



Auckland College Independent School

Every Pupil Matters, Every Moment Counts

Curriculum Policy





Document Control

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Approved by:	A.Akaraonye – Chair of Governors
Applies to:	Whole School
Date effective from:	September 2026
Review period:	1 Year
Date of next review:	September 2027
Version:	V1



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Curriculum Policy

Rationale

At Auckland College Independent School we believe in delivering a balanced and effective curriculum that ensures that pupils acquire speaking, listening, literacy and numeracy skills and gives students experiences in the following area of learning:

- Linguistic
- Mathematical
- Scientific
- Human and Social
- Physical
- Aesthetic and Creative

These are delivered through:

- Sciences
- English
- Mathematics
- Humanities
- Languages
- PE & Sport
- Arts

Through a personalised approach to learning and our belief that every student is to be valued and is unique, we aim to meet the needs of all our learners. Auckland College School is fully committed to ensuring high quality teaching and learning takes place inside and outside the classroom. The whole school pastoral care and curriculum leadership underpin this policy.

Fundamental British Values (FBV)

Throughout the planning and delivery of all aspects of the curriculum we make sure that we do not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; and the protected characteristics are set out in Chapter 1 of Part 2 of the Equality Act 2010. Linked to this, we aim to prepare pupils effectively for the opportunities, responsibilities and experiences of life in British society. This aspect is not delivered discreetly but is delivered as part of the holistic curriculum experience. These strands of the FBV can be seen throughout the long-term planning through to the daily planning of lessons. Fundamental British Values are promoted across the curriculum; they are raised as an intrinsic part of the PSHE & citizenship sessions, as well as in assemblies and other form- time sessions.

Wellbeing

Personal, social, health and citizenship education are all addressed in the school's PSHE Curriculum; this programme reflects the school's aim and ethos and encourages respect for other people, paying particular regard to those with protected characteristics. The



PSHE Curriculum encourages pupils to think about the society in which they live as well as their own personal wellbeing, so they are prepared for the opportunities, responsibilities and experiences of life in British society. It encourages pupils to develop their physical and mental health.

Promoting Resilience

Throughout our school's aims and ethos, pupils are encouraged to develop resilience, both in terms of life and digital resilience for e-safety, but also through their daily learning. We recognise that personal resilience is a key part of safeguarding and PREVENT strategies at the school.

Effective Teaching and Learning

The notion of 'effective' teaching and learning is a challenging concept to rationalise. At Auckland College we strive to encourage a learning environment that promotes effective learning, whilst recognising that development of the child does not only take place within the classroom, but in all areas of the school grounds. However, we do recognise that the following key factors deeply encourage effective learning:

- Attendance and punctuality
- Confidence
- Self-belief
- Clear achievable goals
- High levels of motivation
- Determination & Resilience

The Senior Leadership Team recognise that one of the most significant contributory factors for effective learning is effective teaching. We recognise that our staff have a responsibility as 'lead learners' to continually self-evaluate and enhance their practice as professionals.

It is the responsibility of the teaching member of staff to:

- Maintain high levels of specialist subject knowledge
- Plan effectively and in line with the school policy and ethos on learning
- Use informal and formal assessment to inform teaching and learning
- Maintain up to date and effective knowledge of ICT, Literacy and Numeracy
- Manage student behaviour in line with guidance from the Headteacher
- Praise students and support a culture of achievement
- Value each and every student in their care striving to meet their personal learning needs



Planning for Learning and Quality Assurance

Who	What	When	Quality Assurance
All teaching staff	Complete learning plans and make them available to the relevant Head	Before the start of each half term	Deputy Head (T&L)
Senior Team and Heads of Department	Learning walks and work scrutinies on key development themes	As needed and in line with Performance Management	Documentation completed and filed with Headteacher
Senior Team	Work scrutiny to evaluate the implementation of learning plans	At least each half-term	Documentation completed and filed with line managers
Senior Team	Performance Management targets related to the quality of teaching and learning	Annually	Documentation completed and filed with Headteacher
Senior Team	Formal lesson observations	As required (minimum 3 lessons per year)	Documentation completed and filed with Headteacher
All Students	Student voice and questionnaire	Daily and as well as termly through student Council, oral feedback to teachers and annually through the questionnaire	Class Teachers and SLT
All Parents	Report feedback and parent questionnaire	Every term for feedback and annually for the questionnaire	SLT

The quality of the curriculum in action is monitored directly by the Senior Leadership.

Through weekly behaviour reports and termly data assessment analysis, the effectiveness can be measured through:

- Progress (using external and internal benchmarks)
- Tracking of sanctions to indicate engagement
- Separating groups (SEN, male, female, ME etc)) to determine emerging trends
- Monitoring students against targets (separating Achievement, Progress and Attainment)

Attainment is finite and has a clear definition e.g. 1. Towards (emerging), 2. Towards (Developing), 3. at (secure), 4. at (secure plus) and 5. above (mastered) In the Upper School, the focus shifts to achievement. In KS4 and beyond all grades will be accurate Key Stage Grades and pupils will be compared to their target grades.



Curriculum Structure

The Prep programme (Year 1-6) is underpinned by the principles of the National Curriculum but is bespoke to Auckland. Key subject areas (Maths, English and Science) are taught separately.

Core Curriculum	English (including Phonics), Mathematics, Science, PSHE, Creative Curriculum (History, Geography, Art, Design Technology), Spanish, Computing and PE
Enhanced Curriculum	A range of options are available including but not limited to: • Swimming • Tag Rugby • Multi Sports • Chess • Dance • Performing Arts • Comic Design • Percussion • Yoga • Choir • Cricket • Eco Club • Ballet • Makaton As well as other seasonal sessions. NB: some of these activities are dependent on the availability of external staff.
Cross Curriculum Policy	Curriculum policy, wellbeing, literacy, numeracy, assessment, marking

The Upper School programme is underpinned by the principles of the National Curriculum and GCSE curriculum.

Core Curriculum	English (Language/Literature), Mathematics, Science (Physics, Chemistry and Biology), PE, Art, Geography, History, Spanish, ICT & Computing, Business, Global Citizenship and PSHE.
Cross Curriculum Policy	PSHE, literacy, numeracy, assessment, teaching and learning

General

The curriculum is balanced and broadly based, promoting the spiritual, moral, cultural, mental and physical development of our pupils and of society and prepares our pupils for the opportunities, responsibilities and experiences of adult life. Personal, social, health and citizenship education reflecting the school's aims and ethos. This includes an emphasis upon community cohesion and is delivered as part of the school PSHE Curriculum and adheres to government guidance on relationship, sex and health education from September 2020. Appropriate careers guidance is delivered in accordance with our careers policy.

Careers

Pupils who receive secondary education are provided with access to accurate, up-to-date careers guidance that is impartially presented and enables them to make informed choices about a broad range of career options and also helps to encourage them to fulfil their full potential. Please see the school Careers Policy.

Equal Opportunities

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.



Disabilities: In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on request.

Differentiation

A variety of differing teaching and learning methods and materials are used in all courses to suit pupils' different needs.

Relationships and Sex Education (RSE)

The school provides Relationships and Sex Education (RSE) in accordance with the statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, which came into effect on 1 September 2026.

RSE forms an important part of the school's wider curriculum and supports pupils to develop the knowledge, understanding and skills they need to form safe, healthy and respectful relationships. Teaching is age-appropriate, evidence-based and sensitive to pupils' needs and backgrounds. Pupils are taught about relationships, families, respect, consent, personal safety, health and wellbeing, and other aspects of relationships and sex education appropriate to their age and stage of development.

The school has a written RSE Policy, which is available to parents and carers. The policy and curriculum are developed and reviewed with appropriate consultation and with regard to current statutory guidance. Parents and carers are also able to request access to the curriculum materials used to teach RSE.

Parents and carers have the right to request that their child is withdrawn from some or all of the sex education delivered as part of statutory RSE. There is no right to withdraw from Relationships Education, Health Education or those elements of sex education which form part of the science curriculum. Where a request for withdrawal from sex education is received, the Headteacher will discuss the request with the parent or carer and, except in exceptional circumstances, will respect the parent's or carer's request up to and until three terms before the pupil turns 16. From that point, if the pupil wishes to receive sex education, the school will make arrangements for them to do so.

Further information about the school's approach, curriculum content and arrangements for parental withdrawal can be found in the school's RSE Policy and Wellbeing/PSHE policies.

Political Education

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner. In situations where political issues are brought to the attention of pupils whilst they are in school or taking part in extracurricular activities organised by the school or in promotional material that has been distributed either at school or elsewhere whilst taking part in extracurricular activities, then the pupils will be given a balanced presentation of opposing views.



Community Cohesion

The school will work towards creating a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

PE

All pupils are expected to take part in the school's physical education programme. Pupils can only be excused from PE lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

Extra-Curricular Activities

The school has a wide and varied programme of cultural and sporting activities which take place outside the formal curriculum.

Homework

Auckland College expects homework to be set as appropriate. Guidance on Homework is available from the Class/Subject Teachers in School.

Special Educational Needs

If a pupil has a full Education, Health and Care Plan (EHCP) from a Local Authority, the school will look carefully at the requirements. If it is able to meet the requirements of the plan and the pupil is also able to access the whole Auckland College curriculum, the school will offer a place and provide the support in line with the plan. The school will draw up a plan, set targets and review annually with the LA, external agencies and parents. The school will determine the appropriate courses in consultation with the parents. See SEND Policy. The policy includes information on review points that meet the Local Authority guidelines.

Concerns & Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the Class/Subject Teacher. If the issue is not resolved, parents should make an official complaint in writing to the Headteacher in accordance with the complaints policy.

Monitoring & Review

The Headteachers will report to the relevant Board Meeting on the progress of the policy and will recommend any changes. It will be reviewed annually.