



S. Anselm's
Prep School
Peak District

Curriculum Policy

Nursery to Year 8, with proposed provision for Years 9–11 subject to regulatory approval

Policy owner	Head
Operational lead	Juliet Elvin
Approved by	Head of School
Date	September 2026
Review cycle	Annual, and following any material curriculum or regulatory change
Next review	September 2027
Status	Proposed policy for material change inspection - current Nursery-Year 8 provision remains operational until approval and phased implementation.
Linked Policies	• SEND Policy and Accessibility Plan • Assessment and Reporting guidance • Relationships and Sex Education / PSHE Policy • Careers Policy / programme (for secondary-age provision) • Behaviour and Anti-Bullying Policies • Safeguarding and Child Protection Policy • Teaching and Learning guidance • Subject curriculum maps and schemes of work • Material Change Implementation Plan, Staffing Audit and Risk Assessment

Policy statement

S. Anselm's provides a broad, balanced and ambitious curriculum which combines strong academic foundations with languages, the arts, sport, outdoor learning and practical experience. The curriculum is designed to ensure that every pupil acquires secure knowledge and skills, develops curiosity and independence, and is well prepared for the next stage of education and for life in modern Britain.

This policy replaces the previous combined academic, differentiation, prep and handwriting policy. It is deliberately focused on the curriculum: what pupils are entitled to learn, how progression is planned, how teaching is adapted, how learning is assessed, and how leaders assure quality. Detailed procedures for SEND, assessment, feedback, RSE, careers and presentation sit in their respective policies and guidance.

Contents

1. Purpose and regulatory framework	3
2. Curriculum aims	3
3. Curriculum principles	4
4. Organisation of the curriculum	5
5. Subject curriculum and planning	6
6. Teaching and adaptive practice	7
7. Inclusion, SEND, EAL and high prior attainment	8
8. Assessment and use of information	8
9. Literacy, numeracy, digital learning and study skills	9
10. Personal development, PSHE/RSE, careers and wider curriculum	9
11. Prep and independent study	10
12. Proposed curriculum for Years 9-11 - subject to material change approval	12
13. Monitoring, evaluation and accountability	14
14. Roles and responsibilities	15
15. Senior curriculum readiness and implementation assurance	17

1. Purpose and regulatory framework

The purpose of this policy is to set out the school's whole-school approach to curriculum design and implementation. It is supported by subject curriculum maps, schemes of work, assessment arrangements and timetables.

This policy is written with regard to the Education (Independent School Standards) Regulations 2014, including the curriculum requirements in Part 1 and the requirements relating to pupils' spiritual, moral, social and cultural development. It should be read alongside the current EYFS statutory framework and the school's PSHE/RSE, SEND, safeguarding, careers and assessment arrangements.

The curriculum is planned so that it:

- takes account of pupils' ages, aptitudes and needs, including pupils with an EHC plan and pupils with SEND;
- provides experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education;
- develops speaking, listening, literacy and numeracy;
- provides personal, social, health and economic education which reflects the school's aims and prepares pupils for adult life;
- provides appropriate relationships education and, for secondary-age pupils, relationships and sex education;
- provides appropriate careers guidance for secondary-age pupils;
- enables all pupils to learn and make progress; and
- actively promotes respect for others and does not undermine fundamental British values.

The Early Years curriculum follows the current statutory EYFS framework for group and school-based providers. Curriculum planning for older pupils is informed by the National Curriculum and relevant subject and examination specifications, while retaining the freedom and breadth of an independent-school curriculum.

2. Curriculum aims

At S. Anselm's, curriculum quality is judged by what pupils know, understand and can do as a result of their time at the school. Our curriculum aims to:

- secure strong foundations in reading, writing, spoken language and mathematics;
- build coherent subject knowledge over time, so that new learning connects to what pupils already know;
- provide genuine breadth through science, humanities, languages, computing, art, design technology, music, drama, sport, swimming and outdoor learning;
- set high expectations for every pupil, including those who need additional support and those ready for greater depth and challenge;
- develop independent, reflective and resilient learners who can think critically, solve problems and communicate with confidence;
- promote physical and mental wellbeing, healthy relationships, character, responsibility and respect;
- make purposeful use of the school's Peak District setting and opportunities for outdoor, practical and adventurous learning;
- prepare pupils successfully for their next stage, whether they leave after Year 8 or, subject to approval, continue into the senior school and GCSE courses.

3. Curriculum principles

Principle	What this means at S. Anselm's
Ambition	The curriculum sets high expectations and is not narrowed because of a pupil's starting point or additional need.
Breadth and balance	Academic, creative, physical, practical and personal development are all protected within the curriculum.
Coherence and progression	Each subject identifies the important knowledge, concepts and skills pupils should learn and sequences them from year to year.
Depth before coverage	Teachers prioritise secure understanding of important content rather than superficial completion of material.
Responsive teaching	Teaching is adapted in response to assessment and individual need without creating unnecessarily different curricula for different groups.
Challenge	Pupils who grasp content rapidly are expected to think more deeply, apply knowledge in unfamiliar contexts and produce work of greater sophistication.
Relevance and experience	Trips, visitors, fieldwork, performances, competitions, outdoor learning and practical work deepen rather than replace the taught curriculum.
Preparation for the future	The curriculum progressively develops independence, study habits, digital literacy, careers awareness and readiness for the next phase.

Preparation for the next stage

Curriculum choices are made with pupils' future education in mind. The school prepares pupils for successful transition at the end of Year 8 and, subject to approval, for GCSE study and post-16 progression.

Personal development

Academic learning sits alongside physical, creative, social, moral and cultural development. Sport, swimming, outdoor learning, the arts, PSHE/RSE, enrichment and leadership are integral to the educational experience.

Intellectual independence

Pupils are taught not only to complete tasks but to read, question, reason, discuss, practise, remember, create and solve problems increasingly independently.

Breadth before specialisation

Younger pupils experience a rich range of disciplines. Subject specialism increases as pupils move through the school, while the proposed Year 9 remains deliberately broad before greater specialisation at GCSE.

Progression

Curriculum content is sequenced so that important knowledge, vocabulary, concepts and skills are revisited and developed with increasing sophistication. Teachers make explicit use of prior learning and identify the foundations pupils need for what comes next.

Ambition and entitlement

Every pupil is entitled to a curriculum which is broad, appropriately challenging and capable of opening future choices. Support is used to improve access to that curriculum rather than routinely narrowing it.

The curriculum is designed around a small number of principles which apply from the earliest years through to the proposed senior school.

4. Organisation of the curriculum

The school currently educates pupils from Nursery to Year 8. Provision is organised so that pupils move progressively from class-teacher-led learning towards increasing subject specialism.

Phase	Current structure	Curriculum model
Little Puddings Pre-School and Reception	EYFS	The seven areas of learning are delivered through a balance of adult-led teaching, purposeful play, continuous provision and high-quality interaction. Communication and language, early literacy and mathematics are given explicit attention.
Years 1–2	Pre-Prep	A strong daily emphasis on English and mathematics sits within a broad curriculum. Class teachers provide continuity, supplemented by specialist teaching where appropriate. Cross-curricular links are used when they strengthen learning, but subject knowledge and progression remain explicit.
Years 3–4	Junior Forms	English and mathematics remain prominent. Science and humanities may be taught by form teachers or members of the Junior Forms team, while specialist teaching increases across languages, music, art/DT, computing, PE, swimming and games.
Years 5–8	Senior Forms	Subjects are predominantly taught by subject specialists. Pupils follow a broad programme including English, mathematics, science, languages, humanities, RS, Latin, Eco-Literacy computing, art, DT, music, drama, PSHE, PE, swimming and games.

The current school timetable operates on a one-week cycle. In the Prep School, lessons are normally 50 minutes. The precise allocation of lessons is reviewed annually and published through the school timetable; the curriculum policy sets the entitlement and principles rather than fixing a timetable that may change from year to year.

Years 7–8 current: *Optional Saturday programme comprising sport, creative and performing arts and the Duke Award.*

Years 7–8 current: *Compulsory Saturday programme comprising sport, debating, creative and performing arts and the Duke Award.*

Years 9–11 proposed: *A programme of wider personal development, leadership, service and challenge, including the Duke of Edinburgh's Award. The precise organisation of this provision will be determined alongside the School's review of boarding and the structure of the School week.*

4.1 Curriculum by phase

The curriculum changes deliberately as pupils mature. The following describes the intended character of provision at each phase, subject to approval; detailed subject allocations are set out in the annual timetable and curriculum maps.

Phase	Stage	Curriculum character
Little Puddings Pre-School and Nursery	EYFS	Play-based and adult-guided learning across the EYFS areas, with communication and language, personal development and secure early foundations at the centre.
Reception	EYFS	EYFS curriculum with increasing structure and readiness for Year 1, while retaining purposeful play, exploration and responsive teaching.

Phase	Stage	Curriculum character
Years 1–2	Pre-Prep (KS1)	Strong foundations in English and mathematics alongside science, humanities, languages, computing, creative subjects, music, PE, swimming, RS and PSHE. Class teachers provide continuity, complemented by specialist teaching.
Years 3–6	Prep (KS2)	Increasingly subject-conscious curriculum with specialist teaching growing across the phase. Pupils build disciplinary knowledge, independence and strong study habits while retaining breadth.
Years 7–8	Senior School (KS3)	Specialist teaching, greater academic independence and increasingly formal assessment. Preparation for Common Entrance and/or the requirements of pupils' destination schools.
Year 9 - proposed	Senior School (KS3)	A broad transition year which strengthens disciplinary foundations, study skills and informed GCSE choice. It is not simply an early GCSE year.
Years 10–11 - proposed	Senior School (KS4)	Core curriculum plus a viable range of GCSE options, supported by PSHE/RSE, PE/games, careers and wider personal development. Courses are offered only where staffing, resources and timetable capacity are secure.

Common Entrance and transition at 13+

S. Anselm's will continue to prepare pupils appropriately for Common Entrance and other destination-school entrance requirements where these are required for pupils transferring to another senior school at the end of Year 8.

For pupils continuing into Year 9 at S. Anselm's, Year 7 and Year 8 will provide a broad and rigorous curriculum designed to secure the knowledge, skills and habits required for successful progression into the School's Year 9 programme. Common Entrance specifications may continue to inform aspects of curriculum planning where they provide appropriate challenge and progression, but they will not constrain the curriculum for pupils who are not required to sit the examinations.

4.2 Curriculum breadth and subject entitlement

Across the school, pupils receive experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The current curriculum includes English, mathematics, science, geography, history, religious studies, modern foreign languages, Latin where appropriate, computing, art, design technology, music, drama, physical education/games, swimming, eco-literacy, PSHE and outdoor/enrichment opportunities. The precise pattern varies by age and is reviewed annually.

The school does not regard curriculum breadth as simply the number of subjects on a timetable. Leaders consider the time allocated, the coherence and ambition of each subject, access to specialist teaching and facilities, and whether pupils are learning sufficiently well to progress.

4.3 Timetable and curriculum time

The school currently operates a one-week timetable. In the Prep and Senior Forms, the principal lesson unit is 50 minutes, with 35 lesson periods available across Monday to Friday. PSHE, assemblies, tutor time, enrichment and wider activities supplement the taught subject curriculum. Allocation of time is reviewed annually so that curriculum priorities, pupil needs and staffing remain aligned.

5. Subject curriculum and planning

Every subject must have a clear curriculum from the earliest point at which it is taught to the end of the school's current provision. Heads of Department or subject leads are responsible for ensuring that curriculum documentation is usable, current and implemented.

- A curriculum overview identifies the major content, concepts and skills taught in each year group.
- Schemes of work identify intended learning, core knowledge and vocabulary, appropriate learning activities and opportunities for assessment.
- Planning makes explicit links to prior learning and identifies what pupils need to know before moving on.
- Subject leaders check for unnecessary repetition, gaps in knowledge and abrupt changes in demand between phases.
- Where published schemes are used, they are adapted to S. Anselm's pupils and context rather than followed mechanically.
- Short-term lesson planning is proportionate. Teachers are not required to produce a prescribed written lesson plan, but they must be clear about what pupils are learning, how they will check understanding and how they will respond if pupils have not understood.

5.1 Curriculum documentation

Subject curriculum maps and schemes of work are working documents. They should be sufficiently precise to secure consistency and progression without becoming scripts for teachers. They identify the intended sequence, important knowledge and vocabulary, opportunities to apply and revisit learning, and appropriate assessment points.

5.2 Curriculum review and development

Subject leaders review their curriculum at least annually and more frequently where assessment, pupil work, lesson visits, pupil voice or transition information indicates that change is needed. Curriculum development considers both standards within a year group and progression between phases, particularly Reception to Year 1, Year 2 to Year 3, Year 6 to Year 7, Year 8 to Year 9 and, if approved, Year 9 to GCSE study.

Resources and specialist facilities are reviewed alongside curriculum plans. A course is not considered fully planned unless the school can provide the staffing, subject expertise, equipment, accommodation and time needed to teach it safely and well.

6. Teaching and adaptive practice

Effective curriculum implementation depends on high-quality teaching. Teachers use their professional judgement, subject knowledge and knowledge of pupils to make the intended curriculum accessible without reducing ambition.

- explain and model new content clearly, breaking complex material into manageable steps;

- check prior knowledge and address important misconceptions;
- use questioning, retrieval and practice to strengthen memory and understanding;
- give pupils sufficient guided and independent practice;
- adapt explanations, resources, scaffolds, grouping, pace or recording where this improves access;
- remove scaffolds when pupils are ready, so that support develops independence rather than dependency;
- provide additional depth and complexity for pupils who are secure, rather than simply giving more work;
- use feedback in forms appropriate to the task so pupils know how to improve.

The school does not require teachers to produce separate activities for every perceived 'learning style'. Adaptation is based on the demands of the subject, evidence of learning and the identified needs of pupils.

7. Inclusion, SEND, EAL and high prior attainment

All pupils are entitled to access an ambitious curriculum. The SENCO/Learning Support team works with teachers to identify barriers and agree reasonable adjustments, interventions and strategies. Teachers remain responsible for the progress of every pupil they teach.

- Pupil profiles, EHC plans and specialist recommendations are translated into practical classroom strategies.
- Where appropriate, pre-teaching, targeted intervention, assistive technology or additional adult support is used to improve access.
- Pupils with EAL are supported to develop the academic language needed to participate fully in subject learning.
- High prior attainers are identified through assessment and classroom evidence and are routinely expected to work at greater depth, make connections, justify thinking and tackle more demanding material.
- Curriculum decisions for individual pupils are reviewed carefully; withdrawal from subjects is exceptional, purposeful, time-limited where possible and agreed with appropriate leaders and parents.

8. Assessment and use of information

Assessment exists to improve learning and to provide reliable information about attainment and progress. It should be proportionate and should not create unnecessary workload.

- Formative assessment is part of everyday teaching and is used to decide what to teach, revisit or practise next.
- Summative assessment is used at planned points to evaluate what pupils have learned over time.
- Standardised assessments are used where they provide useful comparative information; they do not replace teachers' professional judgement.
- From the Senior Forms, formal assessments and examinations increasingly develop independent revision, examination technique and readiness for external assessment.
- Assessment information is reviewed by teachers, subject leaders and SLT to identify pupils or curriculum areas requiring support or greater challenge.
- Parents receive clear information about attainment, progress, effort and next steps through reports and parent meetings.

8.1 Assessment by phase

Phase	Approach to assessment
EYFS	Observation and responsive assessment are integral to teaching. Tapestry is used to support the recording and communication of significant learning and development, alongside practitioners' professional knowledge of each child.

Phase	Approach to assessment
Years 1–6	Day-to-day teacher assessment is combined with planned summative checks. Quest is used for standardised assessments in English, maths and science at the beginning and end of each year, as part of the school's assessment and tracking approach, alongside subject-specific evidence and teachers' professional judgement.
Year 7	Day-to-day teacher assessment is combined with planned summative checks. Quest is used for standardised assessments in English, maths and science at the beginning and end of each year, as part of the school's assessment and tracking approach, alongside subject-specific evidence and teachers' professional judgement.
Year 8	Subject assessment includes preparation for Common Entrance and/or destination-school requirements. Formal assessment also develops revision, organisation and examination habits.
Year 9 - proposed	Baseline and subject assessment will identify starting points, gaps and readiness for GCSE choices. Reporting will make clear both attainment and the knowledge or habits requiring further development.
Years 10–11 - proposed	Assessment will be aligned to the chosen GCSE specifications and assessment objectives, including internal examinations and mock examinations at appropriate points. Information will be used diagnostically, not simply to generate grades.

8.2 Using assessment well

Assessment information is interpreted in context. Leaders look for patterns across subjects, cohorts and pupil groups, but avoid drawing strong conclusions from a single score or assessment. Where information suggests underachievement, teachers identify the underlying curriculum knowledge, misconception, attendance issue or barrier to learning and respond accordingly.

Assessment should also identify pupils who are secure and ready for greater depth. Greater depth is demonstrated through increasingly sophisticated knowledge, reasoning, application, independence and quality rather than simply faster completion or additional quantities of work.

9. Literacy, numeracy, digital learning and study skills

Literacy and numeracy are whole-school responsibilities. Subject teachers explicitly teach the reading, vocabulary, writing, speaking and mathematical knowledge required within their disciplines.

Reading is promoted both as a core academic skill and for pleasure. Pupils are expected to communicate accurately and increasingly fluently in speech and writing. Mathematics is applied purposefully across science, computing, geography, DT and other relevant subjects.

Computing develops digital literacy, computational thinking and safe, responsible use of technology. Digital tools are used where they improve learning; technology is not used simply because it is available.

Study skills become increasingly explicit from the Senior Forms, including organisation, independent study, retrieval practice, revision, note-making, research and examination preparation.

9.1 Political impartiality and balanced presentation

The school precludes the promotion of partisan political views in the teaching of any subject. Where political issues are brought to pupils' attention, including through lessons, assemblies, visiting speakers or extra-curricular activity,

reasonable steps are taken to ensure that pupils receive a balanced presentation of opposing views appropriate to their age and understanding.

Teachers may explain and explore contested ideas, but must distinguish evidence, interpretation and personal opinion. Curriculum planning should enable pupils to encounter different perspectives, evaluate claims, disagree respectfully and develop informed views without being directed towards a partisan position.

10. Personal development, PSHE/RSE, careers and wider curriculum

The taught curriculum is complemented by a wider programme of assemblies, form time, enrichment, outdoor learning, sport, performing arts, trips, clubs, leadership opportunities and, for boarders, the boarding programme.

PSHE and relationships education are planned as a coherent, age-appropriate curriculum. For secondary-age pupils, relationships and sex education is provided in accordance with current statutory guidance. Content is sequenced so that pupils encounter important knowledge before it is likely to be needed, while remaining sensitive to age, development and individual need.

Careers education begins before formal options choices. Pupils encounter a range of pathways and occupations, understand links between subjects and future opportunities, and receive impartial guidance appropriate to their age. If the school expands to Years 9–11, careers provision will become progressively more structured and will include post-16 pathways, encounters with further education and employers, and individual guidance at key decision points.

10.1 Wider curriculum and enrichment

The wider curriculum is planned to extend, not distract from, the taught curriculum. Enrichment, trips, outdoor learning, sport, swimming, music, drama, clubs and leadership opportunities allow pupils to apply knowledge, discover interests, develop confidence and contribute to the community. The Peak District setting is used purposefully where it adds educational value.

Saturday provision

The School's wider curriculum currently includes a Saturday programme, which is compulsory for pupils in Years 7 and 8 and optional for pupils in Years 3–6. The programme complements the taught curriculum through sport, creative arts and the Duke Award, through which pupils develop leadership, service, adventure and challenge, financial literacy and entrepreneurship.

As the School develops its proposed provision for Years 9–11, it intends to extend opportunities for leadership, service, challenge and outdoor education through participation in the Duke of Edinburgh's Award.

The structure of Saturday provision is currently being considered as part of the School's wider strategic review of boarding and the organisation of the School week. Any future changes will seek to preserve the educational benefits of the current programme while ensuring that the organisation of the curriculum remains appropriate, sustainable and responsive to the needs of pupils across the expanded age range.

10.2 Spiritual, moral, social and cultural development

Spiritual, moral, social and cultural development is promoted through subject teaching and the wider life of the school. Pupils encounter different beliefs, cultures and perspectives; consider moral questions; learn about public institutions and the rule of law; participate in school and community life; and develop respect for others, including those with protected characteristics. Fundamental British values are actively promoted in an age-appropriate manner.

10.3 Careers and transition

Careers learning develops progressively. Younger pupils encounter the world of work through subjects, visitors and wider experiences. From the Senior Forms, pupils increasingly connect curriculum choices with future pathways. If the senior school opens, the careers programme will become a planned entitlement from Year 9, including impartial information, encounters with further education and employers, and individual guidance at appropriate transition points.

11. Prep and independent study

Prep is intended to consolidate learning, practise important knowledge and skills, prepare for future learning, or develop independent study. It should have a clear purpose.

- The volume and difficulty of prep are appropriate to age and take account of SEND and individual circumstances.
- Tasks are normally set by time rather than an expectation that every pupil completes an identical quantity.
- Reading remains a regular expectation across the school.
- In Years 6–8, prep becomes more structured across academic subjects and develops habits needed for senior study.
- Boarders and day pupils should have broadly equivalent expectations and access to appropriate support.
- Where pupils routinely spend substantially longer than intended, teachers review the task or support required.

12. Proposed curriculum for Years 9-11 - subject to material change approval

Status of this section: This section describes the curriculum S. Anselm's intends to implement if approval is granted to extend the registered age range to 16. It is not presented as current provision. The proposed model will be refined in response to pupil numbers, staffing, option demand, examination specifications and regulatory requirements, but the principles below will govern implementation.

12.1 Phased implementation

Academic year	Planned development
2027-28	Year 9 opens, subject to approval and readiness checks.
2028-29	Year 10 opens; first GCSE courses begin.
2029-30	Year 11 opens.
Summer 2030	First S. Anselm's GCSE cohort completes Year 11 examinations.

12.2 Year 9: breadth, foundations and informed choice

Year 9 will remain deliberately broad. It will bridge the existing Senior Forms curriculum and GCSE study, deepen subject knowledge, strengthen study habits and allow pupils to make informed choices about future courses.

All pupils will study a core programme including English, mathematics, science, PSHE/RSE, physical education/games and appropriate religious education. The wider curriculum is expected to include humanities, modern languages, computing, creative and practical subjects, and other subjects where staffing and demand make provision educationally viable.

Year 9 will not be treated simply as an early GCSE year. Departments may introduce GCSE-style concepts, disciplinary methods and assessment where appropriate, but curriculum breadth and secure foundations will take priority over premature examination drilling.

12.3 Years 10-11: GCSE curriculum

In Years 10 and 11, pupils will follow a core curriculum alongside a choice of GCSE subjects. The final options structure and examination boards will be approved only when staffing, resources and pupil demand are confirmed.

Element	Proposed approach
Core	English Language; English Literature; Mathematics; Science pathway appropriate to the pupil and school offer; PSHE/RSE; PE/Games; religious education as required.
Likely option areas	Humanities; Modern Foreign Languages; Computing/Computer Science; Art; Design Technology; Music; PE and other subjects where there is sufficient specialist staffing, resources and viable pupil demand.
Curriculum breadth	Options will be designed to preserve breadth and avoid unnecessarily restricting future post-16 choices.
Individual pathways	Where a pupil's needs make a standard programme inappropriate, any alternative or reduced programme will be carefully planned, documented and agreed with the pupil and parents.

12.3.1 Proposed curriculum structure

Year	Core entitlement	Breadth / options	Design principle
Year 9	English; mathematics; science; PSHE/RSE; PE/games; appropriate religious education	Humanities, modern languages, computing, creative/practical subjects and other subjects confirmed through the final curriculum model	Maintain breadth; strengthen foundations; establish senior study habits; support informed GCSE choices.
Years 10–11	English; mathematics; science; PSHE/RSE; PE/games, with statutory/personal-development requirements maintained	A viable range of GCSE options determined by pupil demand, staffing expertise, resources and timetable capacity	Secure strong GCSE outcomes without narrowing personal development or wider educational experience.

The policy deliberately does not prescribe examination boards or promise a fixed number of options before approval and detailed implementation. Those decisions will be published through the senior curriculum/options information once staffing, specifications, pupil demand and timetable viability are confirmed.

Pupils in Years 9–11 will have access to an age-appropriate programme of leadership, service and challenge, including the Duke of Edinburgh's Award. The organisation of this provision, including its relationship with Saturday provision, will be determined alongside the School's strategic review of boarding and the structure of the School week.

12.4 Senior curriculum readiness criteria

A subject will only be offered in Years 9–11 when the school is satisfied that it can be delivered securely. Before a new year group or GCSE course opens, leaders will confirm:

- sufficient pupil numbers and a viable timetable;
- a suitably qualified or demonstrably expert subject teacher with sustainable teaching load;
- a coherent curriculum and scheme of work through to the end of the course;
- appropriate classrooms, specialist facilities, equipment, textbooks and digital resources;
- safe practical arrangements, including risk assessment where required;
- appropriate assessment, reporting and intervention arrangements;
- SEND and examination access-arrangement capacity;
- examination administration and compliance capacity before GCSE entries are made; and
- financial sustainability without weakening the quality of provision for Nursery to Year 8.

12.5 Staffing and leadership

The senior phase will be overseen by a designated whole school Director of Studies, working with the Head, Deputy Head, SENDCo, pastoral and boarding leaders and subject leads. Recruitment will be driven by curriculum need and actual teaching capacity rather than by the assumption that every new subject requires a full-time appointment.

The school's planning norm for a full-time classroom teacher without additional responsibility is approximately 26–28 taught periods in a 35-period week. Leadership and significant whole-school responsibilities require appropriate remission. Staffing audits will be repeated before each stage of expansion.

Current planning identifies specialist Computing and History as priority areas for recruitment or secure specialist provision before Year 9. Latin succession, Art/DT capacity, MFL timetable capacity, science breadth/practical support and PE/Games provision will also be reviewed as the senior curriculum develops.

12.6 Assessment, GCSE readiness and examinations

Assessment in Year 9 will establish secure starting points and identify gaps before GCSE study. In Years 10–11, departments will use examination-board specifications and assessment objectives to plan teaching, while retaining a curriculum that develops understanding beyond examination technique.

The school will establish trained examinations leadership and administration, appropriate secure storage and procedures, and robust systems for access arrangements before formal GCSE entries. Progress data will be reviewed regularly, but intervention will remain proportionate and focused on improving learning rather than generating data.

12.7 Careers and post-16 transition

The senior curriculum will include a planned careers programme from Year 9 onwards. Pupils will receive impartial information about academic, technical and vocational routes; encounter employers and further-education providers; understand how curriculum choices connect to future opportunities; and receive individual guidance before post-16 decisions.

By Year 11, each pupil will have a clear transition plan to an appropriate post-16 destination. The school will maintain relationships with sixth forms, colleges and other providers and will support applications, references and transition information.

12.8 Boarding and the senior curriculum

If pupils in Years 9–11 board, academic and boarding provision will be planned together. Evening study, access to teachers and resources, activities, rest, wellbeing and supervision will be age-appropriate. Boarders will not be expected to complete a materially greater academic workload than day pupils simply because they are resident at school.

13. Monitoring, evaluation and accountability

The Head is accountable to the Board for the quality of the curriculum. The Academic Lead coordinates implementation and review. Subject leaders are responsible for the quality and coherence of their subjects.

Leaders evaluate the curriculum through a proportionate cycle which may include:

- review of curriculum maps and schemes of work;
- lesson visits and professional dialogue;
- work scrutiny and pupil discussion;
- assessment and progress information;
- SEND and pupil-group review;
- departmental self-evaluation and development planning;
- parent and pupil feedback where useful;
- outcomes, destinations and feedback from receiving schools; and
- for the proposed senior school, GCSE outcomes, option uptake, post-16 destinations and examination compliance.

Monitoring is intended to identify what is working, what pupils are learning and where improvement is needed. It is not a compliance exercise based on a single lesson or a single set of books.

13.1 Quality assurance cycle

Frequency	Assurance activity
Ongoing	Teachers assess learning, adapt teaching and identify pupils requiring support or greater challenge. Subject leaders maintain professional dialogue about curriculum implementation.
Termly	Leaders review relevant attainment/progress information, pupil work, SEND/pupil-group information and emerging curriculum issues. Findings inform action rather than generating monitoring for its own sake.
Annual	Subject leaders review curriculum maps/schemes, standards, resources and development priorities. The timetable and curriculum model are reviewed for the following academic year.
Governance	The Head reports to the Board on curriculum quality, significant changes, pupil outcomes and readiness for each stage of the proposed senior expansion. The Board provides challenge and assurance that the curriculum remains compliant, ambitious, deliverable and sustainable.

Where evaluation identifies weakness, leaders agree specific action, responsibility and timescale and then check whether the action has improved pupils' learning. Curriculum monitoring therefore closes the loop between evidence, improvement and subsequent evaluation.

14. Roles and responsibilities

Current Leadership Responsibilities 2026-27

Role	Curriculum-related responsibility
Head	Overall responsibility for the quality of education, curriculum strategy, staffing and standards; accountable to the Board of Trustees.
Deputy Head / DSL / Head of Senior Forms	Pastoral leadership of Years 6–8; Designated Safeguarding Lead; contributes to curriculum planning and ensures that academic provision is informed by pupils' pastoral and safeguarding needs.
Head of Junior Forms / Head of Houses	Leadership of Years 1–5; oversight of the pupil experience within Junior Forms; coordination of the House system.
Head of EYFS	Leadership of Little Puddings and EYFS curriculum, pedagogy, assessment and transition into Pre-Prep.
SENDCo	Coordinates SEND provision and supports teachers in ensuring that pupils with SEND can access, participate in and make progress through the curriculum.
Head of Boarding	Leads boarding provision and works with academic and pastoral staff to ensure that boarding arrangements support pupils' education, personal development and wellbeing.
Teaching staff / subject leads	Plan and deliver the curriculum; assess pupils' learning; adapt teaching to pupils' needs; contribute to curriculum development and review within their areas of

Role	Curriculum-related responsibility
	responsibility.
Academic Administrators	Oversee curriculum documentation, timetabling, assessment and tracking, examination arrangements, Senior School admissions and scholarship applications
Chief Business Development and Operations Officer	Ensures that the staffing, financial, operational, premises and resource requirements necessary to deliver the curriculum effectively are identified, planned for and appropriately resourced.

Proposed Leadership Responsibilities as the School develops to 0-16

The School intends to retain a proportionate leadership structure as the age range expands. Given the size of S. Anselm's, responsibilities may be combined within individual posts rather than creating unnecessary additional management layers. The School will ensure that each responsibility is allocated to a suitably experienced person with sufficient time, expertise and resources to discharge it effectively.

Role / function	Proposed responsibility
Head	Retains overall responsibility for educational strategy, quality of education, staffing and standards across the 0–16 School and accountability to the Board of Trustees.
Deputy Head (Pastoral) & DSL	Whole-school leadership of safeguarding and pastoral provision, including behaviour, attendance, wellbeing and pupil welfare across the expanded age range.
Director of Studies	Whole-school academic leadership across 0–16, including curriculum design and implementation, timetabling, assessment and tracking, teaching and learning, subject oversight, academic quality assurance and development of Years 9–11 and GCSE provision.
Head of Junior Forms / Head of Houses	Continues to provide leadership for Years 1–5 and the House system, ensuring coherence between the Junior Forms and the wider School.
Head of EYFS	Retains responsibility for Little Puddings and EYFS curriculum, pedagogy, assessment and transition.
SENDCo (responsible for access arrangements)	Develops whole-school SEND provision to encompass Years 9–11, including appropriate expertise in senior-school provision, reasonable adjustments and liaison concerning examination access arrangements.
Head of Boarding	Continues to lead boarding and ensures effective communication between boarding, academic, pastoral and safeguarding provision. Any implications of the expanded age range for boarding will be considered through the School's separate strategic review of boarding.
Examinations Officer (function of DOS)	A designated function established in advance of GCSE examination requirements, responsible for examination-board administration, entries, examination arrangements and regulatory compliance, working closely with the Director of Studies and SENDCo. This need not constitute a standalone full-time post.
Careers Leader	A designated responsibility developed as the senior provision opens, coordinating

Role / function	Proposed responsibility
	age-appropriate careers education, information, advice and guidance and supporting pupils' transition to appropriate post-16 destinations.
Heads of Department/Subject Leads	Take increasing responsibility for subject curriculum sequencing, assessment and quality assurance as specialist senior provision develops. GCSE subjects will only operate where the School is satisfied that appropriate subject expertise and leadership capacity are in place.

15. Senior curriculum readiness and implementation assurance

The proposed senior curriculum will be implemented in phases: Year 9 from September 2027, Year 10 from September 2028 and Year 11 from September 2029, subject to regulatory approval. The first GCSE cohort is therefore expected in Summer 2030.

Before each senior year group opens, the Head and Board will satisfy themselves that the curriculum is deliverable without weakening provision for existing Nursery-Year 8 pupils. Readiness assurance will consider staffing expertise and sustainable teaching loads; curriculum plans and schemes of work; assessment and reporting; SEND and access arrangements; careers provision; examination administration; safeguarding and pastoral support; premises, specialist facilities and resources; and, if applicable, boarding arrangements.

No GCSE subject will be offered solely because it appears in a provisional options list. Each subject will require sufficient pupil demand, appropriately qualified or experienced teaching, a coherent programme of study, suitable resources and facilities, safe delivery, viable timetabling and appropriate assessment/examination arrangements.

The School's planning assumption is a senior cohort of approximately 15 pupils per year. Cohort size will be reviewed alongside curriculum breadth, staffing and financial sustainability. Approximately 12 pupils is an internal review point rather than an absolute threshold; decisions will remain educationally led and consider the needs of the actual cohort.

The precise senior boarding model is being reviewed separately during 2026-27. Curriculum planning will therefore not depend on senior pupils boarding. If senior boarding is offered, the curriculum, prep, enrichment, supervision and pastoral arrangements will be planned together and the relevant safeguarding and boarding standards met before implementation.

Implementation note for September 2026: Heads of Department/subject leads should use this policy as the framework against which existing schemes of work are reviewed during 2026-27. The immediate priority is to ensure clear progression from Nursery to Year 8 and to build the Year 9 curriculum as a continuation of that sequence, not as a separate bolt-on.