



Eton End

Curriculum Policy (Including EYFS)

ETON END SCHOOL
35 Eton Road, Datchet



Curriculum Policy (Including EYFS)

Relevant Statutory Regulations:	ISSR Part 1, Para 2 Education Act 1996 Equality Act 2010 EYFS Statutory Framework 2026
Nominated member of SLT responsible for the policy:	Sarah Stanforth
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Intent

The curriculum is all the planned activities which are organised in order to promote learning, personal growth and development of our pupils. At Eton End School, we follow our own wide-ranging curriculum; tailored to the needs of our pupils, which considers the ages, aptitudes and needs of all pupils. It draws upon best practice and evidence-based research, allowing all children to learn and make progress.

As part of our responsibility to keeping abreast of educational developments and the national educational agenda, our curriculum includes the requirements of the EYFS and some elements of the National Curriculum: being guided rather than limited by the content. Our curriculum aims to marry together the strengths of the National Curriculum with the aims and ethos of the school.

The curriculum is balanced and broad; it strongly promotes the spiritual, moral, social, cultural, mental and physical development of all our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life in British Society, including the provision for their economic well-being. It enables pupils to acquire skills in speaking, reading, writing, listening and numeracy.

We also value the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We teach children how to grow into positive, responsible people- who can work and co-operate with others- whilst developing knowledge and skills, so that they achieve their true potential. We teach them to develop their resilience and see mistakes

made as areas that they can learn from, as positive elements of learning, enabling them to grow.

The school's written policy, plans and schemes of work support the teaching and comprehension of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This policy includes the EYFS, 2 Years to Reception and Years 1 to 6.



Our curriculum provides for full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. Our curriculum provides for full time and part time supervised education for pupils from 2 years.

Values

Our curriculum is how we achieve our objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling and useful lives. Our school curriculum is underpinned by our five Learning Values: Perseverance, Resilience, Courage, Curiosity and Collaboration and our five Self-Efficacy Values: Integrity, Respect, Self-Awareness, Humility and Empathy. This means that we will expect the best of every child, will encourage them to be curious and inquisitive and will provide a learning environment in which they will be able to develop to the absolute pinnacle of their potential.

It also means that we will respond warmly and constructively to children of all abilities and aptitudes and to those with special educational needs. We believe that all children contribute immeasurably to the life of a school, and we will nurture them to the best of our ability. In every aspect of the curriculum, we will promote the value of equality.

Aims

The curriculum is how our school achieves its objectives of:

- educating children in the knowledge, skills and understanding that they need in order to lead safe and fulfilling lives
- giving all pupils the opportunity to learn and make progress
- respecting the views of each individual child, as well as people of all cultures
- ensuring all pupils acquire skills in speaking, listening, literacy and numeracy

- providing subject matter appropriate for the ages and aptitudes and needs of all pupils, including those with a Behaviour Plan, Risk Assessment or an Educational Health Care plan; where a pupil has an EHC plan, providing education which fulfils its requirements
- valuing the spiritual, moral, social and cultural development of each pupil, as well as intellectual and physical growth
- valuing the importance of co-operation and understanding with each person in our community
- respecting all children in our school for who they are, treating them with fairness, honesty and equal opportunities
- providing equal opportunities for those pupils who have EAL needs
- providing PSED, including RHSE and online safety and SMSC for personal, social, spiritual, moral, cultural, health and economic education and citizenship education which reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act(a) – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation
- actively promoting the the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- preparing pupils effectively for the opportunities, responsibilities and experiences of life in British society
- providing a programme of activities which is appropriate for the educational needs of our pupils below compulsory school age in the EYFS in relation to personal, social, emotional and physical development and communication and language skills.



Implementation:

Teachers plan the learning journey in small, engaging steps through a range of memorable experiences and lessons; all learning has purpose and children can easily make links in their learning. Small steps in learning, questioning and retrieval enable children to really understand what they are doing and to deepen their understanding. Teachers do not move children on in their learning until they are ready to do so. Retrieval practice is used regularly as part of learning in order for children to revisit learning and to apply it to other contexts.

Learning is taught through stand-alone subject areas - in order for the progressive skills and knowledge development to take place- as well as across subjects, to ensure that children are able to use and apply their skills and knowledge in different contexts. Learning experiences are carefully sequenced and planned in order for skills and knowledge to be developed. Through the school values and Eton Endeavour where children focus on their identity and achievements, children learn the life skills to be respectful and responsible citizens. These

values and attributes underpin our curriculum and all of school life. All children have a personal opportunity to decide what Eton Endeavour opportunity they would like to follow on a half termly basis.



Areas of Experience:

Linguistic

Pupils develop their communication skills and increase their command of language through listening, speaking, SPAG, reading and writing which includes the use of technology. The lessons are in written and spoken English. Spanish is also taught along with Latin for Year 6. Pupils in the EYFS and Pre-Prep are taught phonics daily using the DFE accredited phonics scheme Sounds Write. Pupils who speak English as an additional language are supported by the SENCo and where appropriate with 1:1 lessons and support. The Pupils develop their English writing skills in line with the current Writing Framework.

Mathematical

Pupils are all to become fluent in the fundamentals of mathematical calculations and complex problems; to understand and appreciate relationships and conceptual understanding in geometry and number; apply their knowledge rapidly and accurately; identify patterns in number and space and to develop their capacity to think logically and express themselves clearly with reason and use language mathematically; use sophisticated problem-solving techniques. Their knowledge and understanding of mathematics is developed in a variety of ways, including practical activity during outdoor learning, drill and practice, investigation, exploration, discussion and the use of technology.

Scientific

In this area, the aim is to inspire pupils with a desire to find out more about the world in which they live through observation, questioning and investigation and provide them with the skills required to follow their interests and find answers to their questions. All pupils will develop their knowledge and understanding through the strands of biology, chemistry and physics; develop their understanding of the nature, processes and methods of science through enquiry and questioning; and will be equipped with the knowledge required to understand the uses and implications of science today and for the future. All pupils are taught to be aware of their responsibility for the way in which their actions can affect the environment. They will develop their 'Working Scientifically Skills' enabling them to use predict, conclude, measure, plan and investigate. Once a year the pupils experience Science Week, where all lessons are taught to the theme of the National Science Week Topic. A cross - curricular approach is adopted for this week and the pupils, throughout the school, work off their weekly timetable.

Technological

Pupils develop technological skills including the use of information and communication technology (ICT); they develop, plan and communicate ideas; they work with tools,

equipment, materials and components to produce good quality products; they learn to evaluate processes and products. Resources include: iPads, Beebots, a green screen, VR headsets, Dictaphones, programmable toys and audio equipment. Since September 2023 pupils in the Pre-Prep have access to school iPad to use across all curriculum areas and develop the skills needed for a blended learning approach in the Prep School. In the Prep School we now operate a 1:1 device policy and utilize the Microsoft suite of applications to enhance learning.



The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use and express themselves and develop their ideas through information and communication technology – at a level suitable for the future workplace and as active participants in a digital world. We believe that pupils should be given the opportunities to apply and develop their digital skills using ICT tools to support their learning, including the opportunity for online safety discussion, in all subjects. All pupils in the Prep school are taught discrete lessons on E-Safety; all school aged pupils have taken part in an Online Safety lesson. In the Early Years technological activities are not discrete sessions. The school recognizes that Online Safety runs through all aspects of the curriculum and therefore it is revisited regularly in this intrinsic manner. Once a year the children benefit from participating in the National Online Safety Day activities.

Human and social

Pupils learn about people and their environment, and how human action, now and in the past, has influenced events and conditions. The subjects of History and Geography, Humanities, Understanding the World, PSHE, Citizenship, PSED, SMSC, RE, FBV and assemblies make a strong contribution to this area of learning. Parents are sometimes invited to attend activities or displays within this area of experience. Theme weeks play an important part in this area of the curriculum.

Physical

Pupils' physical control and co-ordination is developed as well as their tactical skills and imaginative responses; they are taught to evaluate and improve their performance. Pupils acquire knowledge and understanding of the basic principles of fitness and health; this is very specific in the EYFS. For example, the children in Nursery have hand washing lessons.

In the EYFS developing fine motor-skills is a large part of the physical curriculum. This is promoted specifically through Finger Gym style activities, explicit handwriting exercises and opportunities through child-led play. In the Prep school, pupils are taught the skills that are required for team sports, such as netball and football and they compete in matches with

different schools. Pupils from Year 1 – Year 6 are taught to swim and develop their different strokes.



Aesthetic and creative

Pupils' personal, imaginative, and practical responses are encouraged by the processes of making, composing and inventing inside and outside the classroom. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, design technology (including food technology), music, dance, drama, role-play and the study of literature. A focus too is the appreciation of beauty, creativity and invention.

EARLY YEARS CURRICULUM ONLY: The Early Years Foundation Stage framework identifies three Prime Areas of Learning, and four Specific Areas of Learning; this is a statutory requirement. Working in partnership with parents, EY practitioners promote the learning and development of all children in their care, and endeavour to ensure they are ready for school. The seven areas of learning and development shape the educational programme in early years. All areas of learning and development are important and inter-connected. The pupils enjoy enrichment activities with specialist staff too: Spanish, Music, Sport and Digital. Please refer to the EYFS policy for further detail.

	Communication & Language Development	Physical Development	Personal, Social & Emotional Development	Literacy	Maths.	Understanding the World	Expressive Arts & Design
Hatchlings	*	*	*	*	*	*	*
Nestlings	*	*	*	*	*	*	*
Fledglings	*	*	*	*	*	*	*
Reception	*	*	*	*	*	*	*

NURSERY, RECEPTION and YEARS 1 - 6



Form/ Year Group	H/N	F	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
ENGLISH				*	*	*	*	*	*
PHONICS	*	*	*	*	*	*			
MATHS	*	*	*	*	*	*	*	*	*
SCIENCE			*	*	*	*	*	*	*
GEOG				*	*	*	*	*	*
HISTORY				*	*	*	*	*	*
ART				*	*	*	*	*	*
DT				*	*	*	*	*	*
Food Tech				*	*	*	*	*	*
PSHE			*	*	*	*	*	*	*
MUSIC	*	*	*	*	*	*	*	*	*
RE			*	*	*	*	*	*	*
PE	*	*	*	*	*	*	*	*	*
DRAMA						*	*	*	*
EXAM PREP						*	*	*	*
DANCE	*	*	*	*	*	*	*	*	*
SWIMMING				*	*	*	*	*	*
SPANISH	*	*	*	*	*	*	*	*	*
TED TALKS						*	*	*	*
LIBRARY	*	*		*	*	*	*	*	*
DIGITAL	Ad hoc	Ad hoc	*	*	*	*	*	*	*
GAMES	*	*	*	*	*	*	*	*	*

Collective Worship: All pupils from Reception to Year 6 are expected to participate in Collective Worship. The worship is broadly Christian in character, whilst reference to other faith groups is made and they are recognised and respected. Parents have the right to withdraw their child from acts of Collective Worship. Parents must inform the Head in writing if this is their wish.



The Nest; Hatchlings, Nestlings and Fledglings have regular assemblies which celebrates birthdays, Christian and other faith festivals as part of their curriculum.

RHSE: Relationship, Health and Sex education is taught within Science, RE and PSHE. The school teaches age-appropriate Sex Education using the Jigsaw scheme of work. Parents can withdraw their child from this aspect of the curriculum however the biological elements of the science curriculum are not optional. The RHSE Policy is available to parents. Relationship Education is taught by form teachers using the Jigsaw scheme of work, parents cannot withdraw their child from these lessons.

Drugs, Alcohol & Tobacco Education: Drug, alcohol and tobacco education takes place in Science and PSHE. The children receive education about these issues which are relevant and appropriate to their age and experience.

SMSC: The curriculum in school provides opportunities to promote our pupils' spiritual, moral, social and cultural development. We aim to provide an education that gives children opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. We aim to actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs in activities in the classroom and extra-curricular activities.

PSHE: Jigsaw, the mindful approach to PSHE: The aim of the PSHE curriculum is to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

In our school we choose to deliver Personal, Social, Health Education using **Jigsaw**, the mindful approach to PSHE. The children learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing

so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up and an understanding of Fundamental British Values.



From The Nest to Year 6, the Jigsaw scheme of work is used to deliver the knowledge, skills and understanding in a variety of ways:

1. through whole school assemblies
2. as a discrete subject within designated curriculum time
3. through activities, whole school events, extra-curricular clubs and initiatives, and through the pastoral care and ethos of the school
4. through links with the wider community
5. through cross-curricular links

The school's aims and ethos and the PSED and PSHE programme encourage respect for other people, with regard to the protected characteristics set out in the 2010 Equality Act (a). (Through school events, speakers, Code of Conduct etc.).

Personalised Learning Time: The aim of Personalised Learning Time is to tailor instruction and support to the unique needs, interests and strength of the individual learner. The teachers use this time to plan unique activities for each individual child to help them to achieve their full potential. This is delivered to pupils in a daily half hour session (except Thursdays). Pupils are taught individually or in small groups to either support areas where they might need extra help, or stretch them in areas that they are excelling in. They will either be taught by their Form Teacher, Specialist Teacher or Teaching Assistant.

Safeguarding:

Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported at school. More broadly, our curriculum takes account of and promotes our pupils' mental and physical health and development in order to prevent any impairments that would affect the best possible outcomes for all our pupils. The inclusion of opportunities within lessons to address and promote positive relationship, health, mental well-being and resilience is adopted by all subject leads within the school when considering adaptations to schemes of work and by practitioners in their day to day practice as part of our broad and balanced curriculum offer.

Inclusion and Equal Opportunities:

The curriculum at Eton End is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. As a non-selective school, we operate a SEND policy and a policy for gifted and talented pupils to ensure the needs of all learners are met.



SEND

At Eton End, we aim to plan a curriculum that meets the specific needs of individuals and possibly groups of pupils who require additional support in the classroom or through specialist provision by withdrawal on an individual or group basis. This takes into account any specific details included within individual Pupil Plan's (SEND Support Provision). We have high expectations of all children and believe that their work should be their personal best. Teachers will modify planning for all pupils with relevant and appropriately challenging work at each key stage by: setting suitable adaptive learning opportunities, responding to pupils' diverse learning needs and styles to overcome potential barriers to learning and assessment. Teachers will continually adapt their lessons and teaching styles to support all students.

The SENCo liaises fully with individual staff and collectively at either departmental or whole school Staff Meetings. The SENCo, the EYFS and Nursery Staff, all support children with SEND and their families.

SEND support is monitored, reviewed, adapted or replaced, depending on how effective it has been at achieving the agreed outcomes. This is in line with the assess, plan, do, review cycle from the SEND Code of Practice and is reviewed each term. Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of the child, they have not made expected progress, the school will advise parents to seek further external support, in some cases this may lead staff and parents to consider an Education, Health and Care Needs Assessment. The SENCo will work closely with parents to support this process.

Assessment in SEND: a child may require further assessment to ascertain their specific needs and thus target support effectively. Observations and screening assessments are undertaken by the SENCo title now when concerns are raised by the school or parents. Specific specialist assessment may be performed by a third party (i.e. OT, EP, ELSA and SALT).

Year 1 pupils complete a Dyslexia screener test in the Autumn Term

EAL

A child for whom English is an additional language and who joins the school is assessed against the DfE Proficiency Scale to ascertain levels of competency in English. The register is based on the response given by parents when completing the school confidentiality form. There are two aspects to EAL within the school. One being those children who speak more

than one language and the other being those children who are performing below their peers due to a language barrier. Alongside in school assessment, teacher observation and parental feedback, the school uses EAL Progress Descriptors and the DfE Levels of Competence guidelines to provide the basis for specific language support for a child with EAL. The form teacher oversees the pupil's wellbeing and ability to cope. Academic progress is monitored and evaluated by the Deputy Head Academic in collaboration with all staff who teach the pupil. The SENCo may be involved if the EAL pupil receives targeted tuition. The School may also use methods such as The Bell Foundation's EAL Assessment Framework to assess progress. Children may choose to speak in their first language or English; staff model English. All tests are conducted in English.



Children can use their own language or may choose to have prolonged periods of silence until they feel more comfortable with the setting and the English language.

Communication with parents needs to be considered with EAL children in particular, as they may not understand how the school system works or what is being offered.

Gifted and Talented

The identification and provision for Gifted and Talented pupils is an integral part of Eton End's broader commitment to maximum inclusion of educational opportunity and confirms our commitment to providing a curriculum in which all pupils are enabled to realise their potential. We aim to raise the aspirations and expectations of achievement, ensure greater enterprise, self-reliance and independence for all pupils, while building their resilience and maintaining a joy of learning. In order to achieve these aims, we will ensure that all pupils have opportunities to develop specific skills or talents by setting suitable learning challenges and responding to pupils' diverse learning needs in lessons. This may be achieved through quality first teaching being delivered in adaptive lessons, personal learning time (PLT) and through homework set or through additional opportunities being provided outside of usual lesson time.

If appropriate, pupils may be granted time out of school to enhance their ability, gift or talent or provision may be allowed for within the school day.

Assessment in the Pre-Prep and Prep School

Effective assessment provides information to improve teaching and learning and is about making informed judgments about pupils' achievements measured against the National Curriculum/year group expectations and/or standardised scores for summative purposes. It also helps to identify the next steps needed for a pupil to make progress. Assessment is an

ongoing process and is not considered to be separate from teaching. We have a framework in place to assess pupils' attainment regularly and thoroughly, and we use information from these assessments to plan accordingly and to report attainment and progress to parents. See Assessment policy for information on receiving and transferring assessment data when a child joins or leaves Eton End School.



Assessment in the Early Years

Baseline, 2-year progress check and ongoing assessment is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share. Assessment does not entail prolonged breaks from interaction with children and draws upon Teacher/Room Leader judgement. Parents are kept up-to-date with their child's progress and development through Tapestry. See Assessment Policy, EYFS Policy and refer to the transfer policy for information on receiving and transferring data when a child leaves or joins the Nursery or main school.

Early Years Foundation Stage

The Foundation Stage classes follow the EYFS seven areas of learning. The seven Areas of Learning and Development consist of three Prime Areas of Learning and four Specific Areas. All areas of learning are important and inter-connected. The 3 *prime areas* are important for building a foundation for the child's development and these are consolidated and applied in the four specific areas. The Prime Areas are Personal, Social and Emotional Development, Communication and Language and Physical Development. The four Specific Areas are Literacy, Mathematics, Understanding of the World, and Expressive Arts & Design. All the areas are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities. In the Reception years several subjects are taught by specialist staff including Music, Games, Gymnastics, Dance, Digital, Spanish. Reception children also have RE lessons weekly. Nursery pupils have specialist teaching in Spanish, Music and Physical Education.

Extra-Curricular Activities and Curriculum Enrichments

Throughout the academic year, each pupil has the opportunity to participate in daily extra-curricular activities. This provision is not compulsory, but through their variety, they are intended to encourage children to acquire or develop a skill for their own interest and enjoyment. These include: Art, Tennis, Languages, Netball, Gymnastics, LAMDA, Team Skills, STEAM, Digital skills etc.

Each child has the opportunity to participate in Educational Visits during the school year; this includes residential opportunities from Y3 upwards. Off-site activities are chosen and planned carefully so that they fulfil specific curriculum requirements that will aid the children in their learning and understanding of a particular aspect of a subject/s in the curriculum.



Departments and subject coordinators may organise whole school events such as: Science Week, European Languages Day, Brainiac Days, National Science Quiz, Book Week and recognise national events i.e. National Poetry Day, Remembrance etc. The aim of these events is to encourage cross-curricular study through a variety of planned, complimentary and enriching age-related activities. Visitors and speakers are invited into school to enrich the curriculum further through workshops, etc.

The school also offers the pupils the opportunity to participate in a wide range of activities such as being in the School Council, Food Forums, Green Guardians, having positions of responsibility, being part of the school's sports teams, going on residential trips in the UK, taking part in musical groups, participating in various Art competitions and exhibitions and taking a role in form assemblies and school productions. Provision is made for pupils with particular needs to enable them to access all the opportunities on offer within the school.

Preparation for life in British Society

The school aims to provide opportunities through curriculum and extra-curricular activities for pupils to develop the values, skills and behaviour they may need to lead happy, fulfilled and purposeful lives. The pupils will participate in a broad and rich range of activities in the classroom and in extra-curricular activities which will enable them to develop skills of risk-taking, determination, puzzle-solving and courage as well as the soft skills needed to support human relationships. Theme days and initiatives support this in particular; for example National Parliament Week, Maths Puzzle Day, School Council class elections, NSPCC PANTS campaign and planting during Wellbeing Week. Eton Endeavour and the Young Tycoon programme offer the opportunity for pupils to take part in a range of activities which will prepare them for life in society including entrepreneurial skills, community service and practical life skills such as cooking and sewing.

The implementation of a 1:1 device policy from Year 3 upwards from September 2023 is enabling our pupils to develop functional IT skills which are essential attributes in modern society. This is coupled with specialist teaching in digital media and robotics ensuring that pupils are becoming digitally literate in the broadest sense.

Monitoring, Roles and Responsibilities

The Head has the responsibility for the leadership of the curriculum and delegates responsibility to key staff:



- the Deputy Head Academic oversees the planning, teaching, learning and assessment and liaises with the Heads of Department and subject coordinators to ensure that the curriculum has progression and appropriate coverage. The Deputy Head Academic is responsible for overseeing the pacers, medium term plans, curriculum overviews and liaising with Form Teachers over the content, resourcing, delivery and assessment of the units of work.
- Form Teachers oversee the wellbeing of pupils: the pupil's response to teaching and learning, their progress, attainment and social and emotional and development across all aspects of school life
- the Deputy Head Academic ensures that the progress of each pupil is tracked and that there is appropriate challenge, support and intervention. Both the Deputy Head Academic and Deputy Head Pastoral are involved in termly progress meetings with Form Staff.
- the SENCo, in collaboration with teaching staff, Form Teachers and SLT and the Nursery Manager, monitors pupils who have been identified as being on the SEN, EAL and/or the Gifted and Talented registers
- In the EYFS, practitioners report and review an individual child's attainment, effort and progress through FAMLY. Two-year progress checks, 'settling in' telephone conversations plus Parents' Evening in the Autumn and Spring terms and FAMLY report card and a summative report at the end of the academic year are given to parents.
- Year 1 upwards, settling in emails are sent half termly to parents. Subject and Form Teachers report and review an individual child's attainment, effort and progress to parents at two meetings during the year and through Report Cards (Autumn and Spring), and in a summative report at the end of the academic year
- The Governors monitor the success of the curriculum through feedback from the Governance Days and at board level through the Head's termly report and SDP.