



Khalsa Secondary
Academy

Curriculum Policy

Policy Date: March 2021

Review Date: March 2023

This policy is in final draft, pending approval by the LAB.

Approved by the Local Advisory Board (LAB) on _____ (date)

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1. INTRODUCTION

The curriculum can be defined as ‘the totality of the lived experiences a student receives as they move through the school’. This policy aims to outline how the curriculum is organised at Khalsa Secondary Academy to ensure that all students gain the knowledge, skills and understanding required to be successful against both local and national expectations. The policy encompasses:

- Intent - the rationale, purpose and design of the curriculum as a whole;
- Implementation - how the curriculum is organised and delivered in our specific context;
- Impact - how improvements in pupil knowledge, skills and understanding are measured.

Fundamentally this policy seeks to explain how Khalsa Secondary Academy has aligned its curriculum to meet the expectations of national policy objectives while also provide guidance for how subject leaders and classroom teachers should align their curriculum to meet whole-school expectations

2. LEGISLATION AND GUIDANCE

This policy reflects the requirements for academies to provide 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 Governance Handbook.

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

3. ROLES AND RESPONSIBILITIES

3.1 The Local Advisory Board

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

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Maintained schools only: Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including pupils with special educational needs and/or disabilities (SEND)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- All pupils are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 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
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 The Deputy Headteacher (Curriculum)

The Headteacher will delegate responsibility for matters of curriculum design, implementation and impact. It is the responsibility of the Deputy Headteacher to ensure all aspects of the curriculum policy are fully implemented and there is a coherent approach to all aspects of the curriculum. The Deputy Headteacher ensures school leaders have the necessary tools, support and training to plan, implement and monitor the curriculum within their area of responsibility.

3.4 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. Subject Leaders will ensure all aspects of the curriculum within their subject are planned, delivered and evaluated in line with school policy. Subject teachers will deliver teaching in line

with both the school wide curriculum policy and the subject specific long and medium term plans.

4 CURRICULUM INTENT

4.1 Intent

We believe that every student no matter their ability or background can achieve and build a bright future for themselves. We aim to improve the life chances of every student and our curriculum provides the foundation for that success by developing the knowledge and attributes pertinent to their local and global communities in the 21st century.

The curriculum at Khalsa Secondary Academy is underpinned by our core values and British Sikh ethos. It is our mission to educate the whole child and to support them in becoming confident, productive, selfless, and ethical members of society. We teach our students that by drawing upon the two cultural traditions we can work towards a more harmonious and integrated Britain. Our academic and co- curriculum is inclusive, rich, balanced, and ambitious, and we plan and deliver our curriculum through the promotion of excellence, care, kindness and respect.

4.2 Curriculum Vision

Inclusive

Our curriculum is accessible to all students and is planned to ensure everyone can enjoy their experiences and make visible progress no matter their ability. We equip our staff with the resources to ensure that barriers to learning are removed and all students are suitably challenged and supported. **Literacy and numeracy** are prominent within our curriculum as these provide a gateway to acquiring core knowledge.

Balanced

Our curriculum is focussed upon providing students with an enriched educational experience, drawing upon both the key stage 2 and 3 National Curriculum objectives to enhance students' life chances by embedding cultural capital throughout their academic journey. We empower students to use an **enriched vocabulary** enabling a better understanding of concepts and ideas and facilitate access to knowledge beyond our students' ordinary daily experiences. At key stage 4 and 5 we offer a range of academic and vocational courses that allow students to explore a variety of 21st century pathways.

Rich

Our curriculum draws upon the rich **Sikh cultural traditions** and **British values** to reflect and celebrate diversity. Equality is a central tenet of the Sikh faith, and our personal development curriculum emphasises this. Through our planned personal development and co-curriculum, we seek to develop young adults of strong moral character. We encourage staff to organise educational visits and develop the depth of their teaching to enhance the

quality and enjoyment of the learning both in and outside of the classroom. We provide a range of extracurricular opportunities to support the development of our students' character and prepare them for life as balanced, happy well-rounded individuals, who can succeed in whatever they apply themselves to.

Excellence and Ambition

Our curriculum is **knowledge led**, enabling students to know and remember more. It is designed with both vertical (within a subject) and horizontal (across subjects) integration. This consistency enables students to develop a deeper understanding of the knowledge learnt, encouraging students draw out conceptual links between subjects honing their analytical, literacy and numerical skills. We expect all our students to strive for excellence in all that they do. Our ambitious and integrated careers curriculum supports students in developing long term goals and in maintaining long term academic and co-curricular commitments.

Care, Kindness and Respect

Our curriculum teaches **care, kindness, and respect** through the emphasis on Sikh and British values. We encourage our students to see themselves as citizens and not subjects, to have the confidence to lead not simply follow, and to develop an understanding of their spirituality, community and personal responsibility enabling them to shape both their own destiny and the destiny of others. Our personal development curriculum and enrichment programme teaches students to treat one another with compassion and humility, and to respect the world around us. It supports students so that they can develop and look after their own physical and **mental well-being**.

4.3 Curriculum Aims

Curriculum Aims 2020-22

To achieve the curriculum aims outlined above the school has prioritised three aims for focussed development during for the 2020-21 academic year. Whilst all elements of the curriculum are important, these three aims are considered critical and foundational to the development of the curriculum at this juncture.

1. The development of cross curricular literacy
2. The embedding of learning science and pedagogy (long term memory)
3. The development of the spiritual and personal development curriculum

4. CURRICULUM IMPLEMENTATION (SCHOOL LEVEL)

a. Personal Development

Our personal development curriculum forms part of both our academic and wider curriculum and encompasses Careers Education, PSHE, Citizenship and Enrichment. These are taught through formal lessons, structured personal development tutor periods and through a range of experiences, visits, assemblies, drop down days and insight days.

Enrichment

We offer an array of extra-curricular opportunities which we term "Enrichment". All students have access to and are actively encouraged to take part in an extensive programme, which seeks to extend their learning and widen their life experiences. We seek to use active partnerships to support learning wherever possible and encourage students to interact with speakers and visiting groups/industries/organisations to extend their communication skills and learning capacity. Our combined Cadet Force and Duke of Edinburgh's Award programme are a significant component of our enrichment offer and are open to all students. The school uses its Pupil Premium and other avenues of funding to ensure that all groups within the school can access these activities.

b. Literacy

Literacy is a critical element of our curriculum. It is of particular importance in enabling students to be able to access the curriculum and make good academic progress throughout their education, and in improving outcomes for socially disadvantaged children. Literacy is explicitly taught in all academic subjects and through a range of reading and intervention strategies

Vocabulary and Disciplinary Literacy

Disciplinary literacy emphasises ways of knowing and communicating knowledge within a subject discipline. It helps students understand how language works in different subject areas and supports their understanding of how vocabulary is used, how question phrasing will shape the answer expected, and how to interpret the written and graphic materials used for learning. Our curriculum planning identifies the tier two (general academic) and three (subject specific) vocabulary that is explicitly taught in lessons. A range of direct and indirect instructional strategies are used to teach disciplinary literacy. These include but are not limited to supplying illustrations, descriptions and examples of vocabulary use, and teaching grammatical forms, roots, and affixes of words.

Accelerated Reader

All key stage 3 students follow the Accelerating Reading programme, which encourages rapid progress in literacy and confidence in reading for pleasure. All students arriving in Year 7 are tested for Reading Ages in the first half-term of their time, and every child hear read aloud in the first month. The English department look at reading ages and CAT scores with the SENCO and Data Manager to identify pupils quickly who need extra intervention to improve their literacy levels at the earliest stage of their secondary education.

Interventions

Dependent upon need, there are a range of specialist interventions we use to support our students in improving their literacy at an early stage of their secondary education. These interventions include but are not limited to phonics intervention, vocabulary and grammar boosters, paired reading, and the Ruth Miskin programme.

c. Numeracy

Numeracy is planned into all medium term plans. On a school wide basis numeracy is the responsibility of the second in Department for Mathematics.

d. SMSC

Our commitment to spiritual, moral, social, and cultural education is embodied in the vision and ethos of the school. Students embrace the core values of the school and are mindful of one another's views, demonstrating tolerance to differences in opinions. We encourage students to be reflective learners, showing curiosity and a thirst for knowledge to improve as individuals. This enables them to develop holistically and become active participants in modern British life.

We promote student's spiritual, moral social and cultural development in a variety of ways. Explicit teaching occurs through:

- PSHE lessons and drop-down days
- the personal development curriculum
- carefully planned and integrated assemblies and form time activities
- the subject curriculum including compulsory religious education at KS3 and 4
- excellent pastoral support and guidance systems
- our careers and work-related learning programme
- cultural and religious celebration days

Equality is promoted through our spiritual, moral, and social education programmes. All students are aware of different forms of bullying, including cyber-bullying and prejudice-based bullying (including transphobic, homophobic, sexist, racist and disability based).

The **spiritual development** of students is promoted through our religious education lessons, Sikh studies, spiritual and secular assemblies, and tutor time. Students are taught the value of service for others no matter their background and they exhibit respect for others' faiths, feelings, and values. Spirituality and moral education are also promoted through our values of the month which are embedded in tutor time, and all assemblies during that month. Twice a year during the celebration of Bandi Chor Diwas and Vaisakhi, students and staff participate in a range of religious and cultural activities that encourage them to reflect upon their own spirituality and the school's values and ethos.

The moral development of students is promoted through tutor time and our assembly programme. A broad range of topics is investigated each year under themes which promote British and Sikh values such as honesty, compassion generosity, humility, integrity, and service. The school's values of the month provide a shared language for talking about moral issues. Assemblies are delivered by senior leaders, middle leaders and students as well as visiting speakers. Students are able to reflect on the difference between right and wrong, and they are equipped to consider their own moral decision-making through a focus on restorative justice and rewards for positive conduct integrated into our culture for learning and reward systems.

The social development of students is promoted through our student leadership, student voice and enrichment programmes. Students are encouraged to participate in the many varied opportunities to develop their leadership skills. They are encouraged to apply for positions as junior and senior prefects, sports leaders, the school council and as peer mentors. Students frequently lead both spiritual and secular assemblies and have many opportunities to develop their public speaking. Charitable fund raising is an important part of school life and students frequently raise money for good causes during religious celebrations and national fundraising events.

The cultural development of students is promoted through our knowledge rich and balanced curriculum. All students study a full range of creative subjects at Key Stage 3 including Art, Music, Drama, and Technology, allowing them to engage their imaginations and be creative in their learning. Teachers are encouraged to provide a range of learning opportunities, trips and visits to enhance and deepen their understanding of their academic subjects and the world outside of their direct experience. Music is an important element of British and Sikh culture and all students are invited participate in both western and traditional Sikh instrument and vocal lessons. The explicit planning for opportunities to develop Cultural Capital both in the academic and wider curriculum is particularly important in broadening the horizons of our most disadvantaged students. We make use of our Pupil Premium grant to allow all of our students no matter their background to participate in learning experiences they may not ordinarily encounter.

e. PSHE & RSE

PSHE is taught in distinct lessons for one hour a fortnight and supported by weekly personal development tutor periods and in drop down days at key points in the academic year. PSHE lessons incorporate elements of relationships, healthy living, personal and economic wellbeing, living in the wider world, citizenship, British values and spirituality. Our curriculum design complies with the 2019 DfE statutory guidance for PSHE.

Please find the statutory guidance Khalsa Secondary Academy will be following for implementing the Relationship and Sex Education programme of study from September 2020 [here](#).

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of relationship. RSE is only taught in PSHE lessons by trained members of the PSHE and pastoral teams. Please refer to the RSE policy for further information.

f. Citizenship

Citizenship is a critical element of our curriculum and is crucial in the development of socially aware and responsible students. Citizenship is taught both within our PSHE lessons and personal development tutor periods. We also teach citizenship through our academic curriculum and assemblies. Periodically, we also invite external agencies to speak to and work with our students.

g. Careers and work-related learning

Work Related learning is any planned activity that uses the context of work to develop knowledge, skills and understanding useful in work. It is our objective to be beyond compliant with the Gatsby Benchmarks, our careers programme is a distinctive and flagship element of our curriculum. Through work related learning activities, the school seeks to develop the employability skills of young people, provide them with the opportunity to 'learn by doing', raise standards of achievement and encourage positive attitudes to lifelong learning. Opportunities are provided for both within our academic curriculum areas and as planned activities within our enrichment programme. All students in KS3 receive structured careers lessons through the personal development tutor periods throughout the academic year. All students staying on into the Sixth Form participate in extended work experience placements and distinct careers lessons throughout Year 12.

The careers curriculum is led by the Assistant Headteacher for careers and supported by our independent Careers advisor. Further information relating to our careers programme is found in our Careers and External Provider Access Policy.

5. THE CURRICULUM MODEL

Key stage 3

Students follow a three-year Key Stage 3 in years 7, 8 and 9. Our knowledge rich Key Stage 3 curriculum follows the national curriculum programme of study for all national curriculum subjects. In addition to the national curriculum subjects, students also study compulsory Religious Education and Sikh Studies.

All students will study:

- English
- Mathematics
- Science
- Physical Education
- History
- Geography
- Computer Science
- Art
- Design and Technology (students will study resistant materials and food)
- Drama
- Music
- Spanish and Panjabi
- PSHE
- Religious Education
- Sikh Studies

Key stage 4

Students in years 10 and 11 follow a two-year GCSE programme of study. This includes a core of compulsory subjects alongside a free choice of two academic or vocational option choices.

EBacc

We are ambitious for all of our students and we encourage all of our student to take the EBacc as this provides a broad range of academic subject that facilitate further study and prepare students for their future career paths. Students only follow an alternative curriculum if the EBacc is deemed unsuitable or it does not meet their current learning needs. Triple science is offered to students who are in the highest set in science all other students take the science double award.

KS4 Options

Options choices are selected midway through year 9.

All students study:

- English Literature and English language
- Mathematics
- Science (double award)
- Triple science (biology, chemistry and physics)
- Core PE (non-examined)
- History and/or Geography
- Panjabi or Spanish
- PSHE (non-examined)
- Religious Education

In addition, students study **two of the following**:

- Art and Design
- Business Studies
- Computer Science
- Design Technology
- Drama
- Enterprise (BTEC)
- IT (BTEC)
- Music
- Physical Education
- Statistics
- Travel and Tourism

Key Stage 5

Upon entering the Sixth Form students choose 3 A level, 3 L3 BTEC subjects or a combination of both to study in the Year 12 and 13 from a wide range of subjects. Students are taught in smaller classes than in Key stage 3 and 4. Students with high prior attainment may take an additional A level in Panjabi and /or the EPQ. Students are required to continue with Mathematics and English study if they did not achieve a standard pass in either of these at GCSE. Alongside their academic studies, students will also receive dedicated careers, PSHE and core PE lessons. All students participate in one or two extended work placements every fortnight throughout year 12.

Students may select from the following subjects dependent upon meeting the academic entry criteria:

A level

- | | |
|-------------------------|-----------------------|
| • Biology | • Politics |
| • Business studies | • History (from 2021) |
| • Chemistry | • Mathematics |
| • Design and Technology | • Physics |
| • English literature | • Panjabi |
| • Geography (from 2021) | • Psychology |

BTEC L3

- Business
- Health and Social Care
- IT
- Sport

6. 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:

- Most able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils who speak English as an additional language.

Teachers will plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, and ensure 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, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

7. CURRICULUM IMPLEMENTATION (SUBJECT LEVEL)

The following aspects of implementation are the primary responsibility of Heads of Department or sole teachers of a subject:

- Heads of Department will ensure clear Medium and Long term plans are available and disseminated to all staff delivering their subject areas
- As far as practicably possible, all subjects will be delivered by subject specialists in rooms that are specialised for the delivery of that subject.
- Schemes of Learning should be the product of clear research and communication of the sequence of content necessary for students to make progress
- Each unit of study will have an accompanying topic title page which is to be stuck in exercise books at the start of each new topic
- Learning is sequenced with increasing complexity
- Learning delivered as chunked components to avoid cognitive overload
- Knowledge is interleaved to allow time to forget
- Heads of Department will ensure that there are at least three meaningful cumulative summative assessments per year. The results of these assessments are used alongside more frequent low stakes formative assessment to measure student progress
- In addition to the formal subject curriculum, subjects will provide a range of extracurricular and super-curricular opportunities for students to experience where available

- Medium term curriculum plans will ensure differentiation to meet the needs of all students
- Opportunities for teaching literacy (including Tier 2 and 3 vocabulary) and use of mathematics should be integral to all schemes of learning.
- Opportunities to develop SMSC, PSHE and careers education of students in should be included in curriculum planning wherever appropriate
- Subject leaders, including Senior Leaders, will monitor the quality of education provided in each subject area through the Monitoring, Evaluating and Review schedule. Please refer to the Teaching and Learning Policy for expectations relating to classroom practice

7.1 Home & digital learning

Home learning and independent study provide students with the opportunity to embed, review and widen their learning. Home learning (homework) is also used to pre learn/ read prior to a lesson thus enabling students to make more rapid progress and develop a deeper understanding of the knowledge taught.

Home learning is:

- Always purposeful and planned to enhance learning
- Either consolidates or prepares students for their learning
- Set in accordance with the homework timetable
- Set on Google Classroom with all accompanying resources
- An opportunity to engage parents with pupil's learning

Home learning may take the form of:

- Consolidation/ comprehension questions
- Extended questions/ extended writing (using one of the four writing genres)
- Drafting work
- Preparation for assessments and low stakes tests
- Summary/ mapping activities such as mind maps or knowledge organisers
- Creation or revision notes
- Project work
- Online tests
- Research (where research work is set specific sources of information will be identified for students and the research is written up in a predetermined format)

8. CURRICULUM IMPLEMENTATION (CLASSROOM LEVEL)

The following aspects of implementation are the responsibility of all class teachers

- Teachers should follow the agreed Long and medium Term curriculum plans in their subject areas and any deviation or amendment must be communicated with their Head of Department or the Deputy Headteacher
- Teachers should adhere to the Teaching and Learning Policy when planning and delivering the sequence and nature of activities in each lesson
- Teaching should build cumulatively deeper understanding through a well-planned sequence of learning
- Each sequence of learning is followed by reteach weeks
- Learning should always be planned and adapted to meet the needs of all learners
- Teachers should use Assessment for Learning techniques to identify the needs of students and plan learning using the principle of: Assess – Plan - Teach
- Teachers should make best use of educational research in pedagogy and instructional practice, including cognitive load theory to appropriately chunk learning for students
- Concepts such as retrieval practice and regular assessment should be applied to ensure students have retained key knowledge, skills and understanding at each phase
- Teachers should identify and exploit opportunities to develop student literacy and use of mathematics wherever possible, also working collaboratively with Teaching Assistants where available to improve rates of progress
- Academic vocabulary (disciplinary and substantive) is explicitly taught using a range of techniques including the Frayer Model
- Teachers should identify and exploit opportunities to develop SMSC, PHSE and RSE education wherever possible including challenging extreme or anti-social opinions
- Wherever concerns arise, staff must follow school safeguarding policies and those outlined in government legislation
- Teachers should plan, prepare and deliver the high quality of education described by the Teacher Standards

9. IMPACT

10.1 Progress and outcomes

The success of our curriculum is measured by its impact upon the pupils. This can be measured in a number of ways including through analysis of educational outcomes for

cohorts, groups of pupils and individual pupils. Impact is also monitored and evaluated using a range of other qualitative and quantitative methods throughout the academic year

- The curriculum should make a significantly positive contribution to the Personal Development of all students
- In Key Stage 3, attainment and progress will be measured using subject-specific Assessment Objectives
- The acquisition of knowledge, skills and understanding in each subject will be measured using formative and summative teacher assessment. The cumulative data from these assessments will be submitted by teachers and departments at three assessment points during the academic year
- Progress in KS3 will be benchmarked against KS2 outcomes, CATS data. And English and Mathematics baseline assessments taken at the start of Year 7
- Fluency and comprehension in reading will be measured using Reading Age Tests, as part of the Accelerated Reader Programme
- Improvements in students' attitudes to learning will also be measured using GL Assessment PASS (Pupil Assessments towards Self and other Students) surveys
- In Key stage 4, attainment and progress in each subject will be measured by GCSE outcomes against FFT5 benchmarks
- The overall effectiveness of the implementation of the school curriculum will be measured using the school performance measures outlined in the DfE Statement of Intent:
<https://www.gov.uk/government/publications/school-and-college-performance-tables-statements-of-intent>
- In Key stage 5, attainment and progress in each subject and will be measured by A level and BTEC outcomes against ALPS L3 Benchmarks
- The overall effectiveness of the post 16 academic curriculum will be measured using the DfE performance measures, including L3VA, attainment retention and destinations
- The success of careers information, education and guidance will be indicated using post-16 destination data and Gatsby Benchmarks
- The quality of curriculum leadership and management, as well as the quality of education provided by the curriculum will be measured via the Monitoring, Evaluation and Review Schedule to inform school self-evaluation

10.2 Monitoring and evaluation

Heads of Department and Senior Leaders will use the following methods of monitoring when evaluating the effectiveness of the curriculum:

- Assessment data analysis
- External examination data analysis
- Destination and option choice data analysis

- Lesson observations
- Learning walks
- Book scrutiny
- Pupil voice/ interviews
- External and internal departmental review/ deep dive
- Line management meetings
- Departmental Self-evaluation and curriculum review
- The performance management target setting and review process

Governors will monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Governor visits
- Student meetings
- Termly and annual reporting to governors
- Regular LAB meetings

10 LINKED DOCUMENTS

This policy links to the following policies and procedures

- Assessment policy (to be confirmed)
- Careers Policy
- Equality information and objectives
- Non-examination assessment policy
- Relationships and Sex Education Policy
- SEND policy and information report
- Teaching and Learning Policy