

Heathfield Knoll School Curriculum Policy

This policy is supported and complemented by the following policies:

- CEIAG
- Equal Opportunities
- Marking
- More Able Learners (MAL)
- PSHE & RSE/RE
- SEND

Key personnel:

Headteacher	Lawrence Collins
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MAL/EAL lead	Emma Hayward

This document is reviewed at least annually by E.White, Deputy Headteacher or as events change or legislation requires. This is then approved by the Governing Board.

The Governors have the skills to support and advise the school in its decision making.

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Aims

- Ensure that all pupils, including those who are more able, have learning difficulties or disabilities, can learn and make good progress.
- Inspire pupils to a commitment to learning which will last a lifetime.
- Promote high standards in all learning and teaching.
- Promote awareness of global dimensions and international issues.
- Ensure that pupils develop essential literacy and numeracy skills.
- Foster pupils' creativity and develop essential skills, including learning skills. Promote a healthy lifestyle.
- Actively promote the Fundamental British Values of democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, preparing pupils for the opportunities, responsibilities and experiences of life in British society.
- Provide a programme of social, health and economic education that reflects the school's ethos and encourages respect for other people, with regard to the protected characteristics set out in the Equality Act (2010).
- Provide access to accurate, up-to-date careers guidance that:
 - is impartial
 - enables informed choices about a broad range of options
 - helps pupils to fulfil their potential

Introduction

As an all-through school, we are in the enviable position of being able to build on the curriculum throughout a pupil's entire journey, ensuring progression, continuity and breadth. Our carefully mapped programme shows what is taught at each stage and how knowledge and skills develop over time. This sequencing helps us avoid unnecessary repetition, identify and address gaps, and make meaningful connections across subjects. It also provides clarity for teachers and parents alike, demonstrating how each stage of learning builds towards strong outcomes at the end of each key phase. In doing so, we are able to **enrich** learning with experiences beyond the classroom, **challenge** pupils to think critically and achieve highly, and **prepare** them for future study and life beyond school.

PSHE, RSE and Careers Education

Personal, Social, Health and Economic Education (PSHE), including Relationships and Sex Education (RSE) in the Seniors and Relationship Education (RE) in the Juniors, is taught in discrete lessons from Year 1 through to Year 13. This ensures that pupils experience a clear, sequenced, age-appropriate programme which supports their personal development, wellbeing and understanding of life in modern Britain. Delivery is led by our dedicated PSHE and Careers Lead, who works across the whole school to ensure continuity, coherence and impact.

The programme is enriched by an annual Careers Week, visiting speakers on careers, diversity and social issues, and trips to further education institutions and workplaces. From Year 7 onwards, pupils use Unifrog to track interests, aspirations and progression, supporting effective guidance in choosing GCSE, post-16 and post-18 pathways. Options evenings and UCAS support are an integral part of our senior provision, ensuring that pupils and families are fully informed at key transition points.

Careers guidance is delivered not only through PSHE and enrichment but also through the support of Form Tutors, with oversight by Key Stage Leads and the Careers Lead to ensure consistency and impact.

Pupils with Education, Health and Care Plans (EHCPs) receive targeted Preparation for Adulthood (PfA) sessions, while our Sixth Form and Connect curriculum also incorporate life skills and social skills. In this way, PSHE and careers education are not stand-alone elements but embedded across the wider school experience, preparing pupils for further study, employment and responsible citizenship.

In the Sixth Form, students also follow a compulsory weekly **Life Skills Programme**, which incorporates PSHE, preparation for adulthood and careers education, ensuring that provision continues beyond statutory requirements.

Religious Education is provided as a core subject up to the end of Year 9, with the statutory right of parental withdrawal respected where requested. GCSE RS may be studied as an extra-curricular subject if numbers allow.

Promotion of Fundamental British Values (FBVs)

Pupils are consistently given opportunities to explore democracy, the rule of law, individual liberty, and mutual respect and tolerance. Through lessons, assemblies,

projects and enrichment, the curriculum actively promotes the Fundamental British Values and equips pupils with the knowledge, skills and qualities needed to contribute positively to society.

British Values are explicitly signposted within subject schemes of work, for example, in History, as well as through the whole-school assembly programme and thematic calendar.

Core Skills: Literacy, Numeracy and Communication

Across the curriculum, there is a strong emphasis on developing pupils' skills in speaking and listening, literacy and numeracy. Communication is promoted through class discussions, debates, drama, role-play, presentations, collaborative group work, assemblies and performances. Literacy is strengthened through guided and independent reading and writing, comprehension tasks, creative writing, spelling, grammar and punctuation activities, and engagement with a wide variety of texts across subjects. To support reading, the whole school uses the **Accelerated Reader** programme to develop comprehension and foster reading for pleasure, alongside dedicated **DEAR** (Drop Everything And Read) sessions, which give all pupils regular time to read independently.

Numeracy is embedded not only in mathematics lessons but also through data handling in science, measuring in design and technology, problem-solving in computing, budgeting in enterprise projects and practical applications in outdoor learning. In the Juniors, pupils also take part in regular form-time sessions using **Numbots** and **Times Tables Rock Stars**, supporting fluency and confidence in key number facts. Together, these approaches ensure that pupils gain the essential skills needed to succeed across the curriculum and beyond.

EYFS Areas of Learning

In Reception, class time is organised around the statutory EYFS areas of learning:

- **Prime areas:** Communication and Language; Physical Development; Personal, Social and Emotional Development.
- **Specific areas:** Literacy; Mathematics; Understanding the World; Expressive Arts and Design.

These areas are delivered through a balance of adult-led and child-initiated activities. They provide the foundation for progression into Key Stage 1 subjects,

while ensuring that pupils benefit from a play-based, developmentally appropriate approach.

Sixth Form

Heathfield Knoll School provides a broad and balanced post-16 curriculum, offering both A Levels and vocational qualifications. The majority of courses are taught by our own staff, with external tutors engaged where appropriate to extend the range of provision. Core subjects form the foundation of our offer, and additional Level 3 courses may be introduced where specialist teaching expertise and facilities allow. This flexibility enables us to accommodate pupils' individual interests and aspirations while maintaining high standards of teaching and outcomes.

Dedicated UCAS and post-18 guidance form part of our Sixth Form provision, ensuring students are fully prepared for the next stage of their education or employment.

Personalised Pathways

Provision is tailored to the needs of all pupils. In Early Years, learning is play-based and focused on developing core skills in language, number and personal development. As pupils move through the school, we offer a broad range of GCSE, A Level and vocational pathways. Bespoke routes may incorporate Functional Skills or Level 1 qualifications alongside GCSEs, ensuring every pupil has a pathway that reflects their abilities and aspirations. Pupils in both the Main School and Connect achieve accredited outcomes that enable them to move confidently to the next stage of education, training or employment. The Connect curriculum further enhances this through a more personalised approach, with meaningful projects that build independence, resilience and transferable skills.

Heathfield Knoll School also recognises that pupils' talents and circumstances can require additional flexibility within the curriculum. In some cases, pupils undertake early entry GCSEs, for example in Spanish or Religious Studies. We also offer opportunities to study additional subjects beyond the core timetable, such as GCSE Classical Civilisation delivered as a co-curricular option. Where pupils have significant commitments outside school, such as competing as national athletes, adjustments to timetables are made to support both their academic progress and their wider achievements. These flexible pathways ensure that every pupil is able to pursue their individual strengths while maintaining access to a broad and ambitious curriculum.

Vocational and Practical Opportunities

Alongside academic courses, pupils benefit from vocational opportunities designed to equip them with practical life skills and employability. Land-based studies, home cooking skills and entry-level science sit alongside more traditional pathways, creating a balanced and relevant curriculum. These opportunities ensure that pupils leave school not only with recognised qualifications but also with the confidence, independence and experience needed for their chosen next steps.

Enrichment and Extra-Curricular Provision

Beyond the classroom, a wide range of enrichment and extra-curricular opportunities is offered, including sport, the arts, community projects, clubs and residential visits. Participation is monitored to ensure inclusivity, and pupils are encouraged to take up activities that broaden experiences, develop talents and foster a love of learning.

Modern Foreign Languages

Pupils begin Spanish in Key Stage 1 with a specialist Spanish teacher. From Year 7, French is also introduced, enabling pupils to study two modern foreign languages and reflecting our commitment to a broad and outward-facing curriculum. Adjustments are made where appropriate for pupils with significant SEND or EAL needs, ensuring accessibility. Quality First Teaching, targeted interventions and in-class support enable pupils with SEND to access the curriculum fully, while More Able Learners are stretched through enrichment, leadership and external competitions.

Curriculum Intent

This policy applies to all pupils at Heathfield Knoll School, from EYFS to Sixth Form.

Heathfield Knoll School's creative and progressive curriculum design provides a framework in which pupils develop transferable and core learning skills alongside the acquisition of academic knowledge. We aim to prepare pupils for adulthood by encouraging them to be resilient, lifelong learners and global citizens.

Enrich

Our curriculum goes beyond the National Curriculum, ensuring pupils' experiences are rich, varied and engaging. It broadens horizons and builds cultural capital through exposure to the arts, culture, current affairs and community life. Pupils have access to enrichment opportunities that extend learning beyond the classroom, enabling them to discover new talents, develop passions and engage fully in the wider world.

Challenge

We take into account the ages, aptitudes and needs of all pupils, including those with SEND (with or without an EHC plan), More Able Learners (MAL) and pupils with English as an Additional Language (EAL). Learning is sequenced to provide appropriate stretch, while targeted support ensures accessibility. Our curriculum fosters critical thinking, resilience, leadership and an enquiring mind, encouraging pupils to question, analyse and achieve highly across all areas of study.

Prepare

Transition points between phases are carefully planned so pupils are supported and ready for each new stage of education. Assessment is used not only to measure attainment but also to inform planning, ensuring teaching remains responsive to pupils' needs and ambitions. Above all, the curriculum prepares pupils for adulthood and life in modern Britain, supporting personal development and wellbeing, and actively promoting the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Pupils leave Heathfield Knoll with the confidence, empathy and independence needed to thrive in further study, the workplace and society.

Curriculum coverage by area of learning

Areas of learning	In-class <i>Beyond the classroom (ASAs = after-school activities)</i>
Linguistic	English, French, Spanish, Phonics, Drama <i>Debating, public speaking, oracy, educational visits</i>

• Mathematical	Mathematics, Computing <i>Financial literacy, money skills, HSBC days</i>
• Scientific	Science, Computing, Land-Based Studies, Outdoor learning, Earth centre/horticulture, Food and Nutrition, STEM, Outdoor learning ASAs, Educational visits
• Technological	Computing, Food, Digital literacy, Online safety <i>Digital-focused ASAs</i>
• Human & Social	Geography, History, Religious Education, PSHE, Business, Enterprise and Marketing, Literature, (Pupils in Connect, Sixth Form or those with an EHCP) Life skills, Social skills, PFA - Preparation for Adulthood <i>Assemblies, Charity work, Volunteering, Pupil Parliament and select committees, HK 'YET' Award, Educational visits, House activities, Duke of Edinburgh Award</i>
• Physical & Aesthetic	Music, Drama, Physical Education <i>Sport, School show, ASAs, House activities, Fixtures, Interschool competitive events, HK 'YET' Award, Duke of Edinburgh Award, Educational visits</i>
• Creative	Art, Drama, Music, English, Food & Nutrition <i>Dance, Poetry, Craft, Cake Decorating, Embroidery, Music Clubs/Bands, choir, music theory, educational visits, board game strategy club</i>

Management and Oversight

Curriculum leadership at Heathfield Knoll is structured to provide both consistency across the all-through school and specialist oversight in each phase. All leaders report formally to the Governors' Curriculum and Progress Committee each term.

- **Early Years** is led by the Head of EYFS, with Reception jointly overseen by the Head of Juniors. The statutory EYFS framework is followed, and to reflect the wide developmental range of pupils, we have created a bespoke curriculum drawing on both *Development Matters* and *Birth to Five Matters* guidance, while incorporating elements that reflect the ethos and values of the school.
- **Juniors (Reception to Year 6)** are led by the Head of Juniors, with the Head of EYFS co-managing Reception. This arrangement ensures a strong bridge between the EYFS framework and Key Stage 1, supporting smooth transition and continuity for pupils. It also guarantees clear oversight from Reception through to the end of Key Stage 2.

- **Seniors (Key Stages 3–5)** are led by the relevant Key Stage Leads, with direct responsibility for curriculum quality, subject delivery and pupil outcomes in their phase. These Leads are overseen by the Headteacher, ensuring whole-school alignment, high standards and accountability.
- **Connect** is led by the Head of Connect, who has curriculum oversight and responsibility for ensuring that provision is carefully tailored to the needs of pupils. While Connect pupils follow a bespoke curriculum, many also access lessons within the Main School. This integration ensures that pupils can benefit from specialist teaching, shared experiences and high expectations, while still receiving personalised support and adapted pathways where appropriate.
- **SEND leadership** is provided by the SENCo, who plays a central role in curriculum planning and management across all phases. The SENCo ensures that the needs of pupils with SEND are fully considered in curriculum design and delivery, advocates for appropriate adaptations, and works closely with teachers and leaders to secure inclusive practice.
- **Subject leadership** is distributed across the school. Heads of core subjects (Mathematics, English, Science, Music) lead on curriculum intent and delivery in their disciplines, including subject meetings and data review. In subjects taught by a single specialist, that teacher is responsible for planning and delivery within their area, ensuring depth of expertise and high standards.

Primary Subject Leadership

At Heathfield Knoll, subject leadership in the primary phase is designed to ensure that all areas of learning are well planned, consistently delivered and continuously developed. Each core subject has a designated lead teacher who oversees curriculum implementation and progression across the primary years.

- **Phonics subject lead**
- **English subject lead**
- **Mathematics subject lead**
- **Science subject lead**
- **Foundation subjects lead (incl. Computing and Humanities)**

Some subjects in the primary phase are taught by specialist secondary subject teachers and therefore do not require a designated primary subject lead. These include **Modern Foreign Languages, Art, Music and Food Technology**.

Responsibilities of a Subject Lead

Primary subject leads are responsible for:

- Keeping up to date with national developments and curriculum changes in their subject.
- Supporting colleagues by sharing resources, ideas and good practice (e.g. through weekly notes or staff meetings).
- Monitoring and celebrating pupils' progress and achievements in their subject.
- Helping to maintain and organise subject resources.
- Contributing to the school development plan in relation to their subject, where appropriate.
- Leading book shares and other opportunities for staff to reflect on standards and practice in the subject.

Secondary Subject Leadership

In the secondary phase, subject leadership is coordinated through a combination of key stage oversight and subject expertise. Overall responsibility for curriculum delivery and standards sits with the relevant Key Stage Lead (3, 4 or 5), ensuring consistency and progression across subjects.

Certain core and specialist areas are overseen by designated subject leaders, including the **Head of Mathematics, Head of English, Head of Science** and **Director of Music**. These leaders take responsibility for shaping curriculum intent and implementation within their subject, monitoring progress, leading subject meetings, and analysing subject-specific data to inform development and improvement.

In other subjects taught by a single specialist teacher, responsibility for planning, delivery and monitoring lies with that teacher. Each subject expert ensures high standards and continuity within their discipline, while contributing to the wider curriculum and whole-school development.

Monitoring and Evaluation

At Heathfield Knoll, curriculum monitoring is not a one-off event but a continuous, embedded process. Leaders are regularly present in classrooms across their phases, ensuring that the curriculum is being delivered consistently and that staff are well supported. This creates a culture where professional dialogue, reflection and accountability are part of everyday practice.

Monitoring and evaluation take place through a range of approaches, including:

- **Ongoing leadership presence** – leaders are frequently in and out of classrooms, ensuring they have a clear and current view of teaching and learning in their areas.
- **Formal learning walks and lesson observations** – used not only for accountability but also as part of the appraisal process to highlight strengths and support development.
- **Book shares at team meetings** – staff work together to review pupils' work, reflect on standards and discuss next steps.
- **Focused CPD sessions** – sharing good practice across teams and tailoring professional development to identified needs.
- **Pupil progress meetings** – held termly up to Key Stage 4, with information shared with senior leaders and the SENCo to ensure individual needs are met.
- **Annual curriculum reviews** – including analysis of external results and subject-specific action planning.

This combination of day-to-day presence, structured review and collaborative CPD ensures a **positive, supportive environment** in which teachers and learning support assistants are encouraged to develop and excel, while also being held to account so that standards remain consistently high across the school.

Appendix 1: Example of school curriculum map:

	A	B	C	D	E	F	G	H	I
1	KS1/2 Curriculum Map 2025/26		English	Whole Class Reading	Maths	Science	Humanities	PSHE	RS
2	Autumn 1	Theme(s):	Traditional Tales	The Gingerbread Man	Place Value Addition and subtraction	Animals	Wonderful World	Relationships: Working well together	Rules and Routines, Harvest
3		Link to MTP:	Y1/2 English MTP Autumn 1		Y1/2 Maths MTP Autumn 1	Y1/2 Science Animals Autumn 1	Y1/2 Humanities MTP Autumn 1	Y1/2 PSHE MTP Autumn 1	Y1/2 RS MTP Autumn 1
4									
5	Autumn 2	Theme(s):	Writing a Recount	A Squash and a Squeeze	Place Value Shape	Materials	Local History	Relationships: Other People are special too	Light and Dark Diwali and Advent
6									

Medium-term plans (MTPs) are linked to the curriculum map.

Appendix 2: Example of an MTP:



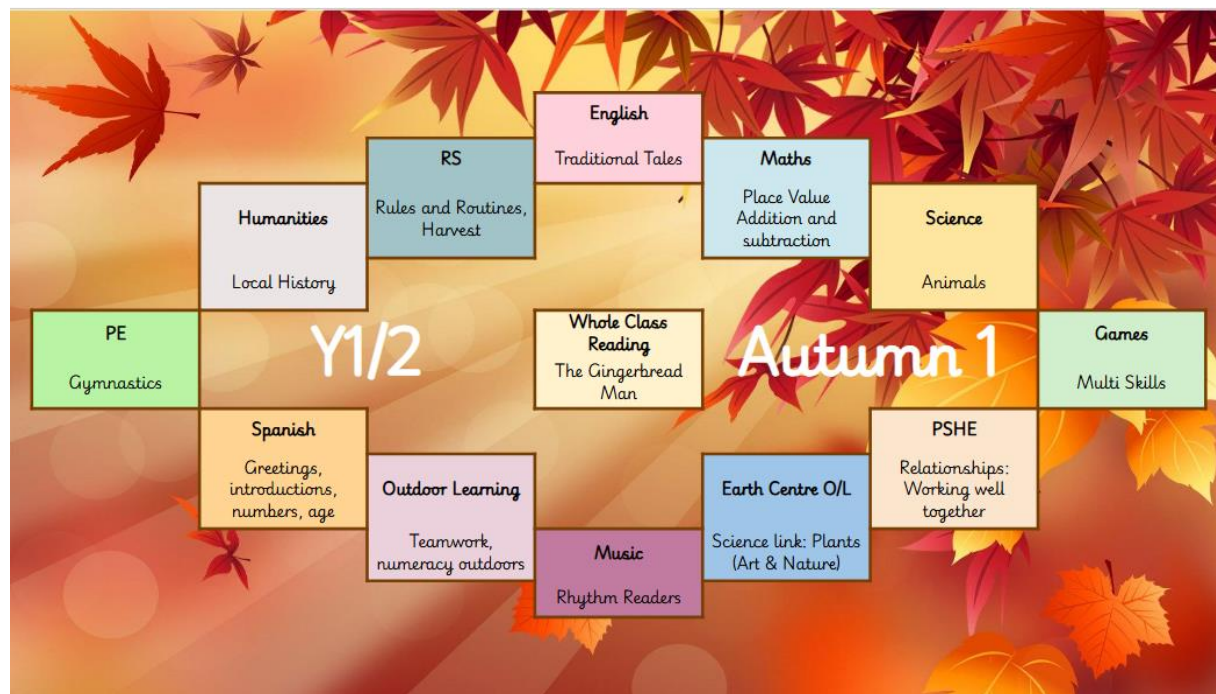
HEATHFIELD KNOLL SCHOOL
MEDIUM TERM PLAN (SENIORS)

Subject:	French	Year group:	***
Term:	Autumn 1	Topic/unit:	Greetings and Introductions
SEND considerations:	*** - give opportunities for movement, TA to check in, organisational help *** - buff paper *** - give time to process, support with task management techniques *** - sit near front, strategies for VI (clear font, etc)		

Week/lesson	Learning Objective	Lesson Content	Link to resources/slides
Week 1, Lesson 1	By the end of the lesson, pupils will be able to identify at least three countries where French is spoken and recall and produce five basic French greetings and farewells with accurate pronunciation, as demonstrated in a class speaking activity.	Starter: Discuss where French is spoken using a world map; fun facts about France. Greetings: Teach and drill: Bonjour, Salut, Bonsoir, Au revoir, Bonne nuit; pair practice. Introducing Yourself: Model "Je m'appelle..." and "Comment tu t'appelles ?"; pair practice. French Alphabet: Play <u>French</u> alphabet song; model and repeat; spell names. Plenary: Quick-fire questions; volunteer dialogues.	- World map or globe - Flashcards with greetings - French alphabet song (YouTube/audio) - Whiteboard and markers

Appendix 3: Example of Half-termly Parent Planners

shared for Juniors:



Appendix 4: Example of KS4 pathway document

shared with parents of KS4 pupils in the main school and Connect

Course Overview

KS4 GCSE/BTEC Pathway 2025-27

See also the *Options booklet - GCSE-BTEC 25-27*, containing key course information.

Subject	Qualification Level	Link to course specification	Subject teacher	Email address
Core subjects:				
Mathematics	GCSE	https://tinyurl.com/ccmt4vic	Mr ****	****@hkschool.org.uk
English Language	GCSE	https://tinyurl.com/4tx464ah	Miss ****	****@hkschool.org.uk
Applied Science	BTEC Level 2	https://tinyurl.com/bdf7zp7x	Mrs ****	****@hkschool.org.uk
Option subjects:				
Drama	GCSE	https://tinyurl.com/yc6r7fuh	Mrs****	****@hkschool.org.uk

Appendix 5: Qualifications at 16

Although we are a small school, we are able to offer an unusually wide range of qualifications at different levels. Our flexibility and willingness to adapt pathways mean that pupils can access courses that suit their strengths, interests and ambitions, ensuring that every individual leaves with recognised outcomes that prepare them for their next steps.

- Art & Design - AQA 8201
- Art & Design - OCR Entry Level
- Biology - AQA 8461
- Business - Edexcel 1BS0
- Chemistry - AQA 8462
- Drama - Edexcel 1DR0
- English Language - Edexcel 4EA1 (iGCSE)
- English Literature - Edexcel 1ET0
- English Functional Skills - Edexcel Entry Levels, Level 1 and 2
- Enterprise and Marketing - Cambridge National
- Food Preparation and Nutrition - Eduqas 3560
- French - AQA 8652
- Geography - AQA 8035
- History - AQA 8145
- Home Cooking Skills - BTEC
- Information & Creative Technology - BTEC
- Land-Based Studies - City and Guilds Level 1/2
- Mathematics - Edexcel 1MA1
- Maths Functional Skills - Edexcel Entry Levels, Level 1 and 2
- Music/Music Tech - Eduqas C660
- Personal & Social Development - ASDAN - Entry level
- Physics - AQA 8463
- Science (Combined) - AQA 8464
- Applied Science - BTEC
- Science - Entry Level
- Spanish - AQA 8692
- Sport Science - OCR National Level 2

Appendix 6: Qualifications at 17/18

A Levels:

- Business Studies - Edexcel 9BS0
- Computer Science - Cambridge 9618
- Further Maths - Edexcel 9FM0
- Geography - AQA 7037
- Government and Politics - Edexcel 9PL0
- Language and Literature - Edexcel 9EL0
- Maths - Edexcel 9MA0
- Philosophy - AQA 7172
- Photography - OCR H603
- Physics - OCR H556
- Sociology - AQA 7192

Vocational:

- Applied Science - Edexcel National Extended Diploma Level 3
- Art and Design - Edexcel Extended Diploma Level 3
- Digital Music Production - Edexcel Level 3 National Extended Certificate
- Information Technology - Edexcel National Certificate Level 3
- Information Technology - Edexcel National Extended Diploma Level 3

Appendix 7: Curriculum coverage YR-Y11

KS4	English	Maths	Science	PSHE	Games	Option A	Option B	Option C	Option D	Total					
Y11	5	4	6	1	2	3	3	3	3	30					
Y10	5	4	6	1	2	3	3	3	3	30					
	English	Maths	Science	PSHE	PE	Games	RS	History	Geog	Art and Design	Music	Spanish	French	Rotation (Drama Computing Food)	Total
KS3	4	4	4	1	2	2	1	1.5	1.5	1.5	1.5	2	2	2	30
Y8	4	4	4	1	2	2	1	1.5	1.5	1.5	1.5	2	2	2	30
Y7	4	4	4	1	2	2	1	1.5	1.5	1.5	1.5	2	2	2	30
Juniors	English (including spoken English Drama SPaG)	Maths	Science	PSHE	PE	Games	RS	Humanities	Rotation (Food Computing OL)	Art and Design	Music	Spanish	Assembly & Singing	Total	
Y6	8	5	2	1	2	2	1	2	2	2	1	1	1	30	
Y5	8	5	2	1	2	2	1	2	2	2	1	1	1	30	
	English (including spoken English Drama SPaG Phonics)	Maths	Science	PSHE	PE	Games	RS	Humanities	Rotation (Food Computing Art)	Outdoor Learning	Assembly & Singing	Spanish	Music	Total	
Y3/4	8	5	2	1	2	2	1	2	2	2	1	1	1	30	
Y1/2	8	5	2	1	2	2	1	2	2	2	1	1	1	30	
EYFS	Class time	PE	OL	Music	Singing	Earth Centre	Assembly & Singing	Total	Phonics - 30 minutes daily						
Reception	22	2	2	1	1	1	1	30	Reception structured around the 7 EYFS prime and specific areas of learning						

Amendments to the policy

July 22	Sixth Form addition and staff changes	E. White
Aug 22	Curriculum allocation/periods changes	L. Collins
July 23	Updated curriculum map and staff changes	H. Griffiths
Aug 23	Change of responsibility of options to LMC	E. White
Mar 24	Changes Local Advisory Board to Governors	T. Stooksbury
Aug 24	Complete overhaul of policy due to a number of changes in school.	E. White
Oct 24	Changes to Company name	T. Stooksbury
Aug 25	Changes in collaboration with KS leads.	E. White
July 2026	Changes in red	E. White