

The Governing Body of Denstone College understands its regulatory responsibilities and will maintain an effective oversight of this policy, by evaluating its effectiveness, and reviewing and implementing change.

Curriculum Policy

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1. Introduction

The aims of the Denstone College Curriculum are:

- To provide a broad and balanced curriculum to meet the needs of individual pupils, giving pupils appropriate experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- To increase specialisation as pupils progress through the school in order that subjects may be studied rigorously and in depth.
- To provide a curriculum which is stimulating and relevant and enables pupils to develop skills in speaking, listening, literacy and numeracy across subjects.
- To enable pupils to attain high performance across all areas, including public examinations.
- To prepare pupils for higher education and life outside school through P.S.H.E., L.I.F.E., Careers and Higher Education programmes, providing all pupils with opportunities for responsibility and a wide range of experiences.
- To provide opportunities for pupils to explore a suitable balance of work originating from different cultures across the curriculum, including appropriate artists, authors, scientists, religions, historical figures etc.
- To assess and record standards achieved and progress, and to keep pupils, parents and colleagues informed.
- To use assessment to inform curriculum planning and development

Denstone College (Prep, Main and Senior School)

The Curriculum is organised in four sections to meet the needs of pupils across the Prep and Main School:

1. Prep (Reception to Prep 6)
2. Lower School (pre-GCSE, First to Third Form)
3. Middle School (GCSE/IGCSE, Fourth to Fifth Form)
4. Senior School (A level, BTEC/CTEC and preparation for Higher Education)

The Prep years run from reception to Prep 6, whilst there are seven-year groups traditionally referred to as Forms one to five, lower sixth and upper sixth in the Main and Senior School. These groups coincide with National Curriculum year groups as follows:

Denstone Terminology		NC Year Groups
Reception	Prep	Reception
Prep 1		Year 1
Prep 2		Year 2
Prep 3		Year 3
Prep 4		Year 4
Prep 5		Year 5
Prep 6		Year 6

1 st Form	Lower School (Pre-GCSE)	Year 7
2 nd Form		Year 8
3 rd Form		Year 9
4 th Form	Middle school (GCSE)	Year 10
5 th Form		Year 11
Lower 6 th	Senior School	Year 12
Upper 6 th		Year 13

2. The Prep Curriculum (Reception to Prep 6)

In the Prep we strive for high academic standards throughout the curriculum. The Prep curriculum seeks to provide pupils with a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account, in accordance with the overall aims of the college.

The seven areas of learning within the EYFS are:

Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
Physical Development	Mathematics
Communication and Language	Understanding the World
	Expressive Arts and Design

In Reception, the children learn through play and adult led activities. However, there is a strong focus on literacy (reading, writing and phonics) and mathematics learning, particularly in the mornings. There is direct teaching time daily for these areas and the amount of time will increase as the year progresses or the children develop, in preparation to Prep 1. This time will gradually increase to approximately 5 hours per week for literacy and 5 hours per week for mathematics. There is opportunity every day both inside and outside for child-initiated activities across all areas of the curriculum. The resources and activities provided are carefully planned based upon the EYFS

curriculum in order to reflect the interests and ‘next steps’ in learning and development for each child. In addition to this provision a range of adult led activities will also be planned that will cover all areas of the curriculum. Weekly planning remains flexible so that it can be adapted in order to respond to spontaneous moments as they occur and individual children’s needs.

The National Curriculum provides the framework for children in Prep 1 to 6, with schemes of work planned to meet the needs of all pupils. As children progress through the school, more lessons are delivered by subject specialists.

Our aim is for learning to take place in a stimulating environment supported by a variety of experiences. These include some use of resources in Denstone College Main School, interactive technology, educational visits and expertise and knowledge of the wider community. A variety of after-school clubs and activities take place, alongside individual music and LAMDA tuition, music and drama events, residential and day visits, chapel services and a full calendar of sporting events and fixtures.

The normal working week is currently composed of thirty 40-minute lessons in Reception- P2, and thirty 40 minute and five 1-hour lessons in P3-6.

The subjects studied, together with the number of periods per subject per week, are set out in the following table:

Subject	Prep 1 and 2	Prep 3 and 4	Prep 5 and 6
English	8	8	8
Maths	6	7	7
Science	2	2	3
MFL	1	1	1
Humanities/Topic	3	3	3
RS	1	1	1
Creative Arts	1	2	2
Music	2	1	1
PE/ Games	2	6	6

PSHE/Wellbeing	1	1	1
ICT	1	1	1
ODL	2	2	1
Total	30	35	35

Prep 1, 2, 3 and 4 are taught in their mixed ability form group for all subjects.

Prep 5 and 6 are taught in two sets based on ability for Maths and English, which are independently setted, the rest of subjects are taught in their mixed ability form group. Throughout the Prep the appropriateness of set placing is continually reviewed on an individual pupil basis. There may be occasional withdrawals, on a rota basis, for individual instrumental music tuition and intervention sessions.

Assessment and Progress.

Pupil Progress meetings are held termly at three main assessment points in the year (Autumn, Spring, Summer) to discuss the progress and attainment of each pupil. In Reception, work is shared with parents via Class Dojo, and assessments are teacher-judgments. In P1-6, we track pupils individual progress using GL Assessment data. Teachers will use a range of assessment tools and materials (including analysis of pupil's work in books, results of internal and standardised tests, such as New Group Reading and Spelling Tests and Comparative Writing) alongside ongoing developmental feedback and notes of pupil observations to inform their assessment of progress and attainment.

3. Lower School Curriculum (First to Third Form)

The Denstone College Lower School Curriculum is organised to meet the needs of pupils in First Form (Year 7), Second Form (Year 8) and Third Form (Year 9). The normal working week is currently composed of forty-one 40-minute lessons that include some prep lessons.

The subjects studied, together with the number of periods per subject per week, are set out in the following table:

Subject	First Form	Second Form	Third Form
English	5	5	5
Maths	5	5	5
Science	5	5	-
Biology	-	-	2
Chemistry	-	-	2
Physics	-	-	2
French	2	3	3
Spanish	2	2	2
Geography	2	2	2
History	2	2	2
RS	2	1	2
Art	2	1	2
DT	1	2	2
Drama	2	2	1
Music	2	1	1
PE	2	2	2
Wellbeing	1	1	1
Computing	1	1	1
Prep	3 ¹	4 ¹	2 ¹
Games	2	2	2
Total	41	41	41

¹Additional prep in Monday sport time (Games on Monday morning)

The First Form (year 7) is split into four mixed ability forms.

The Second Form (Year 8) is split into three or four forms. All forms follow the same curriculum.

The Third Form (Year 9) is split into four or five sets, with an extra teaching group in each subject sometimes introduced to this particular year group each year.

Maths is set separately in the First, Second and Third Forms. Additionally, in the Third Form, English is set separately, with pupils also taught in English-based sets for Geography, History and Religious Studies.

Throughout these years the appropriateness of set placings is reviewed at the end of each term. Pupils for whom English is an additional language can be withdrawn from MFL lessons in order to be provided with extra tuition in English, although it is also possible for this extra English tuition to be organised at other times in the school week where appropriate. There may also be occasional withdrawals, on a rota basis, for individual instrumental music tuition.

Examinations and Assessment

First to Third Form pupils will be tested at the time of Michaelmas Assessments. These are departmentally organised tests for core subjects only designed to assess attainment and progress. They take place around week eight in the Michaelmas term. Internal School exams take place in June of each academic year. These are formal examinations and are designed to test the attainment, learning and progress achieved during the year. Standardised MidYis tests are also used to provide baseline information.

4. Middle School Curriculum (Fourth and Fifth Form)

The Fourth and Fifth curriculum is composed of a mixture of compulsory and optional GCSE and IGCSE courses. Four subjects are compulsory for most students and represent a possible total of six or seven GCSEs. They are:

- English (GCSE English Language and GCSE English Literature)
- Mathematics (IGCSE)
- Science: Separate Science (three GCSEs) or Combined Science (Two GCSEs)

- Modern Foreign Language: French or Spanish (with some students opting for Supervised Study – see below)

Each member of the Fourth Form is also required to pick up to three optional subjects to study at GCSE. These, together with the compulsory subjects, form a typical programme of nine or ten GCSEs.

Optional subjects available are:

Art

Business

Design Technology (DT)

Drama

Spanish (in order to study two modern foreign languages)

Geography

History

Computer Science

Music

Physical Education (PE)

Religious Studies

Some students choose Supervised Study rather than studying a language, allowing them to focus on a slightly narrower range of subjects. It is also possible for pupils to elect to follow 'Independent Study' rather than an optional subject.

The distribution of periods in a normal week is currently as follows:

Subjects	Periods per week in the 4 th Form	Periods per week in the 5 th Form
English	5	6
Maths	5	5
Science (Combined)	12	9
Sciences (Separate)	12	12
Modern Foreign Language	4	4
Option 1	4	4
Option 2	4	4
Option 3	4	4
Wellbeing	1	-
Supervised study (Prep)	2	Up to 5
Total	41	41

Supervised private study provides the opportunity for middle school students to make a start with their prep and/or get on with coursework tasks.

Throughout these years, pupils for whom English is an additional language commonly attend extra tuition in English (EAL) in place of A Modern Foreign Language, although alternative arrangements can be made for these lessons where an additional language is also being studied. There may also be occasional withdrawals, on a rota basis, for individual instrumental music tuition.

Examinations and Assessment

Fifth Form students complete a GCSE ‘practice’ exam in all subjects during the Lent term.

Throughout the GCSE courses on offer students are continually assessed within departments, providing information for staff, pupils and parents on current progress and likely future outcomes. Some GCSE courses also have non-examined assessment elements for pupils to complete, and these take place at various times in the Fourth and Fifth form according to individual department schemes of work.

5. Senior School Curriculum

The Denstone College Senior School Curriculum is organised to meet the needs of students in the Sixth Form. The normal working week is composed of forty-one 40-minute lessons that include some private study lessons. There is a combination of taught and private study periods. This is how academic time is typically allocated:

Below is a summary of the time allocation in the Senior school.

	L6th periods	U6th periods
Subjects	3 or 4 subjects @ 7 periods per subject = 21 or 28	3 subjects @ 8 periods per subject = 24
Private study (including the equivalent of four periods on Saturday morning)	13 – 20	17
Total	41	41

An option scheme operates. Some discussion of sixth form options will take place at the Lent term parents’ evening but the scheme is launched fully at the “Progressing to the Sixth Form” evening in the Michaelmas term. Options booklets are distributed before the event and are made available on the school’s website. At this event there is also the opportunity for department representatives to meet potential candidates and parents and provide additional detailed information. Prospective sixth formers also attend an “Options Fair” held at the school. The range and number of subjects on offer is kept under constant review.

Subjects offered presently in the Sixth Form are:

Art
Biology
Business
Chemistry
Computer Science
Design Technology
Drama and Theatre Studies
Economics
English Literature
English Language
Extended Project (AS equivalent)
French
Further Mathematics
Geography
Government and Politics
History
Information and Communication Technology (CTEC)
Mathematics
Music
Physical Education
Physics
Psychology
Religious Studies
Spanish
Sport (BTEC – National Extended Certificate, National Diploma)

Examinations and Assessment

A Level exams take place according to the exam board schedule in May/June for the U6th. Lower Sixth internal assessments in all A level subjects will be staged during the Summer term with more formal exams staged upon students return in September of the U6th. For further details please consult the 'Senior School Curriculum' booklet or speak with relevant Head of Department.

6. Setting in the Main School

Teaching sets are created and operated at Denstone College with the aim of encouraging pupils to make academic progress through differentiated learning where appropriate. Setting arrangements differ across year groups and between subjects and are subject to regular review and scrutiny.

Entry into First Form

Upon entry into First Form, pupils will be allocated a form. These forms are mixed ability in nature. The number of sets created in First Form will depend on the size of pupils intake in a given year, with three or four sets usually created each year. At October half term, following whole year assessment, pupils will be placed in performance-based maths sets.

Over the course of the Michaelmas term pupil progress is monitored closely, with Michaelmas Assessments (sat in November) providing formal assessments in a range of subjects. All pupils will also sit MidYis baseline tests early in the term. A review of setting will then take place at the end of the Michaelmas term, with any changes implemented at the start of the Lent term. To avoid undue disruption of teaching and learning changes will generally only take place during the academic year where there is a clear academic need for a pupil to move set.

Further assessments will be held by subjects across the remaining months of the academic year, with all First Form pupils sitting Summer examinations in June. Performance in these exams for core subjects will be used to review setting ahead of Second Form.

Second Form

Setting in Second Form is based on teacher feedback, with pupils organised into teaching groups alongside those with whom they will work well. Again, to enable continuity of teaching and learning, changes will generally only be made where there is a clear academic or social need.

Third Form

Every year a good number of new entrants join the College in the third form and an extra teaching set is often added for some or all subjects to reflect this increase in pupil numbers. New pupils are allocated teaching sets at the start of the academic year according to available information.

Third Form pupils are usually organised into English sets (3En1, 3En2 etc.), based on exam performance in the summer exams in Second Form and other relevant academic data. Pupils are also taught some other subjects in their English-based sets, currently Geography and History. Maths continues to be set separately based on performance in the Second Form Maths exam and subsequent assessments throughout the year. Exam performances in subjects other than English and Maths determine the setting for remaining subjects, especially Science, with pupils being taught in forms for these subjects.

During the GCSE years pupils are taught in ability sets for English, Maths and Sciences. All other subjects are taught in groups according to the option choices of pupils.

New pupils joining during the academic year

New pupils joining the College midway through the academic year will, where possible, be placed in sets according to available academic information. If a place in the most appropriate set isn't immediately available then a new pupil may be placed in an alternative set until space becomes available. All new pupils are carefully monitored when they join the College and sets will be reviewed and amended when necessary.

Setting Arrangements – An Overview

	First Form	Second Form	Third Form	Fourth Form	Fifth Form		
Maths	Pupils taught in maths-specific sets (1Ma1, 1Ma2 etc.) ¹	Pupils taught in maths-specific sets (2Ma1, 2Ma2 etc.) ¹	Pupils taught in maths-specific sets (3Ma1, 3Ma2 etc.) ¹	Pupils taught in maths-specific sets (4Ma1, 4Ma2 etc.) ²	Pupils taught in maths-specific sets (5Ma1, 5Ma2 etc.) ²		
English	Pupils taught in teaching forms ¹	Pupils taught in teaching forms ¹	Pupils taught in English-specific sets (3En1, 3En2, etc.) ¹	Pupils taught in English-specific sets ²	Pupils taught in English-specific sets		
RS				Option ⁴			
History				Option ⁴		Option ⁴	
Geography				Option ⁴		Option ⁴	
Sciences					Pupils taught in science-specific sets ²	Pupils taught in option block groups – either triple or combined science ³	
Languages					Pupils taught in teaching forms ¹	Pupils taught in language-specific sets (4Sp1/2, 4Fr1/2, etc.)	Pupils taught in language-specific sets (5Sp1/2, 5Fr1/2 etc.)
Art						Option ⁴	Option ⁴
Drama						Option ⁴	Option ⁴
Music						Option ⁴	Option ⁴
Computing						Option ⁴	Option ⁴
DT						Option ⁴	Option ⁴
PE						Option ⁴	Option ⁴
PSHE							

Library Skills					
Business				Option ⁴	Option ⁴

¹The number of teaching sets will depend on the size of the specific year group, names of sets varied each year

²An additional teaching set is usually added at the beginning of the Fourth Form

³Setting on prior attainment takes place within option blocks

⁴Teaching sets based on pupils opting for subject in option blocks

7. Departmental Management

All departments are required to regularly review and update their schemes of work for all age groups and courses. These schemes of work are stored on the shared staff 'I' drive of the school network for reference.

In the Prep, each teacher in charge of a subject area is responsible for updating the subject handbook, which is stored on Teams. Within the subject handbook Departmental Development plans are produced each year, outlining progress made and future objectives. Subjects are monitored by a Subject Self Review on a cycle, involving the Head of Prep and the teacher in charge of the subject area. Developing and monitoring the effectiveness of the Prep Division curriculum is the responsibility of the Head of Prep.

All Heads of Department submit a written report to the Deputy Head Academic in the Michaelmas term reviewing the summer public examination results. Further discussion takes place once value-added (ALIS) data becomes available, to review results and set targets for the forthcoming year.

8. English as an Additional Language

Teaching is aimed at developing proficiency in the four main language skills: listening, speaking, reading and writing.

On arrival an initial assessment is made to establish the standard of English in order to help teachers plan future teaching and learning experiences. All lessons are given in small groups varying in size from one to a maximum of eight. Exceptional provision is made, when staffing allows, to provide individual timetables when a lack of English causes problems in other subjects.

External examinations are offered from preliminary to university entrance level.

9. Special Educational Needs

The school has a [Special Educational Needs Policy](#) under the control of the Head of Learning Support, who works in conjunction with the Head of Prep, Learning Support (Prep Division) and relevant teachers, external specialist teachers, educational psychologists and parents as necessary.

All pupils follow the Denstone College Curriculum, including those with Education Health and Care Plans (EHCPs), but special educational programmes are devised if necessary and are delivered by the department. Some adaptations to the full curriculum can also be made dependent of the specific needs of the pupil. The Learning Support department plays a key role in monitoring:

- Progress made by the pupil;
- Effectiveness of the education plan;
- Updated information and advice; and
- Future action.

Timetables are drawn up in consultation with the pupils and parents. Tuition can only take place with parental permission; specific additional Literacy and Numeracy lessons are available alongside more general Study Support lessons. Each lesson lasts for forty minutes and is usually timetabled during a pupil's prep or private study lessons.

Comprehensive records are kept on each pupil, with records available to parents and teachers. All teachers of pupils on the SEN register should be familiar with the contents of the records. For further details, please refer to the College's 'Special Educational Needs Policy.'

10. Preparation (Prep)

Preparation(prepare) in The Prep

A variety of homework activities are set. From Reception to Prep 4, children are encouraged to read for pleasure and take books home to read with their parents. Involvement with reading activities at home has significant positive influences not only on reading achievement, language comprehension and expressive language skills (Gest, Freeman, Domitrovich & Welsh, 2004), but also on pupils' interest in reading, attitudes towards reading and attentiveness in the classroom (Rowe, 1991). Success in reading is a gateway to success in other academic areas as well (Jordan, Snow & Porsche, 2000).

Children may also be given an optional letter, word or number activity to complete at home. Children may be asked to talk about a topic at home prior to studying it in school. For example, in the history topic on toys, children are asked to find out what toys were popular when their grandparents were young and, if possible, to bring examples into school to show the other children.

From Prep 5, a greater variety of activities are set each week and may include Literacy, numeracy or topic-based homework. Introducing more homework in Prep 5 and Prep 6 aims to prepare students for the levels of homework they will experience when they move up to First Form.

We recognise that some households may find it difficult to provide a supportive quiet working environment for homework to be completed, and so children may complete homework after school in our prep sessions (4.00-6.00pm each day).

Preparation (prepare) set over school holidays in The Prep.

Holidays are primarily intended as a time for rest and relaxation for all members of The Prep. Prep will not routinely be set for pupils specifically over holiday time, although pupils may be encouraged to use this time to catch up missed work and review work already completed in a subject. If, in exceptional circumstances, it is felt that holiday prep needs to be set in a specific subject, then this should be agreed by the teacher in-charge of the subject.

Preparation (Prep) in the College.

Prep in the Senior School should be set according to the prep timetable published at the start of the Michaelmas term for 1st to 5th Forms (Years 7-11).

In the Sixth Form prep should be regularly set according to the academic needs of the specific course. There is no set recommendation for time spent on prep in the Senior School but study periods should be taken into account. Students should be guided towards spending 5 hours per subject per week private study time in the Lower Sixth and 7 hours per subject per week in the Upper Sixth.

Private study time is scheduled for boarders each evening from Monday to Friday. The times vary across the Schools as follows:

School	Times
Senior	7.00 – 8.30 pm
Middle	7.00 – 8.30 pm
Junior	7.00 – 7.45 pm

During this time pupils should not be allowed to be out of their place of work or to be engaged in any activity other than academic work. Junior and Middle School supervised prep lessons are also timetabled for all pupils during the day.

Pupils are encouraged to complete prep as fully as possible and make every effort to submit work of the highest quality. Pupils who do not understand the prep should seek clarification from their teacher before leaving the lesson. Prep should be entered into the relevant section of the student planner that each pupil is given. Pupils should endeavour to hand in prep – fully completed – at the correct time and place.

In the Lower School, current guidance for time spent on prep for each subject set is as follows:

1st Form 20 minutes – 2 subjects per day - totalling 40 minutes

2nd Form 30 minutes - 2 subjects per day - totalling 60 minutes

3rd Form 30 minutes – 2 subjects per day - totalling 60 minutes

4th and 5th Forms - 2 or 3 subjects @ 2 x 45 minutes or 3 x 30 minutes per subject – totalling 1½ hours.

Prep set over College holidays

Holidays are primarily intended as a time for rest and relaxation for all members of the College. For non-examination years (First to Fourth Form) prep will not routinely be set for pupils specifically over holiday time, although pupils may be encouraged to use this time to catch up missed work and review work already completed in a subject. If, in exceptional circumstances, it is felt that holiday prep needs to be set in a specific subject for pupils in non-examination year groups, then this should be agreed through the relevant Head of Department.

Pupils in examination years (Fifth and Sixth Form) can reasonably expect to use some holiday time completing academic work, although tasks set will always be reasonable in scale. This is especially likely to be the case during the Easter holidays, where pupils will be expected to spend time preparing for forthcoming external exams.

11. The Denstone Diploma in the Senior School.

The Denstone Diploma is a collation of academic challenges, competitions and tasks that take place throughout the academic year. Pupils are awarded 'Denstone Diploma Points' when they opt to participate in tasks and challenge, and bonus points can be gained for notable performances in the various competitions that form part of the Denstone Diploma. The Diploma aims to provide opportunities to all pupils to think creatively and intellectually beyond the scope of the taught curriculum, with participation encouraged through rewards, incentives and recognition.

12. Personal, Social and Health Education (PSHE)

Personal, Social and Health education (PSHE) is delivered through timetabled PSHE and Wellbeing lessons in The Prep for all years and in the College First Form, Second Form, Third Form and Fourth Form. PSHE themes are also included in various subject lessons across all years and within the whole school PSHE tutorial programme (for all years). Specific year group PSHE talks and events also regularly take place across all year groups.

The College seeks to actively promote fundamental British values across all aspects of the curriculum, with these values infused into schemes of work across different department areas. Aspects of citizenship are explicitly delivered within junior school PSHE lessons and many aspects of the tolerance and understanding of different faiths are discussed within the Religious Studies curriculum, a compulsory subject for all junior pupils. Our aim is to promote such ideas and values across the full range of academic disciplines, however, as well as in other appropriate events, e.g. assemblies, our International Showcase Evening, in chapel, through a range of trips and visits. The PSHE curriculum also pays particular regard to the protected characteristics set out in the Equality Act 2010, with themes relating to these characteristics and anti-discrimination explicitly delivered within the formal PSHE curriculum.

13. The L.I.F.E. Programme

The L.I.F.E. programme (Leadership, Innovation, Future-Ready, Enterprise) consists of weekly timetabled sessions for all Lower Sixth Form students that aim to develop their awareness of, and relevant skills in, a number of areas, including; work place behaviours, use of social media, digital and communication skills, negotiation, entrepreneurship and community participation. Its aim is to help prepare our pupils for life beyond Denstone College and the changing world by providing a curriculum experience that offers more than just a focus on their defined subject choices.

14. Careers Guidance

Careers, UCAS and subject choice guidance (GCSE/A levels) also form part of the tutorial programme delivered within house tutor groups, as co-ordinated by Heads of House and the Heads of Higher Education and Careers, who are also available throughout the year to provide additional individual, appropriate and impartial careers advice for pupils and their parents. Both the Head of Higher Education and the Head of Careers organise various events during the course of the year and have a rolling programme of individual interviews to discuss careers and UCAS-related matters with relevant

year groups. There are also specific events held at various points for those pupils interested in pursuing specific careers such as Medicine, Law and Finance.

15. Pupil Absence and Remote Education

Where a pupil, or group of pupils, are absent from lessons for a period of time then subject teachers/form teachers in The Prep, will routinely provide work to be completed at home where it is appropriate to do so. Such work will commonly be set by teachers and communicated to pupils either through use of email/Microsoft Teams or, in some circumstances, through the relevant tutor.

Microsoft Teams is used by teachers across the College to record lesson outlines and store relevant resources, with absent pupils able to access this content and interact further with subject teachers as required. In the College preps set will also sometimes be recorded on Teams for the attention of all pupils. In the case of a significant disruption to school attendance for a large number of pupils, such as a year group, or indeed whole school closure, teaching will transfer in entirety to Teams, with pupils following a daily timetable of lessons - some live, others pre-planned/recorded – across this platform, with prep assignments set and feedback provided in this way.

Pupils returning to school after any significant absence will be routinely assessed within subjects once this is deemed appropriate with the aim of measuring progress made during any period of remote working and identifying key learning requirements moving forward. Such assessments are likely to be a combination of informal, class-based assessments and occasionally more formal class or year group examinations. In some cases it may be appropriate to make changes to an individual pupil's curriculum in order to facilitate progress following a period of absence. Such changes will be recommended following discussion with relevant teaching staff and can be put in place as necessary, e.g. a junior pupil may be able to study one less modern foreign language in order to receive additional learning support to help with core English/maths attainment, a GCSE pupil may reduce the number of optional subjects they study in order to gain additional independent study time during the school week. Such decisions are always made on a case-by-case basis and in consultation with the relevant pupil, parents and tutor.