NORWICH SCHOOL

Curriculum Policy

This policy is reviewed by the Education Committee annually. This policy was last reviewed and agreed in Lent 2025. It is due for review in Lent 2026.

Confirmed by:

David Farr	Deputy Head (Director of Studies)	Lent 2025
Steffan Griffiths	Head	Lent 2025
Andy Wood	Chair of Governors	Lent 2025

Version Control

Version number	Date issued	Author / key contact	Change(s) summary
1.0	Trinity 2022	David Farr	PHSE to PPD EAP to EAL
1.1	Trinity 2023	David Farr	Reviewed – No changes.
2.0	Lent 2025	David Farr	Complete re-write

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Introduction – Culture of Learning

The five aspects of our 'Culture of Learning' vision aim to cultivate a lifelong love of learning:

1. **Learning for all** – We embrace the opportunity to learn from each other. We want pupils to consistently experience high-quality teaching, tutoring and co-curricular provision which meets the needs of all learners. We celebrate the differences between us. We recognise that high-quality teaching for pupils with SEND, for example, is great teaching for all. Our core lesson components provide teachers with a framework for practice and supportive reviews promote consistency. We encourage pupils and staff to 'have a go', to learn from mistakes and to feel stretched and challenged within a safe and supportive learning environment.

2. **Feedback for learning** – We recognise the important role feedback plays in supporting pupil progress. We want pupils to welcome feedback and know how to respond to it as part of taking ownership of their learning. Teachers use effective assessment and feedback, so pupils understand how they are doing and know how to improve. We discourage peer-to-peer comparisons and instead encourage pupils to "compare you with you". Assessment and feedback data is used to inform targeted and timely intervention to sustain pupil progress.

3. **Learner pathways** – We aim to build on the benefits of being a school that offers education from age four to 18. Our subject learning journeys map out the academic curriculum and summarise how knowledge and skills are developed in each subject throughout the Lower and Senior Schools. Our learning journeys allow us to weave broader issues into the curriculum such as: equity diversity and inclusion; use of technology; and sustainability. They also encourage teachers to collaborate and explore cross-curricular opportunities to enrich our pupils' learning experience.

4. **Ready to learn** – We know that some approaches to learning are more effective than others. Through evidence informed practice, we help pupils better understand the behaviours and attitudes which are most likely to lead to improved outcomes. We encourage pupils to make the most of learning opportunities within and beyond the academic curriculum, so they are equipped to thrive in an ever-changing world.

5. **Learner profile** – We offer pupils a broad range of educational opportunities. We encourage them to develop a balanced and accurate perspective of their different abilities. We want pupils to know their

strength and be clear about the steps they can take to develop in other areas.

Through our 'Culture of Learning', we are committed to a curriculum which is both broad and demanding and which seeks to maximise the academic, aesthetic, physical and personal abilities of all pupils, including those with Special Educational Needs and / or Disabilities (SEND) or for whom English is not their first language (EAL) or those deemed able, gifted or talented. All pupils will have the opportunity to learn and to make progress. Our curriculum aims to promote opportunity and understanding regardless of gender, race, religion or sexuality. This is done in a context that does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The Pupil Personal Development (PPD) programme has been devised with this in mind. Pupils' educational experience will thus include supervised lessons in the following broad areas: linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative.

The Curriculum Plan

School Timetable

The week is divided into 40 teaching periods and until the Sixth Form, is taught for 39 periods and has one tutor period, making a total of 40. Games form part of the curriculum in every year, as do the tutorial provision and assembly time.

Period	Time
1	9.00-9.40
2	9.40-10.20
3	10.40-11.20
4	11.20-12.00
5	12.00-12.40
6	1.55-2.35
7	2.40-3.20
8	3.20-4.00

Weekly Lesson Allocation

Lower 4 (Year 7)
The following subjects are studied in L4 (with weekly lesson allocation):
- English (3)

- Mathematics (4)

- Science (Biology, Chemistry and Physics taught separately) (6)

- Games/PE (5)

- Geography (2)

- History (2)

- PRE (2)

- Art and Design (2)

- Drama (2)

- Music (2)

- Two from French, Spanish, Mandarin or German (4)

- World of Languages and Languages of the World (WoLLoW) (1)

- Latin (2)

- PPD (1)

- Tutorial (1)

Upper 4 (Year 8)
The following subjects are studied in U4 (with weekly lesson allocation):
- English (3)

- Mathematics (4)

- Science (Biology, Chemistry and Physics taught separately) (6)

- Geography (2)

- History (2)

- PRE (2)

- Art and Design (2)

- Music / Drama (2)

- Two from French, German, Mandarin and Spanish (6)

- WoLLoW (1)

- Latin (2)

- PPD (1)

- Games/PE (5)

- Tutorial (1)

Lower 5 (Year 9)
The following subjects are studied in L5 (with weekly lesson allocation):
- English (5)

- Mathematics (4)

- Science (Biology, Chemistry and Physics taught separately) (6)

- Languages (6) (1 or 2 from French, German, Mandarin and Spanish)

- Geography (3)

- History (3)

- Latin & Greek or Classics (2)

- PRE (3)

- Creatives (3) (Art / Design, Dance, Drama or Music)

- PPD (1)

- IT / Computer Science (1)

- Games/PE (5)

- Tutorial (1)

The five, or six, Classics sets range from a Latin / Greek set to a pure Classical Civilisation set.

At the end of U4 pupils opt for a Creative (Art / Design, Dance Drama, Music) which can then be taken through to GCSE. There are opportunities to switch Creatives and to take four to GCSE in consultation with the Deputy Head (Director of Studies).

Pupils can opt to continue with two languages in L5 by coming out of one from, Geography, History or PRE.

Middle 5 and Upper 5 (GCSE) (Years 10 and 11)
The following subjects are studied to GCSE:

- **English Language and Literature (5)**

- **Mathematics** (4)

- **Science** – Separate or Combined – pupils can opt for Separate Sciences in Biology, Chemistry, Physics. In M5/Year 10 Biology has 4 periods, Chemistry and Physics 3 periods. In U5/Year 11 Chemistry has 4 periods, Biology and Physics 3 periods. Alternatively, pupils can opt for Combined Science, studying all 3 Sciences on 2 periods each a week.

- If opting for **Separate Sciences** pupil then have **FOUR Options**, if they opt for **Combined Science** they then have **FIVE Options** from:

2D
3D
Art
Classics

Computer Science
Dance
Drama
French
Geography
German
Gratin
History
Latin
Mandarin
Music
PE
PRE
Spanish

- Games (3)

All subject areas are studied for at least two years (L4-L5) before choices are made. Parents and pupils are consulted at option points.

Pupils can choose to replace 1 or 2 of their options with 2 or 4 'elective' or non-examined courses. Which courses are offered are reviewed every year and as with a GCSE option a course may not run if pupil numbers are seen as unviable. Current 'elective' courses include –

Psychology
Sport Session
Space Science
AI
Finance
A History of Now
Film
Study Periods

For GCSE options and Electives the school reserves the right not to offer a published option if the numbers choosing it make it unviable.

Sixth Form (Years 12 and 13)
The Sixth Form is fast-paced and the demands of work necessitate an organised and mature approach. The qualification for the Sixth Form is six 6s and better in those areas chosen for study. U5 and prospective L6 are informed of A Level grade criteria as part of the admissions process or during the U5 advice process about A Level options. Ultimately, the Head decides on entry into the Sixth Form. Pupils who do not achieve a grade 6 in Maths and English receive advice about possible resits from the Assistant Head (Sixth Form) in relation to possible impact on university applications.

In the Lower Sixth pupils opt to take three or four subjects, the usual allocation for which is seven periods per week, apart from Further Maths. Most pupils cut to THREE subjects to study at various points in their L6 year. At each stage the Advice Team will help with decision-making. In both Lower and Upper Sixth there are "Futures" periods which look at PPD, university entrance, employment, life after school and generally prepare pupils for their post-school years. There are also Independent Project and Community Service programmes.

Subjects available:

Computer Science	French	Art
Biology	German	Art History
Chemistry	Greek	Design (2D & 3D)
Physics	Latin	Music
Maths and Further Maths	Spanish	Theatre Studies
English Literature	Business and Enterprise	Sports Science
Geography	Economics	
History	Politics	
Classical Civilisation		
Philosophy, Religion and Ethics (PRE)		
Psychology		

The school reserves the right not to offer a published option if the numbers choosing it make it unviable.
The school will endeavour to timetable the subject choice of every pupil. However, the school cannot guarantee to timetable all subjects in every possible combination.

Pupil Progress

Norwich School's aims and ethos speak of our ambition for pupils to have a lifelong love of learning and intellectual curiosity. Pupil progress should ideally be focused on these (less measurable) metrics as well as examination results, therefore.

We want to support pupils' progress by:

- setting up an environment in which they welcome feedback and see this positively.

- providing them with strategies on how to improve, encouraging them to compare 'you with you'.

- empowering them to take increasing ownership over this process in their time at Norwich School.

Staff should be able to answer the questions:

- How do you know progress is being made in this lesson/topic?

- How are you enabling pupils to work on their areas of weakness?

Pupils should be able to answer the questions:

- How are you doing in this topic?

- What do you need to work on?

Effective feedback will be planned into a series of lessons as part of an ongoing positive dialogue between pupils and staff. It is planned to be effective in developing learning, not to be demonstrative. This feedback might often be verbal and not directly recorded which does not make it any less valuable. Indeed, the immediacy and personalisation of this feedback often makes it the richest form. It nips misconceptions and misunderstandings in the bud before they become habitual. Departments will have more precise advice in their handbooks as to how they apply this whole-school policy in their department. At the Senior School, we commit to providing written feedback on 'key tasks' that will be shared with parents. Teachers use feedback to adapt their teaching to consider pupils' strengths and weaknesses.

Every subject, year group and particular class are unique in terms of how pupil progress is most effectively achieved, and our teachers are experts in knowing what works well. We are keen to empower individual departments and teachers to use their expertise to best effect. Feedback does not need to look very similar in L4 English compared to M5 Maths for it to be equally effective. There are some whole-school principles that are useful, nonetheless, which this document aims to spell out.

We must be sure that, whilst primarily aiming to help pupils progress, our feedback is also helping to maintain enthusiasm, motivation, and a love of learning for its own sake. We want pupils to feel pride in their progress and to be able to articulate it. They should be involved in the process of feedback and progress through use of self- and peer-assessment strategies.

We avoid reference to innate ability/intelligence/flair for subjects. It has negative consequences for motivation well documented in the literature, and, anecdotally, some of our highest-attaining pupils have reported this use of language adding to the pressure they feel to excel in a negative way.

The emphasis is on productive use of teacher time based on our rich understanding of the pupils' work. There should be no use of exploiting AI directly in producing any of the formative comments needed for key tasks. The idea is that generic statements that apply to all pupils are now produced centrally by departments and teacher feedback on specific tasks, that we have read ourselves, is human-to-human.

Departments are asked to consider which, of all the tasks pupils do, are 'key' in terms of the formative progress pupils can make because of the feedback they receive. This feedback is shared directly with parents instead of a standalone reporting system. There is also a parents' evening at some point in the year for every year group.

For exam years, attainment is recorded centrally in the form of 'trajectory grades' – they start as a wide 3-grade band of grades in the first term of M5 and L6 and the narrow to 'probable' grades and 'possible' grades at the end of M5 and L6 so that pupils and parents have a realistic idea of outcomes to base decisions about next steps on.

Meanwhile, we centrally track pupils' attainment, organisation, effort and involvement in all year groups from L4-U6. Tutors can look at this holistically across a pupil's different subjects with an eye on their extra- and super-curricular achievements too.

We would like to work towards a 'pupil profile' which can be engaged with by pupils, parents and teachers which captures pupils' progress in the most holistic sense – from progress in key tasks in maths to their progress in a sports team or extra-curricular club.

Centrally we track rises and falls in attainment alongside the pupils' baseline data and look for big discrepancies in time or between the two types of data and ensure pastoral leaders engage with this data.

We encourage the use of frequent low stakes testing in lessons to help pupils commit material to long-term memory. Research has shown this approach reduces anxiety for pupils too.

We encourage pupils to take ownership of their learning and progress by ensuring they are well-informed about effective revision strategies and that these are modelled within lessons in ways which suit subjects.

Terminal exam results serve as an interesting final measurable outcome of pupil progress. We compare these results to baseline tests taken in L5. We consider results by gender, SEN, attendance, entry point, entry data and predictions (and academic journey more broadly) to see what can be learnt about how different constituencies experience the pupil journey.

Homework

We are keen for the homework that is set to be purposeful. We recognise that consolidation of material learnt, preparatory reading and thinking, and some well-scaffolded and time-controlled project work are often effective things to do outside lessons. We also recognise that pupils need to be well rested and explore their extra-curricular pursuits, and that if we want them to be intellectually curious, they need time to read freely.

L4-U5 have a timetable for homework to spread the load throughout the week and for fourth form, they should only spend 20 minutes on each one at most and then stop, even if they have not finished. L5 this increases to 30 minutes and M5/U5 are 40 minutes.

Pupils with Special Educational Needs and / or Disabilities (SEND) / English as Additional Language (EAL) and the Able, Gifted and Talented

Reference should be made to the SEND and EAL policies.

Mindful of the Children and Families Act (2014) and the SEND Code of Practice (2015), the School will seek ways to maximise the ability of all pupils, including those

with SEND or EAL, and those recognised as gifted and talented, to access the whole curriculum and learn and make progress by:

- Assessing pupils' ability through its entrance procedures (written examinations or tests, reports from feeder schools, interviews), Middle Years Information System (MidYIS) tests, diagnostic screening, consultations with or testing by educational psychologists

- Open and continuous discussion with parent / guardians

- On-going assessment by the School's Special Educational Needs & Disability Coordinator (SENDCo) and the Deputy Head (Director of Studies) by reviewing provision

- Arranging support lessons as appropriate

- Using the scholarship programme to support progress

- Providing support and guidance for teachers on pupils' SEND

- Making appropriate changes to the individual's curriculum to meet the needs of pupils as appropriate

- Access to the School counsellor or health officers

- Providing levels of differentiation commensurate with a pupils' needs and ability

The Deputy Head (Director of Studies) and SENDCo, are responsible for liaison with Local Authority advisors and for oversight of the individual's provision. Statements / Education, Health & Care (EHC) plans are reviewed annually. The School works closely with a well-qualified EAL teacher. The School SENDCo is responsible for the co-ordination of all matters pertaining to SEND and EAL provision in conjunction with the Deputy Head (Director of Studies).

Parents are expected to give the School complete information about any learning difficulties experienced at previous schools or elsewhere and to provide the School with up-to-date relevant professional information.

Each pupil in the Senior School is screened for SEND on entry.

Pupils with SEND will have Individual Support Plans (ISPs) and timetables adjusted to suit individual requirements where needed. Progress of such pupils will be monitored through the reports, grading points and regular staff meetings. Details of individuals' needs are sent to teaching staff, are available on iSAMS.

Unless negligent under the terms of this policy, Norwich School accepts no responsibility to the pupil or parents caused by or arising out of any failure to detect or refer a learning difficulty or other condition or special educational need.

Referral or concerns about pupils

Teachers and tutors can refer a pupil throughout the year using the Record of Concern form available from the SENDCo. Referral can result either in keeping an eye on a pupil's progress in one subject or area (presentation of work, organisation, behaviour, etc.) or in putting the pupil on academic/pastoral report card (red), which is then monitored by the tutor and Deputy Head (Director of Studies). If the pupil is referred by a teacher, the Deputy Head (Director of Studies) and the SENDCo will communicate with the tutor / Head of House before making any decision. (For further information on SEND see SEND Policy).

Pupils with EAL needs (see EAL Policy)

The School conducts its learning in English and there is an expectation that all pupils are able to communicate effectively in English. There are a number of pupils in the School who have learned English as an additional language (EAL) in addition to their mother tongue. These pupils may be added to the learning support register for the purpose of specific learning difficulties but not for language deficiency, in accordance with SEND Code (2015). Additional language assistance is provided through the EAL teacher. All pupils are included in full lessons for all classes in the School, including English. In practice, such assistance is sometimes required in the first term. We have a qualified EAL teacher who can contribute or members of the English department help with this work; under the direction of the Learning Support department.

Admissions assessments and screening tests (entry tests for our international pupils) are conducted to allow us not only to identify potential pupils with EAL but also the level of support they may require. Those who are deemed likely to need support are given a further, qualitative assessment which is used to inform a scheme of support, if it is seen to be required. Admissions assessments are also used as part of identifying pupils who may benefit from the scholarship programme.

Pupil Personal Development Policy

Pupil Personal Development (PPD) is Norwich School's inclusive Personal, Social, Health and Economic (PSHE) education programme, which focuses on giving our pupils knowledge and skills, as well as greater self-awareness and resilience to lead confident and fulfilled lives.

Our bespoke programme is responsive to the needs of our pupil bodies and constantly evolves to address current, topical issues.

The programme has been formulated with the Lower School and their PSHE programme in mind, to ensure that pupils are progressing and prior knowledge is developed and enhanced.

PPD Programme in Key Stage 3 and 4 (Lower 4 to Upper 5)

PPD will be delivered by a designated team of staff, who work across different departments, as part of the timetable for L4, U4, L5, M5 and U5. It is taught in 40 minute, weekly lessons. Pupils have the same teacher for all topics, to provide consistency throughout the year and build strong working relationships. Weekly

PPD sessions will be supported by follow up tutorial sessions, which will be delivered by tutor and / or Head of House.

Weekly PPD lessons will be formally accompanied by:

- Scheduled tutorial activities.

- Specialist guest speakers support the programme, where appropriate.

And informally via:

- The academic curriculum of subjects such as Biology, RS, History and PE, for example

- School, Section, Year and House assemblies

- The pastoral systems within the School

- Day to day interactions between pupils, staff and other members of the wider community

- Feedback will be sought out from pupils in regard to the programme, to ensure it is engaging, relevant and reflective of pupil areas of interest where possible.

Staff delivering the PDD programme will have specific knowledge and understanding of the relevant school policies on: Drugs, Behaviour, Safeguarding and Anti-Bullying. Regular meetings of staff as a department will ensure the sharing of best practice and reflection on resources and teaching to aid continual development of the PPD course. PPD is taught in mixed gender classes, although on occasion special talks (e.g., pupil experience, friendships and relationships) may be delivered to single gender groups.

The PPD classroom endeavours to be a space where mutual respect, empathy, openness and curiosity are nurtured. The learning environment should be guided by classroom agreements developed within each PPD class that help to create group accountability for positive interactions between pupils and staff.

PPD is delivered using a variety of teaching methods which include: discussion, role-play, worksheets and videos. This content is developed using resources from the PSHE Association, as well as a range of other recommended educational providers.

Although there is no statutory requirement for formalised assessments, we will monitor the pupils' performance and progress through observations in class, presentations and group work, and ask pupils to complete end of topic self-assessments.

PPD reports will also be written, allowing for a formal record of pupil progress and regular communication with parents.

PPD Programme in Key Stage 5 (Lower 6 and Upper 6) – 'Futures'

PPD provision in the Sixth Form is through a series of lectures, the Futures programme and, where appropriate, follow up in tutorials. Both L6 and U6 have a 40 minute Futures session every week. Topics such as alcohol and drug awareness, driving awareness, relationships, sexual health and life beyond school are all covered. Pupils hear from guest speakers as well as internal staff members and colleagues. Pupils have had talks such as: 'Drugs – life as an addict', 'Living with HIV' and 'Unifrog, UCAS and Open Days'.

In preparation for tertiary education, within the programme, pupils are supported by: The Head of Careers, Head of UCAS and Head of Oxbridge.

Opportunities for involvement in the wider community are provided through the Community Service programme and community action days. These are coordinated as part of the Games programme and during pupils' free periods.

Pupil Voice and Parental Support

Pupils will be invited to share their thoughts about the PPD programme via the consultative committee meetings as well as small focus groups. We will develop mechanisms for pupil voice through focus groups and tapping into the Senior Prefect Structure to support this.

Parental talks and focus groups may be offered in support of the programme. For example, talks on sexting and consent.

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External documents referenced:	- Children and Families Act (2014) - SEND Code of Practice (2015)