



## CURRICULUM POLICY (including More Able statement)

<b>Rationale for the Policy:</b>	All GSAL stakeholders should be aware of our commitment to providing a broad and balanced curriculum, designed to facilitate optimum personal and academic development. This policy covers all pupils in the school including those in EYFS.
<b>Policy aim:</b>	To ensure that the school has a curriculum which covers a broad range of subject disciplines, enabling all pupils to make good progress according to their abilities.
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<b>Agreed and Authorised by:</b>	GSAL SLT
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<b>To be reviewed:</b>	September 2024
<b>Date of review:</b>	August 2023
<b>Dates of interim amendments/updates:</b>	Updated October 2020 with 2020-21 curriculum plans, and additional detail on PSHE Updated September 2021 with 2021-22 curriculum plans, remote education, and additional detail on foundations and with reference to Statutory Framework Sept 2021
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## **Whole school curriculum policy**

GSAL provides high-quality, full-time, supervised education, with a rich experience in: linguistic; mathematical; scientific; technological; human and social; physical; and aesthetic and creative education. Our curriculum is designed to ensure that the pupils develop excellent speaking, listening, literacy and numeracy skills, and that all pupils have the opportunity to learn and make progress. This is achieved both through the academic and wider curriculum, at age appropriate levels.

GSAL is an academically selective institution and, as such, the majority of our pupils are high-achieving. The curriculum is designed to meet the wants and needs of our cohort and to provide appropriate stretch and challenge as appropriate to the needs, aptitudes and abilities of all pupils, including those pupils with: Individual Needs (IN); English as an Additional Language (EAL); an Educational, Health and Care (EHC) plan. Our ethos is that we value and support every child to become a confident, caring and resilient young person, capable of high achievement and able to rise to any challenge. The provision for pupils with Special Educational Needs or Disabilities, known as Individual Needs (IN) at GSAL, ensures that pupils have their needs met appropriately within the classroom and, where appropriate, through structured programmes delivered by the individual needs team. We believe all pupils in the school should have equal opportunities and equal access to the curriculum. Our curriculum encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 (a).

Our curriculum is designed to support all of our pupils in becoming independent and lifelong learners, while simultaneously optimising pupil achievement. Alongside the commitment to providing the highest standards of academic achievement, we also equip pupils with the breadth of skills and knowledge necessary in order to prepare pupils for the opportunities, responsibilities and experiences of adult life. The curriculum often goes well beyond nationally expected levels in scope, depth and expectation, most easily demonstrated by our record of achieving top grades in public exams. In academic classes, teachers identify and support the more and less able students (interpreted relative to that group) in order to cater for individual needs and ensure progress within each subject. Beyond the classroom, we offer a broad range of co-curricular opportunities, with uptake monitored through our pastoral framework.

A high-quality education is delivered through: the structure of the curriculum; high quality teaching and opportunities for learning; accurate and timely use of assessment and reporting; fair and consistent use of rewards and sanctions to encourage and reinforce responsible and good behaviour; and through taking full advantage of the school's excellent facilities. In all areas of the school, where relevant, our teaching promotes, and at no point undermines, the fundamental British values of: democracy; the rule of law; individual liberty; mutual respect and tolerance of those with different faiths and beliefs.

Our PSHE programme reflects the school's aims and ethos. It encourages tolerance and respect for other people, paying particular regard to the protected characteristics, as set out in the Equality Act 2010, as such it actively prepares pupils for life in British society and the wider international community.

The responsibility for devising schemes of work and delivering the curriculum lies with the following members of staff. In the Primary School: the Head of Primary School, delegated to the Deputy Head Academic. In the Senior School: the Senior Deputy Head (Academic), delegated to Heads of Department.

**Remote education**

Remote education plans are in place in case of necessity, involving livestreaming lessons where possible. When livestreaming is pedagogically inappropriate or logistically impractical, high-quality work will be set for lessons.

**Monitoring**

The Senior Leadership team across GSAL is responsible for monitoring the implementation of the Curriculum. This is achieved through evidence from: lesson observations, work scrutiny, pupil voice, and the analysis of pupil and pupil achievement and progress.

**NB on the more able**

The Grammar School at Leeds is an academically selective institution. As such, the majority of our pupils are high-achieving, as demonstrated consistently by the school's baseline data alongside its annual public examination results. The school therefore considers all policies and procedures to be relevant for more able pupils and, as such, we do not have a more able policy. Where we use the term such as "stretch and challenge", "higher attainers", "higher skill level", "depth" "beyond", this is particularly pertinent to the more able. Additionally, differentiation is about meeting the needs of the more able, just as it is about meeting the needs of the less able and also meeting individual needs.

## **Primary School Curriculum Plan**

The Primary School curriculum plan delivers the fundamental elements of the GSAL School Curriculum Policy within the context of the primary phase (Years N to 6). The curriculum gives all pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative areas.

In our teaching and learning we aim to provide:

- a broad, balanced, and relevant learning experience to stimulate the imagination and the intellect, to foster creativity, independence and a love of learning
- an aspirational culture for all; we aim to foster intellectual spark, creativity and debate and a real joy of learning
- the highest standards of teaching and learning that is thought-provoking and challenges all pupils
- a broad inclusive and varied programme of co-curricular activities
- ways of preparing pupils for the opportunities, responsibilities and experiences of adult life
- subject matter that is appropriate for the ages and aptitudes of the pupils including those with individual needs
- a programme of study in PSHE which reflects the ethos and values of the school

### **Curriculum in the Early Years Foundation Stage**

The Early Years Foundation Stage, which underpins the curriculum in the EYFS (Nursery and Reception classes), is distinct in its identity. The curriculum is planned in accordance with the Statutory Framework for the Early Years Foundation Stage 2021.

There are seven areas of learning and development that shape the educational programme in Nursery and Reception. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting a child's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

Communication and Language

Physical Development

Personal, Social and Emotional Development

The children are also supported in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Ongoing assessment (also known as formative assessment) in the EYFS is an integral part of the children's learning and development process. It involves observing them to understand their level of achievement, interests and learning styles.

The observations are used on a weekly basis to inform the planning for the week ahead to ensure a challenging curriculum that effectively meets the needs of the unique child. Careful and flexible planning between all the staff in contact with the children ensure that a wide, varied and effective curriculum is delivered.

At the end of Reception records and evidence of each child's learning and development are used to assess each child in the EYFS profile. Each child's level of development must be assessed against the Early Learning Goals. The EYFS profile is shared with parents and with the Year 1 teachers during the final term in Reception.

**(EYFS) structure of the day**

8:30-8:50	Flexible start
8:55	Registration
9:00	Start of the day
11.30	Lunch for nursery
11.45	Lunch for Reception
13:00	Start of afternoon session
15:00	End of day

**Key Stage 1: Years 1 and 2**

Key Stage 1 of the National Curriculum begins formally in Year 1. Class teachers are responsible for teaching English, Maths, Science, Computing, Integrated Curriculum (History/Geography), PSHE, DT, Art and RS.

Subject specialist teachers are employed in Music, Physical Education and French.

**Year 1 and Year 2 structure of the day:**

	<b>YEAR 1</b>
8:25	Registration
8:35	Period 1
9:05	Period 2
9.35	Period 3
10:10	Reading and snack
10:30	Break
10:50	Period 4 phonics
11:20	Period 5
11:50	Period 6
12:20	Lunch
13:20	Period 7
13:50	Period 8
14:20	Period 9
14:55	Assembly
15:20	End of day

	<b>YEAR 2</b>
8:25	Registration
8:40	Period 1 phonics
9:10	Period 2
9:40	Period 3

10:10	Reading and snack
10:30	Break
10:50	Period 4
11:20	Period 5
11:50	Period 6
12:20	Lunch
13:20	Period 7
13:50	Period 8
14:20	Period 9
14:55	Assembly
15:25	End of day

### Key Stage 2: Years 3- 6

Key Stage 2 of the National Curriculum begins formally in Year 3. Class teachers are responsible for teaching English, maths, science, computing, Integrated Curriculum (history/geography), RS, art, DT and PSHE.

Subject specialist teachers are employed in music, French and physical education.

The teaching of English and maths in Key stage 1 and 2 is based on the National Curriculum 2014. From Year 1 upwards, children are assessed using a range of assessments for their year group.

The teaching of the other curriculum subjects is based on the requirements of the National Curriculum. The school has its own scheme of work for PSHE which is delivered by class teachers but is also reinforced through assemblies, circle time, subject teaching, charity/community involvement, guest speakers and class roles and responsibilities. In addition, discrete lessons are provided to cover personal safety, relationship and sex education and drugs education.

### Year 3-Year 4 structure of the day

8:25	Registration
8:40	Period 1
9:10	Period 2
9:40	Period 3
10:10	Reading and snack
10:30	Break
10:50	Period 4
11:20	Period 5
11:50	Period 6
12:20	Lunch
13:20	Period 7
13:50	Period 8
14:20	Period 9
14:55	Assembly
15:25	End of day

### Phase 3 (Year 5-Year 6) structure of the day:

8:25	Registration
8:40	Period 1
9:10	Period 2
9:40	Period 3
10:10	Break
10:30	Period 4
11:00	Period 5
11:30	Reading (this may be at another slot in the day depending on specialist lessons)
12:00	Lunch
13:00	Assembly (every day but Monday)
13:20	Period 6
13:50	Period 7
14:20	Period 8
14:50	Period 9
15:25	End of day

### Fundamental British Values

In all areas of the curriculum as well as our approach to teaching and learning, we ensure that we do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

### Curriculum Breakdown

Breakdown of subjects in the primary school by hours. We have a flexible curriculum so these are approximate.

Subject	Year1 (time hours)	Year 2 (time hours)	Year 3 (time hours)	Year 4- (time hours)	Year 5 (time hours)	Year 6 (time hours)
English including phonics/guided reading/reading, library (30mins) and drama/speaking and listening	7	7	7	7	7	7
maths	5	5	5	5	5	5
science	1.5	1.5	1.5	1.5	1.5	1.5
Integrated curriculum (Humanities)	2	2	2	1.5-2	1.5-2	1.5-2
computing	0.75-1	0.75-1	1	1	1	1
art/DT	1-1.5	1-1.5	1.5	1.5	1.5	1.5
RS	0.5	0.5	0.5	0.5	0.5	0.5
PSHE	1	1	1	1	1	1
MFL	0.5	0.5	1	1	1	1
PE/Games	1.75	1.75	2.5	2.5	2.5	2.5
music	1	1	1	1	1	1.5

## **Primary School Organisation and Planning**

We are developing an integrated curriculum which encompasses our humanities teaching. There is a theme centred around a key question which changes on a half-termly or termly basis

We plan our curriculum in three phases. We agree a long-term plan. This indicates what topics are to be taught in each term, and to which groups of pupils. We aim to review our long-term plan on an annual basis.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We use the EYFS and the National Curriculum (2014) and Programmes of Study as the basis for our medium-term core curriculum planning. We use national schemes and in-house curricula as the basis of our medium-term planning in the foundation subjects but customise by including key subject skills, life skills and themed days/weeks as appropriate. We aim to develop a creative and cross-curricular approach to our curriculum; expectations of pupils' progress will also be recorded. The children's learning is focused on the development of their metacognitive capacities - on their ability to become proactive about their learning in terms of planning, monitoring and appraising their thinking.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. This includes extension and support as necessary.

All teachers are involved in the planning process and year group teams hold regular planning meetings.

Staff meetings and INSET are used to discuss various aspects of the curriculum and ensure consistency of approach and standards

### **The mode of working**

We use a balance of class, group, paired and individual work where appropriate. Within this structure:

- Classes are of mixed attainment, and various forms of differentiation are used within lessons.
- Teaching assistants are employed to support learning; nursery- Year 2 have a teaching assistant per class and Year 3-6 have one teaching assistant per two classes.
- From Reception children frequently work collaboratively with their talk partner and these partnerships change regularly.

### **Stretch and Challenge (approach to high attainers across the curriculum)**

In primary, one of our core values 'grow a little every day', is underpinned by the concept of growth mindset, therefore we talk about 'higher attainers' or 'higher skill level' rather than ability.

Our integrated curriculum facilitates our pupils in developing the higher order skills of synthesis, application and evaluation. We create opportunities within our schemes of work to stretch and challenge all children. Differentiation takes many forms; however, in lessons where there are activities with different levels of challenge, we sometime direct our children (ongoing assessment enables us to target children who need additional challenge). Often however, we also let children choose their level of challenge to avoid placing a ceiling on what they feel capable of. Specialist teaching in music, PE, as well as French, from key stage 1, ensures that early talents are nurtured.



Our programme of extra-curricular activities also offers many opportunities for our children to develop their talents and interests and those with higher skill levels in PE and music have the opportunity to perform at their level.

### **Additional Needs**

The curriculum in our school is designed to provide access and opportunity for all pupils who attend the school in order to remove any barriers to learning. This includes children with Individual Needs, EAL and those who are working at higher levels of attainment.

Children requiring additional support are either supported in the classroom and/or given additional support for extra reinforcement either in small groups or individually. This is all supervised by the SENCO, in close co-operation with the class teacher. (See Individual Needs policy).

### **Equal Opportunities**

We believe all children in the school should have equal opportunities and equal access to the curriculum. Our curriculum encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (a).

### **Trips and Visitors**

All classes are expected to go on regular outings over the course of the year to complement the curriculum being covered. In Years 4 – 6 the curriculum is supplemented by residential trips.

Full use is made of expertise within Senior School and the parent body and children benefit from visiting speakers.

### **The role of the subject leader and aspiring leader**

The role of those who lead subjects is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject;
- organise training;
- keep up to date with developments in their subject, at both national and local level
- review the way the subject is taught in the school and plan for improvement (linked to whole-school objectives).

### **Monitoring and review**

The Primary Deputy Head Academic working with other members of SLT, is responsible for monitoring the way the school curriculum is implemented. They will review each subject area throughout the Primary School in its cycle of review and development.

The Head of the Primary School, the Deputy Heads and the Assistant Heads are responsible for the day-to-day organisation of the curriculum.

As part of the monitoring of the Primary School, the SLT and middle leadership team will conduct lesson observations, book and planning scrutinies.

Subject leaders of the core subjects monitor the way their subject is taught. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

## **Review**

We are aware of the need to review the Curriculum Policy regularly so that we can take account of:

- new initiatives;
- changes to the curriculum;
- developments in government initiatives;
- developments in technology;
- changes to the physical environment of the school.

Staff will be made aware of any changes to the teaching and learning of all curriculum areas at the beginning of a school year. If deemed appropriate to our school, any necessary changes will then be implemented and included in the revised policy document.

## Senior School Curriculum Plan

In senior school, pupils follow a broad and balanced curriculum. As all students at GSAL are considered to be more able, only maths has strict setting, which starts in year 8. The key stage three curriculum is designed to encourage pupils development of crucial cultural capital, as well as to allow for informed decisions when pupils come to select GCSE options: as such, pupils study 20 subjects in year 7, with elements of choice being introduced in years 8 and 9. In key stage 4, almost all students study for ten GCSEs, with the option to take an eleventh GCSE of astronomy outside of the normal curriculum time. In the sixth form, almost all pupils study four A-level subjects for at least half of year 12: this helps to ensure that all curriculum choices are informed ones. As well as at course level, stretch and challenge is enabled through the curriculum model. A significant minority of students, including some of the most able pupils, continue to study four A-levels throughout the sixth form. In addition, all sixth form students begin the Extended Project Research Qualification in the summer term of year 12, and many see it through to completion. As well as lessons leading to these formal qualifications, year 12 students also take part in the Aspire programme: all students undertake a 10 week programme of critical thinking as well as selecting two taught courses (chosen from a wide range) which are designed to extend pupils' learning beyond the scope of their A-level options, helping to foster a love of learning for learning's sake. In terms of support for life after GSAL, we have a dedicated Careers and HE team who offer bespoke one-to-one advice to all students, including support with applications to competitive next steps. We also have a range of supercurricular and cocurricular activities designed to stretch and challenge students beyond the scope of the curriculum, including debating, MUN, the GSAL Journal and Salutaris, visiting speakers, and a wide range of subject specific academic competitions and Olympiads.

### Structure

Senior School follows a two-week timetable of 6 periods of 50 minutes per day making 60 periods per fortnightly cycle.

All years	
P1	08:30-09:20
P2	09:25-10:15
Break	10:15-10:40
P3	10:40-11:30
P4	11:35-12:25
Form/Assembly	12:30-13:00
Lunch	13:00-14:05
P5	14:10-15:00
P6	15:05-15:55

### Diamond Model

Boys and girls are taught mostly in single gender classes throughout years 7 to 11 with the exception of Registration and PSHE, and the Y7 and Y8 Foundations courses, taught in mixed form groups. Those GCSE options in years 10 and 11 that were not compulsory in year 9 are also taught in single gender classes, this including French, German and Spanish where in year 9 it is compulsory to study a modern foreign language. As such Geography and History are also single gender but those subjects that were options in year 9 are mixed.

All classes in years 12 and 13 are mixed gender though in some cases the gender balance of pupils choosing the subject is substantially polarised. In these cases efforts might be made to concentrate one

gender or the other into a single class though rarely to the exclusion of the other gender.

## **Subjects**

### **Year 7**

All pupils follow a core curriculum in year 7 – see table in next section.

### **Year 8**

Pupils study the same subjects as in year 7 apart from choosing two languages from the three studied previously of French, German and Spanish. This choice then continues through into year 9. Teaching of Latin also starts here in place of Classical Civilisation studied in year 7.

### **Year 9**

Pupils choose three subjects from Art, DT, Food technology, Computing, Latin, Music and Drama to continue with throughout year 9.

### **Years 10 and 11**

The core curriculum comprises Maths, English (Language and Literature), Science and Religious Studies are all taken to GCSE. Pupils choose four GCSE options, with the vast majority of pupils being required to choose at least one of French, German or Spanish. The minimum science requirement is Double Award but Separate Sciences are available in place of Double Science + one option.

### **Years 12 and 13**

Pupils choose four A-level options and in some cases continue with these throughout years 12 and 13. There are opportunities to reduce this to 3 subjects and also the opportunity to take up study for an EPQ.

## **Aspire programme**

In year 12 all pupils are required to engage in either volunteering or a sporting activity on Wednesday afternoons. In year 13 volunteering is not available and sporting activity is optional.

A programme of study skills is delivered to all pupils in year 12 during the autumn term across a series of fortnightly lessons delivered by the teachers of Widening perspectives not involved with initially teaching year 13.

A programme of Inspirational Speakers is delivered following an ad hoc programme using common free periods.

The Aspire taught course programme runs throughout year 12 with pupils choosing two options from a wide list of primarily non-curricular activities delivered along with a critical thinking course for all in rotation across the year per term.

The Widening Perspectives programme is delivered in sixth form initially to year 13 while year 12 are engaged with study skills and then to mixed year 12/13 groups for most of the year and finally to year 12 groups once year 13 have begun study leave. This aligns most closely with PSHE.

## **Options**

At each stage where pupils make choices they start with a free choice of subjects to be taken, apart from GCSE choices with the requirement to take at least one of French, German and Spanish. There is no system where pupils choose subjects from pre-existing blocks. A-level options do have course specific minimum entry requirements.

## **Individual Needs**

Throughout all years variations take place based on pupil individual needs. In some cases pupils have a reduced curriculum while in others the requirement to take a language at GCSE is withdrawn. All cases are considered on the basis of the individual pupil.

## **PSHE**

PSHE is delivered in form groups in years 7 to 11 timetabled for one period per cycle. In year 7 pupils follow a carousel with two or three lessons delivered by a specialist before rotating on to a different

area with a different teacher while for years 8, 9, 10 and 11 each group stays with their teacher for half of the year before rotating. Each teacher highlights safeguarding within the school to the pupils in each rotation, flagging to the pupils where they can access support, and what they can do if they have a concern.

Widening perspectives taught in one period per cycle throughout the year falls under the umbrella of PSHE. The PSHE programme aims to promote the values of:

tolerance;

resilience;

personal integrity;

civic responsibility and duty.

This is done through the teaching, which covers the following topics in age appropriate modules:

Drugs and substance use;

Finance capability;

Health (both physical and mental);

Online safety;

RSE;

and Citizenship.

Further details on the delivery of these topics and the precise subject matter covered can be found in the Staff PSHE Handbook.

Further information on GSAL's approach to RSE can be found in the GSAL RSE Policy.

## **Careers**

For pupils in the senior school, the Careers Department provides comprehensive support, and impartial, accurate, and up-to-date advice regarding career choices. This enables pupils to make informed choices about a broad range of career options, and helps to encourage pupils to fulfil their potential.

Further details on the provision, including aptitude testing, work experience opportunities and the individual guidance provided to our pupils can be found in the Careers Policy.

## Curriculum Breakdown

Subject	Year 7	Year 8 All options 4 periods	Year 9 All options 4 periods	Years 10/11 All options 6 periods	Year 12/13 All options 12 periods
Maths	6	6	6	6	Option
English	5	5	7	9	Option
Biology	2 (as part of integrated science)	3	3	4/option	Option
Chemistry	2 (as part of integrated science)	3	3	4/option	Option
Physics	2 (as part of integrated science)	3	3	4/option	Option
Religious Studies	3	3	3	3	Option
French	3	4 (option)	4 (if taken in Y8)	Option	Option
German	3	4 (option)	4 (if taken in Y8)	Option	Option
Spanish	3	4 (option)	4 (if taken in Y8)	Option	Option
Geography	4	3	4	Option	Option
History	4	3	4	Option	Option
Computing	3	3	4 (option)	Option	Option
Art	2	2	4 (option)	Option	Option
DT	2	2	4 (option)	Option	Option
Food Technology	2	2	4 (option)	Option	
Classical Civilisation	2	-	-	-	Option
Drama	2	2	4 (option)		Option
Latin	-	2	4 (option)	Option	Option
Music	2	2	4 (option)		Option
PE	2	2	2	1 + Option	Option
Sport	4	4	4	4	4 available
PSHE	1	1	1	1	1
Foundations	1	1	-	-	-
Business Studies	-	-	-	Option	Option
Psychology	-	-	-	-	Option
Sociology	-	-	-	-	Option
Economics	-	-	-	-	Option
Government and Politics	-	-	-	-	Option
Further Maths	-	-	-	-	Option

### **GCSE– additional subjects**

Astronomy is offered as an extracurricular option taken at lunchtimes but taken through to full GCSE exams. It is taught over 2 lunch sessions per week to a class of mixed year groups on a 2 year cycle.

### **Aspire taught Courses**

Year 12 pupils take two Aspire taught courses for one lesson per week across roughly two terms with Critical Thinking taking place in the other term with the rotation dates being adjusted to ensure an equal time spent on each bearing in mind those days where students are not available due to exams, etc.. CREST Gold Award is the only course that runs with the same pupils through two (consecutive) terms. A Maths support course is also delivered in the final term which some students are directed to follow where their subject choices and relative weakness in Maths dictate this as being sensible.

The list of available courses is shown below though course titles and content are rather fluid and subject to change from year to year and term to term.

1. Introduction to law
2. Medical ethics
3. The psychology of relationships
4. Thinking around corners
5. Personal finance
6. Mindfulness
7. The Gender Games
8. Digital photography
9. Fashion portfolio (with basic dress making)
10. STEP maths
11. Introduction to astronomy
12. Materials science research
13. CREST gold award (2 terms)

### **Related Policies**

**This policy should be read in conjunction with**

Teaching and learning policy

Assessment and feedback policy

Behaviour policy

Careers Policy

Individual needs policy

Subject specific policies in the Primary School

Departmental handbooks in the Senior School

Accessibility Plan

RSE Policy

Staff PSHE Handbook