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SCHOOLS

# Curriculum Policy

Policy Folder: Curriculum



## HSW Curriculum Policy

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### HSW Curriculum

At Hall School Wimbledon, we deliver a broad, balanced, and inspiring curriculum that supports all students to achieve their very best. We are an ambitious school where students develop a positive growth mindset and are encouraged to be aspirational. HSW students aspire to be the best that they can be, whatever their starting point. Our inclusive curriculum and teaching strategies help to ensure our students are conscious learners – they know where they are going on their academic journey and they know what they need to do to get there.

Alongside academic success, our curriculum is also crafted to support all students





to become curious, lifelong learners, equipped with the knowledge, understanding and skills necessary to succeed in their chosen path, whatever that may be. We believe it is important to develop the whole child so we ensure our students develop the resilience, independence and creativity to understand and overcome the challenges of their future life.

We believe that trips, visits, and other activities, including music, sport and performance, are extremely powerful influences on young people and aid in their holistic approach to learning. Therefore, at HSW students are encouraged to involve themselves in a range of sporting, musical, dramatic, cultural, and artistic experiences. Our extensive careers programme, leadership opportunities and Duke of Edinburgh programme further compliments to our curriculum enrichment.

We want students to become well-rounded individuals who can engage fully within society, whatever their chosen careers, pursuits, or interests.

Our curriculum is ever evolving; embracing new technologies; striving to improve further the quality of education for students in our care. Our curriculum enables students to be the best version of themselves that they can be and to follow their dreams.

The curriculum plans provide for experiences which cover linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education in accordance with section 8 of the Education Act 1996.

**Linguistic:** This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. All pupils study English as a First or Second Language as appropriate to their situation. Pupils may have access to French (at Junior and Senior schools), German (Years 9 and above) and Spanish (Years 7 & 8). In addition, they may study their own mother tongue. Communication skills, both verbal and written, are an inherent competency developed in all courses.

**Mathematical:** This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space, and to develop their capacity to think logically and express themselves. Their knowledge and understanding of mathematics are being developed in a variety of ways, including





practical activity, exploration and discussion in mathematics, science, the Humanities and through application of mathematical skills in other areas such as PE and the Arts.

**Scientific:** This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings. To this end, all pupils may study all three main science disciplines, a choice of two science disciplines or a single science discipline, through their time at the Senior school and Sixth Form and a combined approach to science in the Junior school.

**Technical:** This area seeks to develop computational thinking, programming and 3D design and robotics, and electronics, which include planning and communicating ideas; working with equipment and materials; and evaluating processes and outcomes. This is achieved by the provision of Computer Science from Year 5, many of these skills are essential competencies also taught and experienced through Art and Photography.

**Human and social:** This area is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions. These key skills and experiences are provided for in History, Geography, Religious Studies and various sections of the Science curriculum. PSHEE and assemblies add to the opportunities for pupils to experience this aspect of learning.

**Physical:** This area aims to develop the pupils' physical control and co-ordination, as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health. All pupils have time in the week for formal PE lessons. Aspects of health and fitness also form part of the science curriculum. Occasional sessions on mindfulness and yoga add to this area of experience.

**Aesthetic and creative:** This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects in all subjects, but some make a particularly strong contribution, including Art, Computer Science,





Music, Drama and the study of literature, because they call for personal, imaginative, and often practical, responses. Pupils have access to all these areas of endeavour both within the main curriculum and as extra-curricular activities.

Through all these activities and experiences all pupils, irrespective of their SEND needs, whether they have an EHCP or are using English as an additional language, will acquire speaking, listening, literacy and numeracy skills in all phases of their education at HSW.

PSHEE and Careers guidance are an integral part of the pupils' learning experiences. These are delivered both as named timetable subjects but also through form tutor time, assemblies and visiting speakers. The PSHEE programme (see separate policy) reflects the school's aim and ethos, encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. Careers education is for KS3-KS5 pupils which is accurate, up-to-date and is presented in an impartial manner, and enables them to make informed choices about a broad range of career options, GCSE, Sixth Form and university choices, and helps to encourage them to fulfil their potential.

At HSW we incorporate the Fundamental British Values within our curriculum: they form part of our expectations of conduct and behaviour and the principles of democracy are exhibited in the election of the School Councillors. As a school, we also place these in the context of other democratic societies, whilst acknowledging the diversity of political, cultural and religious situations that make up our pupils' global experience. Indeed, the diversity of our pupils is seen as one of our greatest strengths.

#### Our Principles and Values

For the school curriculum to provide opportunities for all pupils to learn, achieve and flourish it should:

- provide an unpressurised but challenging and engaging learning environment, based around a child's readiness to learn;
- be broad and enriching in its coverage and scope;
- provide opportunities to experience the enjoyment and stimulation of





learning and to make progress;

- enable learners to see learning as an enjoyable lifelong process;
- enable them to make constructive choices throughout their lives in order to achieve economically and personally as responsible global citizens.

**To achieve this:**

1. The curriculum is about the development of the whole person. Opportunities for learners to develop values and attitudes are as important as the development of skills and factual knowledge, so that learners can:

- show and know success in a variety of ways;
- develop and maintain positive self-esteem;
- follow healthy and safe lifestyles;
- show courtesy, consideration and good humour to others;
- be constructive, critical members of a global society;
- articulate their own opinions and needs.

2. All learners are given equal opportunities for learning through a curriculum that meets the needs of every learner in a relevant, flexible and responsive way, so that learners can:

- take an active part in their own learning in school and want to be lifelong learners;
- be engaged in making decisions about their own learning;
- be responsible, honest, caring and confident;
- use technology effectively, efficiently and ethically as a tool for finding, thinking, making and doing.

3. The school curriculum builds on learners' strengths, interests and experiences both inside and outside school, including those developed by their first educators – their parents – and equips them with the skills to become confident, enthusiastic and effective learners, so that they can:

- be engaged in making decisions about their own learning in school;





- communicate effectively;
- take risks, responsibly and creatively;
- enjoy and achieve;
- be responsible, honest, caring and confident.

4. Skills and processes are embedded in a wide range of practical, theoretical and creative curriculum opportunities. This will engage learners in problem solving, enquiry and creative thinking, enabling them to become adaptable, responsive and innovative, so that they can:

- communicate effectively;
- work independently and collaboratively.

5. The curriculum presents learners with new challenges and opportunities. Through experiencing the curriculum in a range of contexts, learners learn to take risks and rise to challenges, so that they can:

- be flexible, resourceful and able to adapt to new situations in a rapidly changing world;
- show initiative, resilience and confidence;
- take risks, responsibly and creatively.

Key aspects of learning included in the curriculum incorporate – motivation, empathy, social skills, communication, enquiry, problem solving, creative thinking, information processing, reasoning, evaluation, self-awareness and managing feelings.

In any learning experience, learners draw on a range of skills, attitudes and knowledge to develop new understandings and build concepts. These cross-curricular learning skills focus on cognitive and affective aspects of learning and are integral to becoming a lifelong and effective learner.

6. The curriculum focuses on knowledge creation as well as knowledge acquisition. By making connections between different bodies of knowledge, learners create new learning for themselves, so that they can:





- be willing and able to learn new skills;
- think analytically and develop reasoning and enquiry skills.

7. The curriculum reflects the learners' place in their local community. It gives them opportunities to learn about the place, people and values in which they are growing up. It enables them to develop their sense of belonging, appreciate the diversity of their community and feel empowered to make a difference for the better, so that they can:

- contribute to the local community both in school and outside;
- value themselves, their families and others around them;
- value the diversity in our society and others', and the environment in which we live;
- participate in decision making and contribute to the community;
- show courtesy, consideration and good humour to others.

8. The curriculum reflects the learners' place in the global community. It allows them to develop their sense of identity beyond their personal experience, to develop a sense of belonging and empowerment to make a difference for the better in the wider world, so that they can:

- be flexible, resourceful and able to adapt to new situations in a rapidly changing world;
- enjoy and flourish when at key transition points in their lives;
- understand the connectedness of their community within the national and global communities;
- use global resources wisely and contribute to environmental sustainability;
- recognise their role and responsibilities as members of a global society by understanding their own values and attitudes;
- recognise the commonness of humanity, transcending national boundaries.





Our aims for our learners

**Our aim is that our learners will...**

### **Values**

- value and respect themselves, family and others around them and further afield
- value diversity in our local and global societies;
- value the environment in which we live;
- show courtesy, consideration and good humour to others;
- recognise roles and responsibilities as members of a global society through understanding their own values and attitudes;
- be responsible, honest, and caring;
- develop and maintain high self-esteem.

### **Enjoyment**

- enjoy and achieve;
- follow a healthy and safe lifestyle;
- be innovative and enterprising;
- cope effectively with change and adversity.

### **Thinking skills**

- develop thinking, reasoning and enquiring skills;
- engage in sustained, shared thinking with other learners;
- develop analytical skills;
- think creatively, imaginatively and critically.

### **Decision making**

- be confident to make decisions about their own learning;





- make choices in their day-to-day learning;
- make decisions which make a positive contribution to the school or local community;
- problem solve;
- be flexible, resourceful and adapt to new situations in a rapidly changing world.

### **Learning opportunities**

- be willing to learn new skills;
- incorporate technology efficiently, for thinking, making and doing;
- be willing to take risks;
- work independently and as a team member;
- show initiative and resilience.

### **Curriculum Delivery**

### **Teaching and Learning**

- Individualised learning and teaching;
- Flexible and responsive teaching styles;
- Maintaining a stimulating learning environment;
- Promoting an independent, lifelong learner;
- Preparing pupils for their place in society while being aware of the demands made of them, through examinations;
- Assessment of pupil progress to inform teaching, set appropriate targets and track progress.

### **Planning**

The learning and teaching of the curriculum is supported through planning.





## Planning:

- provides continuity and progression for all;
- promotes an enjoyment of learning and commitment to learning and achieving;
- provides rich and varied learning experiences;
- encourages best possible progress and the highest attainment for all pupils;
- enables pupils to make connections across different areas of learning;
- helps pupils to think creatively and solve problems;
- develops pupils' capacity to learn and work independently and collaboratively;
- enables pupils to respond positively to opportunities, challenges and responsibilities;
- enables pupils to acquire and develop a broad range of knowledge, skills and understanding.

## The School Day

(Optional Cross Curricular 16:00 – 17.00pm on Mondays, Wednesdays, Thursdays and Fridays)

### **Junior (Years 5 & 6) Timetable:**

- Registration: 8.30 – 9:00
- Morning session: 9:00 – 12:00
- Break Time: 10:0 – 10:20
- Lunch: 12:00 – 12:40 (Please see website for lunch menu)
- Afternoon break: 13:40 – 14:00
- Afternoon session: 12:40 – 15.20

(Optional Cross Curricular 16:10 – 17:00 on Mondays, Wednesdays, Thursdays and





Fridays)

Details of Daily Clubs can be found on the school website/ school office.

### **Senior (Years 7 – 8) Timetable:**

- Registration: 8.30 – 9:00
- Morning session: 9:00 – 12:20
- Break Time: 10:30 – 10:50
- Lunch: 12:20 – 13:00 (Please see website for lunch menu)
- Afternoon break: 14:20 – 14:40
- Afternoon session: 13.00 – 16:00

(Optional Cross Curricular 16:10 – 17:00 on Mondays, Wednesdays, Thursdays and Fridays)

### **Senior (Years 9 – 13) Timetable:**

- Registration 8.30 – 9:00
- Morning session: 9:00 – 13:00
- Break Time: 10.30 – 10.50
- Lunch: 13:00 – 13:40 pm
- Afternoon break: 14:20 – 14:40
- Afternoon session: 13.00 – 16:00

(Optional Cross Curricular 16:10 – 17:00 on Mondays, Wednesdays, Thursdays and Fridays)

### **Cross Curricular Clubs**

Cross curricular clubs run Mondays, Wednesdays, Thursdays and Fridays 16:00 – 17.00. These are optional for pupils in years 4 – 13.

Details of Cross Curricular Clubs can be found on the school website/ school office.





## Junior Curriculum (Years 4, 5 and 6)

In Years 4, 5 and 6 pupils study a broad, balanced and exciting curriculum that draws on the best elements of the National Curriculum and the National Literacy and Numeracy strategies. We aim to infuse an enthusiasm for knowledge, which will support and enhance the pupils' learning and curiosity as they progress through the school. Great emphasis is placed on practical learning and problem solving, encouraging children to be inquisitive and to think for themselves.

We continue to create a culture of praise and encouragement, rewarding good behaviour, kindness and consideration for others. The children learn about responsibility and can represent their class in a variety of ways, such as on The School Council. Half-termly assemblies are held to celebrate success both academically and pastorally.

We aim to inspire an appetite for reading and continue to develop the skills needed to become confident, independent readers. All pupils are encouraged to make full use of the school's library and its extensive range of fiction, non-fiction and reference texts. There is the expectation that pupils read each night at home.

Homework is issued at all stages of the school which publish their own timetable.

The progress of pupils is monitored, discussed with Line Managers and reported to parents via regular parents evenings and termly iSAMS reports.

Where pupils have English as an Additional Language (EAL) every effort is made to encourage the development of learning (written and spoken English) within timetabled lessons or as an additional support lesson. Academic studies throughout the Junior school continue to be complemented by an assorted programme of sporting and cultural activities which give a breadth of experience to pupils, offering them opportunities to develop new skills.

Pupils are provided with many opportunities to develop self-confidence through a varied programme of Performing Arts. Pupils are entered for LAMDA Verse and Prose Examinations which provide pupils with valuable skills needed beyond the classroom. Pupils are introduced to a variety of musical instruments, including





tuned and untuned percussion and keyboards, and they may join the Junior Choir and Orchestra. Individual tuition of a variety of musical instruments is offered. Our spacious Art Studio is a bright creative space in which the pupils are introduced to an array of media and techniques. The Art work produced by pupils in the Junior school is of a very high standard, with individuality and creativity being nurtured. Philosophy is taught to Years 5 and 6. 'Philosophy for children' is a process of critical thinking for pupils, which builds self-esteem and enhances speaking, listening and thinking skills. Philosophy helps to develop a 'community of enquiry' where children create and enquire into their own questions, and 'learn how to learn' in the process. It engages them in the search for meaning, enriches and extends their understanding. It strengthens reasoning skills and helps to develop the qualities that make for good judgement in everyday life

Teamwork and individual excellence continue to be developed on the sports field. Rugby, football, hockey, cricket, tennis, basketball, netball and rounders are played. Pupils also develop their skills in dance and athletics. Boys and girls have a comprehensive fixture list in all major team sports which, together with Inter-House matches each term, ensures that all pupils can play for a team.

A Sports Day is held in the summer term, which gives every child an opportunity to compete for his or her own House. In Years 4, 5 and 6, pupils attend residential trips. Through attendance on these trips, the children not only have a lot of fun but also develop qualities which cannot be defined by academic success. After Year 6, pupils may transfer into Year 7 at the Senior School.

By the end of their time at the Junior School, we endeavour to ensure the children have acquired a real enthusiasm for learning, having also become confident, self-reliant young people possessing high personal self-esteem and strong ethical and community principles. The advantage of the close relationship between the Senior and the Junior School ensures pupils are offered a level of progression and continuity that is second to none. After Year 11, pupils may formally transition into the bespoke sixth form curriculum, where they can continue their educational journey with us, benefiting from a tailored approach that prepares them for higher education and future career endeavours.





## Senior curriculum

Years 7 – 9 study a broad range of subjects. Languages are a strong element of the curriculum with pupils studying two (in addition to their mother tongue in relevant cases) – French and German in Year 9; French and Spanish in Years 7 and 8.

Pupils with a native foreign language sit the relevant I/GCSE in that language when they are considered ready to do so. This is usually in Year 10 but can be sooner for stronger candidates. The Languages Department ensures the preparation of the pupils for the exams. Mathematics is taught in ability groups from Year 9, and there is the opportunity to move between groups. Science is set into ability groups in Year 9. Pupils have the opportunity to study science as a double or triple award when they begin Year 10.

The school is also keen to support pupils joining part way through the I/GCSE years who have been following a different syllabus and, where possible, tailors their learning to successfully complete their studies and to sit the relevant exams.

The Key Stage 4 curriculum comprises of core and optional subjects studied in Years 10 and 11. Extending and challenging students to do their best, and to stretch themselves, continues to be at the heart of the work we do as a learning community at Hall School Wimbledon. As students mature and enter Key Stages 4 and 5, the curriculum offer becomes more varied and personalised. Students are able to select courses that suit their aspirations and future career choices. At Hall School Wimbledon we will make every attempt to match students with courses that reflect their interests, abilities, aptitudes and talents.

All pupils attend lessons in Physical Education throughout the 7 years of Senior School.

## Sixth Form Curriculum

Our school takes immense pride in offering a bespoke sixth form curriculum tailored to meet the unique aspirations and talents of each student. We believe that education should not be one-size-fits-all, and our commitment to customization ensures that every individual can pursue their academic passions and career goals. Through close collaboration with our dedicated teachers and advisors,





students have the flexibility to choose from a range of subjects, enrichment activities, and personalized pathways. This approach empowers them to not only excel academically but also develop the skills, knowledge, and character needed for success in a rapidly evolving world. Our bespoke sixth form curriculum embodies our commitment to nurturing well-rounded, empowered, and forward-thinking young adults.

All pupils study Personal, Social, Health and Economic Education during their Senior school (please see the separate PSHEE policy).

In all sections of the school – Juniors, Seniors and Sixth Form – parents have a legal right to withdraw their children from any lessons in Science, PSHEE or other subjects that cover any aspect of Sex Education or Religious Education. Details of both these aspects of teaching are communicated to parents in the termly outlines and should a parent wish to exercise these rights they should inform the Head in writing. Where a lesson or sequence of lessons contains sex education content the parents are informed by e-mail that this will be happening and with a brief outline of the work to be covered. At this time, they are also reminded of their rights and asked to contact the HoY (Head of Year) if they have any concerns.

#### Curriculum Enrichment

Trips (both day and residential), guest speakers and a range of other providers are used extensively to support and enrich the learning experiences of pupils in all phases of the school. They are seen as invaluable in the pupils' development. At all Key Stages a range of extra-curricular clubs and activities are offered to pupils.

#### English as an Additional Language

In today's international environment, some of our children may come to school with little or no English. HSW is committed to helping pupils for whom English is not a first language, in order that they can make the most of their time at the school, both inside and outside the classroom. Our English as an Additional Language (EAL) programme allows pupils to acquire the skills they need to communicate effectively in English.

EAL lessons are provided for pupils from different language backgrounds who have





limited or no experience of using English as a means for learning. The aim of these lessons is to allow pupils to develop their reading, writing, listening, speaking and study skills to levels, which enable them to communicate more confidently, participate fully in class and succeed within the mainstream curriculum. Support is also given for homework and class assessments across the different subject areas, along with assistance in preparation for tests and exams.

Pupils are grouped according to their age and language ability and normally have one EAL lesson per week; often in small groups, or one-to-one, if appropriate. Care is taken to ensure that they do not miss out on core subjects. Where assessments carried out by the EAL team suggest that more than one lesson per week would be of benefit to the pupil's development, the school will contact the parents to advise them of this and discuss the current additional fees associated with these extra lessons.

#### Special Educational Needs

Children with SEND are supported in a number of ways.

We employ learning support assistants to support children's learning in the lessons (in class support) or taking the pupils for support work in the SEND room.

Our classroom teachers differentiate their lessons to ensure that they are inclusive and accessible for every child in the class, regardless of their needs.

Pupils in Senior School sit the 'Cat 4' test at the beginning of KS3 and KS4. The results of these are considered by the Head of Inclusion and Heads of Department to determine if any pupil may have additional support needs or exam access arrangements needs that have thus far been unidentified. Where there is a possible need, further diagnostic tests may be advised, so that parents may seek an external Educational Psychologist report. If these confirm the identification of need, parents are contacted and appropriate actions, including external exam access assessments, are conducted in agreement with the parents and the pupil.

All information relating to cognitive profiles, EAL and SEND are highlighted in the Senior School's Pupil Data file.





## Stretch and Challenge

All children have personal qualities, special talents and capabilities, which parents and teachers seek to identify, nurture and develop. An individual's gift or talent may be displayed within the regular curriculum, in a particular area of study, or it may cover a broader aspect of ability, such as leadership or creativity.

Every class teacher will have identified those pupils who are considered to be more able than their peers, using school assessments and classroom observations, background knowledge and any other relevant reports. Rather than using this information to label these pupils, we use it to ensure effective and suitable provision of work, to ensure appropriate pace, rigour and challenge. We consider it important that pupils are reassessed regularly so that individuals are not inappropriately pigeonholed into a single group for their entire school career.

We consider it important to differentiate the work that is provided for children, in order to meet the needs of, and to challenge pupils in lessons, whatever their level of ability. The organisation of lessons allows for class teaching that meets individual needs and provides for differentiated group and independent work. Within lessons, able pupils are given direct teaching and opportunities to work with their peers. Lessons involving particularly able pupils are based on the principle of inclusive whole class and group teaching.

The school aims to ensure that there are enrichment opportunities that can stretch the more able in the school, but at the same time we consider that the provision of activities which are exclusive rather than inclusive to be contrary to the aims and ethos of the school. Thus, although we may direct or encourage certain individuals to engage in specific enrichment activities, we do not exclude others who, whatever their level of ability, express an interest in extending their skills, knowledge or talents in any field of endeavour.

## Assessment and Recording

The effectiveness of the Policy is assessed overall by the Senior Managers and Heads of Departments, but all staff have a duty to ensure the curriculum is taught and that the aims are achieved for each child in each class. Marking and feedback takes place either in the pupils' exercise books or through Google Classroom





assignment feedback. More detail is found in the HSW marking and feedback policy.

The Senior Managers ensure that the progress of each pupil is tracked and that there is appropriate challenge, support and intervention.

## **Reporting**

The philosophy of reporting at HSW is based on the belief that students and parents are best served by a 'little and often' approach. This means that concerns can be raised in a timely fashion and the most effective way of supporting students and parents is through oral dialogue, not lengthy reports. Communication with parents across the school is undertaken in a variety of ways, through phone, e-mail, School Post, letters, news bulletins, website and discussion with parents at drop-off and pick-up.

Parents are also kept informed of student progress through more formal Parents' Evenings and termly reports (iSAMs).

Teachers use a formative, summative and diagnostic assessment in the KS2, 3, 4 and 5.

In KS2, assessment for learning is used in every lesson. Summative assessments are done at the end of every term. The summative assessments cover Reading, Maths, Grammar and Punctuation and for UKS2 only, spelling.

There are 3 reporting windows a year for each Key Stage (2 for KS2) and 2 parents evenings for every year group.

Report data and comments are submitted on iSAMs. Full guidance is sent to all staff every reporting cycle but please see an overview of the information reported home.

## **Overview of assessment information reported home:**

### Pastoral Information – All Key Stages



Information	Description
Attitude to Learning	<p>A large emphasis is placed on effort, ensuring that pupils work to their full potential. This is reflected in students' attitude to learning grade which is indicative of the consistency of their behaviour and effort with classwork and homework.</p> <p>This is shown on reports as: Excellent, Good, Satisfactory or Requires Improvement.</p>
Tutor Comment	<p>This is a written comment from the tutor.</p> <p>This will be on the students' general conduct and behaviour, in and around school including tutor time.</p>

### Attainment

#### **Key Stages 2 & 3:**

Attainment in Key Stages 2 and 3 is reported using a 'mastery' approach. This encourages a deeper understanding of subjects and helps students focus on what they need to do to improve. Instead of numerical grades, students' progress and understanding is assessed using the following attainment descriptors:

Attainment Grade	Description
Mastery	The student shows evidence of a deeper understanding/higher skill level in the subject and can make connections between different areas within the subject.



Secure	The student has achieved a sound understanding and competence in the subject.
Developing	The student is showing an increased understanding/skill level in the subject.
Emerging	The student is beginning to learn/understand subject content/skills.
Subject comment	This is a written comment from the subject teacher.  This will be on the students' general conduct and progress in their class/subject.

### **Pre Key Stage (Only in Key Stage 2)**

This attainment grade should be used for students who are working significantly below their current Key Stage. If this grade is used on reports, there must have been thorough communication with parents in advance.

Pre Key Stage	The student is beginning to learn/understand subject content/skills at a level below their current Key Stage.
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### **Key Stages 4 & 5:**

In Key Stages 4 and 5, the following attainment information will be displayed on reports:

Data	Options	Explanation
Target Grade	9-1 (KS4) A*- U (KS5)	This is the end of Year 11 / Year 13 target for a student which is based on previous data collected through their educational journey.





Mock Grade	9-1 (KS4) A*- U (KS5)	This is the grade on their mock exams, which will only be shown on reports after a period of mock examinations.
Working Grade	9-1 (KS4) A*- U (KS5)	This represents the grade the student is truly working at based on work completed through the year, taking into account assessments, classwork and homework.
Predicted Grade (Y11 and Y13)	9-1 (KS4) A*- U (KS5)	This represents the grade the student is most likely to achieve at the end of Y11 / Y13.
Subject comment	A written comment from the teacher.	This will be on the students' general conduct and progress in their class/subject.

## Monitoring

The school has a Heads of Departments group, which has responsibility for monitoring their subject(s) across all departments. The Senior Managers and Heads of Departments have responsibility for monitoring the whole curriculum and how it needs developing to cater for all needs.

The Senior Managers have overall responsibility for monitoring the curriculum taught and its effectiveness.

## Interpretation

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In this policy, the term "senior manager" means a School Principal, Head or their designated deputies.





**Blenheim Schools**  
blenheimschools.com

Atria,  
Spa Road,  
Bolton, BL1 4AG

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