and that:

- All required elements of the curriculum and those subjects which the school chooses to offer have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects where appropriate
- The school's procedures for assessment meet all legal requirements
- The Governing Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Board is advised on whole-school actions in the SDP to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND needs

Curriculum Leads

Curriculum leads play a crucial role in the implementation and effectiveness of the school's curriculum policy. Their responsibilities include:

- The development and coordination of their subject area within the overall school curriculum involves ensuring that the curriculum content is up-to-date, relevant, and aligned with national standards and school objectives, as well as actions set out in the SDP.
- Working with the headteacher and other school leads to set clear objectives and targets for their subject area as part of the SDP.
- Collaborating with the headteacher and Governing Board to ensure adequate teaching time and resources for their subject. This includes advocating for sufficient materials, equipment, and staffing to deliver the curriculum effectively.
- Overseeing the implementation of the curriculum within their subject area and monitoring its effectiveness. This process involves conducting regular assessments, analysing pupil progress and making reasonable adjustments to teaching strategies or curriculum content as necessary.
- Providing support and professional development opportunities for teachers within their subject area. They may lead workshops, provide guidance on teaching methods or facilitate collaborative planning sessions to enhance teaching quality.
- Liaising between teachers, the senior leadership team and the Governing Board regarding curriculum matters.
- Ensuring effective communication channels are maintained and collaborating with other subject leads to promote cross-curricular initiatives and consistency in teaching approaches.
- Ensuring that their subject area complies with all legal and regulatory requirements related to curriculum delivery and assessment.

Class teachers

Class teachers are responsible for the following:

- Planning and delivering lessons that are engaging, inclusive and aligned with the school's curriculum objectives
- Conducting regular assessments to evaluate pupils' progress and provide constructive feedback

- Maintaining a positive and productive learning environment by implementing effective classroom management strategies and identifying and supporting the individual needs of pupils, including those with SEND.
- Communicating with parents and carers about their child's progress, behaviour and any concerns
- Engaging in ongoing professional development to enhance their teaching skills and stay current with educational best practices. For example, a class teacher might attend workshops, participate in professional learning communities or pursue further qualifications.
- Working collaboratively with colleagues, subject leads and support staff to plan and implement effective teaching strategies
- Maintaining accurate records of pupils' academic performance, attendance and behaviour.
- Contributing to the broader school community by leading or participating in extra-curricular activities

Organisation and Planning

Subject Areas

Our curriculum is planned and delivered through distinct subject areas, ensuring a comprehensive and well-rounded education for all pupils. The National Curriculum core subjects are English, mathematics and science. Additionally, our foundation subjects include art & design, computing, design & technology (DT), modern foreign languages (French), geography, history, music, physical education (PE) and religious education (RE). Each subject has an allocated time for providing focused and discrete teaching and learning, which allows pupils to develop a thorough understanding and proficiency in each area.

Personal, social, health, and economic education (PSHE); and relationships and sex education (RSE) is taught discretely as well as integrated into our curriculum, with provisions for a daily act of worship, reflecting our Christian distinctiveness as a Church of England school. This integration ensures pupils receive a holistic education that aligns with our values and supports their development.

Curriculum Design and Sequencing

Our curriculum carefully meets the expectations of the National Curriculum and Early Years Foundation Stage (EYFS) through its carefully sequenced and delivered content. Each subject delivery follows a detailed scheme of work, which breaks down into titled learning units. We further organise these units into a subject progression map with schemas (structured knowledge and skills) and vocabulary lists tailored for each year group. This structure helps track and build progress in pupils' learning.

We emphasise the frequent and regular retrieval of previously learned content to enhance storage and retrieval strength, ensuring pupils retain and apply knowledge effectively. This approach helps us assess whether pupils know, remember and can do more over time.

Attitudes and Behaviours Towards Learning

Our curriculum fosters positive attitudes and behaviours towards learning by enhancing engagement and motivation across all subject areas. We assess the impact of learning by measuring 'sticky learning' - knowledge that remains with pupils and can be applied in various contexts. For detailed assessment practices, please refer to the school’s Assessment Policy.

Curricular Links

To enrich learning experiences, we create curricular links between different subjects, ensuring a cohesive and comprehensive educational experience. Each subject's policy outlines its intent, contributing to a well-rounded curriculum.

Local and Community Context

Our curriculum incorporates community relevance, regional context and responsiveness to our pupils and their families' unique needs. This integration ensures that our curriculum remains relevant and responsive to our pupils' context.

Spiritual, Moral, Social, and Cultural Development

Our curriculum supports our pupils' spiritual, moral, social, and cultural development. We provide opportunities for them to explore and reflect on their values, beliefs and identities while fostering respect and understanding for others. Through diverse activities and discussions, we foster empathy, responsibility and personal integrity in preparation for to be active citizens and lead full lives as part of the community.

British Values

Throughout our curriculum, we embed these human values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs. These principles are integrated into all subjects and activities, helping pupils appreciate the foundations of our society and preparing them to contribute positively to their communities and engage thoughtfully with the wider world.

By integrating local context, spiritual and moral development and British values, our curriculum provides a comprehensive educational experience that prepares pupils to be responsible and active citizens both within their local community and the broader society.

Early Years Foundation Stage

The EYFS curriculum is divided into three prime areas and four specific areas:

Prime Areas:

- Communication and Language
- Physical Development
- Personal, Social, and Emotional Development

Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The needs of the EYFS statutory framework is integrated into each curriculum subject's progression map and vocabulary lists to ensure that children have opportunities to explore concepts, knowledge, skills and vocabulary they will continue to develop in Year 1, where the National Curriculum begins.

When planning schemes of work, the EYFS lead also considers the children's interests, life events, weather and seasons, the learning environment and relationships with families and the community.

For more detailed information, please refer to our EYFS Policy.

Short, Medium and Long-Term Planning Expectations

Our curriculum includes clear expectations for long-term, medium-term and short-term planning to ensure structured and effective delivery:

- **Long-Term Planning:** School provides a comprehensive overview of the academic year, including subject-specific schemes of work and progression maps.
- **Medium-Term Planning:** Subject leads have developed unit plans that span several weeks, outlining schemas (structured knowledge and skills), vocabulary lists, assessments and how different subjects interlink.
- **Short-Term Planning:** Teachers adapt detailed lesson plans, focusing on immediate learning objectives and adjusting as needed based on pupil progress and feedback.

Resources to Support Curriculum Delivery

To support the effective delivery of our curriculum, we have made each subject scheme of work accessible to teachers. These schemes are backed by extensive lesson plans available online or on the school network. The resources are designed to be adaptable, allowing teachers to modify them based on the needs of their cohort and to scaffold learning for individual pupils. Subject leads ensure that we have the correct physical equipment and concrete resources to support the planned curriculum.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with Special Educational Needs and Disabilities (SEND)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND can access every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

For pupils with specific needs, individualised curriculums are guided by the SEND Co, based on the child's Education, Health and Care Plan (EHCP) where appropriate. This ensures that each child's unique requirements are met and supported throughout their learning journey.

Teachers will also consider the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils develop their English and support their participation in all subjects.

Our Equality Policy and Accessibility Plan and our SEND Policy and information report provide further information.

Monitoring by Governors

Governors play a vital role in ensuring that our school meets the coverage of National Curriculum subjects and complies with statutory requirements. They achieve this through several methods:

- **School Visits:** Regular visits are made to observe classroom practice, assess curriculum delivery, and understand pupil engagement and progress.

- **Meetings with the Senior Leadership Team and Subject Leads:** Discussions with the headteacher and subject leads to review curriculum plans, progression maps and assessment outcomes.
- **Engagement with the School Council and other pupil groups:** Meetings with pupils to gather insights on their experiences, perspectives, and feedback on the curriculum and school environment.
- **Review of Curriculum Documents:** Explorations of schemes of work, long-term and medium-term plans and policy documents to ensure alignment with the National Curriculum and statutory requirements.
- **Monitoring of Assessment Data:** Review data from pupil assessments, progress reports and performance data to ensure pupils meet expected outcomes and identify areas for improvement.
- **Attendance at Training and Development Sessions:** Participate in training sessions to stay informed about current educational policies, curriculum changes and best practices.
- **Parent and Community Feedback:** Engaging with parents and the wider community to understand their views on the curriculum and the school's approach to teaching and learning.
- **Committee Meetings:** Regular sub-committee meetings to review, discuss and monitor curriculum delivery and statutory compliance.

These activities align with national governance guidelines, emphasising the importance of effective oversight, accountability and support to ensure that the school meets its educational and statutory responsibilities.

Monitoring by Curriculum Leads

Curriculum leads use various strategies to ensure that their subjects are taught effectively and consistently delivered across the school, including:

- **Planning Reviews:** Oversight of short, medium and long-term plans to ensure alignment with the curriculum intent, subject progression maps and learning objectives.
- **Learning Walks:** Conduct regular informal observations across different classes to observe teaching practices, classroom engagement and the consistency of subject delivery.
- **Review of Pupil's Learning Report:** Reflection on pupils' workbooks to assess the quality of work, progression, feedback and differentiation, ensuring that all children are being appropriately challenged and supported.
- **Pupil Voice Sessions:** Engage directly with pupils through interviews, surveys or focus groups to gather feedback on their learning experiences, understanding of the subject and attitudes towards it.
- **Lesson Observations:** Conduct formal observations to evaluate teaching methods, classroom management, resource use and provide constructive feedback to teachers.
- **Data Analysis:** Reviewing assessment data, tracking pupil progress and identifying trends or gaps in learning to inform teaching strategies and interventions.
- **Collaborative Staff Meetings:** Hold regular meetings with subject teachers to discuss curriculum implementation, share best practices, address challenges and plan improvements.
- **Professional Development:** Identifying training needs and organising subject-specific professional development sessions to enhance teaching practices and subject knowledge.
- **Review of Resources:** Ensure that appropriate resources, including digital tools, textbooks, and manipulatives are available and used effectively to support teaching and learning.
- **Moderation Sessions:** Facilitate regular moderation sessions to ensure consistency in assessment standards and expectations across different classes and year groups.
- **Feedback from Parents and Carers:** Collecting and reviewing feedback from parents and carers regarding their children's learning experiences and progress in specific subjects.

These methods help curriculum leads maintain high standards of teaching and learning, ensuring that the curriculum is effectively implemented and continuously improved across the school.

Curriculum Intent Statements

Art & Design Curriculum Intent Statement

At Ickleford Primary School, we have designed a unique art & design curriculum to ignite every child's passion for creativity and self-expression. We aim to inspire and engage pupils, helping them create their unique artworks while developing an appreciation for the art of others. Children start their art journey immersed in a rich art environment. In Reception, they explore art and design through child-initiated activities within the EYFS expressive arts and design curriculum. As they advance through Key Stage 1 and Key Stage 2, they encounter diverse media and techniques and explore the works of artists and designers from around the world, both historical and contemporary.

Our curriculum is designed to foster practical, theoretical and disciplinary knowledge. It empowers children to make informed choices and think critically about their own and others' artwork. We encourage them to work with increasing independence and imagination, equipping them with the skills to confidently explore and express their creativity.

Computing Curriculum Intent Statement

At Ickleford Primary School, our computing curriculum is a gateway to the digital world, sparking curiosity and creativity. We place a strong emphasis on three key strands: computer science, where children begin to delve into the inner workings of computers and programs; information technology, where they learn to create and manage digital content; and digital literacy, a paramount focus that equips them to navigate and use information technologies responsibly, ensuring their digital security.

Our curriculum displays our commitment to preparing children to thrive in a digital age with confidence and creativity. It ensures that children apply their digital skills in various, meaningful ways, from using spreadsheets in math to creating graphics in art and conducting research online. We integrate computing skills across subjects, demonstrating the practical application of our curriculum.

Design & Technology Curriculum Intent Statement

Ickleford Primary School's design & technology curriculum is crafted to spark creativity and innovation. It inspires children to express their unique ideas and appreciate the design work shaping our world. Grounded in designing, making, evaluating and developing technical knowledge, our teaching encourages a resilient approach where children design purposeful products, test their ideas and continuously improve upon them.

From Reception onwards, children dive into design and technology in a playful, child-initiated manner through the EYFS expressive arts and design curriculum. As they move through Key Stage 1 and 2, they engage in hands-on projects, exploring textiles, food technology, mechanical and electrical systems, and structural design. Alongside their practical learning and problem-solving, children are inspired by the work of pioneering designers across the globe, past and present.

Our curriculum equips children with the knowledge, skills and mindset to think critically, make informed choices; and embrace independence, resilience and creativity. We aim to empower the next generation of designers and innovators shaping the future.

English Curriculum Intent Statement

At Ickleford Primary School, we believe that a love of reading is fundamental to a child's development and success. Our English curriculum emphasises the importance of early reading with phonics as the foundation for strong literacy skills. We aim to create a stimulating environment where books are central to learning and every child is encouraged to discover the joy of reading from an early age.

We are committed to offering a rich literary experience that builds reading fluency and instils a deep passion for literature. Using a carefully selected range of texts, we model essential writing and composition skills, helping pupils develop their writing techniques. We ensure that our children engage with diverse genres and themes, enhancing their comprehension, critical thinking and creativity. Our curriculum also emphasises oracy, nurturing confident public speakers who can express their opinions respectfully and sensitively. It is also a route to social mobility, empowering all children, to find their voice to succeed in education and life.

Our approach to the English curriculum at Ickleford Primary School is designed to prepare pupils for success not only in English but also in all subjects. By integrating English skills across the curriculum, we aim to unlock learning in all subjects, recognising that strong literacy skills are the key to academic success. Our comprehensive approach equips our children with the skills for lifelong learning and achievement, preparing them to excel in English and beyond.

History Curriculum Intent Statement

In history lessons at Ickleford Primary School, we aim to stimulate the children's curiosity and understanding about the lives of people who lived in the past. By teaching them about chronology via aspects of local, global, and national history, we aim to help children develop a sense of identity and a cultural understanding based on their historical heritage. As historians, children develop enquiry, analysis, interpretation and problem-solving skills.

Our history curriculum and resources will reflect the diversity within our school and local community. Through their history learning, we encourage children to reflect upon and value their own and other cultures in modern, multicultural Britain. We ensure that the children understand how events in the past have influenced our lives today and ask them to investigate these events, thereby demonstrating the practical application of historical knowledge.

Geography Curriculum Intent Statement

At Ickleford Primary School, the teaching of Geography should ignite a lasting curiosity and fascination about the world and its people. We aim to inspire children to understand their locality and place within the broader global context, fostering an awareness of their values and responsibilities towards others and the environment.

Through our Geography curriculum, we seek to develop a comprehensive understanding of both natural and human worlds. We encourage children to explore and question the diverse aspects of global places, peoples, resources, and environments. By doing so, we aim to enhance their cultural awareness and appreciation for diversity, preparing them to engage thoughtfully with the world around them.

Our teaching will sensitively reflect the diversity within our school, local community and global community, ensuring that children gain insights into different cultures and environments. We will guide them to investigate how geographical processes and human activities have shaped our world today, fostering a deeper connection to and respect for the planet and its people.

Mathematics Curriculum Intent Statement

At Ickleford Primary School, we believe mathematics is a creative and essential subject crucial for everyday life and understanding the world. We aim to provide a high-quality maths education that equips pupils with the skills they need for scientific, technological and financial literacy, preparing them for a wide range of future opportunities. We strive to nurture a deep understanding of mathematics in every child, fostering an appreciation of its beauty and power while encouraging curiosity, enjoyment and a positive attitude.

Our curriculum ensures that all pupils build fluency in the fundamentals of maths through regular practice and engagement with increasingly complex problems. We encourage pupils to think mathematically, following lines of enquiry, make and test predictions and confidently justifying their thinking. By applying their mathematical knowledge to a variety of real-life situations, we aim for our pupils to become resilient problem-solvers who can approach challenges with confidence, think critically and adapt to new situations.

We aspire to create an environment where children feel supported and empowered to explore mathematical concepts, take risks and learn from mistakes, understanding that perseverance is crucial to success. We want our pupils to leave Ickleford Primary School with strong mathematical skills, a confident mindset and a lifelong passion for learning, ready to embrace the challenges and opportunities of the future.

Modern Foreign Language/French Curriculum Intent Statement

At Ickleford Primary School, our modern foreign language curriculum is designed to spark a passion for language learning and celebrate cultural diversity. Prior to Key Stage 2, our younger children sing songs, recite rhymes and greet each other in a variety of languages, introducing them to the rich world of language and communication.

We aim to build older pupils' confidence in using French for practical communication, both written and spoken, making learning engaging and fun. Our scheme of work provides a strong foundation in French, encouraging pupils to apply their skills to future language studies and enhancing their understanding of English. We strive to open doors to exciting opportunities for study and work abroad, fostering a lifelong love for languages and cultures.

Music Curriculum Intent Statement

Ickleford Primary School is committed to instilling a deep and enduring love for music in every child. Our rich and diverse curriculum aims to inspire and engage pupils through a wide range of musical experiences. We believe in providing every pupil with the opportunity to create, perform and enjoy music, with a special emphasis on learning to play a variety of percussion instruments, both tuned and untuned. Our goal is to nurture the children's' ability to use their voices expressively and to develop their skills in composing music, both independently and collaboratively.

Through our curriculum, we strive to cultivate pupils' appreciation for diverse musical forms and empower them to form informed judgments using evocative and technical language about music. We are dedicated to helping pupils understand the significance of music in different cultures and histories. Music is an integral part of our school's identity and community spirit, contributing to the personal and social development of all children. We are committed to helping every child build confidence, unleash their creativity and foster a deep and lasting connection to music that enhances their lives.

Personal, Social, Health and Economic Education (PSHE) Curriculum Intent Statement

Ickleford Primary School is committed to nurturing resilient, healthy and responsible children prepared to thrive in an ever-changing world. By developing strong social and emotional skills, children will be better equipped to achieve their academic potential, maintain positive mental and physical health and contribute meaningfully to society.

Through our PSHE lessons, we aim to foster a deep understanding of core values such as respect, justice, and forgiveness, helping children build strong, positive relationships and a healthy sense of self-worth. We want our pupils not just to understand diversity but also to embrace it, understand their rights and responsibilities and appreciate what it means to be part of a wider community. By providing a safe and supportive environment, we encourage our children to explore the challenges they may face, build resilience to overcome them and develop the confidence to make informed, positive choices that promote their well-being and the well-being of others.

Physical Education (PE) Curriculum Intent Statement

At Ickleford Primary School, PE is vital in fostering a child's holistic development and well-being. We aim to inspire pupils to participate actively in various physical activities, including dance, games, gymnastics, swimming, athletics, and outdoor adventure. We introduce structured learning pathways for each sport, promoting a comprehensive understanding of physical fitness and its importance in everyday life and learning.

Our PE curriculum is about more than physical fitness. It is about building children's knowledge, skills and confidence to perform effectively in various physical contexts. In outdoor and indoor lessons, we encourage pupils to explore their physical capabilities, make informed decisions and adopt positive habits contributing to their overall health. Additionally, we emphasise the development of essential soft skills such as teamwork, collaboration, negotiation and resilience, fostering a cooperative spirit and an ability to work effectively with others.

We aim to provide a rich array of opportunities that inspire all children to excel in PE while nurturing critical life skills. Promoting active engagement, we help pupils build confidence, enhance their physical abilities and develop a lifelong commitment to maintaining their well-being. We aim for every pupil to feel empowered to make informed choices about their physical activity, embracing an active and balanced lifestyle both now and in the future.

Religious Education (RE) Curriculum Intent Statement

At Ickleford Primary School, our RE curriculum is integral to supporting our values education and distinctive Christian character while embracing the diverse religious landscape of British society. We aim to give pupils a deep understanding of Christianity and the other five major world religions, fostering their spiritual, moral, social and cultural development.

Our curriculum encourages pupils to explore sacred texts, religious diversity and personal beliefs, helping them reflect on their values and engage with philosophical and ethical questions. Promoting respect and compassion through dialogue and cooperation prepares pupils to navigate and contribute positively to a multicultural society.

Values Education is central to our approach, with opportunities for pupils to reflect on universal values through collective worship, class work and positive role modelling. Our RE curriculum is designed to equip our children with the insights and skills needed to thrive in a diverse and dynamic world, fostering thoughtful reflection and respectful expression of their and others' beliefs.

Science Curriculum Intent Statement

At Ickleford Primary School, we built our science curriculum to ignite curiosity and foster a deep understanding of the world through engaging, hands-on learning experiences. We believe science should be dynamic and exciting, where children actively explore concepts and develop their knowledge through practical activities. Our approach integrates metacognitive strategies to help pupils embed scientific knowledge, regularly recapping and reviewing their learning within and across units. Our curriculum emphasises 'working scientifically' by nurturing essential skills such as asking questions, planning enquiries, making predictions, observing and measuring, recording data, interpreting results, and drawing conclusions.

We celebrate the contributions of diverse scientists and reiterate their impact on our world, helping pupils to build their 'science capital' and see themselves as part of the scientific community. By connecting scientific learning to real-life applications and showing how scientists have changed the world, we aim to equip every child with the knowledge, skills and confidence to make sense of the world around them and to inspire them to be future innovators and problem-solvers.

This policy should be read in conjunction with the school's:

Assessment Policy

EYFS Policy

Equality Policy and Accessibility Plan

Feedback Policy

Individual core and foundation subject policy

PSHE Policy

RSE Policy

SEND Policy

Policy Review

This policy will be reviewed every four years by the headteacher, the senior leadership team and subject leads. However, if there are changes to the curriculum or specific subjects that necessitate an earlier review, the policy will be updated accordingly.