



CURRICULUM POLICY

Policy last updated: August 2025 (KB)

SLT reviewed: September 2025 (DS, JF, KB, RC, HC)

To be next reviewed: September 2026 (KB)

1. Introduction:

This Policy is applicable to all pupils, including those in the EYFS

Our school's curriculum includes all planned activities that we organise in order to promote learning, creativity and personal growth. It includes not only the formal requirements of our syllabus, but also our varied extra-curricular provision and our extensive programme of enrichment activities. We aim to deliver a stimulating, challenging curriculum which encourages a life-long love for learning, intellectual curiosity, critical thinking and a keen imagination.

2. Aims:

We enable our children to grow into positive, resilient and responsible people who can cooperate and collaborate productively with others. We strive to equip our pupils with the skills they need to become independent learners, critical thinkers, confident communicators, and considerate, valuable members of the community and society.

Our Principal School Aims are:

1. To educate the whole child in a stimulating environment where kindness, care and sensitivity towards the needs of others is practised by all.
2. To develop each child to reach their full potential academically, physically, creatively, socially and morally.
3. To guide pupils into habits of self-reliance, courtesy, clear thinking and with a willingness at all times to 'have a go'.

Our intention is to:

- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Promote a positive attitude to learning, independent learning skills and the development of 'Higher Order Thinking' skills
- Enable children to gain knowledge, skills, understanding and qualities, and apply them in relevant situations
- Support and encourage pupils' intellectual, creative, spiritual, moral, emotional, social and cultural development and digital literacy
- Prepare children to contribute productively in society
- Support and encourage pupils' physical development and responsibility for their own health and wellbeing
- Create and maintain an exciting and stimulating learning environment
- Ensure that each child's education has clear continuity and progression
- Provide a broad, balanced and relevant curriculum
- Recognise that parents play a crucial role in the education of their child and make every effort to encourage parental involvement in the education process



Our School Core Values are: Courage, Commitment, Empathy and Respect

In delivering the curriculum we aim that all children should:

- Be positive, kind, independent and well balanced
- Learn to be adaptable, resilient and have high self esteem
- Learn how to solve problems in a variety of situations
- Be able to work alone and as members of a team
- Develop the ability to make reasoned judgements and choices
- Be enthusiastic and eager to put their best into all activities
- Act in accordance with British Values; Equality, Diversity & Inclusion; and our Ruckleigh Values, Teamship Rules and Expectations.

For more information please refer to our Behaviour, Sanctions and Rewards Policy and School Values, Teamship Rules and Expectations document.

2. Legislation and Guidance:

The Ruckleigh School Curriculum has been developed over many years of effective and successful practice and is regularly reviewed to take account of current developments. We make reflective use of the National Curriculum 2014 (updated 2015) and inter in our planning, adapting it using professional judgement to meet the needs, rigorous standards and high expectations of our individual pupils, parents and school. Early Years Foundation Stage Statutory Framework (updated 2025) underpins provision for our youngest pupils. Our school's curriculum content is also based on guidance from the Independent Schools Association (ISA), Independent Association of Preparatory Schools (IAPS) and Independent Schools Inspectorate (ISI). It is delivered with careful consideration of *Keeping Children Safe in Education* (updated 2025), *Working Together to Safeguard Children* (updated 2025), *Special Educational Needs and Disabilities Code of Practice* (2014, updated 2024) and the *Equalities Act* (2010).

3. Roles and Responsibilities:

The Role of the Headmaster

The Headmaster, with support from the SLT, is responsible for ensuring that this policy is adhered to and that:

- All elements of the curriculum have aims and objectives which reflect the aims and objectives of the school and indicate how the needs of individual pupils will be met.
- The quality of teaching and learning is monitored and that high quality provision is consistently maintained.
- The amount of time provided for teaching the required elements of the curriculum is adequate and appropriately balanced
- Manage requests to withdraw children from curriculum subjects
- Proper provision is in place for pupils with different abilities and needs, including SEND, SEMH, EAL and/or Most Able and Talented
- Staff Development and Review processes are robust

Other Staff will ensure that the school curriculum is implemented in accordance with this policy. This will be monitored and supported by other members of the Senior Leadership Team: Deputy Head (inc. Timetables,



Curriculum Balance, Behaviour), Assistant Head Academic (Curriculum, Assessment), Assistant Head Pastoral (DSL, Extra Curricular Provision) and Assistant Head EYFS Coordinator (EYFS, Assemblies), as well as the Learning Support Coordinator (SENDCo, EAL, MA&T, SEMH), Assessment Coordinator, Subject Coordinators and Subject Specialist Teachers/Coaches.

The Role of the Assistant Head Academic

- Review and update the *Curriculum Policy and Marking and Presentation of Work Guidance* annually
- Support subject coordinators in the writing and implementation of subject-related Policies, Action Plans, Planning and Curriculum Mapping
- Support Subject Coordinators in the development of Shared Subject Drives and with their other responsibilities including effective assessment
- Create, manage and monitor Progress Trackers collaboratively with the Assessment Coordinator
- Assist the Headmaster in monitoring the quality of teaching and learning
- Continue to develop robust systems with effective documentation related to curriculum and assessment

The Role of the Subject Coordinator

- Monitoring the quality of teaching and learning in their subject eg. through learning walks and Pupil Voice sessions
- Supporting colleagues in the teaching of their subject
- Monitoring pupil progress and standards of the children's work eg. through book trawls, analysis of test results
- Being informed about recent subject developments eg through attending relevant CPD and disseminating information to staff
- Assisting in delivering relevant CPD training where appropriate
- Providing a strategic lead and direction for their subject in the school including contributing to Action Planning
- Promoting their subject throughout the school eg. through organising enrichment activities, displays etc.
- Planning, writing and keeping under annual review Policy documents relating to their subject
- Monitoring the implementation of policy documents
- Keeping and reviewing long-term plans
- Developing and revising medium-term plans in partnership with Year Group Teachers
- Developing the assessment, recording, reporting and monitoring arrangements for their subject
- Reviewing, ordering and managing resources

See Subject Policies for specific information on how individual subjects are taught, and other Academic and Pastoral Policies related to teaching and learning eg. Assessment, SEND, SMSC, SEMH.

The Use of Subject Specialist Teachers

Children benefit from a balance of lessons taught by their Class Teacher and Subject Specialist Teachers.

The subjects taught by Subject Specialists are Science, Computing, Music, Spanish, *Speech & Drama* (paused for 25-26) and Physical Education. In Years 5 and 6 History is taught by our Headmaster, a History Specialist. A talented, experienced TA also delivers some Art Lessons.



Responsibilities of Teaching Staff

Staff are expected to actively promote the curriculum aims by:

- Having high expectations of pupils
- Developing pupils' skills to become independent learners
- Employing a variety of teaching and learning methods
- Ensuring that pupils are enabled to access the curriculum and given opportunities to be successful
- Delivering lessons which build on previous experience, providing continuity and progression
- Providing learning opportunities which offer depth and challenge and motivate and inspire children
- Involving children in the process of learning, by: discussing work, giving regular formative feedback through discussion, marking, target setting and encouraging pupils' to self-evaluate.
- Encouraging, reward and value achievement and effort, both formally and informally, through praise
- Working in partnership with children, staff and parents to achieve shared goals
- Keeping parents regularly and fully informed about the progress and achievements of their children through reports and parents evenings

The Role of Pupils and Parents

School, pupils and parents are regarded as equal partners in learning, and effective communication between home and school is seen as a vital part of this partnership. Pupils are expected to always give of their best and to make a positive contribution to their own and other's learning and wellbeing. Parents are asked to support their children's progress by encouraging them to be organised and ready for learning, to complete homework to the best of their ability, and to participate actively in school life.

For more information please refer to our School Values, Teamship Rules and Expectations document.

4. Organisation and Planning:

Our school offers a broad range of subjects, supporting and challenging the children in their learning, in preparation for the next stage of their education and beyond. The curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human, social, physical and creative education. In Lower, Middle and Upper School, this is delivered through the following discrete subject areas, but also making use of cross curricular links and some topic work where advantageous. Development of pupils' Social, Moral, Spiritual and Cultural understanding and the promotion of British Values, Equality, Diversity and Inclusion, Ecological Awareness and Mental Health and Wellbeing underpin the whole curriculum.

Taught in KS1 & KS2:

English	Mathematics	Science	Computing	*Verbal & Non Verbal Reasoning
PSHEE inc. Relationships and Health Education	History	Geography	Religious Education	Spanish
Physical Education	Music	Art	Design & Technology	Oracy



*Verbal/ Non Verbal Reasoning are introduced in Y2 and taught formally from Y3 onwards. A weekly Library session is timetabled for each class from Year 1 onwards with the Librarian regularly visiting Early Years.

Early Years Foundation Stage

Our Early Years Curriculum is underpinned by a skills-based approach which enables us to effectively deliver the New EYFS Statutory Framework 2024 (updated 2025). We have eight overarching aims for our children, targeted to our cohorts and needs, in a safe, secure and happy environment. This allows our children to play and develop, laying the foundation for success within our primary school curriculum.

LISTEN	CARE	MOVE	COUNT	READ	WRITE	INVESTIGATE	PERFORM
---------------	-------------	-------------	--------------	-------------	--------------	--------------------	----------------

Our curriculum has been formed based on the development and layering-up of skills across the foundation stage to enable them to meet the ELGs. Once the ELGs are securely met and embedded, they will progress onto the KS1 curriculum skills and learning progression.

To enable us to ensure clear progression and continuity between the FS and Year 1-6 curriculums at Ruckleigh, the Assistant Head EYFS, Assistant Head Academic and Subject Coordinators collaborated on statements for Greater Depth and Exceeding that link the EYFS Framework and the Y1 Ruckleigh /NC objectives.

Please refer to the following documents for information on how our Early Years Curriculum is planned and delivered: EYFS Policy, Ruckleigh School Early Years Foundation Stage, Extending ELGs in Ruckleigh EYFS, Topic Coverage in EYFS, & The EYFS Handbook.

The Normal School Day (Excluding Before and After School Provision)

Nursery	Kindergarten	Lower School Y1 & Y2	Middle School Y3 & Y4	Upper School Y5 & Y6
Morning Sessions 8.30am-12 noon Morning with Lunch 8.30am-12.45pm All Day Session 8.30am-3.15pm	8.30am*-3.15pm	8.30am* -3.20pm	8.50am - 3.40pm	8.50am - 3.40pm

*Kindergarten and Lower School children are encouraged to enter classrooms from 8.30 for Morning Activity Time & 1:1 Reading Practice. This is before official registration at 8.50am.

Planning:

The curriculum is usually planned in three phases: Long, Medium and Short Term Planning.

- The long-term plans outline the key knowledge and skills year on year in each subject. The aim of these is to ensure continuity of teaching and progression in learning. They indicate the content to be taught for each year group and this is broken into units.
- The medium-term plans are termly or half termly plans and they give clear guidance on the learning objectives and teaching strategies for each unit of work.



- The short-term plans are 'working documents' that class teachers create during the preceding teaching week, and can be adjusted in practice as necessary. Year Group partners plan together so classes run parallel to each other. These set out the learning objectives for each lesson and identify what resources activities are going to be used in the lesson and specify how the task is to be appropriately differentiated. Activities promoting the use of Higher Order Thinking Skills are identified in red on these plans (**HOT**). Opportunities for developing pupils' Social, Moral, Spiritual and Cultural understanding are identified in purple (**SMSC**), and those for promoting British Values in Blue (**BV**) and Equality, Diversity and Inclusion in orange (**EDI**). The STP are considered as 'working documents' so pace, activities and resources can be adjusted, if necessary, ready for individual lessons and may be annotated for future reference.
- Some specialist subjects (eg. S&D) are planned with Programmes of Study (MTP & STP Combined) which are continuously reviewed and updated.

Teachers utilise a range of formative and summative assessment to inform their teaching and planning. Results from Summative Assessment including annual Progress Tests are recorded and tracked on our bespoke online Year Group Progress Trackers.

Reading & Phonics:

Phonics is taught systematically using the Jolly Phonics Synthetic Phonics Scheme. Every child is 'heard read' on a 1:1 basis by Class Teachers or Teaching Assistants for a few minutes, as frequently as possible. Some time for this is built into the EYFS and Lower School Day in a Morning Activity Session before formal registration time begins. Individual Reading Conferences then continue at suitable times within other lessons and whole class silent reading sessions.

Year Group	Targeted Frequency of 1:1 Reading Practice
Nursery	Weekly
Kindergarten	Daily
Years 1 and 2	4 times weekly
Years 3 and 4	3 times weekly
Year 5 and 6	Twice weekly

See the English Policy and the following Guidance Documents for more information: **Teaching Phonics at Ruckleigh & Teaching Reading at Ruckleigh.**

Homework:

We recognise the importance and value of homework as a means of consolidation of classwork. We have a graduated approach that begins with reading in Nursery. Our expectation that children will continue to read books aloud to an adult at home continues throughout the whole school to Year 6. Kindergarten has a weekly Maths Homework activity and 4 days per week also have a phonics practice activity in the autumn and spring terms. Children from the Kindergarten (Summer Term) to Year 6 have weekly Spelling lists to learn and children from Year 2 to 6 practise Times Tables. A weekly General Knowledge research based task is set for Y2 to Y6; in Year 5 GK illustrations may be replaced by Reasoning Activity for 11+ practice. In Years 3 to 6, written homework tasks in English and Maths are also given. We offer an afterschool Homework Club for Years 3 to 6, which is supervised by the headmaster or a teacher. Holiday Homework and ad hoc extra challenges eg. Passion Projects are provided.



Kindergarten	Reading Spellings (Summer)	A specific phoneme each day to practise and apply to writing (5-10 mins max) A weekly family maths activity (20 mins)	
Year 1	Reading Spellings	Weekly Sentence Homework to support phonics and spelling (30 mins) Weekly Maths Task (30 mins)	
Year 2	Reading Spellings Times Tables	Weekly General Knowledge task (30 mins) Weekly Maths Task (30 mins)	
Year 3	Reading Spellings Times Tables	Weekly General Knowledge research task 2 x Maths tasks & 2 x English tasks	Daily 30 mins max
Year 4	Reading Spellings Times Tables	Weekly General Knowledge research task 2 x Maths tasks & 2 x English tasks	Daily 30 mins max
Year 5	Reading Spellings Times Tables	GK Research Task and Short focussed VR/NVR tasks 2 x Maths tasks & 2 x English tasks	Daily 45 min max
Year 6	Reading Spellings Times Tables	Weekly General Knowledge research task 2 x Maths tasks & 2 x English tasks	Daily 50 mins max

British Values (BV) & Equality, Diversity & Inclusion (EDI)

At Ruckleigh we promote equality and diversity, and aim to help pupils recognise and respect people's differences and develop positive and open-minded attitudes. We value the diverse ethnic backgrounds of all pupils and families and undertake a variety of events, lessons and assemblies to celebrate these. We have found this approach to be enriching for all as it teaches understanding and respect for the similarities and differences in our community and the wider world. At Ruckleigh the British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are reinforced regularly within all Year Groups, including the EYFS, in a variety of ways. Through the teaching of BV and PSHEE, pupils learn the values, skills and behaviours they need in life.

See Promoting British Values Policy and EDI Curriculum Mapping for more information.

Spiritual, Moral, Social and Cultural Development (SMSC)

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs; spiritual awareness; high standards of personal behaviour; a positive caring attitude towards other people; an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. All curriculum areas contribute to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

See SMSC Policy and SMSC Curriculum Mapping for more information



Personal, Social, Health and Economic Education (PSHEE) *including Relationships Education and Health Education*

Our school is committed to providing a comprehensive programme of PSHEE for our pupils, which is appropriate to their age and needs. We aim to provide our pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. In addition to discrete PSHEE lessons, pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community. In doing so, pupils are encouraged to learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They learn to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They develop in their understanding of and respect for our common humanity; diversity and differences, with particular regard to the Protected Characteristics, so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

See our PSHEE & Relationships Policies.

Protected Characteristics

It is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people.

The Equality Act 2010, identifies the 'protected characteristics' as:

- age
- disability
- gender reassignment
- Marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

We pride ourselves on having a well-considered approach to the teaching of the protected characteristics, in order to:

- eliminate discrimination, harassment, victimisation
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it

This philosophy is an integral part of school life and is embedded into and across our curriculum. In addition to this approach, we react and respond in an age-appropriate manner to any incident as it arises within school, the community or in the news.

Relationships Education and Health Education are primarily delivered through PSHEE lessons, although partially through other curriculum areas including Science, Computing, Design and Technology, PE, Speech and Drama which also contribute to meeting the statutory objectives for these aspects. This is also supported by our programme of events including celebrating Children's Mental Health Week, Anti-Bullying Week, First Aid Courses for children and Charity Fundraising. Additionally, within our assembly programme, themes are based around four areas: key dates, key topics, religious festivals and values & awareness, wherein opportunities are identified for developing and promoting EDI, BV and SMSC.



See Relationships Education Policy, Curriculum Mapping for Relationships Education & Health Education, PSHEE Policy and our Assembly Programmes for more information.

Health and Safety

We aim to teach and learn in a healthy and safe environment. Health and Safety guidelines are followed at all times. Risk Assessments are completed for school visits and parental permission is always sought. Visitors are checked by our DSL and chaperoned at all times.

See Health and Safety Policy for more information

Social, Emotional and Mental Health

We understand that poor Mental Health can negatively impact children's learning and wellbeing. We actively seek to promote the positive mental health of our pupils and staff and to also recognise and respond to mental ill-health. We have a strong Mental Health Team with a number of adult Mental Health First Aiders. Our older pupils also undertake training to become 'First Aid Champions' and have peer responsibilities (eg. Prefects, House Captains, Head Girl and Head Boy). Our children are frequently reminded that they can talk to any trusted adult in school if they are worried or need support. Worry Boxes and Pupil Voice Sessions provide other formats for sharing/discussing issues, our Assembly Programme and PSHEE lessons also seek to promote pupils' SEMH, and indeed pupils' SMSC development underpins our whole curriculum. We have access to SISS (Solihull Inclusion and Support Services), if specialist advice is needed.

See our Mental Health & Wellbeing Policy for more information.

Digital Literacy and ICT:

Developing digital literacy at Ruckleigh involves integrating technology-use across the curriculum to equip students with the skills to confidently and responsibly navigate, understand, and create in the digital world. This aims to go beyond basic computer skills, encompassing critical thinking, problem solving, online safety, and the ability to adapt to new technologies.

ICT is incorporated in the curriculum in a variety of ways:

- Nursery to Y6 classrooms are equipped with a Smartboard and we subscribe to a number of digital platforms to enhance learning.
- Visualisers are utilised in many classrooms.
- Whole class sets of mini laptops and tablets are available for classroom use
- Access to the Computing Room with PCs for whole class use
- Access to child-friendly cameras and PCs in EYFS
- Google Classroom (year group specific) can be, and has been, utilised to deliver the curriculum, through remote learning in times of necessity. This is enhanced through live Google Meets, Video teaching points, interactive online games and activities, and editable and non editable resources (both published and bespoke). This system was administered successfully through past 'National Lockdowns'.

Please see Computing, E-Safety and Subject Policies for more information.

5. Inclusion:

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



- More Able and Talented Pupils
- Pupils making below expected progress ('Target Pupils')
- Pupils with Special Educational Needs or Disabilities (SEND)
- Pupils with English as an Additional Language (EAL)
- Pupils with SEMH needs (Key Pupils)

The majority of lessons are taught in mixed ability groupings with tasks differentiated appropriately to ensure equal access and opportunity for all pupils. There are usually two classes per year group (Y1 to Y6) which operate parallel to each other and are mixed annually to ensure parity.

It is the responsibility of the class teachers to plan learning to meet the needs of all children. Teachers will plan lessons so that pupils with SEND can study every subject, wherever possible, and ensure that there are no barriers to every pupil making good progress. The SENDCo, Assessment Coordinator and Subject Coordinators will assist Class Teachers with identifying and supporting these children. The SENDCo and Assessment Coordinator will also be responsible for using our tracking of assessment data for identifying 'Target Pupils' who fall below expectations. Interventions are in place for children who require support in English and Mathematics, including the use of targeted 1:1 'Maths Catch-Up' sessions with our Maths Lead and small group/individual interventions led by the SENDCo, Support Teacher and Teaching Assistants. Some Setting may be used in Mathematics in Years 4, 5 and 6 to facilitate smaller groupings and more focused teaching if appropriate to the needs of cohorts.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils develop their English, and to support pupils to take part in all subjects. EAL Pupils' progress is tracked termly on the EAL Tracker and assessed against Solihull MBC EAL Levels of Competency.

Provision is made for children who are identified as Most Able and/or Talented children through extra challenge in class and access to enrichment activities, for example our annual Spelling Bee and utilisation of local Secondary School Outreach Programmes e.g STEM Challenge Days and author workshops.

See our SEND, EAL, Most Able & Talented, Social, Emotional & Mental Health and Equal Opportunities Policies for more information about our provision.

6. Enrichment:

All pupils have opportunities to participate in a wealth of planned activities that enrich our Curriculum including:

- Independent learning opportunities including 'Passion Projects', free writing (eg. From a visual stimulus or title); ERIC reading for pleasure by time, Enterprise Day, Leadership Day, self-generated ideas for projects, research tasks and posters, etc
- Author talks/workshops
- Annual Poetry Slam, Handwriting Competition & Spelling Bee
- Into Film Festival



- Library visits and Bookshop visits
- Theatre visits/Theatre Company workshops and CBSO workshops
- Visits to Places of Worship eg.: St Alphege Church, Guru Nanak Gurdwara, Birmingham Central Mosque, Shri Venkateswara (Balaji) Temple and Singers Hill Synagogue
- Visits to places of Historical interest eg. Lunt Roman Fort and Warwick Castle
- Artists working with pupils in school or at the Herbert Gallery eg. Eco Animal Sculptures, Digital Animation, Clay, Sketching and Printing Workshops
- Science Visits eg. The Wildlife Trust's Parkridge Centre, Hatton Farm, Think Tank Science Museum, Twycross Zoo and Birmingham Botanical Gardens.
- Involvement in school productions and assemblies
- Participation in, and attendance of sporting events and competitions
- Themed events eg: Eco Day, Leadership Day, Rainforest Roadshow, Science Week, World Book Day, Spanish Day, Maths Challenge Day
- Participation in Secondary School Outreach Activities eg. at King Edward's School, Edgbaston
- Other talks and workshops from inspiring visitors, charities and parent volunteers e.g: Guide Dogs for the Blind, HS2 engineers, Computer Games Designer, record breakers and adventurers.
- Residential Activity Week, Go Ape and Bikeability
- Charity Activities including Luwi School Fundraising, Macmillan Coffee Morning, Helping Hands Harvest Collection, Remembrance Day Poppy Sales, etc
- Other school events eg. Easter and Halloween Discos

Extra-Curricular and Co-Curricular Clubs & Activities:

We offer a wealth of opportunities for participation in co-curricular and extra-curricular activities, provided by staff, peripatetic teachers and outside agencies. These include Football, Netball, Archery, Martial Arts, LAMDA, Singing lessons, Choir, Drums, Violin, Woodwind, Piano, Art, Scrabble, French, Classics, Monday Mile, Eco Art, Mindful colouring, Newspaper Club and many many others. Clubs and music lessons take place before and after school, as well as providing our children with a choice of activities during Lunch Time. Our Eco Committee and School Council also hold regular meetings. Children and Parents can view Club choices via the Parent Portal and Clubs & Activities Board in the Entrance Area.

7. Monitoring

The Headmaster and SLT monitor teaching and learning with support from the Subject Coordinators, using a variety of methods, including:

- Lesson Observations & Learning Walks
- Book & Planning Scrutinies
- Professional Development & Review Meetings with Headmaster
- Curriculum Action Plan Meetings with Assistant Head Academic
- Pupil Voice Meetings
- School Council Meetings
- Staff Meetings
- CPD
- Analysis of Assessment Data



This policy will be reviewed annually by the Assistant Head Academic and submitted to the Senior Leadership Team for approval. It has been made available to staff on the School Portal, Shared Documents Drive and is available upon request to parents.

Signed:

**Kerrie Bullard
Assistant Head Academic**

Date: September 2025

A handwritten signature of Kerrie Bullard.

**Dominic Rhys Smith
Headmaster**

Date: September 2025