ALDENHAM
PREP SCHOOL

Curriculum Policy

Managed by:	Updated:	Review Date:
S Galpin	August 2026	August 2027

Head's Authorisation:	Date:
	August 2026
Mrs S M Galpin	

INFORMATION

This is a copy of a controlled document. If you are unsure of it being the most current version, please refer to the office. If you need any changes to be made please speak to the office or the Policy Manager.

Introduction

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises to enrich the experiences of children. It also includes the 'hidden curriculum,' or what the children learn from the way they are treated and are expected to behave. We aim to teach children how to grow into positive, responsible citizens, who can work and co-operate with others while 'taking care of their own learning,' This is so that they can achieve their true potential. We believe in a broad curriculum encompassing the Fundamental British Values enabling the pupils to become well rounded individuals.

Values

Our school curriculum is underpinned by our mission statement, our key aims and our Core Values (Appendices 1 and 2). The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

At Aldenham we believe very strongly in offering breadth within our curriculum, so that the all-round talents of each individual child may be developed. This involves promoting the academic, creative, and sporting facets of school life, as well as fostering children's natural curiosity, in order to empower them with a life- long love of learning.

At Aldenham Prep School:

- We value the way in which our children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual, moral, social and cultural development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We respect each other for who they are and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all.
- We value our environment, and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations as well as our own.

Aims and objectives

The aims of our school curriculum are:

- to enable all children to learn and develop to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy, computing & coding
- to teach children about their developing world, including how the environment, culture and society have changed over time;
- to enable children to be happy, responsible and co-operative members of our community;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong

Curriculum Intent

At Aldenham Prep School, our curriculum is designed to provide pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The curriculum is broad, balanced and appropriate to the ages, aptitudes and needs of all pupils,

including those with SEND and those who are more able. The curriculum is carefully planned to promote pupils' academic achievement, personal development and wellbeing whilst preparing them successfully for the next stage of their education.

Progression and Achievement

The curriculum is planned sequentially to ensure that pupils acquire, retain and apply knowledge, skills and understanding over time. Learning is structured to enable pupils to make good progress according to their age, ability and starting points, developing confidence, independence and resilience as learners.

Protected Characteristics:

There are 9 protected characteristics and Aldenham Prep encourages respect for other people in accordance with the Equality Act 2010

The 9 Protected Characteristics are:
• age
• disability
• gender reassignment
• marriage and civil partnership
• pregnancy and maternity
• race
• religion or belief
• sex
• sexual orientation

Rather than teaching all the protected characteristics in every year group, we ensure that our children are given opportunities to develop age-appropriate knowledge and understanding through a well-planned and delivered curriculum. This takes places especially in RSE/ PSHE lessons and is further supported by displays and events.

Teaching is objective, balanced and age appropriate. The curriculum promotes respect for all people and actively encourages understanding of diversity within modern British society. The curriculum does not discriminate against any individual or group and reflects the school's commitment to the Equality Act 2010.

Digital Learning and Online Safety

The curriculum equips pupils to use technology safely, respectfully and responsibly. Through Computing, PSHE, RSE and cross-curricular opportunities, pupils develop digital literacy, media literacy and online safety awareness. Pupils are encouraged to understand the benefits and risks associated with technology and are taught to use emerging technologies, including artificial intelligence, appropriately and ethically where relevant.

Organisation and planning for EYFS, KS 1 & 2

We plan our curriculum in three phases:

Long Term
Initially a curriculum map or long-term plan is drawn up. This indicates the broad learning intentions for each term and establishes which topics are to be taught to which groups of children. We review our long term plans on an annual basis. (See Appendix 2)

Medium Term
We use the national schemes of work as a basis for much of our medium-term planning. In EYFS, activities are planned to support the areas of learning. In our medium-term plans, we give clear guidance on the topics to be taught week by week. We store all of our medium-term plans stored on the intra-net, so that they can be easily updated and reviewed. (See Appendix 3)

Short Term
Our short-term plans are those that our teachers write or communicate on a weekly or daily basis. We use these to set out the learning objectives/WALT for each session, and to identify which resources and activities we are going to use in the lesson. Prompts for differentiation and assessment are included at this stage of planning, as well as relevant cross-curricular links. (See Appendix 4)

A variety of Assessment for Learning (AfL) techniques are embedded throughout the curriculum, as is the effective use of success criteria. Assessment is used diagnostically, formatively and summatively to identify pupils' starting points, inform teaching, provide feedback and monitor progress. Assessment information is used to ensure that all pupils are appropriately supported and challenged.

In EYFS, there is a combination of adult led and child initiated learning across the week that support the areas of learning.

Pupils with Special Educational Needs and/or Disabilities (SEND)

We provide a broad and balanced curriculum which is designed to provide access and opportunity for all children who attend the School. We adapt the curriculum to meet the needs of individual children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the School.

Provision for pupils with SEND is informed by the SEND Code of Practice: 0 to 25 Years. The school adopts a graduated approach to identifying and supporting pupils to ensure that barriers to learning are reduced and that pupils can access the full curriculum.

These requirements are likely to arise as a consequence of a child having special educational needs. Such children may need additional or different help from that given to other children of the same age. Class Teachers/Nursery Teacher make an initial assessment and, in most instances, can provide resources and educational opportunities which meet the child's requirements, within the normal class organisation. These provisions support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs and disabilities (SEND) takes account of the type and extent of the difficulty experienced by the child. The SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach. The flow diagram below illustrates this process.



If a child's need is more severe, we will involve the Head of Learning Support and, after consultation with parents, one-to-one specialist Maths and English support can be made available. Short-term targets are set and shared with the child and their parents; these are reviewed at regular intervals to monitor progress.

Support from one or more outside professionals may be sought with parents' consent e.g., Educational Psychologist, Speech and Language Therapist, Occupational Therapist etc.

Homework

The school expects homework to be set as appropriate. Homework expectations are reviewed annually and may be adapted according to curriculum priorities, year group needs and the stage of the academic year.

As guidance we expect pupils to spend the following times on homework:

Year Group	Homework	Holiday Homework
Nursery		
Reception	Individual reading materials are changed twice a week; reading every day.	Reading task
Year 1	Reading every day; Spellings set for weekly test; A 20-minute Literacy task and a 20 minute Maths task once a week.	Reading task
Year 2	Reading every day; Spellings set for weekly test; time tables; a 20 minute Literacy task and a 20 minute Maths task once a week.	Reading task
Year 3	Reading every day; Spellings set for weekly test; Times tables every week; a 20 minute Literacy task and a 20 minute Maths task once a week;	Reading task
Year 4	Reading every day; Spellings set for weekly test; Times tables every week; a 30 minute Literacy task and a 30 minute Maths task once a week; Occasional topic work.	Reading task
Year 5	Reading, spellings and times Tables practice; a 30-40 minute Literacy task and a 30-40 minute Maths task once a week; Subject related homework. ATOM is made accessible for home use in preparation for 11+.	Reading task Summer Holiday revision pack in preparation for Year 6
Year 6	Reading, spellings and times tables practice; two 30-40 minute Literacy tasks and two 30-40 minute Maths tasks a week. Subject related homework. ATOM is made accessible for home use in preparation for 11+.	11+ practice papers until Christmas; Reading task after Christmas.

Stretch and Challenge

We are an inclusive school and provide stretch and challenge in all subjects, and indeed all areas of school life. These opportunities exist for all children. Work is differentiated and AFL techniques used to enable children to achieve highly and to realise success. Through AFL,

on-going assessment, summative assessments and pupil progress meetings we identify our more able learners across the curriculum and ensure the teaching and learning meets their needs.

Opportunities for enrichment, leadership, problem-solving, creativity and independent learning are provided across the curriculum to enable all pupils, particularly the more able, to extend and deepen their learning.

Personal Development

Through the curriculum and wider opportunities, pupils develop confidence, resilience, independence, leadership, collaboration and respect for others. Pupils are encouraged to contribute positively to the school community and wider society. The curriculum promotes spiritual, moral, social and cultural development and prepares pupils for life in modern Britain.

The role of the Subject Leads

We aim for the subject leads to:

- contribute to the whole School Development Plan;
- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor assessment and pupil progress in that subject area;
- provide efficient resource management for the subject.

It is the role of each subject lead to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school SDP objectives. Each subject lead reviews the curriculum plans for their subject and ensures that progression is planned into Schemes of Work. Subject leads are also working towards keeping a portfolio of children's work, which will be used to show the achievements of children within each Year Group and to give examples of expectations of attainment.

Subject leads are:

- Given a termly/annual budget for the subject
- Given staff meeting time
- Given time in some staff meetings to monitor their subject
- Liaise with HoD of senior school regularly

Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's Class Teacher or Key Stage Lead and then with the Deputy Head. If the issue is not resolved parents should make an official complaint in writing to the Head of Prep. The school has a Complaints Procedure in place, which can be obtained from the Head of Prep

Monitoring and Review

All teaching staff are responsible for monitoring the implementation of the curriculum. Subject Leads monitor standards and provision through lesson visits, learning walks, work scrutiny, curriculum reviews, pupil voice activities and analysis of assessment information.

The Senior Leadership Team evaluates the effectiveness of curriculum implementation and its impact on pupil outcomes.

This policy is reviewed annually by the Headteacher.

Appendix 1
Mission Statement

The Prep School is a co-educational Independent IAPS School encompassing the Foundation Stage which is our Nursery and Reception classes (3-5 years), the Pre-Prep Department (5-7 years) and the Prep Department (7-11 years).

Our Mission Statement states that:

'At Aldenham Prep School, we provide a happy, nurturing and warm environment where quality learning takes place and the needs of each individual child are fulfilled.'

Our Key aims are:

- To ensure that each individual pupil is nurtured and encouraged to make the most of their own special talents
- To encourage a love of learning in order to aspire to academic excellence and a broad education for all pupils
- To emphasis the importance of the social, moral and spiritual dimensions of community life in a multi-cultural society
- To provide a well-planned, well organized environment giving children rich and stimulating experiences
- To foster good relationships and partnerships between pupils, parents, staff and the wider community

Appendix 2

Core Values

An Aldenham Prep pupil is Respectful, Determined, Aspirational.

Respect

- Listening to each other
- Accepting and understanding feedback
- Valuing all members of society and celebrating differences
- Showing good manners
- Speaking in a calm manner
- Being kind
- Looking after our environment and our school
- Looking after our property
- Having compassion and caring for others

Determination

- Not giving up, showing persistence and resilience
- Keeping going when a question is tough
- Practising a skill so that we get better at it
- Not worrying if we don't understand
- Saying 'I can do this'
- Working hard in anything that we find difficult
- Taking risks
- Learning from our mistakes and not worrying if we make mistakes

Aspiration

- Aiming high!
- Having ambition
- Pushing and extending ourselves
- Believing in ourselves that we can reach our goal
- Working hard to be the best we can be
- Knowing that there are different routes to success
- Aiming for more in a subject we find tricky

Appendix 3

Year 2 Curriculum Overview 2023-2024

YEAR 2	Christmas 1	Christmas 2	Lent 1	Lent 2	Summer 1	Summer 2
English	Familiar settings, recounts, traditional stories, explanation texts		Instructions, explanation texts, patterned language, traditional stories, different stories by the same author.		Non-chronological reports, information texts, poetry, riddles and nonsense rhyme, letters and invitations.	
Maths	Place Value, addition and Subtraction, Shape		Money, Multiplication and division, Length and Height and Mass Capacity and Temperature		Fractions, Time, Statistics, and Position and direction	
History		Guy Fawkes and the Gunpowder Plot	The Great Fire of London		Lives of significant historical figures – Florence Nightingale, Edith Cavell	
Geography	Seas and Coasts			Magical Mapping		Sensational Safari
RE	Expressing religious meaning; Muslim prayer and action; Festivals including Christmas		Different ways of giving thanks to God; The Lord's Prayer; The Easter Story; Shabbat and Passover		Showing care and concern; Whose community? Who made the world and other big questions	
PE	Football Swimming Agility skills	Football Swimming Gymnastics/ Dance	Unihoc Swimming Ball skills	Unihoc Swimming Tennis	Kwik cricket Swimming Athletics	Rounders Swimming Athletics
Computing	Coding Online Safety	Online Safety Spreadsheets	Questioning Effective Searching	Creating Pictures	Making Music	Presenting Ideas
Art		Explore and Draw		Explore the World Through Monoprint		Be an Architect
DT	Puppets		Moving Monsters		A Balanced Diet	
Music	Harvest Prep Instruments of the Orchestra Exploring the interrelated dimensions of music through Kodaly based learning using body percussion & multicultural percussion instruments	Nativity Prep Exploring the interrelated dimensions of music through Kodaly based learning using body percussion & multicultural percussion instruments	Exploring the interrelated dimensions of music through Kodaly based learning using body percussion & multicultural percussion instruments Prokofiev's Peter & The Wolf or ABRSM Classroom200	Exploring the interrelated dimensions of music through Kodaly based learning using body percussion & multicultural percussion instruments Mothers Day Tea Prep	Exploring the interrelated dimensions of music through Kodaly based learning using body percussion & multicultural percussion instruments Pentatonic Calypso	Exploring the interrelated dimensions of music through Kodaly based learning using body percussion & multicultural percussion instruments Carnival of Animals or ABRSM Classroom200
French	Greetings Ask someone's name, where they live Use and respond to: *Comment tu t'appelles? Où habites-tu?* Geography of Europe Travelling to France Modes of transport Meeting people in France Compare English and French names Counting Simple classroom instructions French alphabet	Understand and use words for people Understand and respond: *Où est…?* Adjectives: *petit/grand* Ask what something is Counting French alphabet French houses and gardens Say how old they are Ask how old someone is Ask 'how many'? Recognise letter sounds Christmas	Ask a friend to play Different games played in France Talk about pets Understand and use words for animals Describe animals Understand: *Quel est ton animal préféré?* Understand and use words for places, garden, transport Basic understanding of masculine/feminine	Understand: *Qu'est-ce qu'il y a dans ton jardin?* Days of the week Understand: *Quel est ton jour préféré? Combien y a-t-il de…? Qu'est-ce qu'il y a dans…?* Colours French alphabet Count 1-20 Numbers: *1er, 2ème, 3 ème*	Easter Understand and use words for animals Say and understand where someone or an animal lives Identify key words and phrases from a story Storytelling Understand and use words for food and colours Ask where a third person lives: *Où habites-tu/il/elle?* Understand and use: *Quelle est ta couleur préférée/ton mot préféré?* Counting Ask someone how they are, formally and informally	Words for different parts of the face Understand and use: *C'est bon/mauvais* Building sentences: *C'est* + noun *Un(e) grand(e)*+noun *Un(e) petit(e)*+noun Understand further classroom language Using and recognising rising intonation. Colours: *De quelle couleur est…?*

English (United Kingdom) Text Predictions: On Accessibility: Unavailable Focus

Appendix 4
Medium Term Plan – Year 4

Key Dates	INSET Day 15.4.24			Trip to Radlett (AM) 7.5.24	Open Day 18.5.24		Half-Te 27.5.24-31.5.24			Year 6 production.	
Subject/Week	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6		Wk 7	Wk 8	Wk 9	Wk 10
Dates	15th April	22nd April	29th April	6th May	13th May	20th May		3rd June	10th June	17th June	24th June
English	The Firework Maker's daughter - Writing assessment	Leon and the place between Creative writing	Explanation H FL plans 'Gorilla City'	Explanation HFL plans 'Gorilla City'	Discussion	Discussion		Bill's New Frock	Bill's New Frock	Stories from different cultures	Stories from different cultures
Maths	Understand fractions. Understand mixed numbers. To compare mixed numbers. To convert improper fractions to mixed numbers and vice versa.	To understand equivalent fractions. Add fractions and mixed numbers. To add and/or subtract fractions.	Tenths and hundredths as fractions and decimals.	Compare and order decimals. Partition decimals and round to the nearest whole number.	Money- Write money using decimals, convert between pounds and pence, calculate and solve problems involving money.	*To understand time is made of months, days, weeks, hours, minutes, seconds. To covert between analogue and digital time and convert to and from the 24-hour clock.*		*Angles- To understand angles as turns, identify angles and compare and order angles. Identify and draw lines of symmetry.*	*Statistics- Read and Interpret line graphs* *Draw line graphs*	Describe position using coordinates. Plot coordinates and draw 2d shapes on a grid.	*Translate on a grid and describe translations on a grid.*

Science	Living Things and their Habitats. What is a classification key?	Living Things and their Habitats. Environmental changes.	Living Things and their Habitats- Assessment lesson.	Sounds- Assessment lesson. How are sounds made?	Sounds- What are sound vibrations?	Sounds- What is inside your ear?		Sounds- How does the size of the pinnae affect the volume of sound?	Sounds- Volume and patterns.	Sounds- Investigation. Which material is best at muffling sounds	Sounds- Assessment
History	No lesson- INSET Day	Beowulf – Learn the story and write a reply to his father answering the questions asked.	Raiders and Settlers- Identify the Viking era on a timeline. Discuss Who the Vikings were and When and Why they invaded Britain.	Raiders and Invaders- To find out about early Viking travel – The Longboat	Raiders and Settlers. To find out about King Ethelred II. To investigate the Danegeld.	Raiders and Settlers – To identify and explain key aspects of Viking Life.		Raiders and Settlers –To learn about and explain how the legal system worked in Viking Britain.	Raiders and Settlers – To create a Viking longboat.	TO compare and contrast the Invaders and Settlers of Britain- Romans/Anglo-Saxons and the Vikings.	*Last Day of school- No Lesson.*
Geography	How the land use of York has changed over time.	Investigate to growth of York from the Romans time to modern day.	How the land use of York has changed over time.	Trip to Radlett. Locate local landmarks. Compare and contrast Radlett to York. Evaluate the reasons why the settlements have	Our European Neighbours- To be able to locate Europe on a world map and find out about its features.	Our European Neighbours- To be able to identify and locate countries in Europe.		Our European Neighbours- To be able to identify European countries according to their features.	Our European Neighbours - To be able to identify the major capital cities of Europe.	Our European Neighbours- To be able to compare two European capital cities.	Our European Neighbours- To find out about the human and physical features of a European country.

JD, KM

Week Beginning: 29th January.

Year 5 2021-22	8.45 am	8.50am *Lesson 1*	9.30am *Lesson 2*	10.10 am *Assembly*	10.25am *Break*	10.40 am *Lesson 3*	11.20am *Lesson 4*	12 noon *Lunch*	12.30pm *Lunch Break*	1.10pm *Lesson 5*	1.50pm *Lesson 6*	2.30 pm Break	2.40pm *lesson 7*
Monday	**Register**	**PE**		**Whole School Assembly**	**Break**	**English:** Guided Reading ***CH Intervention**		**Lunch**	**Lunch Break**	**Maths:** Recap – Divide 2-digits by 1 digit EM to support: Sienna, Stella, Savannah			**History:** Anglo-Saxons- EM to support: Elvira, Kayan, Samuel, Nicola
Tuesday	**Register**	**RE:**	**French** See NW planning	**Music Assembly 1-6**	**Break**	**English:** Recounts- use adverbs EM to support: JD, KM		**Lunch**	**Lunch Break**	**Computing:** Purple Mash Unit 4.3- Spreadsheets. Lesson 3		**Break**	**Maths:** Divide 2 digits by 1 digits (2) EM to support: Sofia, Kalia
Wednesday	**Register**	**English:** Persuasive writing- Use of emotive language/repetition / Examples/Rhetorical language…		**Assembly**	**Break**	**Maths:** Divide 3-digits by 1 digit M to support: Stella, Sienna ***CH Intervention**		**Lunch**	**Lunch Break**	**Geography:** Compare 2 towns/cities. Radlett and York EM to support BG, KL, JK		**Break**	**PSHE-** Dreams and goals. know that reflecting on positive and happy experiences can help me to counteract disappointment
Thursday	**Register**	**Music**				**Science**: Living Things and their habitats The Big Question:How Can the Environment Affect Different Groups of Animals				**Maths**: Efficient multiplication EM support BF, NH, MM, CV		**2.20 Games**	
Friday	**Register**	**Swimming**				**English:** Spellings sounds'K' spelt CH EM to JK, LK, LLsupport				**DT::**		**Break**	**Maths**: Corresspondence problems EM support SD, AB, SK

Appendix 5

Short Term Plan – Year 4

Curriculum Policy

Document History

Date:	Pages:	Amendments:	Reason:	Name:
Oct 17		Update Planning		SG
September 2019	Appendices	Update Planning examples		SG
September 2019	4	Update homework timetable	Updated	SG
September 2019	5	'Given' from 'give'	Grammar	SG
September 2019	5	Replace 'observe' with 'monitor' for subject coordinators	To encompass role of the coordinator	SG
September 2020	1	Take out New	National Curriculum is no longer the New National Curriculum	SG
September 2020	2	Addition of how the areas of learning are supported in EYFS	For clarification	SG
September 2020	3	Rewording of the Learning Support paragraphs	For clarification	SG
September 2020	5	Change of title from MAGT to Stretch and Challenge	To reflect current practice	SG
September 2020	Appendices	Update Planning examples	Updated	SG
August 2022	Front Page	Change name on front cover and 'Acting'	Change of Head and Position	SG
August 2022	Front Page	Change of Crest	Updated Crest	SG

August 2022	1	Removal of the 5Cs replaced with Our Core Values	Updated in line with our new Core Values	SG
August 2022	Appendix 2	Removal of the 5Cs replaced with Our Core Values	Updated in line with our new Core Values	SG
August 23	Front page	Removal of Acting from Acting Head	Appointment s permanent Head	SG
August 23	4	Removal 'for which there will be an additional charge'	No longer charge for additional learning support lessons	SG
August 23	4	Removal of Pupil Passport	Update in procedures – no longer use pupil passports	SG
August 23	5	Inclusion of Planet BOFA on Homework table	Planet BOFA used as a tool for 11+ preparation	SG
August 23	6	Change from 'meet' to 'liaise' and inclusion of St Hilda's Subject Coordinator	More links and communication across the Foundation have been established	SG
August 23	6	Removal of Deputy Head and replaced with Key Stage Lead	Review of management structure in progress	SG
August 24	1	Addition of 'encompassing the Fundamental British Values'	To reflect current practice	SG
August 24	2	Addition of the protected characteristics	To reflect current practice	SG
August 24	2	'use of success criteria' to replace 'steps to success'	To reflect current practice	SG
August 24	3	Amendment to Homework table for Year 5 and 6	Update	SG
August 24	4	Explaining how we identify more able learners	Clarification	SG
August 24	4	Change from subject coordinators to subject leads	Change of term	SG
August 24	5	Addition of the Deputy Head in the Concerns and Complaints section	Management structure has been reviewed and Deputy Head appointed	SG

August 24	5	Review changed to Review	Capitalisation required	SG
August 24	Appendices 3,4,5	More recent planning examples	Updated	SG
August 25	4	Planet BOFA changed to ATOM; topic homework changed to subject related	Updated; change in software used	SG
August 25	4	Removal of 'Subject Lead at St Hilda's'	Closure of St Hilda's	SG
August 2026	1-2	Addition of Curriculum Intent and Progression statements	To strengthen alignment with Independent School Standards Part 1	SG
August 2026	2	Addition of Digital Learning and Online Safety section	To reflect current practice and safeguarding expectations	SG
August 2026	2-3	Enhanced Equality and Protected Characteristics wording	To strengthen Equality Act compliance	SG
August 2026	3	Addition of Assessment statement and correction of success criteria wording	To clarify assessment practice	SG
August 2026	3	Updated SEND terminology and reference to SEND Code of Practice	To reflect current national guidance	SG
August 2026	4	Addition of Personal Development section	To align with current ISI framework focus	SG
August 2026	5	Expanded Monitoring and Review arrangements	To strengthen quality assurance processes	SG
August 2026	Throughout	Minor grammatical and terminology updates	Policy review and compliance update	SG