



PRIORY SCHOOL
EDGBASTON

CURRICULUM POLICY

(SENIOR SCHOOL – YEARS 7 TO 13)

(STATUTORY)

Trustee Committee:	Education
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Member of Staff Responsible:	F. Guiver, Deputy Headteacher
Trustee Overseer:	P. Skrybant
Intended Audience:	Employees, Parents and Pupils
Relevance:	Seniors Yes
Access:	Website Yes
	Internal Yes
	Restricted No

Our Mission Statement

Priory School is a thriving, co-educational independent school founded upon a rich Catholic heritage which welcomes those from all faiths and none.

In partnership with parents and guardians we provide a nurturing, family-based ethos, alongside high-standards of teaching and learning, enabling all pupils to achieve their potential.

We embrace diversity and interfaith understanding alongside awareness of environmental and global issues, in response to the needs of our time.

The Governors and staff at Priory School are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional or cultural needs.

The Governors, staff and pupils are committed to the safeguarding and welfare of pupils and staff.

To meet the needs of our school community, all our policies, including this policy, can be made available on different formats such as different font sizes or styles, colour, or alternate languages.

The Governing Council understands it has responsibility for ensuring the effective oversight of this policy and will assess, evaluate and review as necessary.

1. Introduction:

Priory School exists to educate the whole child—one who is both emotionally intelligent and sensitive, and who has become the very best speaker, listener, reader, writer, designer, performer, and competitor they can be. The difference a school can make to a child’s literacy and numeracy skills, for instance, is miniscule compared to the environment that a school and home can provide together.





At Priory School, we know that a child can only grow in fertile soil that contains love, patience, kindness, and warmth. From that springs the pretty flowers and petals of grades and academic achievements. But as parents of children who have become adults know, it is what has been forged in those very young hearts and minds that will determine their social, emotional, and professional blossoming throughout life.

We do not seek for a young person to “peak” at age 11, 13, or 18. We seek an upward trajectory throughout their entire life. This demands that a child is treated as a unique individual, on their own terms, subject to their own headwinds and tailwinds, flourishing in an environment so flexible that they are never forced to become round pegs in square holes. Before my own children were born, I may have felt my role was to focus on their first eighteen years, but I quickly realised that a truly loving parent sets their sights on their first eighty years, removing the arbitrary pressures and demands that might prevent them from becoming their true self during childhood.

This is why the very best schools think about the whole child when they reflect on their core beliefs and mission. Priory will never be an ‘exam factory’ that turns the wheel to generate cookie-cutter kids. Instead, it will, of course, pursue the very highest academic standards for every single child, but never at the expense of dampening or crushing their spirit or uniqueness.

This policy is under continuous review by the Senior Leadership Team and the Governing Council. Its purpose is to articulate the aims of the curriculum and summarise how the curriculum will be delivered in years 7 to 13 at Priory School.

The curriculum at Priory School includes:

-  The National Curriculum (in Key Stage 3) and provision for religious education and sex education.
-  The provision for Special Educational Needs, including more able pupils.
-  The school’s programme of extra-curricular and extended school activities.
-  All those aspects of the school’s daily life and work which promote the school’s values of excellence, respect, tolerance, enjoyment, enthusiasm and commitment.

2. Purpose and Scope

The purpose of this policy is to set out how we will organise and deliver learning for pupils at Priory School. ensuring that a broad, balanced, and ambitious curriculum is provided for all pupils, enabling them to acquire the knowledge, skills, and cultural capital they need to succeed in further education, employment, and adult life. The curriculum is designed to be inclusive, challenging, and coherent, supporting pupils of all abilities and backgrounds to achieve their full potential. It reflects the school’s commitment to high academic standards, personal development, and the promotion of lifelong learning.

The curriculum encompasses the physical design of the curriculum offer, the learning intentions of the curriculum and the delivery of the curriculum. While each subject discipline retains its own distinct identity, the design and construction of the curriculum, through schemes of work and individual lesson planning, must be aligned to a shared set of principles. This ensures consistency, coherence, and equity of experience for all pupils, while allowing subject expertise to flourish.

This policy outlines the principles, structure, and delivery of the curriculum across all phases of the school. It applies to Key Stage 3 (Years 7–9), Key Stage 4 (Years 10–11), and the school’s post-16 provision (Sixth Form). It provides a framework for curriculum planning, implementation, and review, ensuring consistency and progression across subjects and key stages.

3. Statutory Framework

The curriculum at the school is designed to meet its legal and regulatory obligations as an independent senior school, reflecting current requirements under the Education (Independent School Standards) Regulations as in force in 2026, alongside guidance issued by the Department for Education (DfE) and other relevant bodies.

Independent schools are not required to follow the National Curriculum in full; however, the school ensures that its provision is comparable in scope, breadth, and academic challenge by delivering a broad and balanced curriculum that is informed by national expectations and tailored to meet the needs and abilities of its pupils. In accordance with the current Independent School Standards, the School provides a full-time, supervised curriculum for pupils of compulsory school age which is suitably structured and appropriate to their ages, aptitudes, and needs, including those with additional learning needs. The curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education, and supports their personal development and preparation for adult life.

The school complies with the Equality Act 2010, ensuring that the curriculum is inclusive and accessible. It promotes equality of opportunity and actively seeks to eliminate discrimination, harassment, and victimisation. Appropriate differentiation and reasonable adjustments are made so that all pupils, including those with disabilities, can access the curriculum fully.

In line with the SEND Code of Practice, the School identifies, assesses, and makes appropriate provision for pupils with Special Educational Needs and Disabilities (SEND). The curriculum is adapted where necessary to support individual progress and ensure equitable access to learning opportunities.

The school actively promotes British Fundamental Values—democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These principles are embedded across the curriculum and are reflected in teaching, pastoral provision, and the wider life of the school, in accordance with current regulatory expectations for independent schools.

Provision for PSHE forms a central part of the curriculum and contributes significantly to pupils’ personal development. The programme includes content on physical and mental health, wellbeing, relationships, financial education, and digital literacy, and is delivered in a structured and age-appropriate manner. The school uses the Jigsaw PSHE Programme to support the delivery of a structured, progressive, and age-appropriate PSHE curriculum that promotes pupils’ personal development, emotional wellbeing, relationships, and understanding of the wider world.

The school delivers Relationships and Sex Education (RSE) in accordance with statutory guidance issued by the Department for Education. The RSE curriculum is carefully sequenced, age-appropriate, and inclusive, ensuring that pupils develop the knowledge and understanding necessary to form safe, healthy, and respectful relationships.

Careers education, information, advice, and guidance (CEIAG) is provided in line with current DfE expectations and frameworks such as the Gatsby Benchmarks. The school ensures that pupils receive impartial and up-to-date guidance, enabling them to make informed decisions about future pathways, including further education, apprenticeships, and employment. The Careers Education and Guidance policy details provision across each Key Stage in PSHE and expectations for subject

areas, assemblies, work related learning and workshops and dedicated work experience weeks.

Through this statutory framework, the school ensures that its curriculum remains compliant with the latest Independent School Standards (2026), while being inclusive, forward-looking, and responsive to the needs of all pupils in preparation for life in modern Britain.

4. Our Curriculum Goals

How we teach, how pupils learn, and how assessment is used are the means to a more significant end – the curriculum. Therefore, it is important that at all times we remain conscious of the curriculum goals that exist across the Senior School at Priory School Edgbaston.









*“All pupils must experience a broad and balanced curriculum that nurtures a **joyful, compassionate, inclusive and hopeful** vision of humanity and the future.*











*Our curriculum must be ambitious for all children. It must follow a carefully laid pathway that sequences and accumulates the knowledge and skills that fuel curious minds. We want all pupils to be lifelong explorers and **creators** of undiscovered knowledge. We believe this will happen if they possess the confidence to remember and the determination to make connections of their own.*

*The **creative** expression of our pupils’ uniqueness will be seen in the things they say, write, compose, design, create or perform. This will secure the education and qualifications of **courageous** young people who have the freedom to choose their own future. In short, we seek to nurture young adults who will have the freedom to choose their own oaths in life: professionally and socially.”*

5. The Principles of Curriculum Planning at Priory School

We pursue a curriculum that:

-  Is **balanced and broadly based**, and that promotes the intellectual, physical and personal development of pupils and prepares them for the next stage of their education, training or employment.
-  **Meets all statutory requirements**, including the National Curriculum and SEND (Special Educational Needs and Disabilities) obligations, ensuring compliance with current legislation and guidance.
-  Provides **equality of access and opportunity** for all pupils, irrespective of gender, ethnicity, ability, socio-economic background, or disability, enabling all learners to participate fully and make sustained progress.
-  Is **inclusive and adaptive**, with appropriate differentiation, scaffolding, and challenge to meet the needs of all learners, including those with SEND, high prior attainment, and English as an additional language (EAL).
-  Promotes **high standards of literacy, numeracy, and oracy** across all subject areas, recognising these as essential foundations for learning and life.
-  Develops **subject knowledge and disciplinary understanding**, ensuring that each subject is taught with integrity, coherence, and progression over time.
-  Is **coherently planned and sequenced**, enabling pupils to build on prior knowledge, develop skills systematically, and achieve deep understanding.
-  Encourages **independent learning and critical thinking**, enabling pupils to take responsibility for their own progress and become reflective, resilient learners.

-  Promotes **moral and ethical development**, helping pupils distinguish right from wrong and act with integrity (see Section 4).
-  Supports pupils' **spiritual, moral, social, and cultural (SMSC) development**, preparing them for life in a diverse and modern society.
-  Encourages **respect for cultural diversity**, helping pupils to appreciate their own heritage while valuing the richness of other cultures and perspectives.
-  Actively promotes **Fundamental British Values**, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
-  Provides comprehensive **personal development** education, including relationships and sex education (RSE), health education, mental wellbeing, online safety, and awareness of risks such as substance misuse.
-  **Prepares pupils for adult life**, through careers education, impartial guidance, work-related learning, enterprise education, and encounters with employers and further/higher education providers.
-  Is responsive to **local, national, and global contexts**, ensuring relevance and preparing pupils for life in a rapidly changing world.
-  Promotes **wellbeing and safeguarding**, embedding a safe, supportive environment where pupils feel valued and able to thrive.
-  Uses **assessment** effectively, both formative and summative, to inform teaching, monitor progress, and support pupil achievement.
-  Is **regularly reviewed and evaluated**, using data, stakeholder feedback, and research-informed practice to ensure continuous improvement.
-  Encourages **collaboration and partnership**, involving parents, carers, employers, and the wider community in supporting pupils' learning and development.
-  Is enriched by a wide range of **extra-curricular and extended opportunities**, including clubs, trips, a timetabled enrichment programme, and study support, to enhance learning beyond the classroom.

6. Our Catholic Heritage:

Prory School welcomes children and families of all faiths and beliefs. We thrive in a community that is committed to discovering deeper meaning and eternal value in this life and the next. We are in awe of the visible and invisible universe and world, whose origins and future continue to be great mysteries to be explored and exist to inspire us each and every day.

As a Catholic Heritage School, we believe that God encourages us to embrace knowledge over ignorance, compassion over judgement, courage over hopelessness, curiosity over complacency, and creativity over conformity.

The Roman Catholic Church, as exemplified through the work of Mother Cornelia Connelly and The Society of the Holy Child Jesus, has sought to extend education and schools for the many over the few. This is inspired by the belief that it is the pursuit of knowledge that brings us closer to God and makes us more certain of happiness and contentment.

Meanwhile, whilst our school remains a truly inclusive environment, we continue to embrace the Gospel values that provide a torchlight on a darkened day. We seek to act with forgiveness, humility, and love, knowing that these are the foundations for a just and joyful community. These virtues are not confined to a single faith; they are universal truths that empower our pupils to build a better




world, offering a spiritual compass that guides them through the challenges and opportunities of life.

7. Curriculum Structure

All pupils of compulsory school age attend school full-time (sixty sessions of timetabled lessons per fortnight in Years 7-11 and a minimum of thirty-four sessions in Years 12 and 13). Sessions are either one hour or fifty minutes with four enrichment slots lasting forty-five minutes.

By maintaining a broad range of subjects until Year 10 and having a policy of pupils studying at least nine subjects to GCSE, the breadth of the educational experience is maintained for as long as possible. There are no free periods in these year groups. However, occasionally and under special circumstances, following consultation with parents, it may be deemed prudent for a pupil to discontinue a subject. Pupils will normally remain in the designated group when this occurs with a planned programme of study. In most cases this affects pupils with EAL not taking Spanish or French who are preparing for GCSEs in native languages or Academy football players.

KS3 teaching takes place in:

-  Broad based-ability groups for Mathematics, Science, and Computing with Art, Performing Arts and PE alongside. Groups are determined by mathematical ability.
-  Mixed ability groups for English, Humanities and Modern Foreign Languages
-  Design & Technology groups on a rotation

In KS4 there are normally two groups in each of English, Maths RE and Science. Option groups normally vary in size between five and eighteen pupils, according to the popularity of the subject in a particular year. Information about setting arrangements will be conveyed to parents via pupil timetables and any changes are authorised by the Deputy Headteacher.

Key Stage 3

The curriculum is structured as follows:

Subject	Year 7	Year 8	Year 9
English	6	6	8
Mathematics	8	6	6
Religious Education	4	4	4
Science	6	6	6
Art	2	3	2
Computing	3	3	3
Design and Technology	4	6	5
Enrichment	4	4	4
Geography	4	4	4
History	4	4	4
LAMDA	2	2	0
MFL	3	3	4
Music	1	0	0
Performing Arts	2	2	3
Physical Education	2	2	2
Games	4	4	4
PSHEE	1	1	1
Total	60	60	60

At the start of the Spring term of Year 9, there is close discussion and consideration of Guided Choices. All pupils receive Information, advice and guidance through a dedicated options evening and where required an interview with the Deputy Headteacher. At the same time many subjects introduce GCSE work to assist the preparation for Year 10. The school operates a system of gathering ranked preferences and building best fit timetable blocks around these.

Key Stage 4

The curriculum is structured as follows:

Subject	Year 10	Year 11
English	9	9
Mathematics	8	8
Religious Education	6	6
Science	12	12
Enrichment	4	4
PSHEE	1	1
Physical Education	2	2
Option 1	6	6
Option 2	6	6
Option 3	6	6
Total	60	60

Current KS4 Options:

Year 10	Business, Computing, Drama, Design and Technology, Food Preparation & Nutrition, Geography, History, Media, Physical Education, Spanish
Year 11	Art and Design, Business, Computing, Drama, Design and Technology, Food Preparation & Nutrition, Geography, History, Media, Physical Education, Spanish

Key Stage 5

The curriculum is structured as follows:

Year 12	Hours
3 A Level Courses	30
Study	26
PSHE & Physical Education	4
Current subjects: Biology, Business, Chemistry, French, Mathematics, Physics, Sociology, Spanish	

Year 13	Hours
3 A Level Courses	30
Study	26
PSHE & Physical Education	4
Current subjects: Biology, Business, Chemistry, Mathematics, Physics, Sociology	

If pupils remain in the school beyond compulsory school age, it is normally linked to being out of the chronological year group (e.g. repeating A Level courses), we provide a programme of activities appropriate to their needs.

8. Teaching and Learning Principles

For more information on how the curriculum is delivered in the classroom, please refer to the “Teaching, Learning & Assessment Policy – Senior School”.

9. Assessment and Progress Monitoring

For more information on how the curriculum is assessed in the classroom, please refer to the “Teaching, Learning & Assessment Policy – Senior School”.






10. Inclusion and Access

The curriculum is designed to be inclusive, ambitious and accessible to all pupils, ensuring that every learner, regardless of need, background or starting point can participate fully and make strong progress. It reflects high expectations for all, including pupils with Special Educational Needs and Disabilities (SEND), English as an Additional Language (EAL), and those who are disadvantaged or otherwise vulnerable. The school is committed to removing barriers to learning and promoting equity so that all pupils can access the full curriculum and achieve their potential.

Central to this commitment is the High-TEMPO framework for teaching, learning and assessment. High-TEMPO lessons are intentionally structured to enthuse, engage and motivate learners of all abilities and needs. As a result, they are inherently inclusive. While many pupils thrive in such classrooms, the approach also recognises that some learners may require additional specialist provision beyond the classroom, such as support for speech and language, interaction and communication, reading, or mental health needs.

The chief beneficiaries of High-TEMPO teaching are often the most vulnerable learners, including those with SEND, pupils with EAL, those experiencing anxiety or low self-esteem, and those who may have experienced limited success in the past. In every classroom, there exists a spectrum of need from pupils requiring minimal support to those who rely heavily on teacher guidance to access the curriculum. High-TEMPO lessons respond to this diversity by maximising engagement and minimising disengagement, enabling teachers to spend more time supporting those who need it most and less time managing the negative consequences of low engagement.

A key principle within the High-TEMPO framework is the reduction of the “problem space”, namely the gap between a pupil’s current understanding and the intended learning outcome. To support all learners in successfully navigating this progression, teachers:

-  Introduce new knowledge gradually, ensuring understanding is secure before moving on;
-  Remove unnecessary or distracting information to reduce cognitive overload;
-  Use scaffolding to provide structured support, which is gradually withdrawn as independence grows;
-  Present clear and uncluttered visual materials, focusing attention on what matters most;
-  Maintain calm, orderly classroom environments that minimise social and sensory distractions.

These strategies are particularly important for pupils who may be more vulnerable to cognitive overload or anxiety, ensuring that all learners can access and retain new knowledge effectively.







High-TEMPO teaching is further characterised using high value tasks (HVTs) at the point of independent practice. The effectiveness of these tasks is measured by the degree to which all pupil, especially those with SEND, are engaged and sustained in their learning. A culture of purposeful focus, often including periods of silence, supports deep concentration and strengthens inclusion.

In addition, the curriculum places a strong emphasis on writing across all subjects. Writing is not left to chance or confined to English alone; instead, all teachers share responsibility for developing

pupils' ability to communicate effectively in writing. Through comparative, annotated and deconstructed models, pupils learn to distinguish between secure and excellent writing. Carefully designed scaffolds enable pupils of all abilities to develop confidence and competence, ensuring equitable access to the significant literacy demands of examinations and wider learning.








Through the High-TEMPO framework, the curriculum actively promotes inclusion by combining high expectations with carefully structured support, ensuring that every pupil is both challenged and enabled to succeed.

For pupils with SEN, the curriculum is adapted to ensure meaningful access without lowering expectations. This is achieved through:







-  High-quality, adaptive teaching in every classroom as the first response to need;
-  Clear and structured scaffolding of learning tasks;
-  Use of targeted interventions where appropriate, aligned to individual needs;
-  Pre-teaching of key vocabulary and concepts to support understanding;
-  Flexible grouping arrangements to support learning and independence;
-  Access to specialist support and resources as outlined in Education, Health and Care Plans (EHCPs) where applicable.

Teachers work with the SENCo to ensure that reasonable adjustments are in place and that progress is regularly reviewed.









The curriculum recognises the importance of language development as central to learning. Pupils with EAL are supported through:

-  Flexible grouping arrangements to support learning and independence;
-  Access to specialist support and resources as outlined in Education, Health and Care Plans (EHCPs) where applicable;
-  Explicit teaching of subject-specific vocabulary across all curriculum areas;
-  Visual supports, modelling, and structured language scaffolds;
-  Opportunities for collaborative talk and structured speaking activities;
-  Pre- and post-teaching of key concepts where needed;
-  Assessment approaches that distinguish between language acquisition needs and subject knowledge.

The curriculum is designed to ensure that disadvantaged pupils receive the knowledge, skills, and cultural capital needed to succeed. This includes:

-  High expectations for all pupils regardless of background;
-  Targeted academic support and timely intervention where gaps are identified;
-  Explicit teaching of core knowledge to reduce disadvantage in prior learning;
-  Access to enrichment opportunities, including trips, clubs, and wider experiences;
-  Careful curriculum sequencing to ensure knowledge builds progressively and coherently;
-  Monitoring of progress to ensure early identification of underachievement.

Strategies for removing barriers and ensuring equity:

-  Pre- and post-teaching of key concepts where needed;
-  Assessment approaches that distinguish between language acquisition needs and subject knowledge;
-  Quality First Teaching as the foundation of inclusion;
-  Clear curriculum sequencing that supports memory and long-term learning;
-  Use of retrieval practice and structured revision to support knowledge retention;
-  Adaptive teaching strategies that respond to individual needs in real time;
-  Accessible learning materials, including differentiated resources where appropriate;
-  Strong pastoral support to address social, emotional, and behavioural barriers;
-  Regular assessment and data review to identify and respond to gaps in learning.

The school ensures that all pupils have equal opportunity to access the full curriculum, including enrichment, extra-curricular activities, and wider school experiences. Adjustments are made where necessary to ensure participation, and no pupil is excluded from learning opportunities due to need or circumstance.

11. Extra-Curricular Life and Opportunities

At Priory School, we are committed to providing a wide range of extracurricular opportunities that support pupils' academic, social, physical, and emotional development. These experiences play a vital role in preparing pupils for success both in education and in later life. Through participation in these activities, pupils develop confidence, independence, teamwork, leadership, and resilience—skills that are essential beyond the classroom and not always fully developed through the formal curriculum.

Extracurricular provision also enables pupils to build positive relationships, work collaboratively with peers of different ages and backgrounds, and develop a strong sense of belonging within the Priory community. Our sports, drama, and creative clubs promote physical wellbeing, reduce stress, and support positive mental health, contributing to pupils' overall wellbeing.

These opportunities are designed to help pupils grow academically, socially, physically, and emotionally, equipping them for success in both education and life beyond school. They encourage pupils to broaden their experiences, form friendships, and engage with others in diverse settings, while also enhancing physical fitness, emotional resilience, and personal confidence.

The school organises a wide range of educational visits and trips to enrich learning beyond the classroom and make lessons more meaningful. Visits to museums, historical sites, theatres, and geographical locations enable pupils to apply their knowledge in real-world contexts, deepening understanding and improving retention. These experiences enhance motivation and engagement by bringing learning to life, breaking routine, and making it more memorable and enjoyable.

Enrichment Programme

To further support this provision, the school operates an Enrichment Programme (EP), where pupils have dedicated time to participate in activities. At the start of, and midway through, each academic year, staff introduce new activities or expand existing ones. On average, pupils can choose from around 20 different activities across the two sessions, ensuring a broad and inclusive offer that caters to a wide range of interests. Examples of activities include:

Badminton
Canva Club
Craft Club
Diamond Art
English Gothic Texts
Fauvism

Functional Fitness
Gardening Club
Science Club
Table Tennis
Trivia Club

Enrichment Programme

In addition to our EP, staff offer a range of extracurricular activities/clubs, before, during and after school, such as:

Art
Breakfast Club
Football
History

MFL
Multi-Sports
Netball
Science Club

Table Tennis
Warhammer

Intervention sessions

Staff offer a range of intervention sessions, for those identified as needing additional support. Examples include additional maths and English and GCSE support sessions.

The Duke of Edinburgh Award

The Duke of Edinburgh's Award is open to pupils from Year 9 onwards and involves participation in four key areas: volunteering, skills, physical, and expedition. The programme is highly regarded by universities and employers and is designed to support young people in developing confidence, resilience, teamwork, and independence. At Priory, we offer all three levels of the Award. Pupils begin with Bronze in Year 9, progress to Silver in Year 10, and can continue to the Gold Award in Sixth Form. Our expedition programme is delivered entirely in-house, with all training, preparation, and assessed camps led by our own fully trained staff, without the use of external providers.

12. Trips and Visits

Educational visits play a key role in personal development by fostering confidence, independence, teamwork, and communication skills. They expose pupils to a wide range of cultures, perspectives, and environments, broadening their worldview and strengthening cultural capital. Overall, these experiences make a significant contribution to academic progress, wellbeing, and social development, helping pupils to become confident, well-rounded individuals prepared for future education and employment.

At Priory School, we offer a diverse and ambitious programme of trips and experiences designed to enrich pupils' learning and personal development. Pupils regularly take part in theatre visits and geography fieldwork, alongside Key Stage 3 experiences such as PGL residential trips, which develop resilience, teamwork, and confidence. We also provide a range of international opportunities, including football tours to Sweden and visits to destinations such as Iceland and Paris. Further experiences, including history and computing visits to Bletchley Park and ski trips, reflect our strong commitment to providing varied, memorable opportunities that extend learning beyond the classroom.

Trips and visits are an integral part of our curriculum offer and are carefully planned to enhance learning beyond the classroom. We value experiences that deepen knowledge, build cultural capital, and provide meaningful real-world contexts for curriculum learning. We promote a broad range of experiences, including:

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- Curriculum-linked visits that reinforce and extend classroom learning (e.g. museums, science centres, historical sites);
- Cultural and artistic experiences (e.g. theatre, galleries, concerts);
- Outdoor and residential experiences that develop resilience, teamwork, and independence;
- Careers-related visits and employer encounters to raise aspirations and broaden horizons;
- Local community visits that strengthen pupils' understanding of their environment and civic responsibility.

The educational value of these experiences includes:

- Enriching curriculum knowledge through real-world application;
- Supporting retention of key concepts through experiential learning;
- Developing oracy, confidence, and social skills;
- Enhancing cultural capital, particularly for disadvantaged pupils;
- Promoting personal development, including independence, resilience, and teamwork;
- Raising aspirations and broadening future opportunities.

In order to ensure that all trips and visits are inclusive and accessible to pupils with SEN, EAL, or additional needs. This includes:

- Risk assessments that consider individual pupil needs;
- Appropriate staffing ratios and trained support where required;
- Adjustments to transport, accommodation, or activities where necessary;
- Collaboration with parents and carers to ensure reasonable adjustments are in place;

All trips and visits are evaluated to ensure they are purposeful, enjoyable, and impactful. Evaluation includes:

- Adjustments to transport, accommodation, or activities where necessary;
- Pupil voice feedback on enjoyment, learning, and engagement;
- Staff reflection on curriculum impact and delivery;
- Assessment of links between trip content and classroom learning outcomes;
- Review of inclusion and participation rates across groups (including disadvantaged pupils and SEN);
- Cost-effectiveness analysis and value for money considerations.




Findings from evaluations are used to refine future provision, ensuring that trips remain high-quality, purposeful, and equitable.

13. The Role of Staff and Professional Development

The Senior Leadership Team are responsible for establishing a strategy to raise standards of teaching and learning across the school. This strategy must involve the provision of quality assurance activities (see section 8, below), as well as continued professional development learning opportunities throughout the

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year. Further responsibilities related to the delivery of our curriculum are outlined by our Leadership Team structure and job descriptions. Pertinent to this policy are the following responsibilities:

-  The Deputy Headteacher (Curriculum Standards and Assessment) has oversight and responsibility for all curriculum areas and is assisted by the Examinations Officer
-  The Assistant Headteacher (Quality of Education) has oversight of the teaching, learning, formative assessment, homework and staff development.
-  The Assistant Headteacher (Behaviour, Attitudes & Personal Development) has responsibility for overseeing personal, social, health and economic education (PSHE), including careers information, advice and guidance (CAIG) and citizenship.





Subject leaders are responsible for the design of a curriculum that ensures the High-TEMPO teaching, learning and assessment principles, policies and practices are in place. In addition, they must quality control and quality assure the curriculum and the delivery itself, which includes all formative and assessment practices.

Teachers are responsible for delivering High-TEMPO lessons consistently and to a high standard.








The SENCo works primarily with those children on the SEN register, including children with ECHPs. In addition, the SENCo manages a monitoring list of pupils who may be struggling in one or more lessons, or whose additional needs are emerging. The work of our SENCo goes hand-in-hand with our High-TEMPO teaching and learning principles so that all lessons ought to be highly inclusive and that teachers fully adopt the advice and guidance for each child on the SEN register through the adoption of the SEND Pupil Profiles.

14. Quality Assurance and Review





Quality assurance has several purposes:

-  To demonstrate a permanent commitment to securing excellence as standard;
-  To nurture a high performing culture that is built on clear expectations and consistent delivery;
-  To provide senior and middle leaders with an accurate insight into the strengths and areas for improvement at the school;
-  To gather information that will help improve accurate self-evaluation and inform school improvement activities.

Quality assurance can be secured through several means:



-  Brief lesson visits and longer lesson observations to evaluate the quality of teaching and learning;
-  Evaluation of short term (lesson plans) and long term (schemes of work) curriculum plans;
-  Sampling of pupils' work to evaluate relationship between curriculum intentions (the scheme of work), curriculum implementation (the teaching) and its impact (pupils' work and progression) on pupil outcomes;
-  Talking to subject leaders, teachers, pupils and parents;
-  Analysis of available data on outcomes;
-  Pupil pursuit of those individuals who appear to be making least social, emotional or academic progress;
-  Scrutiny of existing departmental and school improvement plans;

Quality assurance ought to lead to a variety of outcomes:

-  Praise and affirmation of employees, pupils and families wherever success is evident;
-  Identification of short term (immediate), medium term (within four weeks) and long term (within the year) improvement goals for individual employees and departments / teams;
-  Refinement of departmental and whole school improvement planning;
-  Refinement of the school's self-evaluation form;

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Quality assurance must be accurate and objective:

-  Quality assurance leads must apply the same high standards by consistently observing lessons, speaking to individuals, evaluating documentation and interpreting data;
-  Quality assurance cycles ought to end with brief and appropriate quality assurance reports to a range of audiences: the Governing Council, employees, parents and pupils.

Reviewing how we teach, how well pupils are learning and how effective assessment is cannot be undertaken on anything other than an ongoing basis with minor or more significant amendments considered at all times.