



St Christopher's

THE HALL SCHOOL

PART OF
ST DUNSTAN'S EDUCATION GROUP

CURRICULUM

Policy Owner:	Deputy Head and Director of Studies
ISSR Reference:	Part 1 – Quality of Education Provided
Date of review:	Summer 2026
Approved by:	Local School Board
Date of next review	Spring 2027

Version control information

Reason for Amendment	Role	Date	Main changes
Annual review	Deputy Head & Director of Studies	February 2026	Converted to new template Amalgamation and general update of previous policies
Interim review	Deputy Head & Director of Studies	Summer 2026	Updated template and role titles

Introduction

This policy outlines the aims, principles and strategies that shape the curriculum at St Christopher's The Hall across the Early Years Foundation Stage, Pre-Prep (Key Stage 1) and Prep (Key Stage 2). Our curriculum is designed to meet the ages, aptitudes and needs of all pupils, including those with SEN or an EHC plan, and is rooted in the School's ethos, values and commitment to equality and inclusion in line with the Equality Act 2010.

St Christopher's is academically ambitious and forward-thinking. Our approach to the Curriculum aligns with the school ethos of "**Excellence. Differently.**", promoting innovative, inclusive and forward-thinking learning experiences that support every child's potential. Fundamental British values are embedded throughout daily school life, alongside a strong culture of respect, responsibility and mutual tolerance.

The curriculum offers a broad and balanced range of learning experiences across academic, creative, physical, social and moral domains. Through meaningful assessment and high-quality teaching, we aim to inspire a love of learning and equip pupils with the knowledge, skills and understanding needed to reach their full potential, work collaboratively and make informed, aspirational choices about their future education and lives.

This curriculum policy is informed by the National Curriculum, the Statutory Framework for the Early Years Foundation Stage (2021), the SEND Code of Practice (2015), the Equality Act (2010) and the Prevent duty (2015).

This Curriculum Policy is informed by the requirements of the Independent School Standards, in particular Part 1: Quality of Education Provided, and reflects the expectations of the ISI Inspection Framework. The school's curriculum is broad and balanced, supporting systematic progression in knowledge, skills and understanding, and enabling pupils to make good progress across all areas of learning. Where applicable, provision in the Early Years Foundation Stage complies with the statutory EYFS Framework. The curriculum promotes pupils' academic achievement and their spiritual, moral, social and cultural development, preparing them effectively for the next stage of education.

1. Aims & Objectives

Our Aims and objectives at St Christopher's are:

- Enable every child to learn and develop academically, socially, emotionally and physically to the best of their ability.
- Foster a love of learning by creating an enjoyable, stimulating and challenging environment that promotes curiosity, creativity and lifelong enquiry.
- Provide a broad, balanced curriculum offering rich experiences across academic subjects, the arts, physical education, and social, moral, spiritual and cultural development.
- Develop the knowledge, skills and understanding children need for future learning and life beyond school, including core skills (literacy, numeracy, communication, digital literacy) and wider skills such as critical thinking, creativity, collaboration, problem-solving and independence.
- Nurture positive attitudes and values – including respect, kindness, responsibility, honesty, tolerance and cooperation – to support children in becoming well-rounded, socially aware individuals.
- Ensure inclusivity and equal opportunities so that all children, regardless of background, ability or need, have access to appropriate challenge and support.
- Provide a safe, supportive and stimulating environment where children feel valued, confident and willing to take risks in their learning.
- Encourage children to become reflective, self-aware learners who understand their progress, recognise their strengths and take responsibility for their learning journey.
- Promote moral, social, cultural and environmental awareness, helping children appreciate diversity, contribute to their community and make informed, responsible choices.
- Offer a wide range of academic, creative, physical and social experiences – including extra-curricular opportunities – to support the development of well-rounded individuals.
- Foster strong partnerships between school, home and the wider community to support a shared responsibility for each child's learning and wellbeing.

2. Legislation

This policy is based on expectations set out by the Independent Schools Inspectorate (ISI), and informed by the following legislation:

- Education Act (1996)
- Equality Act (2010)
- The National Curriculum (2013)
- SEND Code of Practice (2015)

- Duty to Prevent (2015)
- EYFS Statutory Framework (2021)

3. Roles & Responsibilities

3.1 St Dunstan's Education Group

The St Dunstan's Education Group Board has ultimate responsibility for the school curriculum but will delegate the day-to-day responsibility to the Head of St Christopher's The Hall.

The Local School Board has a duty to:

- Approve this policy annually
- To ensure the school follows the framework set out in this policy

3.2 The Head of The School

The Head of St Christopher's The Hall, in conjunction with the Deputy Head and the Director of Studies, is responsible for the implementation of this policy. This involves:

- Ensuring all staff in the school follow what is articulated within this framework
- Staff receive sufficient training on how to implement the principles outlined in the policy

3.3 Responsibilities of Senior Leadership Team

The Senior Leadership Team has strategic oversight of the curriculum to ensure it is broad, balanced and aligned with the School's aims, statutory requirements and best practice. They are responsible for leading curriculum development, ensuring high standards of teaching and learning, and monitoring the effectiveness of provision across all key stages. Senior leaders coordinate assessment and data analysis to inform school improvement, oversee staff training and professional development, and ensure that policies and practices promote inclusion, equality of opportunity and the wellbeing of all pupils. They also support subject leaders and class teachers in maintaining high expectations and driving continual improvement and driving forward our commitment to *Excellence. Differently*.

3.4 Responsibilities of Subject Leader(s)

Subject leaders are responsible for the effective planning, implementation and monitoring of their subject across the school. They ensure that curriculum content is coherent, progressive and appropriately challenging, and that teaching reflects current

pedagogical best practice. Subject leaders maintain and organise resources, lead subject-specific professional development, and support colleagues in delivering high-quality learning experiences. They monitor pupils' progress, evaluate the impact of teaching, and contribute to school improvement by identifying strengths, addressing areas for development and ensuring alignment with whole-school policies. Subject Leads analyse data and trends across their subject to inform school improvements.

3.5 Responsibilities of Class Teachers

Class teachers are responsible for delivering high-quality teaching that meets the needs of all learners and supports the aims of the curriculum. They plan engaging, well-structured lessons that promote progress and develop pupils' knowledge, skills and understanding. Teachers use assessment effectively to inform planning, track pupil progress and provide constructive feedback. They create a safe, inclusive and stimulating classroom environment where all pupils feel valued and are encouraged to take responsibility for their learning. Class teachers maintain strong communication with parents and colleagues, contribute to the wider life of the school, and uphold the School's values, policies and expectations in all aspects of their practice.

4. Curriculum Content & Organisation

4.1 Overview

The curriculum is broad, balanced and carefully structured to meet the developmental needs of all pupils, reflecting the school's ethos of *Excellence. Differently*. It is organised to ensure clear progression in knowledge, skills and understanding across all subject areas, while allowing flexibility to respond to pupils' individual strengths, interests and needs. Learning is planned to promote academic rigour, creativity and independence, and to foster positive attitudes towards learning. Cross-curricular links are encouraged where appropriate to enrich understanding and provide coherence, while maintaining the integrity of individual subjects.

EYFS

For pupils in EYFS (Preschool and Reception), provision is made to give children experience across all areas of learning: Communication and Language; Physical Development; Personal, Social and Emotional Development; Literacy; Mathematics; Understanding the World; and Expressive Arts and Design. Activities are carefully planned to meet their educational needs, with particular emphasis on supporting personal, social, emotional, and physical development, as well as communication and language skills.

Pre-Prep

In the Pre-Prep, the Form Teachers, supported by full time Teaching Assistants, are responsible for the delivery of most curriculum areas. Some subjects such as Music, Modern Foreign Languages, Art, PE, Music and Games, including swimming, are taught by subject specialist staff. Pupils Reception to Year 2 learn French.

Prep

In the Prep, the Form Teachers, supported by part time Teaching Assistants, are responsible for the delivery of most curriculum areas. Some subjects such as Music, Modern Foreign Languages, Art, PE, Music and Games, including swimming, are taught by subject specialist staff. Pupils in Years 3 and 4 learn French while pupils in Years 5 and 6 learn Spanish.

We use the EYFS and the National Curriculum as a baseline from which all teaching and learning extends. Each subject is allocated time and resources to make its distinct contribution, while cross-curricular links are made where appropriate. The timetable ensures a balanced coverage of all areas of learning.

- **English** – Develop communication skills through listening, speaking, reading and writing, and build a strong command of language.
- **Mathematics** – Foster logical thinking, problem-solving, and understanding of numbers, patterns and relationships, supported by practical exploration and discussion.
- **Science / STEM** – Build knowledge of nature, materials and forces, and develop scientific skills including observation, hypothesising, experimentation and recording findings.
- **Creative Arts (Art & DT)** – Encourage imagination, making and inventing, using a range of tools and materials to create, evaluate and refine work.
- **Performing Arts (Drama & Music)** – Develop proficiency in performing, creating and critiquing plays, dances and compositions using diverse tools and techniques.
- **Humanities (History & Geography)** – Cultivate understanding of people, places and events, and the impact of human actions on past, present and future.
- **Modern Foreign Languages (French & Spanish)** – Introduce new languages and cultures, building foundational vocabulary and grammar to support future learning.

- **PE and Games** – Develop physical coordination, tactical understanding and performance skills, while promoting healthy, active lifestyles and values such as teamwork, fairness and respect.
- **Computing and Technology** – Integrate digital technology across the curriculum and teach computing skills to plan, develop and communicate ideas effectively.
- **Spiritual, Moral, Social and Cultural Education (SMSC)** – Promote pupils' beliefs, values and understanding of fundamental British values, world religions and spiritual perspectives, reinforced through assemblies, RE, PSHE and across all subjects.
- **PSHE and Wellbeing** – Equip pupils with knowledge and skills to support their mental, physical and social wellbeing, encouraging respect, responsibility and active participation in school and community life. This includes formal PSHE lessons, Form Time, RSE, and enrichment opportunities such as assemblies, co-curricular activities, workshops, school visits and charity engagement.

4.2 Curriculum Progression

At St Christopher's, the curriculum is carefully sequenced to ensure coherent progression from the Early Years Foundation Stage (EYFS) through Pre-Prep (KS1) to Prep School (KS2). In EYFS, learning focuses on developing foundational skills, knowledge, and attitudes through play-based, experiential activities that foster curiosity, communication, and social, physical and emotional development. In the Pre-Prep, these foundations are built upon with more structured learning, introducing pupils to core subjects while continuing to develop creativity, critical thinking, and personal and social skills. In the Prep School, the curriculum further extends knowledge and skills, deepening understanding, encouraging independent thinking, and preparing pupils for the next stage of their education. Across all stages, the curriculum is designed to ensure continuity, progression, and increasing challenge, while remaining responsive to the abilities, interests, and needs of each pupil.

4.3 Schemes of Work

At St Christopher's, our curriculum is based on the National Curriculum, which provides the framework for progression and coverage across all subjects. To broaden and enrich pupils' learning, we extend and enhance this foundation with a range of additional schemes of work and resources. These are selected to deepen understanding, provide creative and practical experiences, and offer challenges beyond the core curriculum, ensuring that all pupils have opportunities to develop their knowledge, skills and interests to the fullest.

4.4 Future Forward Opportunities

Our curriculum encourages pupils to make meaningful connections across subjects and to relate their learning to the wider, ever-changing world. Through interdisciplinary projects, real-world contexts, problem-solving tasks and discussions of current events, pupils develop critical thinking, adaptability and an awareness of global issues. This approach equips them with the knowledge, skills and attitudes to navigate future challenges, make informed decisions, and contribute positively to society.

4.5 Technology & Artificial Intelligence (AI)

Technology is fully integrated across the curriculum at St Christopher's, enhancing teaching and learning in all subjects. Pupils from Years 3 upwards have 1:1 iPads, and all children across the school have access to laptops and iPads. A wide range of apps and software are used to support learning, creativity and collaboration. We follow a hybrid approach, combining digital tools with traditional methods to ensure a balanced and well-rounded learning experience. Staff plan in-advance where active or passive use of technology, if at all, would best suit learning in the classroom. Further to this, digital literacy skills are embedded into daily learning, with staff planning where best to cover these skills in their mid-term and weekly planning. While AI tools are emerging, they are introduced thoughtfully to support research, problem-solving and personalised learning, helping pupils develop digital literacy and the skills needed to navigate an increasingly technology-driven world.

4.6 Preparation for the 11+

Preparation for the 11+ begins at the end of Year 4 through a carefully structured, age-appropriate programme designed to support pupils as they consider their next steps. This includes exposure to verbal and non-verbal reasoning, discussion of current affairs, and the development of interview skills. Preparation is tailored to the individual needs, strengths and aspirations of each child, ensuring that all pupils are supported in applying to a range of senior schools, including independent, state and grammar schools. The programme is rigorous, supportive and well established, enabling pupils to approach the process with confidence and to secure successful outcomes.

5. Teaching & Learning

The curriculum at St Christopher's is designed to provide high-quality educational experiences that promote continuous improvement and pupil progress. It equips

children with the knowledge, skills and understanding they need to lead fulfilling lives while supporting their intellectual, personal, social, physical, spiritual, cultural and moral development. Learning takes place through both the formal programme of lessons and a wide range of extra-curricular opportunities, creating a culture that reflects and reinforces the School's aims and ethos.

Classes are mixed-ability, with pupils reorganised in September when they move into Reception, Year 3 and Year 5 to encourage diverse friendships and stimulate learning for all. Teachers have high expectations and use a variety of teaching approaches to make lessons engaging, thought-provoking and appropriately challenging. Learning is enjoyable, motivating and designed to ensure all pupils make good progress and reach their full potential. Resources and school facilities are used effectively to enrich the learning experience.

The curriculum is planned through long-term plans or schemes of work, which outline the knowledge, skills and understanding to be taught in each subject. Medium-term and weekly lesson plans detail how learning will take place and are regularly evaluated to ensure responsiveness and flexibility. Further information on teaching, learning and timetable allocation can be found in the Teaching and Learning policy.

5.1 Pedagogical Approaches

In each subject, teaching follows a variety of pedagogical strategies designed to engage pupils and support effective learning. These include practical activities, discussion, collaborative group work, problem-solving tasks, and mastery-based approaches to deepen understanding. Teachers make full use of a wide range of resources, including manipulatives, texts, visual aids, and ICT tools, to enhance learning, provide hands-on experiences, and ensure that lessons are accessible, stimulating, and appropriately challenging for all pupils.

5.2 Lesson Structure

Lessons at St Christopher's are carefully structured to ensure that learning objectives are met and pupils make clear progress. Teachers indicate in their planning where technology can be used to create a hybrid approach to teaching and learning. In the Prep phase, teachers also consider where best 1:1 devices (iPads) can be deployed to enhance learning. Each lesson typically begins with a short introduction to engage pupils and establish the learning goal, followed by a combination of teacher-led explanation, guided practice, independent or collaborative tasks, and practical activities. Opportunities for questioning, discussion and reflection are embedded throughout to consolidate understanding and extend thinking. Lessons conclude with a review or plenary, allowing pupils to demonstrate their learning, reflect on their progress, and identify next steps. Resources, including ICT tools, manipulatives, texts and visual aids, are used purposefully to support learning and ensure that lessons are

accessible, stimulating and appropriately challenging for all abilities.

5.3 Challenge, Support & Inclusion

At St Christopher's, all pupils are supported to reach their full potential through a balanced approach to challenge and inclusion. Lessons are differentiated to provide appropriate challenges, while the Learning Enrichment Team offers targeted support for pupils with additional needs or specific learning difficulties. They also provide enrichment opportunities for more able pupils, ensuring every child is supported, engaged, and able to make sustained progress.

Classroom Assistants play a valuable role by:

- Supporting pupils identified with gaps in learning.
- Providing small-group or one-to-one support.
- Assisting pupils identified for additional help by Learning Enrichment.
- Ensuring resources and equipment are prepared and accessible.

6. Differentiation & Inclusion

At St Christopher's, teaching is carefully tailored to meet the needs of all pupils. Lessons provide stretch and challenge opportunities for more able learners, while offering support and scaffolding for those who need it, ensuring every pupil can make progress. In Years 5 and 6, children are taught in differentiated groups to provide focused learning at the appropriate level.

6.1 Accessibility

All pupils are entitled to access the curriculum and make good progress, regardless of sex, race, disability, religion or belief, in line with the Equality Act (2010). Our curriculum is designed to be appropriately challenging, well supported and effectively differentiated, ensuring that pupils of all abilities and starting points can learn and thrive.

6.2 Learning Enrichment

The Learning Enrichment Department supports pupils with specific learning needs or disabilities throughout their school career, using careful assessment to identify strengths, needs and next steps. Alongside classroom differentiation, Learning Enrichment delivers small-group or individual sessions to support all pupils in accessing a broad and balanced curriculum, equipping them with strategies to succeed in future learning and experiences. Learning Enrichment at St Christopher's focuses on ensuring that all pupils can access the curriculum through the use of scaffolding, adaptations, enrichment and targeted support. Teachers plan lessons that respond to

pupils' individual needs, using strategies such as differentiated tasks, guided support, flexible grouping and the use of visual, practical or language-based aids.

The School meets its responsibilities for pupils with Special Educational Needs and Disabilities in accordance with the SEND Code of Practice (2015) and the Special Needs and Disability Act (2001). Pupils with identified needs are provided with provision that reflects the requirements of their Individual Education Plan or Education, Health and Care Plan. Further details can be found in the SEND and Learning Development & Enrichment policies.

The department also provides enrichment for more able pupils, ensuring challenges that develop skills, accelerate learning, and nurture excellence. Through challenge, enrichment and extension within lessons and across the wider curriculum, we ensure that these pupils have access to opportunities that deepen their thinking, accelerate progress and nurture high aspirations. Provision is tailored to individual strengths, ensuring that more able learners are stretched appropriately and supported to achieve their full potential.

Our approach ensures that all pupils—whether needing reinforcement, additional guidance or greater challenge—are supported to make sustained progress and achieve their full potential.

The School is committed to supporting pupils for whom English is an additional language, providing tailored programmes where appropriate. Further information is available in the EAL policy.

6.3 EDI

At St Christopher's, EDI (Equality, Diversity and Inclusion) plays a key role in promoting a culture of respect, fairness and inclusion across the school community. We actively ensure that the School meets its obligations under the Equality Act 2010, advocating for policies and practices that support all pupils and staff, regardless of sex, race, disability, religion or belief. Heads of Department lead EDI initiatives and events that celebrate diversity, raise awareness of different cultures and perspectives, and foster an inclusive environment where every individual feels valued. They also provide guidance and support to staff in embedding inclusive teaching practices and in responding effectively to the needs of all learners, ensuring that equality, diversity and inclusion are integral to the life of the school.

6.4 Home Learning

Homework is introduced in Year 1 (15 minutes per week), gradually increasing to 30 minutes per week in Year 6. Additional homework may be set during exam preparation

periods. Tasks are differentiated and may include online activities through Times Tables Rock Stars or Showbie. Further details can be found in our Homework Policy.

6.5 Feedback to Pupils

St Christopher's The Hall provides regular, meaningful feedback to support pupil progress.

Marking Tools

- Staff mark using **purple pen**.
- **Green** and **pink** highlighting is used to indicate success and areas for editing.
- Pupils write in pencil and respond to feedback in **green pencil/pen**.

Learning Objective Marking

Learning objectives are highlighted in green and assessed using:

- **No tick** – not met
- **✓** – partially met
- **✓✓** – met
- **✓✓✓** – exceeded

Support level is recorded as:

- **I** – Independent
- **CT** – Class Teacher support
- **TA** – Teaching Assistant support

Highlighting

- **Green** – achievement related to the learning objective.
- **Pink** – an area for improvement or correction.
- Pupils may receive a next step to complete.

Live Marking / Verbal Feedback

Verbal feedback is recorded using **VF** and applied immediately during lessons.

All curriculum areas support the development of character values including:

- **Common Sense** – applying realistic reasoning.
- **Adaptability** – adjusting problem-solving approaches.
- **Respect** – valuing peers' ideas.
- **Ambition** – pursuing higher-level challenges.
- **Creativity** – exploring multiple methods.
- **Teamwork** – solving complex problems collaboratively.
- **Enthusiasm** – approaching learning positively.
- **Resilience** – persevering through challenges.

7. Assessment

Pupil learning is assessed using a combination of formative and summative methods. Formative assessment takes place daily, through observation, questioning, discussion, and reviewing pupils' work, allowing teachers to understand pupils' progress, strengths, and areas for development in real time. Summative assessments provide a broader picture of attainment and achievement across subjects and year groups.

Assessment information is used to inform planning, ensuring that lessons are appropriately challenging, differentiated, and targeted to meet the needs of all learners. Teachers provide meaningful, actionable feedback in line with the Feedback, Marking, Assessment and Reporting policy to support pupils in making progress.

Pupil Progress Meetings (PPMs) are held each term, involving class teachers, the Learning Enrichment Department, and chaired by the Deputy Head or Director of Studies, to review progress and attainment. Subject Leads and the Senior Leadership Team monitor and evaluate progress across the curriculum, and parents receive regular updates through reports and meeting.

7.1 Moderation

Moderation is an essential process to ensure consistency, fairness, and accuracy in assessment across the Prep School. Teachers work collaboratively to review samples of student work, align judgments with agreed standards, and confirm that assessment outcomes are reliable and equitable. Through regular moderation meetings—both within year groups and across phases—the school maintains a shared understanding of expectations, supports professional dialogue, and upholds high-quality, evidence-based assessment.

7.2 Recording and Reporting to Parents

Accurate and timely recording of pupils' progress underpins effective communication with parents and supports each child's ongoing learning journey. Teachers maintain clear and consistent records of attainment, effort, and personal development, using these to inform regular updates to families. The school provides structured opportunities for dialogue through termly parents' evenings, where teachers and parents discuss progress, next steps, and any pastoral considerations. In addition, a mid-year report is issued in February, offering an overview of academic achievement and personal development to date. At the end of the academic year, parents receive a comprehensive written report that includes teacher grades, subject-specific comments, and reflections on broader achievements. This approach ensures parents are well-informed, actively involved, and able to support their child's development throughout the year.

8. Monitoring & Evaluation

8.1 Subject Monitoring

Observations – Provide the Head of Department and SLT with direct insight into classroom practice. They are conducted sensitively to support professional development and school improvement. These are part of the Professional Review appraisal system for staff.

Drop-ins / Walkarounds – Offer a snapshot of teaching and learning across the school. Staff receive immediate verbal feedback, often focused on specific areas such as differentiation or questioning.

Book Scrutiny (Book Looks) – Helps HoDs and SLT identify strengths and areas for development, check that work reflects curriculum intent, ensure incremental skill development, monitor progress, support professional development, verify policy impact, and ensure marking consistency.

Planning Scrutiny (Planning Looks) – Enhances lesson delivery, ensures curriculum alignment, improves resource management, supports diverse learning styles, identifies gaps early, promotes accountability, and allows flexibility to adapt lessons.

Pupil Interviews – Gather pupils' perspectives on their learning, understanding of targets, and self-perception. These insights support meaningful improvements, academic outcomes, and a sense of empowerment and inclusion.

Data Analysis – Following formal assessments, Heads of Department analyse pupil data to identify whole-school trends, monitor individual and group progress, and inform curriculum planning and intervention strategies.

8.2 Monitoring: Next Steps

Findings from observations, assessments, book and planning scrutiny, and pupil feedback are used to inform action plans and identify priorities for staff development. These insights guide targeted training, support, and professional development, ensuring teaching practice continues to improve, pupil progress is maximised, and the curriculum is delivered effectively across the school.

9. Parental Involvement & Community Links

The school values strong partnerships with parents and the wider community, recognising that collaboration enriches pupils' learning and wellbeing. Regular

curriculum workshops enable parents to understand how subjects are taught and how they can support learning at home, while Parent Partnership sessions—both academic and pastoral—provide opportunities for shared discussion and guidance. Educational visits and trips are carefully planned to link with curriculum topics, strengthening real-world connections and deepening pupils' understanding. Parents are also invited to contribute to school life by leading assemblies, sharing expertise, or supporting special events. Open mornings offer current parents the chance to explore classrooms, view children's work and displays, and celebrate progress together. These varied opportunities foster a welcoming, inclusive environment and strengthen the sense of community within the school.

10. Policy Monitoring

The responsibility for the whole-school curriculum in subject areas lies with the Heads of Department or subject leads. SLT will oversee the monitoring of the whole curriculum, ensuring that the aims of the school are being met.

This includes producing subject policies and monitoring their subjects across the school. This will involve reading, evaluating and reviewing the written documentation that supports and influences the day to day teaching of each subject. Heads of Department follow up their subject review with a feedback document for SLT and attend the next available SLT meeting to report back on their subject. Heads of Department reflect upon what their subject review is telling them and this informs their subject development plan and all future actions.

In addition, The Head and Deputy Head regularly see a small group of pupils from each year group, along with their exercise books, to talk about their lessons in order to have an overview of learning throughout the school.

This policy will be reviewed annually

Links with other policies

This Curriculum policy links to the following policies:

- Pastoral Care
- Individual Pupil Need