



# St George's College

WEYBRIDGE

## CURRICULUM POLICY

### Aims

The school aims to:

- educate holistically, so that our extra-curricular education works alongside and in partnership with our academic programme to develop a range of attributes such as resilience and grit, effective preparation for life in modern Britain;
- ensure that students develop essential literacy and numeracy skills;
- give students experience in, and contribute effectively to, linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative development, and make provision for acquisition of skills of speaking and listening,
- promote high standards and expectations in teaching and learning
- actively promote fundamental British values.

The school's curriculum follows statutory requirements. It is balanced and broadly based, and promotes the spiritual, moral, cultural and social development of our students and helps to prepare them for the opportunities, responsibilities and experiences of adult life in modern Britain.

### RELIGIOUS EDUCATION

Religious education is compulsory at all stages. A programme of general Religious Studies is offered to Years 7 – 8; 12-13, as well as A Level Religious Studies being available. The students develop awareness of other faiths and values; whilst also deepening their understanding of the Catholic Religion. Collective reflection takes place every day in Tutor time and once a week through Chapel and Year Group assemblies. It is compulsory for all students from Years 7 – 13. In line with our admissions policy, students are not permitted to be withdrawn from assembly or collective reflection.

### PSHE/RELATIONSHIPS & SEX EDUCATION NCG

PSHE is taught at St George's by the students' Group Tutor every Wednesday morning. The programme runs from the First Year to the Upper Sixth. The programme is led by tutors, supported by the Heads of Year and the Head of PSHE. Schemes of work are organised, monitored and evaluated by the Head of PSHE. Teaching methods are mixed, ranging from group work, role-play, question and answer sessions, to visiting speakers and class discussion.

**PSHE lies at the heart of our school community, both across and beyond all areas of the curriculum.** This means that **PSHE** is embedded into the school day in such a way that children are constantly developing and furthering their progression in this vast area of learning. Our objectives are covered in dedicated weekly lessons and, equally importantly, as children live through the school day.

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Students are encouraged to develop the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Our school mission statement reflects a whole school commitment to these values.

Students at the College are part of a large, dynamic school community. They are encouraged to take part in a wide range of activities and experiences, enabling them to contribute fully to the life of their school and the wider community. In **PSHE**, students learn to recognise their own worth and the possibilities open to them, work well with others and become more responsible for their own learning. They reflect on their experiences and try to understand how they are developing personally and socially. Children are taught where they can go for help when Our Programme of Study for First – Fifth Years is based around 3 core themes:

### **1. Health and Wellbeing**

### **2. Relationships**

### **3. Living in the Wider World**

Each year group will look at different aspects of each of these themes. Whilst the programme of study is not prescriptive and there is overlap between the themes, a general breakdown of the academic year will see each theme given a half-termly 'slot' and thus when possible, covered twice over the course of the year.

At the College, we are following the most recent guidelines as detailed by the **PSHE Association**: PSHE education prepares students for both their futures and their present day-to-day lives. It is essential that students have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives. PSHE education has a rich body of knowledge taught through topics. Learners need to 'know about...', 'know how to...' and also 'be able to...'.

### **Relationships and Sex Education**

Relationships and Sex Education (RSE) is defined as learning about physical, moral, emotional and spiritual development and understanding the importance of marriage for family life, stable and loving relationships, and respect, love and care for others.

As a Catholic School, we recognise that some of the issues involved in RSE require us to make clear the teachings of the Catholic Church concerning morality as part of the education process. As a Catholic Christian school we affirm that our RSE policy and programme should be presented in the context of Gospel values. It should also reflect Catholic teaching with regard to the value of the human person: the growth toward personal identity and freedom; the development of sexuality and the importance of marriage. However, we of course recognise that in modern society many different types of family units and relationships exist, and will discuss these in lessons openly and without prejudice. It takes into account the principles of the Catholic Education Service. It has regard for the government's guidance in Sex and Relationship Education Guidance.

The school provides RSE predominantly through the PSHE programme, but also through the wider curriculum for all students, in which students are guided by Catholic moral principles and taught to recognise the value of family. In accordance with the law, the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education programme provided, without giving reasons.

## **CAREERS EDUCATION**

All young people need a planned, impartial programme of activities to help them make informed decisions and plan their careers both in school and after they leave. A programme of careers guidance operates throughout the school under the supervision of the Careers Department and Tinker Tailor. It aims to prepare pupils for the next stage of education, training and/or employment, with particular emphasis upon impartiality and the prevention of stereotyping. It includes:

**The First and Second Year** touch upon careers in their PSHE topics of 'living in the wider world' and all students have access to all the resources of the Career's Zones on Firefly should they wish to explore an interest or discussion point.

**Third Year:** The Third Year careers programme includes a wider introduction to the world of careers to support the year with the GCSE options process. It includes a 1.5 hr workshop 3 trainers: 20 pupils and explores: the importance of curiosity and how to develop it; how to create a personal development and career plan that will inspire and motivate; how to ask the right people the right questions; the difference between a job, a career and a calling; the relevance of academic subjects in the wider world. **Learning Outcomes:** Developing interest in life beyond education • Confidence to start 'networking' • Introduction to a programme that will support them through the remainder of their time at SGC

**Fourth Year:** During the Fourth Year, students will carry out work shadowing and will attend the annual Careers fair. In the summer term, students are encouraged to connect with the careers team to help them not only think carefully about their interests, identify suitable careers for investigation but also enables students to develop skills, carry out detailed research into specific careers and understand the likely demands that future careers will make on them. The Fourth Year programme includes MODULE 1: ASSESSING SELF – a 3 hr workshop with 1 trainer:10 pupils concentrating on the first step in making informed and realistic career decisions. They will be assessing: • Personality • Skills • Interests • Values, bringing it all together and linking these to potential career paths. The introductory talk includes parents and tutors a few weeks beforehand (30 – 40 mins). **Learning Outcomes:** Increased self-awareness to include strengths and areas for development • Ability to communicate the above to others in their network • Linking their self-awareness to potential career paths • Increased self-confidence and understanding of how unique they are.

**Fifth Year:** As part of the Careers programme the Fifth year will undertake activities to prepare them for their A Level options and Higher Education choices.

We would expect students in this year group to make full use of the Career Resources Zone with the 1-1 guidance offer to support them in making well researched decisions.

A key activity for every student in this year group is to aim to take up a work experience week after their GCSE exams. Guidance on work experience is available on Firefly. The Fifth Year programme includes MODULE 2: EXPLORING OPTIONS & MARKETING SELF – a 3 hr workshop with 1 trainer:10 pupils. The emphasis is on putting increased self-awareness into a commercial context: • What could this mean for me in the world of work? • Explanation of Sectors and Functions Work experience: • Why do it? • How to find it • What are the alternatives? • Making the most of it Marketing Self: • CV • Networking • Social Media Recommend follow up talk to parents/tutors (30 mins) within a few weeks. **Learning Outcomes:** Discover the huge range of jobs that exist in every industry • Think about where

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they might best fit in an organisation • Find meaningful and relevant work experience • Understand the needs of employers • Market themselves effectively (focus on CVs and networking) • Take responsibility for their personal development • How to maximise future career exploration opportunities such as Career Talks/Events/Work Experience.

**Lower Sixth:** Students are encouraged to access careers guidance throughout the life of the Sixth Form, particularly at pivotal points throughout their UCAS journey, when students will be embarking on their various routes into Higher education and beyond.

In the summer term, Lower Sixth students have the opportunity to take further psychometric assessments which will help them form their choices for university. Careers also hold a Careers Networking event which provides students with the opportunity to find out more about their chosen careers. Whether planning a GAP year, arranging further work experience, looking for help with university choices and advice on which university to attend, or where to source a degree apprenticeship, the careers team are able to support students' understanding of these choices and offer resources. All students are encouraged to explore the Careers Connection Zone for latest opportunities and advertising for external events which may help provide resources for their plan of action. The Lower Sixth programme also consists of: MODULE 3: MBTI: (1 – 2 hrs) MODULE 4: PERSONAL STATEMENT WORKSHOP (Easter Term) (1.5 hrs) • MBTI: Personality and career profiling – Whole year group workshop (2 hrs, Christmas Term) • MBTI: Personality and career profiling – Online questionnaire, 2 x Career Reports, 1:1 feedback session (1 hr, Easter Term) • Gathering evidence to support application • Proof of independent learning • Demonstrating an in-depth interest in chosen subject • Making work and life experiences relevant • Planning for first draft at end of summer term • Making the most of university visits. **Learning Outcomes:** Making informed and realistic decisions post 18 • Assessment of strengths and areas for development • Improved personal/working relationships • Making informed and realistic decisions post 18 • Full preparation prior to first draft of UCAS or similar application.

**Upper Sixth:** In addition to the support offered for all application processes the Upper Sixth are also supported post application to check in with progress and options. The department continues to offer guidance throughout the year and would also support suggestions for work experience and placements prior to the students' ultimate destination after St George's. The programme includes: MODULE 5: TRANSITION FROM EDUCATION -> EMPLOYMENT Lesson Period – 1.5 hr workshops. Topics include: • Creating a LinkedIn Profile • How to research careers and find a job • How to Develop Commercial Awareness • EQ vs IQ • Making an Impact. **Learning Outcomes:** Making informed and realistic decisions post 18 • Importance of personal brand • Increased commercial awareness • Assessment of strengths and areas for development • Importance of life skills

## **PE AND GAMES**

The curriculum promotes a healthy lifestyle and provides a wide breadth of activities in both Games and PE lessons. Within PE, the emphasis is on planning, performing and evaluating an activity. Activities tend to be co-educational within PE. All students in Years 7 – 11 have a PE lesson and all students in Years 7-13 have a double Games period per week. All are expected to take part in the school's Physical Education and Games programme. Students can only be excused for medical reasons, for which a letter from a parent will suffice, or for other reasons agreed by the school.

The department also offers GCSE and A Level Physical Education.

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Health issues are also explored through the PSHE programme as well as in particular areas of the curriculum – predominantly: Biology and Food and Nutrition.

## **EXTRA CURRICULAR ACTIVITIES**

The range of extra-curricular activities available at St Georges continues to grow. We now offer about 150 activities outside the classroom all of which aim to enrich and enhance the education of the St George's student. Each activity is run by members of staff whose interest, knowledge and experience have been the catalyst for generating so many successful clubs and societies.

In the First, Second and Third Years, students are expected to take part in at least 2 activities. One of these can be the major sport for that term but the other should be selected from the wide range of activities on offer for each age group. Many of these take place at lunchtime while others are offered after school.

A large proportion of the activities are subject related, such as Science Club, Debating Society, European Cooking, European Film Club and Art Club where the aim is to stimulate interest in and ignite curiosity for the subject. These activities may well encourage students to take the subject further in this school and perhaps beyond, using the knowledge gained in the activity as the basis for a career at some stage in the future Others such as Movie Making, Digital Graphics, Fashion and Textiles and Outside the Box Newspaper Club have a more tangible focus on the students' future beyond school where careers in film direction, movie editing, newspaper production and fashion may be of interest to the students.

At St George's we also provide the students with some exposure to the notion of charitable work through our SVP Societies both of which involve them in interaction with individuals less fortunate than themselves and through Fair Trade.

For the Fourth, Fifth and Sixth Form a full range of activities including DofE is also offered and these students are encouraged to participate as much as possible in them. Where appropriate, students become involved in running activities and this gives them vital experience for the future. This is currently the case with Kennedy Club.

The Local Community has links with the School through the SVP and Kennedy Clubs as well as through Youth Speaks. We have visiting Archery, Tumbling, Mandarin and Dance teachers from the local community. Our State School Liaison Officer is developing links with local maintained schools.

Students are given activity option sheets every term and from the responses, spreadsheets are compiled which teachers use as their registers. After school registers are taken and teachers are expected to chase up absentees the following day through tutors. We are hoping to install SOCS next year which will allow us to launch a Diploma and monitor activity participation more closely.

## **EQUAL OPPORTUNITIES**

Promoting equal opportunities is fundamental to the aims and ethos of St George's College. We welcome applications from candidates with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our students for today's world. We concentrate on educating the individual, to provide a comfortable and welcoming atmosphere where each individual feels valued and can flourish. We are committed to equal treatment for all students regardless of sex, sexuality, race, caste, disability, religion or belief. We keep a record of discriminatory incidents.

We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each student. Our staff undertake regular consultation activities with our students

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e.g. through safety questionnaires, participation in anti-bullying week and speaking to children about their experiences at lunchtime and play-times. We ask that our students and their families are at ease with, and responsive to the Catholic Christian Josephite nature of the school and that they feel comfortable in supporting it. For further details on this, please see the Admissions Policy.

The College is committed to equal treatment for all, regardless of an individual's race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. We are an academically selective school and we believe that the educational experience can only be enriched if children are exposed to as wide a range of cultural experiences as possible whilst they are developing.

We also welcome applications from students with special needs and disabilities, and refer parents to our policy covering Special Education Needs (SEN), learning difficulties, and disability.

Generous bursaries are offered in order to make it possible for as many as possible who meet the school's admission criteria to attend the school. Details of our provision for bursaries can be found on our website or obtained from the Bursar's office.

## **ACADEMIC SUPPORT**

The Academic Support teacher will work with the admissions office, pastoral team, parents and feeder schools to identify future students who have Additional Learning Needs (ALN) or Special Educational Needs and/or Disability (SEND) prior to entry. Full disclosure is requested from parents if their child has been professionally assessed regarding ALN/SEND. Through the College's 'best endeavours' this enables the College to identify if a child's ALN/SEND can be provided for.

The Academic Support department aims to assist those students in the College who have ALN or SEND in achieving their potential.

ALN are met through a graduated response. High quality teaching, appropriately differentiated for individual students, is seen as the first step in responding to possible ALN and SEND (wave 1).

The Academic Support department has specialist provision for students with ALN/SEND. Students with diagnoses of dyslexia, dyspraxia, autistic spectrum and ADHD are currently provided for. The department liaises with external agencies to provide additional expertise to students.

Academic Support lessons are offered to students who need additional or different support (wave 2). Students will be assessed as to their individual needs and how they can best be supported. Students are actively involved in the decision making process of where to target support. Targets are created together which reflect the individual needs of the student. The primary focus in Academic Support lessons is on the development of study skills. Support is monitored and reviewed twice a year by informal and formal assessment to ensure progress. Parents and students will be invited to take part in the review and the target setting progress. These meetings will take place in September and January. There is an additional cost for these lessons.

A programme of support in literacy and numeracy is offered to students who are not taking the full complement of 10 GCSEs. There is no additional charge for this programme. The Academic Support Co-ordinator and the HLTA offer this Support Option to groups of Year 10 and Year 11 students.

## **SUBJECTS OFFERED**

### **General Aspects**

Through the linguistic opportunities available to students, they develop their communications skills through speaking, listening, reading and writing. English/Literature are compulsory throughout Years 7-11; with additional opportunities to study French, Spanish, German, Italian, Mandarin and Latin.

Mathematics is compulsory throughout Years 7-11. In this area of the curriculum, students are taught to think logically and express themselves clearly. A variety of methodology including practical activities, explorations and discussions are employed to deliver Mathematical concepts across the curriculum.

Sciences are compulsory throughout Years 7-11, through which students learn about nature, materials and forces. The methodology is varied including experimental work, exploration, discussions, observations and role play.

Computing is taught as a discrete subject in Years 7, 8 and 9, as a GCSE option for Years 10 and 11 and as an A Level option for Years 12 and 13. ICT is embedded into schemes of work across the curriculum. Technology is further delivered through Food & Nutrition and Design Technology throughout Years 7-9; with both subjects becoming options for Years 10 and 11. Design Technology is offered at A Level, but Food & Nutrition is not. Students work with a variety of materials and tools to make high quality products. They evaluate their work and the process through which the products have been made.

History and Geography are also compulsory in Years 7-9 and optional in Years 10 through to 13. Students learn about people and their interaction with the environment, in the past and present.

Aesthetic and creative elements of the curriculum are fostered through a variety of subjects, but most specifically through Music, Literature, Art, Drama – all of which are available to the students throughout the school. Students' personal, imaginative and creative faculties are developed significantly in these areas.

### **Specific**

#### **Years 7 & 8**

In Years 7 and 8 the following subjects are compulsory:

English, Mathematics, General Science, Latin, Religious Studies, History, Geography, Art, Drama, Music, Technology: Food, Resistant Materials, Computing, PE, Games, PSHE.

Students are given the option of studying French, German or Spanish upon entry.

#### **Year 9**

In Year 9, the following subjects are compulsory:

English, Mathematics, Biology, Chemistry, Physics, Religious Studies, History, Geography, Art, Drama, Music, Technology: Food, Resistant Materials, Computer Science, PE, Games, PSHE. Pupils opt for two languages from: French/German/Spanish/Latin. Students begin their IGCSE course in English Language and our most able linguists begin their French IGCSE in Year 9.

### **Key Stage 4**

Students are expected to take ten GCSEs, however exceptions are made for students with statements, students with SEND/ALN, students with exceptional commitments out of school e.g. National Sportsmen/women.

At Key Stage 4, the compulsory GCSE subjects are: English (IGCSE), Literature (IGCSE), Mathematics, Religious Studies, Double Award Science (IGCSE). Students then choose four

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options from: French (IGCSE), German (IGCSE), Spanish (IGCSE), Latin, Triple Science (IGCSE), History (IGCSE), Geography, Drama, Music, Art, Computer Science, Design and Technology, Food and Nutrition and PE. Further Maths is also offered to the most able Mathematicians.

Compulsory non-examined subjects are: PSHE (1 lesson per week), PE (1 lesson per week), Games (one afternoon per week).

- Students are expected to opt for at least one Foreign Language, however exceptions are made for those with SEND/ALN statements, upon request from students and parents and/or upon the advice of our Academic Support Co-ordinator.
- Students not able to select four options, will follow a Support Option in place of a GCSE. The Support Option offers literacy and numeracy support.
- In order to ensure breadth of subjects studied at this level, we ask that students do not select more than one Technology subject.
- Our most able linguists take French at the end of Year 10. They then have the option of either taking Spanish, German or Latin GCSE in Year 11; or they embark on the Advanced DELF French course which is sat at the French Institute in London.
- Our most able Mathematicians, take Further Mathematics GCSE at the end of Year 11.

## **Key Stage 5**

Students are anticipated to remain at St George's College for the Sixth Form. Any students for whom we feel our Sixth Form diet might be too demanding, based on their performance throughout Key Stage 4, are notified at the end of Year 10, so that they may make alternative arrangements. The following curriculum description is currently operating.

### **A Level (all are linear)**

Students select three main subjects + the EPQ or four main subjects in the Lower Sixth. Non-examined compulsory courses are: PSHE, Games, General RS and a compulsory lecture programme for 2 lessons a week. There is an Oxbridge and Medics programme which commence in the Lower Sixth, during which time they prepare for the whole Oxbridge/Medic process. Within Games, there is the option of Performing Arts – which incorporates Drama/ Music/Dance.

Option subjects, delivered in 7 periods per week, available are:

Art, Biology, Chemistry, Physics, English Literature, Mathematics, Further Mathematics, French, German, Spanish, Latin, History, Geography, Politics, Business, Economics, Religious Studies, Computing, Music, Theatre Studies, Physical Education, Psychology and Product Design.

We recommend that students must have at least a B/6 grade at GCSE to take a subject at A Level. Any student who achieves below a B/6, will only be permitted to take a subject, at the discretion of the Head of Department. There are other particular stipulations for certain subjects indicated in our options booklet for Year 11 students.

### **Oxbridge**

Oxbridge subject specific lessons begin in September of the Upper Sixth. Old Georgians who are studying at Oxford or Cambridge, return to address our Fifth Years and Lower Sixth during the Christmas term. They are invited to form links with Old Georgians at that time. There is plenty of opportunity for interview practice throughout the Lower and Upper Sixth.

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## HOMEWORK

Homework is regarded as an important element of the pupil's overall educational experience at the College. The main benefits of homework are that it:

- develops one's ability to work independently and achieve positive learning habits;
- consolidates work covered in class and extend it by application of principles;
- encourages research and increase knowledge;
- develops organisational skills;
- maximises the use of time available;
- gives parents an opportunity to involve themselves in their sons'/daughters' academic work and to gain an insight into their study habits and progress.

Homework is set, differentiated by either task or outcome, in accordance with the homework timetables published by the Deputy Head, Academic at the beginning of the academic year.

**Each subject teacher is expected to save homework tasks on our VLE Firefly by 5.00 pm on the relevant day.** In agreement with the parents and pupils, modifications to homework procedures and requirements, will be made for pupils with disabilities, some of which will have been diagnosed in the form of an Educational Psychologist's Report submitted to the College. Such modifications, dependent upon the recommendations of Assessment, could include:

1. The volume and nature of the task involved;
2. The manner and time of submission.

More detail on this is to be found in our Special Educational needs and Disabilities Policy.

Every boy and girl is given a homework diary, in which to write down their homework for the night. We encourage parents to write any comments in the diary which might be helpful to the Group Tutor, and we do ask that parents sign the diary every week. In this way we hope to maintain informal communication between school and home and to monitor effectively the quality and quantity of homework done by the pupils.

## COMPLAINTS

Should an academic issue arise, the appropriate person to contact will be the relevant Head of Department or the Head of Year. We hope that by addressing concerns at an early stage, the need for parents to make any formal complaints will always be avoided. However, should parents feel dissatisfied after raising a concern and wish to take the matter further and make a formal complaint, the procedures in our Complaints Policy are followed:

- Parents should put their complaint in writing to the Headmistress.
- The Headmistress will acknowledge receipt of the complaint within 3 term time working days and will arrange to meet parents normally within 7 days, but certainly no more than 14 days of escalation of the complaint to Stage 2.
- The Headmistress will keep a written record of meetings and interviews that may be necessary for her to establish as far as is practicable, all of the relevant facts.
- The Headmistress will attempt to find a resolution and if necessary this will be made by her and parents will be informed in writing within 21 days during term time of the receipt of the formal, written complaint. The Headmistress will give the reasons for her decision.
- Parents may proceed to Stage 3 – Appeal -of this procedure if they are not satisfied with the Headmistress's decision:
- A letter should be written to the Clerk of Governors (at the College address) giving details of the complaint. The Chairman of Governors or a nominated governor will convene a Governing Body panel and the parents will be sent details of this process.

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## MONITORING AND EVALUATION

Heads of Departments monitor and evaluate the quality of teaching and learning throughout the year. The monitoring takes place in the form of discussions, work sampling, lesson observations, formal reviews and target setting. The Deputy Head, Academic oversees the whole process, meeting, along with the Headmistress, each Head of Department in the Christmas Term to review the public exam results and set specific examination/value added targets for the year ahead. Full departmental reviews take place every year with each Deputy Head overseeing a set of subjects each.

Work scrutiny takes place within departments throughout the year, and also by each Deputy Head as part of the full review. In the Christmas term, the work scrutiny focuses upon KS5; in the spring term, it focuses upon KS4 and in the summer term the focus is upon KS3. In addition to this, there are end of year questionnaires for samples of students in each year group, in which students are invited to give their opinions about the teaching and learning experience they have had throughout the year. The results of all work scrutinies and questionnaires are shared with each Head of Department and amongst all their staff.

### Related Policies

- Teaching and Learning Policy
- Marking Policy
- Spelling Policy
- Homework Policy
- Equal Opportunities Policy
- Relationships and Sex Education Policy
- SEND/ALN/EAL Policy

This policy is monitored by the Deputy Head, Academic, who reports its implementation to the Headmistress on a regular basis. It is reviewed annually in September.

The balance of the curriculum, the content and homework is reviewed annually by the Deputy Head, Academic with Heads of Department; PSHE delivery is reviewed annually by the Deputy Head, Pastoral and PSHE Co-ordinator; Careers delivery and Equal Opportunities issues are reviewed by the Deputy Head, Staffing; issues concerning Academic Support are reviewed annually by the Deputy Head Academic and the Academic Support Co-ordinator.

### This policy should be displayed in:

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