

Curriculum and Teaching and Learning Policy [Paragraph 2, Part I ISSR] Bablake Pre-Prep School

Author	Head of Pre-Prep
Version Number	1.1
Approval Date	September 2023
Approved By	Full Governing Board
Date of Last Review	September 2023
Review Cycle	Every two years.
Date of Next Review	Autumn Term 2025
Date of Next Approval	FGB, Autumn Term 2025

Regulatory / Statutory Authority(ies)	<ul style="list-style-type: none"> ▪ The Independent School Standards Regulations (ISSR). ▪ Independent Schools Inspectorate (ISI) - Para 2, Part I ISSR – Curriculum/Quality of Education Provided. ▪ Early Years Foundation Stage Statutory Framework ▪ 2014 National Curriculum
Related Policies, Procedures, and/or Documentation	<ul style="list-style-type: none"> ▪ Marking and Feedback policy ▪ Equal Opportunities policy ▪ Learning Support policy ▪ Curriculum Subject policies ▪ Bablake Pre-Prep Behaviours ▪ Whole School Assessment Grid
Published To	<input type="checkbox"/> CSF Website <input checked="" type="checkbox"/> School Website <input checked="" type="checkbox"/> Shared Staff Area <input checked="" type="checkbox"/> ISI Portal <input checked="" type="checkbox"/> Available to Parents

VERSION HISTORY

Version Number	Amendment(s) Or Formal Review	Date [Month/Year]	Summary of change(s)
1.0	Formal Review	September 2023	Formal Review and Approval at Full Governing Board
1.1	Update	April 2024	Updated Role Descriptors / Titles; re-branded and converted to new policy template and structure. Reviewed by Head of Pre-Prep.





TABLE OF CONTENTS

1	Statement of General Principles	4
2	Nursery and Reception	5
3	Key Stage 1	5
4	Curriculum Guidelines and Overview	5
5	The Academic Core	6
5.1	Bringing The World Closer	6
5.2	An Artistic and Cultural Experience	6
5.3	Sport For All!	6
5.4	Working Hard	6
5.5	Support and Challenge	6
5.6	Interacting With Parents	7
6	Planning The Curriculum	7
7	Differentiation	7
8	Planning and Assessment	7
8.1	Long-Term Planning	7
8.2	Medium-Term Planning	8
8.3	Short-Term Planning	8
8.4	Monitoring Planning	8
8.5	Assessment	8
8.6	Academic Data Analysis	9
8.7	Marking and Feedback Policy	9
9	Report Writing	10
9.1	Short Reports Autumn and Summer Terms	11
9.2	Pupil Grades	12
10	Prizegiving	12
11	Budgets	12
12	Presentation	12
12.1	English and Written Subjects	13
12.2	Maths	13
13	Homework	14
14	Monitoring Programme for Teaching And Learning	14





Bablake
Pre-Prep

Page 3 of 16

Curriculum and Teaching and Learning Policy, V1.1

15	Review, Approval and Publication	15
16	Related Policies and Procedures	15
17	Appendices	16





This policy applies to Bablake Pre-Prep School including Early Years.

I **Statement of General Principles**

The curriculum at Bablake Pre-Prep is designed in accordance with the school's aims. We believe all pupils have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account.

The school should

- cater for the needs of individual pupils of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties;
- maintain high expectations for all pupils alongside both challenge and support;
- facilitate pupils' acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, physically, socially and aesthetically;
- create and maintain an exciting and stimulating learning environment;
- ensure that each child's education has continuity and progression;
- build on pupils' prior experiences, skills, knowledge and understanding;
- provide a curriculum which is dynamic, flexible and varied;
- ensure there is a match between the child and the tasks he/she is asked to perform;
- recognise the crucial role which parents play in their child's progression and encourage parental involvement in the educational process;
- provide opportunities to celebrate success and achievement.

The pupils should

- learn to be adaptable; how to solve problems in a variety of situations, how to work independently and as members of a team;
- develop the ability to make reasoned judgements;
- be enthusiastic and eager to put their best into all activities;
- continue to develop a set of moral values;
- take responsibility for their actions and behave in accordance with Bablake Pre-Prep Behaviours;
- take care for and take pride in their school;
- develop tolerance, respect and appreciation for the feelings and capabilities of others;
- develop non-sexist and non-racist attitudes;
- develop an enquiring mind and have an opportunity to solve problems;
- be able to listen and read for a variety of purposes and be able to convey meaning accurately and appropriately through speech and writing;
- use technological skills appropriately;
- be able to communicate through various art forms;
- know about geographical, historical and social aspects of the local environment and the world;
- have some knowledge of the beliefs of major world religions;
- develop agility, physical co-ordination and confidence through movement;
- know how to apply basic principles of health, hygiene and safety;
- have a basic understanding of public institutions and services in England.





2 Nursery and Reception

Within our Early Years setting we understand that each child is unique and continually learning. We offer an environment with supportive staff who develop strong relationships with our pupils and their parents to meet their needs and interests. This enables our pupils to learn and develop in the best possible way.

All pupils follow the Early Years Foundation Stage Statutory Framework, under which there are seven areas of learning:

The Prime Areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

3 Key Stage 1

The National Curriculum forms the core of what is taught in Years 1 and 2. We stretch and challenge our pupils throughout their time in Key Stage 1, in order to meet and exceed the expectations required to continue to Bablake or King Henry VIII Junior School. As the pupils progress through the school, more lessons will be taught by subject specialists.

Learning takes place in a stimulating environment supported by a variety of experiences. These include the full use of the whole school environment, interactive technology, educational visits and expertise and knowledge from the wider community including:

- after school clubs, activities and individual music tuition;
- visits;
- themed curriculum days;
- Citizenship is both planned and spontaneous and is included as part of the PSHE curriculum.

Reference needs also to be made to the following:

- Marking and Feedback policy;
- Equal Opportunities policy;
- Learning Support policy;
- Curriculum Subject policies.

4 Curriculum Guidelines and Overview

Our Curriculum is wide and varied and is specifically designed to allow opportunities for interesting and stimulating lessons. We are very conscious of the need to equip pupils for future challenges and learning and as such we emphasise the development of skills as well as understanding and knowledge.





5 The Academic Core

Maths and English lessons often take place in the morning, Science lessons (with an emphasis on investigation), along with foundation subjects in the afternoon. Geography, History and RE make up a broad Humanities curriculum, which features a wide variety of focus areas and cross-curricular links to encourage an efficient and engaging curriculum.

5.1 Bringing The World Closer

All our pupils study French from Reception. Computing is timetabled as a discrete subject as well as being integrated into other areas of learning from Year 1. All classrooms have interactive whiteboards and these, along with our computers, are enthusiastically utilised.

5.2 An Artistic and Cultural Experience

Every child has a lesson of Music each week, taught by a specialist teacher. Art lessons occur weekly along with Design and Technology (DT) with Forest School being taught in half termly modules. Rich and beautifully crafted displays of work around our schools reflect the importance we place on all creative activities. Pupils in Years 1 and 2 may also have DT days throughout the year.

5.3 Sport For All!

At the Pre-Prep, Reception, Year 1 and Year 2 pupils swim for half a year as part of timetabled swimming lessons. Everyone from Reception upwards has 90 minutes of Physical Education (PE) every week. All pupils have a weekly, specialist-taught Games lesson. Sports lessons are usually taught by specialists and increasing use of other specialist teachers occurs as pupils move up the school.

5.4 Working Hard

Pupils' learning is managed by their Form Teacher in conjunction with the subject teachers. One of the most important aspects of learning at Bablake Pre-Prep is the enthusiasm pupils apply to their studies. Parents actively support this positive attitude, and it is very apparent within the atmosphere of lessons.

5.5 Support and Challenge

Pupils are not set by ability at the Pre-Prep; however lessons are differentiated to enable an adequate level of stretch and challenge. We feel that this enables the teachers to direct the learning of their pupils as individually as possible, and support and challenge as appropriate.

An outstanding programme of individually tailored **Learning Support** ensures all pupils can reach their potential.





5.6 Interacting With Parents

Regular reports mean that parents are kept well informed as to how their child is progressing. Parents Evenings are held twice a year, and parents are encouraged to speak to their child's Form Teacher whenever they feel the need. Virtual meetings or phone calls may also be undertaken to communicate effectively with parents.

6 Planning The Curriculum

Good planning is an important aspect of effective teaching and assessment for learning. It is the means by which we translate our visions and aims into a coherent and purposeful curriculum for all our pupils. Good planning ensures inclusion, curriculum coverage, relevance, continuity and progression, whilst meeting the needs and interests of the learner and supporting high standards for all.

The curriculum at Bablake Pre-Prep is carefully planned to provide broad and balanced access for all. Short, medium and long term planning is completed by Form Teachers and Subject Leaders in consultation with year group teachers. This will include learning objectives, differentiation and opportunities for formative and summative assessment.

7 Differentiation

Differentiation is fundamental to providing pupils with a relevant, supported and challenging curriculum. At Bablake Pre-Prep we plan and deliver differentiated teaching and learning in a variety of ways:

- different tasks may be planned for the varied ability groups in the class, including structures and models for the less able;
- pupils may work in mixed ability pairs, ability pairs or planned group arrangements, depending on the task;
- the teacher will often work with a smaller group or individuals on a given task, to both support and challenge;
- activities and outcomes are modelled carefully for those pupils who may need support;
- learning objectives and targets for the lesson are differentiated where appropriate;
- more able pupils are challenged and extended with open ended activities.

8 Planning and Assessment

8.1 Long-Term Planning

Areas to be covered each term are identified in long-term planning and provide a curriculum map of what is to be taught and when. Staff are encouraged to look for cross-curricular links and overviews for each year group are shared across subjects to aid this. When planning their schemes of work, Subject Co-Ordinators have taken into consideration the 2014 National Curriculum and adapted it to suit our pupils.





8.2 Medium-Term Planning

This is a planned sequence of work for a subject and is usually organised into half terms or terms. Our schemes of work provide the basis of our medium-term planning. The schemes of work identify the objectives to be covered and the learning outcomes. Some schemes may give suggested activities. Where possible these schemes of work have been grouped into terms to take advantage of links between other subjects. For example, explanation texts in English may be taught when the year group is learning about the water cycle in science. All schemes are available in year group SharePoint Teams and are regularly updated.

8.3 Short-Term Planning

Short-term planning consists of the structure and content of the activities required to teach the objectives taken from the scheme of work. At Bablake Pre-Prep our short-term planning includes teaching strategies/activities, resources, differentiation and assessment activities. It also includes, where appropriate, key questions to be asked and consider learning/teaching styles. This level of detail is more appropriate at this level of planning to enable staff to consider prior learning and the pace at which pupils are progressing.

Standard planning formats are available for example in English and Maths; however, it is more important that the content of planning is consistent and not the format. Some year groups have developed these forms to meet their differing needs.

Year-group planning is encouraged and all classes in the same year group should cover the same objectives. However, the way these objectives are covered is for individual staff to decide, enabling them to develop and use their own creativity and meet the needs of the pupils within their class. It is recognised that workload can be decreased, and expertise shared by planning together.

8.4 Monitoring Planning

Subject Co-ordinators review planning regularly, monitoring it for coverage and content. Staff are expected to keep their planning available for instances of absence.

8.5 Assessment

The assessment process is an essential part of everyday life at Bablake Pre-Prep. Much of what teachers do in classrooms can be described as assessment of what pupils have achieved and how they can improve. (See Marking and Feedback Policy)

The following checklist is useful to encourage Assessment for Learning in the classroom:

- share learning objectives in a way the pupils can understand;
- give clear success criteria;
- encourage pupils to think about *what* they have learned;
- encourage pupils to think *how* they have learned;
- incorporate learning targets into discussions with pupils;
- help pupils to know the next steps in learning.

Good Assessment Practice:





- is based upon clear curriculum intentions;
- plays an integral part in classroom activities;
- is appropriate to the task;
- focuses on learning processes as well as outcomes;
- allows for unexpected as well as intended outcomes;
- draws upon a wide range of evidence, e.g., individual progress, evidence of coursework, tests and observations;
- places achievement in context;
- indicates strengths and identifies weaknesses;
- involves pupils in reflection and review;
- informs about individual progress.

A termly programme of assessment takes place across school. This includes regular formative assessment within usual teaching and learning, alongside summative NFER assessments and Assessed writing. Please refer to the Whole School Assessment Grid.

8.6 Academic Data Analysis

Information from assessments is stored on a database with Insight Tracking www.insighttracking.com. Staff are assigned log-in details, as necessary. Staff refer to Insight to view current and previous assessment data. Insight also holds information on academic discussions pertaining to individual pupils and any Learning Support information. Subject leaders can use Insight to analyse data across the school. Form Teachers are responsible for uploading assessment data.

8.7 Marking and Feedback Policy

(also see separate policy for further detail)

Successful learning occurs when pupils are involved in and feel some ownership of their learning and when they understand the goals for which they are aiming. The provision of effective feedback is a key feature within this and should help pupils to recognise their next steps and how to make them.

The purposes of marking at Bablake Pre-Prep can be identified as being:

- to acknowledge and value pupils' efforts and achievements;
- to monitor understanding, knowledge, application and progress;
- to provide feedback and encouragement to pupils;
- to give value to what has been produced;
- to help identify pupils who need support;
- to aid curriculum planning;
- to facilitate reporting to parents;
- to provide evidence of assessment by means of a mark.

To this end comments on work should:

- relate to what has been taught, reinforcing the objectives;
- be positive, indicating what has been done well;
- pick up on individual or group targets where relevant;
- indicate further work and how to set about the next priority;
- be realistic in expectations.





Teacher marking is carried out with a red pen, and green pen is used for peer-assessment and self-assessment. Verbal comments are recognised as a very important means of giving feedback.

Notes for Marking

- All work produced by the pupils is to be marked and dated if appropriate.
- All work, including homework, should be marked promptly and ideally before the next piece of work for that subject.
- Marking may take place occasionally during the lesson, with the child, allowing for immediate feedback.
- Marking should reflect the main learning objective; presentation may also be commented upon but should not be the only comment.

Marking should be moderated across year groups when exam marks are awarded. A year group may share the marking to facilitate this. For example, one member of staff may mark stories and another Maths, etc.. Assessment marks contribute to the termly grades. The consistency in marking across the school will be monitored by the Subject Leaders.

9 Report Writing

Termly reports are created on iSAMS through the Online Assessment module or Reports Wizard.

Early Years' reports contain comments on each of the seven areas of learning and are produced in Autumn and Spring Term (Reception) and Autumn, Spring and Summer Terms in Nursery. Reports are produced on iSAMS. During the Summer Term, in Reception, teachers will meet with parents to discuss their child's progress against the Early Learning Goals. This is instead of a written report; however, assessment sheets and a brief comment are distributed to parents at this time.

In Key Stage 1 teachers are expected to give grades for Attainment and Effort each term for English, Maths and Science.

Spring Reports also include individual subject comments, Form teacher comments and a Head's comment. Autumn and Summer reports include a Form teacher comment only.

All pupils receive a full report at the end of the Spring term. Good reports are precise in describing what pupils can actually do. They should provide written descriptions of achievements, which are factual and specific and supported by evidence. They will set clear and achievable targets for future learning.

Reports that are badly received by parents often contain highly subjective judgements about pupils that are rarely supported by clear evidence. They are often limited in the description of progress and achievement and fail to provide clear suggestions for future development.

Report writing is a vastly time consuming business, but it is vitally important. Reports should adhere to the following guidelines:

- every child should have a written comment about every subject, unless the pupil has fully missed two terms in a subject due to support;
- although reports are retrospective comments on what has happened, they must also point to future action;





- positive comments are written for every child. Always name something they have done well, referring to a particular piece of work
- if there is a negative comment it should be followed by advice as to how improvements can be made.

The mechanics of report writing should observe the following:

- at the head of the report pupils' names should be written as they appear on the school list, with the first name followed by surname. The full, first name is used in the heading although it is acceptable to write a shortened form in the report itself;
- the report should not begin with 'he' or 'she'. The child's name should be used to begin with and then he or she later if preferred;
- it is acceptable to summarise what has been covered during the term in any subject, but this should not occupy more than 25% of the total report;
- dates and times by which reports should be completed are published in the calendar.

Form Teachers should summarise a child's progress, both in the classroom and regarding extra-curricular activities. Comments should be made about development of personality and other such areas. It is important that accurate details are given, for example when mentioning clubs.

Checking Procedures on iSAMS

Electronically

- Form Teachers should read and check subject comments.
- Year group colleagues should read and then check each other's subject comments.
- The Head/Deputy Head will check Form Teachers' comments and Grades.

Proofreading

- A draft proof will then be printed for final checking by SLT. This will be returned to Form Teachers who should make any amendments in iSAMS. This copy will then be stored in the pupil files in the office.
- Reports will be sent electronically to the Parent Portal at 12 noon or 4pm on the penultimate day of each term. Printed reports are no longer available.

9.1 Short Reports Autumn and Summer Terms

Short Reports contain grades alongside Form Teachers' comments concerning pupil progress and development. Advice should be given concerning future improvement.

Short Reports should summarise a child's progress in the classroom and with extra-curricular activities. It is not essential but would seem pertinent to mention performance in English, Maths and Science, especially in the light of the exams in the summer. Comments might be made about sport, drama or music, the development of personality and interaction with others. It is important that accurate details are given, for example when mentioning teams.

Short Reports are very significant documents. They are singular and defining. These summaries will be poured over and deeply considered by parents, grandparents, family friends and the pupils themselves. As such they need to be robust - and reflect appropriately deep consideration and effort of preparation on our part. The Autumn Term report reflects a term's work and knowledge of a child, the summer





report an even longer period. Comments must tally with Grades. Parents will feel short changed if the report appears superficial.

Year group Form Teachers should check each other's comments and grades.

9.2 Pupil Grades

Grades are awarded each term and are sent to parents in short report form in the Autumn and Summer Terms and as part of a long report in the Spring Term. Short Reports contain grades alongside Form Teachers' comments concerning pupil progress and development.

All staff should ensure they complete their grades in good time to aid the Form Teachers in completing the information.

- Grades are given out termly.
- Effort (letters) can be + or -, e.g. A-.
- Attainment (numbers) can be split, e.g., 3 / 2.
- Where a pupil has missed a term of a subject for support this should be indicated by writing 'Support' in the grade box. A written comment is still required in the report unless the pupil has missed fully the preceding two terms in a subject for support.

Grades over the year are added up for awards at Prize Giving.

10 Prizegiving

Prizegiving takes place at the end of each academic year and is held at school with teachers and pupils only.

All Year 2 leavers receive a gift. Additionally, each class is awarded prizes for:

- a. Academic Achievement x 1 – Attainment Prize;
- b. Endeavour x 1 – Effort Prize.

Please note that 'a' and 'b' above are calculated based on grades throughout the year and extra awards may be given if results are very close. Discretion regarding awards will occur where appropriate.

11 Budgets

Each subject and area of school has a set budget, which must not normally be exceeded without prior discussion with the Head. Any order for equipment, books or other items must be made through a purchase order and allocated to a subject budget. Each Subject Co-ordinator is responsible for their own budget. Requests for large items of expenditure which will not normally come out of Departmental budgets should be discussed with the Head.

12 Presentation

Presentation is important. Pupils are encouraged to take pride in the appearance of their work.





Standards are not absolute though and it is important to differentiate your expectations. Specific guidelines exist for Maths and English. The covers of books should be kept clean unless the teacher suggests otherwise. All work should be dated.

12.1 English and Written Subjects

1. Pupil's name and subject in capital letters or typed on a sticker, on the front cover of each exercise book.
2. All work should be written in pencil or a blue handwriting or fountain pen.
3. The long date should be written at the top left-hand side of the work just inside the margin.
4. A title should be given to each piece of work, both the title and the date should be underlined.
5. In Key Stage 2, all lines should be drawn with a ruler.
6. Have neat, well organised work, previous work should be underlined, and new work begun as described.
7. Have no graffiti.
8. Show progression.
9. Show differentiation when appropriate.
10. Show evidence of cursive handwriting style.
11. Be marked up to date, using the Feedback and Marking policy.
12. Have positive feedback, with information about the next learning step and personal targets.
13. Recognise that mistakes are part of the learning – leave them there, don't rub them out.
14. Link marking to the objective of the lesson.
15. Aim not to have unfinished work on a regular basis.
16. Work on paper must be marked, sorted and filed regularly.
17. Use of writer's tool kits, learning ladders, success criteria should be visible.
18. Give opportunities for self and peer assessment.

12.2 Maths

Pupils must be encouraged from the very beginning to set work out neatly, and show working out clearly. They must come to appreciate that showing the method is an important part of an answer. The way a piece of work is assessed should reflect this, with credit given for the correct answer but marks given for the working. This takes time for pupils to appreciate but with constant reinforcement should encourage more detailed answers. Any work that requires some 'working out' might be returned to be completed properly if this working out is not in evidence.

1. All Mathematics work should be done in pencil.
2. A margin should be drawn down the left-hand side of the page, three or four squares in (Introduced in the Summer Term Year 2 in preparation for Junior school otherwise no margin at Key Stage 1).
3. The date should be written in shortened form at the top left-hand side of the work just outside the margin.
4. A title outlining the learning objective, should be given to each piece of work, starting at the left-hand side by the margin.
5. All lines should be drawn with a ruler.
6. A line maybe drawn down the centre of a page to continue with answers, particularly where little space has been used next to the left-hand edge margin.
7. If space is left at the bottom of a page previous work should be underlined and new work





begun as described above. At Key Stage 1 a new page will be started each lesson.

The guidelines above are a useful basis for ensuring a good quality of written work. When pupils study topics of a more practical or investigative nature there is greater scope for more individual styles of presentation, and originality will be encouraged. Pupils need to be taught that method and clearly explained solutions are as important as the final answers and the need to understand results should be reinforced by staff at every opportunity.

13 Homework

Homework is set daily from Reception to Year 2. The setting, collecting in and marking of homework is consistent throughout the school and is as follows:

Reception	: weekly tasks, steadily increased
Year 1	:15 minutes (3 times a week)
Year 2	:15 minutes (4 times a week)

In addition to their homework pupils are expected to read, and this should be monitored by Form Teachers and parental involvement in this activity encouraged. A reading record should be completed daily.

Homework should be appropriate for the age range of the pupils. Pupils should only be set homework they can do and therefore, where possible, homework should be differentiated for those of varying abilities. Homework can include a variety of tasks such as using an online subscription, working in a published workbook, working online from a teaching Notebook or video, or other varied and creative homework.

Homework is usually set for the next day. Some homework however may be ongoing, for example learning spellings. Homework should be marked in accordance with the marking policy and returned to the child before the next homework for that subject is set.

14 Monitoring Programme for Teaching And Learning

To develop Teaching and Learning across the curriculum, we use a programme of monitoring where subject leaders and year group teachers work together on a particular area for development.

As teachers, we are also learners. A collaborative process should enable us to continue to make greater improvements to our teaching which in turn should aid our pupils' learning. To make these manageable, subject leaders **monitor one year group at a time**; this will enable more opportunity for liaison and specialist support throughout the monitoring process.

The Process

Subject leaders and year group teachers meet to discuss plans for the year ahead. The initial focus for discussions should be on finding aspects for development.

These should relate to the school values Responsibility, Excellence and Community.





Subject leaders work closely with each year group to implement the agreed development. Subject leaders then monitor with additional action including lesson observations, book trawls, planning trawls, pupil voice interviews.

Specialist taught subjects (Music, Art/DT, MFL, Learning Support, Games/PE) set a focus for their team and continue to monitor, alongside regular subject meetings to discuss developments throughout the year.

Members of SLT also conduct an annual review by year group. This will involve observing a number of English and Maths lessons, conducting pupil voice sessions, book scrutiny and data analysis. This provides a developmental and feedback opportunity for staff members, supporting everyone in their professional aspirations and targets.

15 Review, Approval and Publication

The Head of Pre-Prep has strategic oversight of this policy which is reviewed every two years unless otherwise required owing to a change in policy/legislation or guidance; once reviewed, the policy is presented to the Education Oversight Committee for formal recommendation to present it to the Full Governing Board for final approval.

This Policy will also be made available to parents/carers via the Schools' website; and, published to the ISI Portal.

16 Related Policies and Procedures

This policy may need to be read in conjunction with the following Foundation/School policies:

- Marking and Feedback policy
- Equal Opportunities policy
- Learning Support policy
- Curriculum Subject policies
- Bablake Pre-Prep Behaviours
- Whole School Assessment Grid

And/or with reference to the following legislation or governance provisions:

- The Independent School Standards Regulations (ISSR).
- Independent Schools Inspectorate (ISI) - Para 2, Part I ISSR – Curriculum, Quality of Education Provided.
- Early Years Foundation Stage Statutory Framework
- 2014 National Curriculum



17 Appendices

There are no appendices to this policy.

END

