



BREDON HILL ACADEMY

CURRICULUM AND TEACHING AND LEARNING POLICY

Review Deadline:	February 2027
Review Frequency:	Annual
Author:	BHA SLT
Reviewer:	BHA Headteacher
Audience:	Intranet, Public Website

The Curriculum and Teaching and Learning
at Bredon Hill Academy
"Learning Together for Success"

Introduction

The curriculum is the totality of pupils' learning experiences, including all planned and unplanned experiences that shape pupils' journeys through school. At Bredon Hill Academy we believe that our curriculum should be broad, balanced, relevant and ambitious for all pupils.

The taught curriculum comprises The National Curriculum and the wider curriculum. Current provision can be found on the school website and is updated as required, linked to the needs of individual cohorts, changing contexts or national guidance. We ensure our pupils have a range of learning experiences that challenge, stimulate and promote thinking and learning that enables them to achieve and thrive in later life. At all times, we pay particular attention to pupils with any identified barriers to their learning and work towards ensuring that our curriculum takes individual need into consideration and is adaptive to that need.

1. Curriculum aims

Our overall curriculum intends to:

- Provide a high-quality, broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote high standards in communication and language, reading, writing and maths
- Fulfil statutory assessment requirements and ensure pupils are prepared for all assessments

These curriculum aims are underpinned by our values of Belief, Honesty and Aspiration:

- Our school places an emphasis on pupils developing self-confidence and resilience
- Through curriculum approaches linked to character education, open communication real-life examples and problem-solving, honesty is encouraged
- Through our ambitious and adaptive curriculum, Bredon Hill Academy encourages pupils to aspire to achieve the best they can

2. Legislation and guidance

This policy reflects the requirements for academies to construct, adopt and adapt a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's academy trust governance guide.

This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

The Local Governing Board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also make sure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement.
- Appropriate provision is made for all pupils, especially those who are disadvantaged, those with SEND, those who are looked after or previously looked after and those who may face barriers to their learning or wellbeing.
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the implementation of the curriculum in line with school leaders' intentions regarding its breadth and balance.

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- Appropriate provision is in place for all pupils, especially those who are disadvantaged, those with SEND, those who are looked after or previously looked after and those who may face barriers to their learning or wellbeing.

Other staff

Other staff will make sure that the school curriculum is implemented in accordance with this policy. This includes:

- The Senior Leadership Team will have a specific member of staff identified as a Curriculum and Teaching and Learning Lead and will support with ensuring the overall aims are met through staffing, timetabling and CPD.
- Subject Leaders being responsible for their own curriculum areas, sharing the curriculum with other subject teachers and supporting any non-specialists. They evaluate and monitor standards in their subjects, ensure the progress of pupils is tracked and that there is appropriate challenge, support and intervention.

- Literacy and numeracy Interventions are led by Heads of English and Mathematics. The SENCo is responsible for co-ordinating all other interventions.
- Class teachers ensure that the curriculum is taught effectively and that they are focusing on the most important knowledge, concepts of skills, presenting information clearly checking pupils' understanding and adapting teaching appropriately.

4. Organisation and planning

The organisation of the curriculum is as follows:

- The school follows a secondary style curriculum where students follow the National Curriculum taught through discrete subjects; cross-curricular links are made where relevant.
- Mathematics, English and Science organise pupils into learning groups – these are usually mixed ability or may be broadly set, based on need. This can enable the teaching to focus on particular aspects of learning. All other subjects are taught in mixed-ability form groups.
- We work closely with feeder First Schools and Prince Henry's High School to ensure each subject's curriculum area is sequential and that there is a smooth transition between schools. We prioritise 'keeping up' rather than 'catching up' to quickly manage any identified gaps.
- Other than in exceptional circumstances, at the discretion of the Headteacher, all pupils have access to, and follow the full curriculum offer at Bredon Hill Academy.

Curriculum Time (Lessons per fortnight):

Subject	Year 6	Year 7	Year 8
English	10	7	8
Mathematics	10	8	7
Science	6	6	6
Art	2	2	2
Computing	2	2	2
Design Technology	1	3	4
French	3	4	3
Geography	3	3	3
History	3	3	3
Music	2	2	2
PE	4	4	4
PSHE	2	2	2
RE	2	2	2
Enrichment*	0	2	2
Total Lessons	50	50	50

*Enrichment activities are timetabled on a rotation basis and each form group experiences half a term of each session. These include, but are not restricted to: enterprise, modern foreign languages, dance, photography, first aid and wellbeing. The intent of our Enrichment sessions is to provide knowledge, skills and responsibilities that go beyond the National Curriculum and support pupils in their development.

There is a separate policy linked to Relationships and sex education and health education which addresses how this is taught. Bredon Hill Academy's curriculum coverage of British Values, careers, and spiritual, moral, social and cultural development can be seen on our website.

Home Learning

Home learning is work set to be completed outside the timetabled curriculum. It can contain an element of independent study or research, as well as practice of key skills to consolidate class learning that is not usually directly supervised by a teacher and hence is important in raising student achievement and independence. Details of the tasks set can be found for a pupil on their Student Portal or for parents/carers through the My Child At School app.

We encourage parents/carers to be engaged in their child's home learning and to support them wherever they can.

Home learning is set according to the home learning timetable published on the school website. It increases in number of subjects included, time to be spent on it and complexity as pupils progress through the school. Bredon Hill Academy is mindful that every home context is different and we work with families to provide appropriate adaptations where home learning completion may be problematic or to adapt linked to any barriers, whether through disadvantage or individual need.

5. Inclusion

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

- Pupils with different levels of attainment on entry
- Pupils facing barriers caused by socioeconomic, familial background, health and/or community
- Pupils with SEND and those with EHC plans
- Pupils with English as an additional language (EAL)

Teachers will plan lessons and target academic support, paying particular attention to pupils identified with one or more of the bullet points above, so that all pupil can study every National Curriculum subject, wherever possible, and they will make sure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English language proficiency and to support pupils to take part in all subjects by focusing on subject-specific vocabulary. Interventions to support fluency in reading, spoken and written English will be offered to pupils with identified need, following appropriate assessment.

6. Teaching and Learning

At Bredon Hill Academy we aim to create a culture for learning, where we recognise the importance of quality teaching, which allows for excellent inclusion and equality across the school. Teachers are committed to providing all pupils with opportunities to develop, make progress and succeed, irrespective of their starting points or backgrounds.

Bredon Hill Academy believes that pupils learn best when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to a community
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to previous experiences of the self, their community or the wider world
- Have the physical space and equipment needed
- Are not disrupted or distracted by others or themselves
- Can practise what they are learning, in both familiar and new contexts
- Can persevere and show resilience when learning might be more challenging
- Can regulate their emotions, especially when facing disappointment and setbacks

- Have learning that is adapted to their individual need or context
- Recognise that all learners make mistakes and mistakes are part of the learning process

What a 'typical' lesson looks like will vary from subject to subject and teachers will draw on knowledge of pupil needs, starting points and an evidence-informed understanding of effective teaching and how pupils learn. The following strategies are deemed to be effective. It is not an exhaustive list:

- Challenge and high expectations for all
- A range of retrieval techniques, including low-stakes quizzing
- Explanation where instruction is planned, relates to prior learning and takes into consideration working memory and cognitive load
- Modelling, following the process of 'I do/we do/you do'
- Questioning to check understanding, to deepen and develop understanding and to make pupils think about ideas in greater detail or for alternative approaches
- Engagement techniques which involve as many pupils at once, such as choral responses or think/pair/share moving into cold calling
- Working with schemas – actively building connections between new concepts and pupils' existing knowledge frameworks and contexts
- Spaced learning and interleaving
- Meaningful and timely feedback (see separate section)

Teaching and Learning is a shared responsibility at Bredon Hill Academy and everyone has an important role to play.

Teachers will:

- follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- plan lessons based on the designed subject curriculum and underpinned by subject knowledge
- sequence learning to enable pupils to build on previous knowledge whilst developing new knowledge and skills
- have a clear knowledge of individual pupils and their learning needs and will apply pedagogies to best enable them to access their learning successfully
- actively engage parents/carers in their child's learning through home learning, reporting arrangements
- not make assumptions about pupils' abilities or attainment
- meet the expectations set out within this policy and other relevant policies, including the Positive Relationships and Behaviour Policy, Equality Policy and the Inclusion Policy

Support staff will:

- Know pupils well and adapt support to meet individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Feedback observations of pupils to teachers
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Not make assumptions about pupils' abilities or attainment
- Meet the expectations set out within this policy and other relevant policies, including the Positive Relationships and Behaviour Policy, Equality Policy and the Inclusion Policy.

Subject Leaders will:

- Help to create a well-sequenced curriculum for their subject, which builds knowledge, concepts and skills
- Sequence lessons in a way that allows pupils to make good progress
- Use their budget to effectively resource their subject
- Moderate progress across their subject using whole school evidence and evidence collected by themselves as relevant to the individual subject, including assessment and progress liaison across pyramid schools
- Encourage teachers to share ideas, resources and best practice through an evidence-based approach
- Support any non-specialist teachers with subject and pedagogical knowledge as needed

The Senior Leadership Team will:

- Have a clear and ambitious vision for providing high-quality, inclusive education for all
- Celebrate achievement and have high expectations for all
- Hold staff and pupils to account for teaching and learning
- Plan and evaluate strategies to secure high-quality teaching across the school
- Provide support and guidance as needed
- Monitor the impact of CPD opportunities to improve practice and subject knowledge
- Promote collegiate practices
- Address underachievement and intervene when necessary, paying particular attention to pupils facing disadvantage
- Work with external agencies to support progress and the maintenance of high standards
- Use assessment evidence to make changes to curriculum and teaching as necessary

Pupils are expected to:

- Take an increasing responsibility for their own learning and support the learning of others
- Meet expectations for good behaviour, respecting the rights of others to learn
- Have the necessary equipment to be able to learn effectively
- Be curious, ambitious, engaged and confident learners
- Take an active interest in knowing how to improve their learning or work
- Seek to be an 'active' learner across all subjects, using our Attitude to Learning criteria
- Complete home learning as required

Parents and Carers are expected to:

- Value learning
- Encourage their child as a learner
- Support their child with achieving high standards of attendance and their organization to be ready for school
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share necessary information promptly
- Support home learning and wider school experiences and opportunities.

Remote Learning

For temporary, one-off school closures, Bredon Hill Academy has work available for pupils to complete from the school website. This work is designed to be straightforward and complement our curriculum. It is accessible for all and does not require access to technology beyond the website itself.

All pupils have access to Microsoft Teams as a learning platform and will have received guidance on how to access this. Should the school be closed for a longer period of time, Microsoft Teams will be used to deliver learning remotely as much as possible. Adaptations will be sought for pupils identified without access to technology.

Monitoring and Evaluation of Teaching and Learning

The quality of Teaching and Learning at Bredon Hill Academy is evaluated through:

- the whole school Self Evaluation Form
- middle schools peer to peer annual review
- SLT meetings with subject leaders
- lesson drop-ins/learning walks
- performance development process
- subject leaders evaluating their curriculum area through their Department Development Plans, lesson drop-ins, book looks, subject meetings, data analysis and pupil voice.
- external outcomes (SATs and GL outcomes)
- LET governance meetings
- SIP visits
- pupil voice

CPD

All staff are expected to take an active role in their own professional development, engaging with research and applying subject specific or pedagogical knowledge to their own classroom practice. Such research may link to targets for annual performance development.

All staff have access to a whole school CPD programme, which links to Academy Improvement Plan targets but is adapted to individual subject and staff need. CPD focuses on improving the quality and precision of teaching and learning across the school.

There are a range of other CPD opportunities available, including NPQ qualifications, links to the Trust and local school Pyramid, external courses and buddying with other colleagues within school.

7. Feedback

Giving pupils feedback research identifies is a meaningful strategy for learning both for the pupil and to inform future learning. In order for feedback to have an impact on learning, it needs to feed into adaptive teaching and inform future planning. Pupils need practice in responding to feedback, both in how to reflect and improve and how to effectively self-assess or peer-assess. Above all, for feedback to be effective, it needs to be objective, constructive and manageable.

Effective feedback should aim to support pupil progress, build on previous learning, address misunderstandings and misconceptions and impact on pupil outcomes. Feedback should be given when it is needed and when it benefits learning.

Teachers should select the most appropriate feedback method to impact positively on pupil learning and outcomes. Successful feedback will look different across subject areas and year groups.

Bredon Hill Academy's principles for effective feedback:

- AfL should include the expectation that pupils will become autonomous learners (Davies 2009).
- AfL should include elements of enquiry and challenge (EEF Guidance).
- A culture of positive self-belief that intelligence is not fixed (Dweck 2011).
- Should foster motivation (Assessment Reform Group 2002).
- Should include learners in knowing how to improve, as well as the ability to explain their learning and their peers' learning (EEF Guidance).
- Learners should know what 'excellence' looks like and strive to do better during each learning episode (EEF Guidance).
- Success criteria should be generated with the learners, including them in understanding why each step is carried out. This ensures meaning is built and understood enabling motivation. (Gadsby 2022)
- Feedback (different effective delivery methods not just written) should be clear, concise and focused on moving the learner forward (EEF Guidance Feedback 2021 and Eliminating Unnecessary Workload around Marking Gov 2016).

Different forms of feedback

Verbal feedback - this should be meaningful feedback given as a form of responsive teaching can be more effective than comments given at a later date. There is no need to evidence verbal feedback unless it will support the pupil to make improvements.

Live marking - this is a quick, methodology where teachers give verbal feedback and mark aspects of the work students are completing in lessons.

Modelling and exemplars - focus on the 'how to get there' of the end product. Students require frequent modelling and examples to understand what is expected in the process and construction of their work.

Peer and self-assessment - effective assessment for learning tools and should be used with regularity throughout each half term as appropriate. Opportunities need to be regularly offered to enable students to look at and learn from each other's work. This should not be relied upon as the sole means of assessing where pupils are in their learning.

Whole class feedback – pupils' books and work is not written on. Instead, the teacher makes a note of common misconceptions, incomplete tasks, aspects worth praising and these can be recorded on a Whole Group Feedforward sheet with areas to improve on as relevant to the subject area.

Marking pupils' work – each subject area will have its own approach to marking which is relevant to the subject, including agreement as to which pieces of work or tasks require more detailed feedback; what this should look like and whether it forms part of the school's assessment cycle.

The school's Attitude to Learning descriptors are used as a driving factor in feedback with the acknowledgement that an 'active' approach to learning enables pupils to further their learning journeys and is also a motivational tool to reward effort and approach to work. Time is given in lessons and feedback to reinforce Attitude to Learning criteria.

With summative assessments, departments should agree the best approach to providing feedback which will improve pupil outcomes and which is in line with Bredon Hill Academy's Assessment Cycle, as shown on the school website.

8. Reading, Writing, Language and Communication

Bredon Hill Academy aims to develop all pupils' skills in reading, writing, language and communication. By the time that pupils move to High School, our aim is for them to:

- Be fluent readers and writers who have the stamina to read and write extended texts in relation to phases
- Have a positive attitude towards books and reading, reading widely for pleasure and information
- Enjoy writing in different contexts and for different purposes and audiences
- Write clearly, accurately and coherently, adapting language and style accordingly
- Write grammatically accurate sentences and controlled paragraphs with increasing cohesion to meet phase objectives across the curriculum
- Be curious and creative when it comes to reading and writing – for example, by being interested in learning the meaning of new words, new texts and new styles
- Have a wide vocabulary and understanding of grammar
- Feel confident speaking in class and be able to clearly explain their understanding and ideas
- Listen carefully and sensitively to adults and their peers

This section of our policy reflects the requirements and expectations set out in:

- [Special Educational Needs and Disability \(SEND\) Code of Practice 2014](#)
- [Equality Act 2010](#)
- [Reading framework 2023](#)
- [National Curriculum programmes of study for English](#)

At Bredon Hill Academy, all teachers see themselves as teachers of reading and writing. We facilitate cross-curricular learning of English and literacy skills, making sure that the links with other curriculums are embedded and cohesive as an academy. This is achieved through learning sequences that use the following evidence-based strategies and approaches that have been developed through CPD, coaching, mentoring and daily practice:

- Adapted from Hogan, Bridges, Justice and Cain's 2011 publication, the reading house creates clarity to support our understanding of the different aspects of reading we use when teaching reading at BHA
- Annotating sources, texts, diagrams
- Group discussions and Socratic dialogue
- Handwriting instruction - producing neat, legible handwriting, at a speed that is appropriate to the child or young persons' age, and that is comfortable for them. (National Handwriting Association)
- Spelling instruction that uses clear strategies with a focus on 'keeping up' rather than 'catching up' including Spelling Frame, spelling pyramids, syllabification and Look, cover, write, check.
- Topic research using graphic organisers such as mind-maps, Venn diagrams, word ladders...
- Choral reading (EEF Improving the Outcome For Disadvantaged Pupils Through Literacy Project0
- Echo reading
- Teacher as the model reader as a proficient model who allows all pupils to hear a text
- Guided reading
- Direct vocabulary instruction of key vocabulary with academy wise approach to spelling (three key words identified and repeated by the pupils three times)
- Planned and specific cross-curricular tier two vocabulary word of the week with corresponding house point
- The writing process used as the approach to elicit high-quality writing across the curriculum (a recursive series of steps to create a finished text, typically involving prewriting (brainstorming, planning), drafting (writing the first version), revising (improving content and clarity), editing (correcting errors like grammar and spelling), and publishing (sharing the work). This is not a linear process. We moderate with our KS2 County Moderators, across the pyramid for KS2 & 3 and within our departments. We participate in National Initiatives for reading such as The Year of Reading 2026.
- We have a specific reading lesson (in our bespoke The Hillside Library) once a fortnight for every child.
- As part of our tutor programme, we run a tutor reading programme where all groups spend one session reading a selected text. This is to enable all pupils to experience reading for pleasure as a group.

We provide suitable adaptations to make sure that every pupil, paying particular attention to those with disadvantages, including pupils identified with SEND needs, make maximum progress in English and literacy, by:

- Recognising where some pupils need specific help with their English skills – for example, if they have a diagnosis of dyslexia or are experiencing difficulties with texts due to slow processing or tracking issues
- Providing resources such as vocabulary mats and writing frames to scaffold pupils' learning
- Providing WAGOLs to help pupils visualise and plan for progress and excellence for them in writing
- Identifying pupils who would benefit from more support in an area of their English learning, and running small intervention groups for targeted support (The Lightning Squad and Literacy Gold) each week to aid their progress and attainment. We monitor these closely to move pupils in and out of these groups as needed
- Making sure pupils who need it are extended through the use of additional, more demanding and open-ended tasks and planned challenges within lessons
- Ensuring that all lessons use high-quality and age-specific texts that allow all pupils to develop their full array of reading skills as identified in the reading house (2022) and Scarborough's Reading Rope (2001)

To support with writing and spelling, we make sure that pupils have access to dictionaries and thesauruses by:

- Having at least 1 dictionary, ACE dictionary and thesaurus available in each classroom
- Having and using our BHA Learning Logs with words of the week, year 3-6 statutory spelling words and individual dictionary pages available for all lessons and for home learning
- Allowing pupils to use computers/spell checkers during lessons to look up word spellings, meanings and synonyms and antonyms

Books

We select and use books that meet the recommendations in the 2023 reading framework, including that they:

- Cover a wide range of subjects and vocabulary
- Elicit a strong emotional response
- Have a strong narrative
- Have illustrations that are engaging and reflect children from all backgrounds and cultures
- Include fiction, non-fiction, modern and traditional stories

We:

- Identify a core set of texts for each year group
- Refresh the list regularly (at least once a year), as new books are published and as our school welcomes new teachers
- Share the list and free chapters with parents, and explain its purpose, so they can buy or borrow the books
- Use communication with parents to share recommended reads targeted for each year group.

9. Numeracy

Numeracy is the ability to be able to use mathematics in the real world and apply it to make the best possible decisions. Bredon Hill Academy's curriculum has been designed in order to allow students to have the opportunity to explore and link to real life contexts of mathematics, through the application of percentages to look at calculating interest rates on bank accounts and working out prices in sales, to calculating the amount of ingredients needed in a recipe when cooking for more people to calculating costs of outgoings against future career earnings to name just a few examples. Numeracy skills are equally as important as literacy skills and are fundamental to everyday life.

It is expected that all teachers and staff at Bredon Hill Academy reinforce effective numeracy strategies for pupils, using correct terminology and taking on board any CPD provided. Periodically, numeracy across the curriculum is mapped by the mathematics department and SLT to ensure numeracy is being continually reinforced and support is offered linked to best practice and consistency of approach.

Numeracy is part of the school's tutor time programme to encourage pupils to see mathematics in different contexts and enhance their mental mathematics skills. A positive attitude to mathematics is encouraged across the school and for parents/carers during information evenings and similar events.

Within mathematics lessons, the mathematics department use a mastery approach to ensure a deep, long-term, secure and adaptable understanding of the subject. There is a clear and consistent focus on building confidence, speed and stamina with number and mental maths, ensuring pupils become increasingly secure in their fluency and retrieval and can use this fluency in other subjects and contexts. Reasoning is built into all lessons and this is applied to every area of mathematics, including geometry, statistics and number and algebra.

10. Reporting

Parents/Carers are sent a termly report on their child's progress. This is sent via our MIS through the Student Portal and the My Child At School app. Each progress report includes:

- Target grade for each subject (set in year 6 and updated in year 7, based on GL baseline assessments)
- Attitude to Learning grades for each subject

- Whether the child is on track to attain their target
- Judgements linked to progress against each subject's curriculum-related expectations
- Tutor comment on progress and pastoral elements (summer term only)

At the end of Key Stage Two, parents/carers receive a report on the results of statutory testing. Further details can be found under the 'assessment' part of the school website. Each year group has a parents' evening per year. These are virtual to support parent/carers' working hours and home contexts.

11. Monitoring arrangements

The governing board monitors whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- The LET Governor meetings where information about curriculum and pedagogical developments is shared and scrutinised
- Using a School Improvement Partner to validate the school's judgements and processes and set targets
- Visiting the school and meeting with relevant staff

Subject Leaders monitor the way their subject is taught throughout the school as reflected in the Lesson Observation Policy and by:

- Scheduled department meetings, which are minuted
- Liaising with other schools in the local area

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

The Senior Leadership Team will monitor the curriculum and teaching and learning to ensure that all of our pupils make the best possible progress from their starting points as reflected in the Lesson Observation Policy and through:

- Engagement with parents/carers
- Gathering input from a range of sources, including the School Council, School Improvement Partner and Trust

12. Links with other policies

- SEN Policy
- Equality information and objectives
- RSHE Policy
- Inclusion Policy
- Pupil Premium Policy
- Lesson Observation Policy (internal)