



SUSI EARNSHAW

School of Academics & Performing Arts

Curriculum Policy

Date: August 2026	Next Review: August 2027
Next Review: August 2027	

1. Policy Statement

Susi Earnshaw Theatre School is committed to providing a broad, balanced, ambitious and appropriately challenging curriculum which reflects the distinctive character of the school and enables every pupil to develop academically, creatively, socially and personally.

Our curriculum recognises that education extends beyond individual subjects and examination outcomes. It encompasses the knowledge, skills, experiences, relationships, values and opportunities through which pupils develop into confident, thoughtful, creative and responsible young people.

As a specialist performing arts school, we believe that academic and vocational education should complement and strengthen one another.

The performing arts are therefore not an addition to our academic curriculum; they are an integral part of the educational experience offered by the school. Through academic study alongside Dance, Drama, Singing, Speech and performance, pupils are encouraged to develop intellectual curiosity, creativity, discipline, resilience, confidence, collaboration and independence.

The school seeks to recognise the individual pupil behind every timetable, assessment and qualification. Our curriculum is designed to enable pupils with different strengths, interests,

needs and starting points to make meaningful progress and to prepare successfully for the next stage of their education, training or employment.

2. Legislative and Regulatory Framework

This policy has been developed with regard to the legislation, statutory guidance and regulatory requirements applicable to independent schools in England, including, where relevant:

- the Education (Independent School Standards) Regulations 2014, as amended;
- current Department for Education guidance relating to the Independent School Standards;
- the Education Act 1996;
- the Education and Skills Act 2008;
- the Equality Act 2010;
- the Children and Families Act 2014;
- current statutory guidance relating to Relationships Education, Relationships and Sex Education and Health Education;
- current statutory safeguarding guidance;
- current Department for Education guidance relating to pupils with special educational needs and/or disabilities;
- current requirements and guidance relating to careers education and preparation for adult life; and
- examination board specifications and requirements relevant to qualifications delivered by the school.

The curriculum is reviewed regularly to ensure that it remains appropriate to the ages, aptitudes, needs and starting points of pupils and that statutory and regulatory requirements continue to be met.

3. Curriculum Intent

The curriculum at Susi Earnshaw Theatre School is designed to enable pupils to:

Become successful learners who:

- develop secure knowledge and understanding across a range of academic, creative and vocational disciplines;
- develop strong literacy, numeracy and communication skills;
- are curious, enquiring and willing to question;
- can think critically, creatively and independently;
- make connections between different areas of learning;
- apply their knowledge and skills in unfamiliar contexts;
- understand how they learn;
- respond constructively to feedback;

- develop effective study habits;
- become increasingly independent learners;
- demonstrate resilience when learning is difficult;
- take pride in their work and achievements; and
- develop an enjoyment of learning which extends beyond school.

Become confident individuals who:

- develop a secure and positive sense of self;
- recognise their individual strengths and areas for development;
- communicate confidently and appropriately;
- build healthy and respectful relationships;
- understand and manage their emotions increasingly effectively;
- develop resilience and appropriate strategies for responding to challenge;
- make informed choices about their health, wellbeing and future;
- are prepared to take appropriate creative and intellectual risks;
- demonstrate initiative and self-discipline; and
- recognise that confidence develops through preparation, practice, reflection and experience.

Become responsible members of society who:

- respect the rights, beliefs, cultures and experiences of others;
- understand the importance of equality, inclusion and mutual respect;
- contribute positively to their school and wider communities;
- understand the importance of democracy, the rule of law, individual liberty, mutual respect and tolerance;
- can discuss differing opinions respectfully;
- understand their responsibilities as well as their rights;
- develop an understanding of the wider world and their place within it;
- make increasingly informed and responsible choices; and
- are prepared for life in modern Britain.

4. Curriculum Principles

The curriculum is underpinned by the following principles.

4.1 Breadth and Balance

Pupils receive experience across linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative areas of learning.

The specialist nature of the school provides pupils with particularly rich opportunities within aesthetic, creative and performing arts education, while maintaining an appropriate academic curriculum.

4.2 Ambition

The school maintains high expectations for all pupils.

Curriculum planning is intended to ensure that pupils are challenged appropriately and are supported to achieve the highest standards of which they are capable.

4.3 Progression

Curriculum content is planned and sequenced so that pupils can build upon prior knowledge and skills.

Teaching should not consist simply of isolated activities. Teachers identify what pupils should know, understand and be able to do over time and provide opportunities for pupils to revisit, practise, deepen and apply important knowledge and skills.

4.4 Individuality

Pupils do not all learn at the same rate or in precisely the same way.

Teachers consider pupils' starting points, prior attainment, individual needs and barriers to learning when planning and delivering the curriculum.

4.5 Creativity

Creativity is central to the ethos of Susi Earnshaw Theatre School.

Pupils are encouraged to experiment, explore ideas, solve problems, make independent choices and develop their own artistic and intellectual voice.

4.6 Preparation for the Future

The curriculum equips pupils with knowledge, qualifications and transferable skills which support progression into further education, training, employment and, where appropriate, professional creative industries.

5. Curriculum Implementation

Curriculum planning identifies appropriate content, knowledge, concepts and skills for each subject and stage of education.

Subject planning should demonstrate:

- clear curriculum aims;
- appropriate sequencing of knowledge and skills;
- progression over time;
- appropriate challenge;
- opportunities to revisit and consolidate important learning;
- consideration of pupils' prior knowledge and starting points;

- appropriate assessment;
- provision for pupils with SEND and other additional needs;
- opportunities to develop literacy, numeracy and communication where appropriate;
- links to pupils' personal development where relevant; and
- preparation for subsequent stages of education or training.

Teachers use their professional judgement to select teaching approaches which enable pupils to understand, remember and apply what they have been taught.

6. ORGANISATION OF THE CURRICULUM

Key Stage 2 – Years 5 and 6

At Key Stage 2, pupils receive an appropriately broad educational experience which establishes strong foundations for secondary education while allowing pupils to participate fully in the creative life of the school.

The Academic Curriculum for Key Stage 2 is:

- English
- Mathematics
- Science
- Literature
- Art and Design
- LAMDA Grade 3/4 (Speech & Drama)
- French
- Humanities, including History and Geography
- Religious Education/Moral Education
- Life Skills and Personal Development
- Mental and Physical Wellbeing

The Vocational Curriculum for Key Stage 2 is:

- Musical Theatre Singing
- Pop Singing
- Screen Acting
- Acting for Stage
- Street Dance
- Jazz Dance
- Ballet
- Tap
- Contemporary Dance
- Ensemble Performance Classes

Assessment may include age-appropriate standardised material and past assessment materials where these are useful in identifying pupils' knowledge, understanding and next steps.

Pupils are not entered by the school for external Key Stage 2 SATs.

Key Stage 3 – Years 7 and 8

The school operates an intentionally focused two-year Key Stage 3 programme which prepares pupils for the school's three-year Key Stage 4 curriculum.

The Academic Curriculum for Key Stage 3 includes:

- English;
- Mathematics
- Science
- English Literature
- Art and Design
- LAMDA Grade 4/5 (Speech & Drama)
- French
- Humanities, including Geography and History
- Religious Education/Moral Education
- Life Skills
- Personal, Social and Health education;
- Mental and Physical Wellbeing

The Vocational Curriculum for Key Stage 3 is:

- Musical Theatre Singing
- Pop Singing
- Screen Acting
- Acting for Stage
- Street Dance
- Jazz Dance
- Ballet
- Tap
- Contemporary Dance
- Ensemble Performance Classes

Curriculum planning at Key Stage 3 provides pupils with the foundational knowledge, vocabulary, concepts and skills required for successful progression to Key Stage 4.

Key Stage 4 – Years 9, 10 and 11

Pupils begin Key Stage 4 study in Year 9.

The school's GCSE offer reflects both its academic expectations and its specialist performing arts ethos.

Pupils work towards GCSE qualifications in:

- English Language;
- English Literature;
- Mathematics;
- Combined Science;
- Drama;
- Dance; and
- Art and Design, where offered as part of the pupil's programme.

LAMDA Speech and Drama examinations provide an additional pathway through which pupils may achieve externally recognised qualifications.

Pupils additionally participate in Life Skills, personal development, careers education and the wider performing arts curriculum.

The Academic Curriculum for Key Stage 4 includes:

- English;
- Mathematics
- Science
- English Literature
- Art and Design
- LAMDA Grade 5/6/7/8 (Speech & Drama)
- GCSE Dance
- GCSE Drama
- French
- Humanities, including Geography and History
- Religious Education/Moral Education
- Life Skills
- Personal, Social and Health education;
- Mental and Physical Wellbeing
- Careers

The Vocational Curriculum for Key Stage 3 is:

- Musical Theatre Singing
- Pop Singing
- Screen Acting
- Acting for Stage
- Street Dance
- Jazz Dance
- Ballet
- Tap
- Contemporary
- Ensemble Performance Classes

7. SUBJECT CURRICULUM

7.1 - English

Key Stage 3

English Language and English Literature are taught through an integrated curriculum.

Pupils encounter a broad selection of fiction, non-fiction, drama, poetry and literary heritage texts, including Shakespeare.

Teaching develops pupils' ability to:

- read accurately and critically;
- analyse language, form and structure;
- infer and interpret meaning;
- compare texts and perspectives;
- write accurately and effectively for different audiences and purposes;
- develop vocabulary;
- construct and support arguments;
- communicate effectively through speaking and listening; and
- develop confidence in discussing literature and ideas.

Appropriate exposure to GCSE-style texts, tasks and questioning helps pupils develop the knowledge and disciplinary skills required for Key Stage 4 without narrowing the Key Stage 3 curriculum solely to examination preparation.

Key Stage 4

Pupils study towards AQA GCSE English Language and AQA GCSE English Literature.

The three-year programme progressively develops the analytical, written and examination skills required by the relevant specifications.

Pupils are taught to understand texts within appropriate literary, historical and social contexts while developing increasingly independent and sophisticated analysis.

Regular formative and summative assessment enables teachers to identify misconceptions, monitor progress and determine appropriate next steps.

7.2 - Mathematics

Key Stage 3

The Mathematics curriculum develops knowledge and understanding across the principal areas of:

- number;
- algebra;

- ratio, proportion and rates of change;
- geometry and measures;
- probability;
- statistics; and
- mathematical reasoning and problem-solving.

Pupils are encouraged not only to obtain correct answers but to understand mathematical relationships, select appropriate methods, explain their reasoning and apply their knowledge to unfamiliar and real-life contexts.

Key Stage 4

Pupils commence GCSE Mathematics study in Year 9.

The course progressively develops the knowledge established at Key Stage 3 and prepares pupils for the appropriate tier of GCSE entry.

Decisions regarding tier of entry are made in the best interests of individual pupils and take account of attainment, progress and the requirements of the relevant awarding body.

7.3 - Science

Key Stage 3

Science is delivered through an accelerated two-year Key Stage 3 programme.

The curriculum develops pupils' scientific knowledge, vocabulary, practical competence and understanding of scientific enquiry across Biology, Chemistry and Physics.

Pupils develop the foundations required for successful progression to GCSE study while learning to question, investigate, analyse evidence and draw reasoned conclusions.

Key Stage 4

Pupils work towards AQA GCSE Combined Science: Trilogy.

The programme incorporates Biology, Chemistry and Physics and includes the practical and investigative components required by the specification.

Teaching develops both substantive scientific knowledge and pupils' ability to apply that knowledge scientifically.

7.4 - Humanities

Humanities education enables pupils to understand people, places, societies, events and ideas and to consider how the past and present influence the world in which they live.

History and Geography develop pupils' ability to investigate evidence, consider different perspectives, identify cause and consequence, understand physical and human environments and communicate reasoned conclusions.

7.5 - Moral Education

The school provides pupils with opportunities to develop knowledge and understanding of religions, beliefs, values and ethical questions.

Teaching encourages respectful discussion, reflection and understanding of different beliefs and worldviews.

Provision contributes to pupils' spiritual, moral, social and cultural development and their understanding of the diversity of modern Britain.

The school respects applicable parental rights regarding withdrawal from Religious Education.

8. - LIFE SKILLS, PSHE AND PERSONAL DEVELOPMENT

Life Skills provides an important framework for pupils' personal development and incorporates relevant aspects of personal, social, health and economic education, citizenship, relationships and health education and, at the appropriate stage, relationships and sex education.

Provision is age-appropriate and takes account of pupils' needs and maturity.

Learning may address areas including:

- healthy and respectful relationships
- consent and personal boundaries
- physical and mental health;
- emotional wellbeing
- online safety and digital life
- personal safety
- equality and respect
- financial awareness;
- citizenship
- preparation for adult life;
- careers
- further education and training
- responsible decision-making.

Personal development is not confined to a single lesson.

It is also promoted through tutorials, mentoring, assemblies and whole-school activities, visiting speakers, pupil voice, pastoral support, enrichment and the wider performing arts curriculum.

9. - THE VOCATIONAL AND PERFORMING ARTS CURRICULUM

Every pupil at Susi Earnshaw Theatre School participates in a rich performing arts curriculum.

The school believes that high-quality performing arts education develops much more than performance technique. It demands discipline, preparation, courage, collaboration, creativity, communication, physical awareness, reflection and resilience.

Pupils are encouraged to develop both technical proficiency and individual artistic expression.

Acting and Drama

Provision may include:

- Acting for camera
- Acting for stage
- GCSE Drama
- Improvisation
- Character Development
- Text and Script work
- Performance technique
- Accent Work
- Stage Craft
- LAMDA Speech and Drama.

Music and Singing

Provision may include:

- Musical Theatre Singing
- Pop & Contemporary Singing
- Vocal Technique
- Breathing Technique
- Ensemble Singing
- Solo Singing
- Performance Skills
- Rhythm & Timing
- Harmony and Interval work

- Appropriate vocal health education.

Dance

Provision may include:

- Ballet
- Contemporary Dance
- GCSE Dance
- Jazz Dance
- Tap Dance
- Street Dance
- Musical Theatre Dance and staging
- Choreography
- Performance Skills
- Technical development and appreciation and analysis of professional dance works.

Pupils demonstrating particular aptitude may be signposted towards appropriate external opportunities, specialist training or professional organisations where this is considered beneficial.

Further detail is contained within the school's Performing Arts Department documentation.

10. - LAMDA

Susi Earnshaw Theatre School recognises the educational value of Speech and Drama for pupils regardless of whether they intend to pursue a career within the performing arts.

LAMDA provision supports the development of:

- confident verbal communication
- interpretation
- presentation
- performance
- reading and comprehension
- speaking and listening
- memory
- self-confidence
- individual expression

Pupils may have opportunities to work towards appropriate external LAMDA qualifications, including higher grades where suitable.

11. - LITERACY, ORACY AND COMMUNICATION

The development of effective literacy and communication is a whole-school responsibility.

Teachers support pupils to develop:

- accurate and confident reading;
- subject-specific vocabulary;
- clear written communication;
- spelling, punctuation and grammar;
- comprehension;
- discussion and questioning;
- confident speaking;
- active listening; and
- appropriate communication for different audiences and contexts.

The performing arts curriculum provides particularly valuable opportunities for developing oracy, expression, presentation and communication.

12. - NUMERACY

Numeracy is developed principally through Mathematics but is reinforced across the wider curriculum where meaningful and appropriate.

Pupils are encouraged to apply mathematical knowledge confidently in practical, academic and everyday situations.

13. - TECHNOLOGICAL EDUCATION AND DIGITAL LITERACY

Pupils are provided with opportunities to develop appropriate technological knowledge and digital competence across the curriculum.

The school recognises that technological literacy includes not only the ability to use digital tools but also the ability to use technology safely, responsibly, critically and creatively.

Online safety and responsible digital behaviour are reinforced through the curriculum and the school's safeguarding arrangements.

14. - PHYSICAL EDUCATION, HEALTH AND WELLBEING

The school recognises the relationship between physical health, emotional wellbeing and successful learning.

Physical development is supported through appropriate curriculum opportunities and is particularly embedded within Dance and movement-based aspects of the performing arts curriculum.

Pupils are taught about healthy lifestyles, wellbeing and personal safety through Life Skills and the wider curriculum.

15. - SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Susi Earnshaw Theatre School is committed to enabling pupils with special educational needs and/or disabilities to access, participate in and make progress through the curriculum.

Teachers consider pupils' individual needs and starting points when planning teaching.

Appropriate provision may include:

- adaptations to teaching;
- scaffolding;
- additional explanation or modelling;
- breaking learning into manageable stages;
- appropriate resources;
- additional practice;
- alternative methods of recording or demonstrating understanding;
- reasonable adjustments;
- targeted support; and
- additional challenge where appropriate.

Adaptation should support pupils to access ambitious learning rather than unnecessarily lowering expectations.

Where a pupil has an Education, Health and Care Plan, relevant provision and outcomes will be considered within curriculum planning as appropriate.

16. - EQUALITY, DIVERSITY AND INCLUSION

The school is committed to providing equitable access to its curriculum.

No pupil should be prevented from accessing appropriate educational opportunities because of prejudice, discrimination or stereotyping.

Curriculum materials, teaching and discussion should promote dignity and respect and, where appropriate, enable pupils to encounter a range of cultures, experiences and perspectives.

Teachers must challenge discriminatory language, prejudice and stereotypes appropriately.

Curriculum provision is considered alongside the school's responsibilities under the Equality Act 2010 and its wider equality, safeguarding and SEND arrangements.

17. - SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Pupils' spiritual, moral, social and cultural development is promoted throughout academic subjects, Life Skills, tutorials, pastoral provision, enrichment and the performing arts.

Pupils are provided with opportunities to:

- reflect on their own beliefs and experiences;
- develop knowledge and respect for different faiths, beliefs and cultures;
- distinguish right from wrong and understand consequences;
- discuss ethical and moral questions;
- cooperate with others;
- resolve disagreement appropriately;
- contribute to their community;
- appreciate cultural and artistic achievement;
- understand democratic processes and institutions; and
- develop respect for the civil and criminal law of England.

18. - FUNDAMENTAL BRITISH VALUES

The school actively promotes the fundamental British values of:

- democracy;
- the rule of law;
- individual liberty; and
- mutual respect and tolerance of those with different faiths and beliefs.

These principles are embedded appropriately across curriculum and school life rather than treated solely as an isolated topic.

Pupils are encouraged to express views, question ideas and engage in respectful debate while understanding that the rights and freedoms enjoyed by individuals exist alongside responsibilities towards others.

19. CAREERS AND PREPARATION FOR ADULT LIFE

Careers education and preparation for the future are incorporated within the Key Stage 3 and Key Stage 4 experience and become increasingly prominent as pupils approach the end of compulsory education.

Pupils are supported to understand the range of routes available to them, including:

- further education;
- sixth-form study;
- vocational training;
- apprenticeships;
- higher education;
- employment;
- specialist performing arts training; and
- careers within and beyond the creative industries.

The school seeks to ensure that pupils understand that the transferable skills developed through performing arts education — including communication, teamwork, discipline, creativity, organisation, adaptability and resilience — have value across a wide range of future pathways.

20. ASSESSMENT

Assessment is an integral part of teaching and curriculum planning.

Assessment is used to:

- establish pupils' starting points;
- identify what pupils know and understand;
- identify misconceptions and gaps;
- inform subsequent teaching;
- monitor progress;
- determine where additional support or challenge is required;
- provide meaningful feedback;
- support decisions relating to qualifications and examination entry; and
- communicate progress appropriately to pupils and parents/carers.

Assessment may be formative or summative and should be proportionate to its purpose.

Assessment should ultimately improve teaching and learning rather than exist simply to generate data.

21. ADAPTIVE TEACHING

Teachers maintain high expectations while responding appropriately to differences between pupils.

Effective adaptive teaching may involve:

- careful explanation and modelling;
- targeted questioning;
- scaffolding;

- appropriate grouping;
- checking for understanding;
- guided and independent practice;
- adaptation of resources;
- retrieval of prior learning;
- additional challenge;
- responsive feedback; and
- appropriate reasonable adjustments.

Teachers should avoid making assumptions about what a pupil can achieve solely because of an identified need or prior attainment.

22. - ENRICHMENT

Enrichment is an important component of the Susi Earnshaw Theatre School curriculum.

Opportunities may include:

- Public Performances
- Showcases
- Theatre and Performance visits
- Workshops
- Visiting Professionals
- Professional auditions and performance opportunities where appropriate
- Community Projects;
- Competitions
- External Artistic Collaborations;
- Dance Company
- Choir
- Musical Theatre
- Screen Acting
- GCSE-related enrichment
- Homework Club
- Other activities developed in response to pupils' interests and opportunities.

Such experiences allow pupils to apply learning beyond the classroom, develop confidence, work with others and participate in the wider cultural and community life of the school.

23. - PASTORAL CURRICULUM

A strong pastoral system underpins the curriculum.

Form Tutors provide an important point of contact for pupils and families and support pupils' academic progress, personal development and wellbeing.

The wider pastoral curriculum includes:

- tutorials;
- Life Skills;
- pupil voice;
- mentoring and individual support;
- wellbeing education;
- careers;
- enrichment; and
- opportunities to contribute to school life.

Academic progress and wellbeing are regarded as complementary rather than competing priorities.

A pupil who feels safe, known, respected and supported is better placed to learn, take appropriate risks, respond to challenge and fulfil their potential.

24. - SCHEMES OF WORK AND CURRICULUM PLANNING

Subject Leaders are responsible for ensuring that appropriate curriculum plans and schemes of work are in place.

Planning should take account of:

- the requirements applicable to independent schools;
- relevant examination specifications;
- appropriate national curriculum content where this supports the school's curriculum;
- pupils' ages, aptitudes and needs;
- pupils' starting points and prior attainment;
- progression within and between year groups;
- SEND and reasonable adjustments;
- literacy and numeracy where appropriate;
- assessment;
- equality and diversity;
- safeguarding considerations where relevant;
- preparation for subsequent stages of education; and
- whole-school curriculum priorities.

Schemes of work are working documents and should be reviewed and developed in response to pupils' learning and changes to relevant qualifications, guidance and curriculum requirements.

25. - EXAMINATIONS AND QUALIFICATIONS

The school's academic examination offer includes, as appropriate:

- GCSE English Language;
- GCSE English Literature;
- GCSE Mathematics;
- GCSE Combined Science;
- GCSE Drama;
- GCSE Dance; and
- GCSE Art and Design.

Vocational and additional external qualifications may include:

- LAMDA Speech and Drama examinations up to the appropriate higher grades.

Qualification specifications and examination arrangements will be kept under review to ensure that teaching reflects current awarding-body requirements.

26. ROLES AND RESPONSIBILITIES

The Proprietor

The Proprietor has overall responsibility for ensuring that the school provides an appropriate curriculum and meets the applicable Independent School Standards.

The Proprietor will maintain appropriate oversight of curriculum quality and ensure that sufficient resources are available to implement the curriculum effectively.

The Principle and Headteacher

The Principle and Headteacher are responsible for ensuring that:

- this policy is implemented effectively;
- curriculum provision meets applicable statutory and regulatory requirements;
- the curriculum remains broad, balanced and appropriate;
- subjects have clearly defined aims and curriculum plans;
- sufficient curriculum time is provided;
- teaching and assessment are monitored;
- pupil progress is reviewed;
- appropriate provision is made for pupils with SEND;
- staff receive appropriate support and professional development;
- parents/carers receive appropriate information about pupils' progress; and
- associated school policies remain consistent with this policy.

Subject Leaders

Subject Leaders are responsible for:

- curriculum design and sequencing within their subject;
- maintaining appropriate schemes of work;
- monitoring the quality of curriculum implementation;
- supporting teachers;
- reviewing pupil progress and assessment;
- maintaining awareness of relevant examination or curriculum developments; and
- contributing to curriculum review and improvement.

Teachers

Teachers are responsible for:

- implementing the planned curriculum;
- maintaining appropriately high expectations;
- knowing their pupils and responding to their needs;
- assessing understanding and progress;
- adapting teaching appropriately;
- providing effective feedback;
- promoting literacy and communication;
- maintaining appropriate subject knowledge; and
- contributing to the ongoing evaluation and development of the curriculum.

27. MONITORING AND EVALUATION

The effectiveness of the curriculum will be monitored through appropriate quality-assurance activities, which may include:

- lesson visits and observations;
- learning walks;
- scrutiny of pupils' work;
- review of curriculum plans and schemes of work;
- assessment and progress information;
- pupil voice;
- parent/carer feedback;
- staff discussion;
- examination outcomes;
- review of SEND provision;
- subject reviews; and
- senior leadership and proprietor oversight.

Monitoring will consider both what has been planned and what pupils actually experience and learn.

Findings will inform school improvement planning, staff development and curriculum refinement.

28. RELATED POLICIES

This policy should be read alongside relevant school policies and procedures, including:

- Teaching and Learning Policy;
- Assessment Policy;
- SEND Policy;
- Equality Opportunities Policy;
- Safeguarding and Child Protection Policy;
- Behaviour Policy;
- Attendance Policy;
- Relationships and Sex Education Policy;
- Careers Policy;
- Online Safety/Acceptable Use arrangements;
- Performing Arts Department Policy; and

29. REVIEW

This policy will be reviewed at least annually and sooner where:

- legislation or statutory guidance changes;
- Independent School Standards or inspection requirements change;
- examination specifications materially change;
- the school's curriculum offer changes; or
- monitoring identifies a need for amendment.