



HEADINGTON
SCHOOL • OXFORD

Curriculum Policy

Senior School

Approved by Council:	29 September 2022
Reviewed by:	Deputy Head, Academic
Date of last Review	September 2022
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Meets:	2a

Policy Statement

Headington's curriculum aims to provide a rigorous, inspiring and enriching education that enables all pupils to develop into independent thinkers with the confidence to tackle new things and to achieve beyond their expectations. It fosters active, future-ready, engaged and productive citizens prepared for the challenges of the world of higher education and work.

We offer an exceptional range of choice in academic subjects, and the flexibility for older pupils to follow a curriculum that is suitable for them. This policy, supported by School and departmental plans, and schemes of work are designed to take into account the ages, aptitudes, diversity and needs of all pupils, including those with EHC plans, while supporting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Above all, Headington acknowledges that self-motivation and a lifelong love of learning are inspired by excellent teaching.

Headington's priorities in encouraging academic achievement are to:

- attract, appoint and retain outstanding teachers
- involve pupils of all ages in an exciting and relevant curriculum
- present breadth of choice in subjects at GCSE and A Level
- develop thinking skills, creativity and the ability to solve problems
- encourage academic rigour, independence and initiative.

The Curriculum at Headington School aims:

1. To provide a curriculum for our pupils that gives them experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
2. To promote the intellectual and personal growth of each pupil to enable them to make the most of the opportunities offered and to develop their intellect, talents and the confidence to believe that their aspirations are achievable.
3. To provide breadth, balance and relevance, and to deliver progression in understanding, knowledge and skills.
4. To provide access to a broad range of subjects at an appropriate level, and to offer the opportunity for students to specialise in their areas of strength.
5. To move all students forward at a rate appropriate to their abilities.
6. To meet the wider demands of the National Curriculum and to take into account Government initiatives.
7. To actively promote the fundamental British values of democracy, the role of law, individual liberty and mutual respect and tolerance of those with different faiths, and to integrate the values of diversity, equality and inclusion in teaching and learning.
8. To provide a curriculum that seeks to include and represent the histories and contributions of those with protected characteristics through more equitable curriculum content, allowing young people to think more critically about how knowledge is formed, articulated and valued.

Headington seeks to develop pupils who have:

- lively and enquiring minds, with the ability to think creatively
- a breadth of knowledge
- a flexible outlook
- skills of innovation, enterprise and leadership
- a thirst and capacity for life-long independent learning.

The curriculum supports the development of core characteristics and habits of mind:

Embedded in our curriculum, supported by departmental schemes of work, our PSHE and pastoral work, are the core characteristics and habits of mind that Headington fosters in its pupils, known as the '6Cs':

- Curiosity
- Creativity
- Collaboration
- Compassion
- Confidence
- Courage

Headington provides a wealth of supra-curricular enrichment opportunities: cross-curricular links; educational visits (both day and residential); foreign exchanges; links with the local community; lectures and workshops; cultural visits and field courses.

The school implements a written curriculum policy, supported by appropriate plans and schemes of work, which provides for:

1. Full-time supervised education for pupils, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

The School has a two-week timetable with 6 periods of 50 minutes each day and works for 168 days per year.

Progression between Key Stage 3 and Key Stage 4, and Key Stage 4 and Key Stage 5 is monitored by Heads of Department and SMG/SLT. Meetings between the Prep School and relevant subject coordinators and the Senior School Heads of Faculty take place to plan curriculum developments and improve transition between the key stages.

Where appropriate, provision is adjusted to meet individual needs, for example, by reducing the number of courses studied, providing Learning Development support and providing additional EAL support. Pupils identified as Able, Gifted and Talented (referred to as Exceptional Learners) are offered appropriate additional activities both within lessons as appropriate and through the wider supra-curricular programme.

The school devises its own curriculum at Key Stage 3, with GCSE programmes beginning in Year 9 in Mathematics and the Sciences. Science subjects are taught separately from L4 (Year 9). From 2020, the School made the decision to move away from the existing mixture of GCSEs and IGCSEs to GCSEs in all subjects (with the exception of IGCSE Food and Nutrition). Pupils generally study 9 or 10 subjects at Key Stage 4, with all pupils taking English Language, Mathematics, a Science (or Trilogy Science), and a choice of three from: Ancient and Modern Languages, Classical Civilisation, Computer Science, English Literature, Geography, History, Religious Studies, or further Science subjects. They have a further free choice of up to four subjects, including all of the above, as well as Art, Three Dimensional Design, Textile Design, Music, Drama, Dance, PE and F&N. Each pupil has the opportunity to create a bespoke

programme of study, drawing on a great range of rigorous and challenging GCSE courses, reflecting their individual strengths, interests and ambitions.

Pupils who have selected fewer than ten GCSE subjects have the option to choose an additional qualification and may select one of the following: the Higher Project Qualification (HPQ); the New College of the Humanities School Certificate in Philosophy; The London Institute of Banking and Finance Award in Finance Education.

In the Sixth Form, students can choose from a wide range of Advanced Levels. All students in the Lower Sixth choose three options from a broad range of Electives and follow the in-house Creative and Critical Thinking course. There is an option for Sixth Form students to take the Extended Project Qualification in addition to their A Level courses.

National Curriculum Years 7-9 (U3-U4)

At Key Stage 3, the curriculum is broad and balanced. Pupils are given experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education through the core and extended curriculum. All pupils also follow a course of PSHE. The timetable is designed to have two extended lunch periods per week to enable all U3 and L4 pupils to take part in the extra-curricular programme within the school day and one extended lunch period for U4 pupils.

Linguistic: pupils have the opportunity to develop their communication skills and increase their command of language through listening, speaking, reading and writing, not only in English, Drama and language lessons but across subjects. Opportunities are provided for collaborative and presentation work. In U3 (Year 7), pupils study one Modern Foreign Language of French, German and Spanish in addition to Latin. Pupils in Year 8 & 9 (L4 and U4) choose a second MFL, in addition to Latin.

Mathematical: the Mathematics curriculum helps pupils to develop their knowledge and understanding of mathematics through practical activity, exploration and discussion. Pupils develop their ability to make calculations, understand relationships and patterns in number and space and their capacity to think logically and to express themselves clearly. Mathematics is taught in divisions, enabling all pupils to make progress at a rate appropriate to their abilities.

Scientific: all pupils study Science in U3 (Year 7) and separate sciences (Biology, Chemistry and Physics) from L4 (Year 8). Pupils gain knowledge and an understanding of nature, materials and forces through scientific enquiry, forming hypotheses, conducting experiments and recording their findings.

Technological: pupils are introduced to technological skills through computing from U3 (Year 7), where they learn the key skills and an ability to develop, plan and communicate their ideas. In U3, L4 and U4 (Years 7- 9) pupils also follow courses in Food Technology, Fashion and Fabric Design, and Creative Engineering Design, enabling them to work with tools, equipment, materials and components to produce good quality products and evaluate both processes and products. All pupils in U3 to U5 (Years 7-11) are issued with a school-based iPad, which gives them the potential to use technological skills in every lesson as well as for homework, and to access the Google Education suite.

Human and social: all pupils follow courses in Geography, History and Philosophy & RS, enabling them to gain an understanding of people and their interaction with their environments. They examine how human action, both now and in the past, influences events and conditions.

Physical: The Physical Education, Games and Dance curriculum aims to develop pupils' physical control and coordination as well as their tactical skills and imaginative responses, and helps them to evaluate and improve their performance. Pupils are also taught the principles of

fitness and health. In years U3-U4 (Years 7-9), the curriculum is divided into Games Dance and PE lessons.

Aesthetic and creative: Pupils' creativity and their ability to develop personal, imaginative and practical responses is developed through their Art, Drama, Fashion Fabric Design, Music, Creative Engineering & Design, Food Technology and literature lessons. U4 (Year 9) pupils are able to choose three creative subjects to study in more depth.

Cross-curricular connections are encouraged across KS3 through carefully structured project work across the creative arts, humanities, Mathematics, Science and English.

Curriculum Diagram for Key Stage 3

Subject	No of Lessons 2-week cycle Year 7 (U3)	No of Lessons 2-week cycle Year 8 (L4)	No of Lessons 2-week cycle Year 9 (U4)
LINGUISTIC			
English	6	6	6
French*	4	4	4
Spanish	4	4	4
German	4	4	4
Latin	3	3	2 ²
MATHEMATICAL			
Mathematics	6	6	6
SCIENTIFIC			
Biology	6	2	3
Chemistry		2	3
Physics		2	3
TECHNOLOGICAL			
Computing	2	2	2
Food Technology	3*	2*	2**
Fashion and Fabric Design	3*	2*	2**
Creative Engineering & Design ³			2**

HUMAN & SOCIAL			
Geography	3	2	3
History	3	2	3
Philosophy & RS	3	3	2
PSHE	2	2	2
PHYSICAL			
P.E.	2	2	2
Games	4	4	4
Dance	2	2	2**
AESTHETIC/ CREATIVE			
Art	3	2	2**
Drama	2	2	2**
Music	4	4	2**
<p>* One language is chosen in Year 7 and a second in Year 8. **Taught for half the year *** Three options are selected 1. U4 Classics taught in streamed groups according to ability and experience, with additional/alternative focus on Greek and Classical Civilisation where appropriate. 2. Creative Engineering and Design is offered within the Art Curriculum for U3 and L4</p>			

National curriculum Years 10 – 11 (L5 and U5)

At Key Stage 4 pupils are given experience in linguistic, mathematical, scientific, and physical education through the core curriculum; human, social, technological, aesthetic and creative education is provided through the optional subjects and the extended curriculum. All pupils also follow a course of PSHE. The curriculum represents the experiences and contributions of diverse groups

All pupils are required to take the following core GCSE courses: English Language, Mathematics, a Science (the majority taking 3 separate sciences or the Combined Science (Trilogy) award). They select 3 subjects from: English Literature, Ancient Languages (Latin, Greek); Modern Languages (French, German, Spanish); Humanities (History, Geography, Religious Studies, Classical Civilisation). Pupils have a free choice of up to four further subjects from those previously listed with additional options in Computer Science, Art, Fashion and Fabric Design, Music, Drama, PE and Dance. There is also the option to take the Higher Project Qualification in place of a full GCSE subject qualification. These options enable each individual to design a curriculum to suit their interests and ability.

Linguistic: pupils further develop their communication skills and increase their command of language through listening, speaking, reading and writing in English Language (core) and Literature. Pupils have the option to take at least one language to GCSE level (ancient or modern).

Mathematical: pupils follow the GCSE Mathematics course, further developing their mathematical and logical reasoning skills. Very able mathematicians may have the option to follow accelerated courses in addition to their GCSE course in Year 11– options have included a Free Standing Maths Qualification (FSMQ), Further Maths GCSE, Statistics GCSE.

Scientific: all pupils take at least one of Biology, Chemistry and Physics, with the majority taking GCSEs in the separate sciences or the Combined Sciences (Trilogy) award.

Technological: pupils develop their ICT skills through the curriculum in most subject areas and through the option choices of Computing, Three-Dimensional Design and Food and Nutrition.

Human and social: pupils have the opportunity to extend their understanding of people and their environment through English Literature, the Humanities (Geography, History, Religious Studies, Classical Civilisation).

Physical: The Physical Education curriculum continues to develop pupils' fitness and health and introduces them to a wider range of sports. In years 10 (L5) and 11 (U5), the curriculum is divided into a Games session each week and PE lessons. Pupils can develop their understanding of the physiological aspects of sport by choosing PE and Dance GCSEs.

Aesthetic and Creative: all pupils develop their ability to use their imagination and develop their creative and aesthetic understanding through the English Literature GCSE course. In addition, pupils can choose to follow creative courses in Art and Design, Drama, Art Textiles, Food and Nutrition, and Music GCSE.

Curriculum Diagram for Key Stage 4*

Subject	No of Lessons 2-week cycle Year 10 (L5)	No of Lessons 2-week cycle Year 11 (U5)
LINGUISTIC		
English Language	4	4
English Literature	5	5
French	5	5
Spanish	5	5
German	5	5
Latin	5	5
Greek	5	5
MATHEMATICAL		
Mathematics	7	7
SCIENTIFIC		
Biology	5	5
Chemistry	5	5
Physics	5	5
Trilogy Science	10	10
TECHNOLOGICAL		
Computer Science	5	5
Three-Dimensional Design	5	5
Food and Nutrition	5	5
HUMAN AND SOCIAL		
Geography	5	5
History	5	5
Religious Studies	5	5

Classical Civilisation	5	5
PSHE	2	2
PHYSICAL		
P.E.	2	2
P.E GCSE	5	5
Games	4	4
Dance	5	5
AESTHETIC/ CREATIVE		
Art	5	5
Textile Design	5	5
Drama	5	5
Music	5	5
CERTIFICATED ENRICHMENT OPTIONS		
HPQ (<i>Higher Project Qualification</i>)	3*	
London Institute of Banking and Finance – <i>Award in Finance Education</i>		
New College of the Humanities – <i>School Certificate in Philosophy</i>		

*** Year 10 (L5) only, for students taking a maximum of 9 full GCSE subjects**

2. Subject matter appropriate for the ages and aptitudes of pupils, including those with an EHC plan

Baseline testing takes place at Year 7 (U3) (MidYIS), Year 9/U4 for new entrants to the school (MidYIS), Year 10 (L5) (Yellis) and Year 12 (L6) (Alis). This is used as a guide to underlying ability and to promote differentiation. Pupils are screened for SEND in Year 7 via GL Rapid and in Year 9 (U4), along with any new students in L6 (Year 12) via GL EXACT. Maths is streamed from Year 8 (L4), Latin from Year 9, and Science loosely banded from Year 10 (L5). Teaching otherwise takes place in mixed ability groups.

Departments use subject material to support teaching, which is specifically aimed at the age group in question and caters for a range of abilities. In Years 10-13 (L5-U6) departments follow public examination specifications, which specify material appropriate for pupils in each year group. A variety of different teaching and learning methods and materials are used in all courses to suit pupils' different needs. The Head of Department is responsible for ensuring that schemes of work contain differentiated activities.

SEND pupils have access to the same subject material as their peers across the curriculum and differentiation is evidenced by outcome and groupings. The LDD department regularly liaises with teachers to ensure that the subject material delivered is matched to pupil needs and aptitudes.

EAL students take the OUP test as part of the admissions assessments. Those who require extra support receive it in small EAL specific classes. Sixth Form students who do not have a GCSE in English Language may work towards the Cambridge International English Language Testing System (IELTS), taken in Year 12 (L6) to support university applications.

An audit of the outcomes of EAL students is carried out within the annual Academic Report.

3. Pupils to acquire skills in speaking and listening, literacy and numeracy

Pupils are given many opportunities to express their views and to listen to others in lessons. Many subjects set formal speaking and listening exercises, ranging from pair or small group work within lessons to individual speeches for a wider audience such as the annual Rhetoric Cup competition. In lessons, pupils often listen to audio/visual material and drama is used in many subjects to reinforce learning. All form groups lead an assembly during each academic year. PSHE provides the opportunity for discussion and debate.

Literacy is built into all subjects through their assessment criteria for written work.

Many subjects aid numeracy through data analysis and through the construction of timelines, graphs etc.

4. Where a pupil has an EHC, provide an education which fulfils its requirements.

The school is a selective independent school and entry is determined by the School's entrance procedures. The school has a Learning Development Department and a Special Educational Needs Policy which applies to those with an Education, Health and Care Plan and those with learning difficulties and/or disabilities. For those with an EHCP, the School follows the recommendations which were established at the annual review and stipulated within the Plan. Support is given from all staff - in particular, teaching staff, learning support staff and the SENCo. The SENCo works in partnership with parents and with the appropriate outside agencies, such as Speech and Language Therapists and Teachers of the Deaf. All pupils are given the opportunity to access the full curriculum.

5. Personal, Social and Health Education, which reflects the school's aims and ethos

Headington School believes that Personal, Social, Health, Economic (PSHE) education is an intrinsic part of the development and education of the pupils in our School. The weekly programme our tutors deliver seeks to equip pupils with a sound understanding of the risks, opportunities and challenges that exist in today's world, as well as providing them with the knowledge and skills necessary to make safe, healthy and informed decisions in the future. We want our pupils to explore their values and belief systems as individuals, and as members of the Headington and global communities, and to be able to develop fundamental life skills underpinned by the values of tolerance, authenticity and inclusivity. Relationships and Sex Education (RSE) is an important and integral part of PSHE education. Taken together our overall programme also makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development. The programme is delivered by form tutors in weekly dedicated sessions to all year groups. There are several occasions in the year and across the Key Stages where specialist external speakers deliver to the different cohorts on relevant topics. The First Deputy signs off all visiting speakers in line with the Prevent Strategy and the Headington Visiting Speaker Policy.

The P.S.H.E., Citizenship and RSE curriculum aims to:

- Improve pupils' ability to value and respect themselves and others.
- Provide pupils with accurate and relevant knowledge and opportunities to turn that knowledge into personal understanding
- Develop self-esteem, confidence, independence, empathy and responsibility
- Allow students to consider risk and its management, as well as developing teamworking, problem solving and critical thinking skills
- Encourage students to make the most of their abilities

- Encourage students to play an active role as citizens and as members of society
- Develop a healthy lifestyle that keeps themselves and others safe
- Develop effective and fulfilling relationships and learn to respect the differences between people: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.
- Through economic education, develop an understanding of personal finance and simple economics in accordance with the economic and wellbeing strands of PSHE education.
- Promote personal and economic wellbeing (Incorporating sex and relationship education; drug and alcohol education; emotional health and wellbeing; diet and healthy life style; safety education – including digital and on-line safety; careers education, work related learning; enterprise education and financial capability.)
- Provide strategies that the students can use to access support for themselves and others, and to manage peer influence effectively in a positive manner.
- Educate and inform pupils so that they understand how to stay safe online and in particular how to use social media appropriately.
- Give opportunities to explore, clarify, and if necessary challenge, their own and other people's values, attitudes, beliefs, rights and responsibilities.
- Meet the broader aims and values of the school through key themes
- Encourage an environment where the way in which students and staff are treated and treat each other reinforces the positive messages given by the lessons.

To plan and develop a curriculum that:

- Enables us to build on what we are already doing in a flexible and innovative way is relevant to pupils, connecting with their interests and experiences
- Is relevant to pupils, connecting with their interests and experiences
- Encourages pupils to investigate and think critically about issues of current interest, using problem solving, reasoning and evaluation skills
- Relates to pupils' abilities and backgrounds
- Provides comprehensive, unbiased and correct information
- Provides pupils with opportunities to discuss and address real-life issues, and to see that they can participate in activities that make a difference in the school and the wider community.

The teaching of PSHE, RSE and Citizenship will:

- Allow the exploration of many issues, especially those related to being a responsible adult and preparing pupils in a safe and supportive atmosphere for life after school
- Allow pupils to gain the self-confidence and self-esteem to make informed decisions in all aspects of their lives
- Provide a safe environment for the discussion of sensitive, controversial and challenging social and moral issues, and to help pupils to make sense of them in the context of their own life experiences.
- Involve pupils positively, encouraging participation in school and community life · encourage pupils to become well informed, responsible citizens of a future world, being both assertive and tolerant, and having the ability to question their own and others beliefs and values
- Promote positive behaviour, equal opportunities, respect and responsibility
- Provide a focus for celebrating and publicising school activities.

Each year group has the opportunity to study a variety of topics, which provide opportunities for individual, paired and group work. Discussion is a key component of the PSHE lessons, with girls encouraged to express their opinions and to listen to others'. External speakers are invited to speak to pupils as appropriate.

6. Appropriate careers guidance for pupils receiving secondary education

Careers education is provided at each key stage and is based on the philosophy that every individual can and should follow a path in life which is based on their own interests, so that they engage in work which they enjoy. As a result of this, they need to inquire into what it is that interests them, and look critically at their own actions, so that they can determine what comes naturally to them. The careers education and guidance programme aims to help students to discover more about specific careers through information, access to 1-2-1 guidance and work experience days. Currently a biennial Careers Fair is held in the Spring term, for students Year 9 (U4) and above. The School regularly reviews the frequency and reach of this Fair to ensure maximum benefit for all students.

Years 7 – 9 (U3 – U4)

In Year 8 (L4) the girls take part in a Careers morning where they spend time exploring the world of work. This is followed by a further day in the Spring term of Year 9 (U4) developing career research skills, CV writing and interview techniques. In Year 9 (U4) there is an Options evening to discuss GCSE options and consultations are arranged over subject choices.

Years 10-11 (L5-U5)

L5 students have the opportunity to use an online personality and skills profiling service, which helps them find which possible career choices are the most appropriate for them. The profile will form the basis for individual discussions with the Head of Careers. The school organises a '5 to 6' programme where fifth form pupils experience life as a sixth former and attend sixth form lessons. This is followed by discussion talks with members of the academic team to explore their interests and thinking about the future.

In Year 11 (U5) there is a further introduction to the sixth form day (5 to 6), when pupils have a further opportunity to experience taster lessons. This is followed by a Sixth Form Options evening to introduce the courses and subjects available in the Sixth Form. Outside speakers from our parent and Headingtonian body help with a series of PSHE lessons looking at preparing CVs, application letters and interview skills aimed at securing work-experience placements. All Year 11 (U5) pupils are encouraged to take part in a work experience programme following their GCSEs in the summer.

Year 12 and 13 (L6 & U6)

The careers programme includes:

Throughout: students sent up to date information about open days, MOOCs, (Massive Open Online Course) work experience opportunities via email. Assemblies and PSHE sessions advising on making subject choices, finding work experience, future steps.

Autumn Term Year 12 (L6):

PSHE session on "Making the Most of Sixth Form" covering work experience and volunteering. SAT course runs (open to Yr 12 and Yr 13). Information about Headington Connect.

Spring Term Year 12 (L6):

UCAS; Subject and course interest questionnaire through tutors; PSHE about making choices and how to start research. Higher Education Evening for parents and students (including Oxbridge, Medics, information about degree apprenticeships and other non-HE routes and studying abroad). Specialist preparation courses for aspiring medics, vets, dentists, lawyers and architects and higher education fortnightly sessions for all students. Russell group HE institution talk about choosing the right course.

Summer Term Year 12 (L6):

Upper Sixth Meets Lower Sixth to discuss University Entrance; Russell group HE institution talk about writing personal statements. UCAS Days after summer exams are complete; sign on to UCAS and personal statement day; interviews with HoD and/or Head of Sixth form and Tutors to establish direction; Higher Education mentoring including Oxbridge continues Overseas University Fair (also open to Years 10 and 11).

Autumn Term Year 13 (U6):

UCAS day in late September; Higher Education mentoring continues including mock aptitude tests where relevant. Completion and sending of UCAS applications; Mock Interviews as appropriate; entrance assessment test preparation.

Spring Term Year 13 (U6):

Information on Student Finance as part of the Higher Education evening, covering student loans, employment, budgeting, rent, cost of living.

Summer Term Year 13 (U6):

Information on making final choices for university and how to use Clearing and Clearing Plus: Information about Headington Connect

7. Where the school has pupils above compulsory school age, a programme of activities, which is appropriate to their needs.

National Curriculum Years 12 and 13 (L6 & U6)

Headington offers a rich A Level programme. Year 12 (L6) students receive 10 periods of instruction per fortnight in each subject, and 11 periods per fortnight in Year 13 (U6).

Students on our Advanced Level programme will normally take three or four subjects. There are 29 subjects offered at Advanced Level: Mathematics, Further Mathematics, English Literature, Physics, Chemistry, Biology, Computer Science, Psychology, History, Geography, Religious Studies, Philosophy, Politics, Business, Economics, History of Art, Latin, Ancient Greek, French, German, Spanish, Fine Art, Fashion and Textiles, Photography, Music, Music Technology, Drama, PE and Dance. The curriculum is designed to accommodate individual subject choices enabling pupils to tailor their curriculum to their interests and abilities.

They also follow an Academic Skills programme, a Creative and Critical Thinking course, an Electives programme, Physical Education, Community Service and PSHE. All pupils are offered the opportunity to taken the Extended Project Qualification.

8. All pupils have the opportunity to learn and make progress

The curriculum is open to all pupils of all abilities and each individual has the ability to access the full provision offered.

Whole school assessment is undertaken through MidYIS, Yellis and Alis testing as well as internal assessments and external qualifications. The data from these tests are made available to all teaching staff and form the basis of progress tracking. They are also used as a tool by the Heads of Departments and the SLT/SMG for self and departmental review and planning. During the course of the academic year the school has at least five academic points of contact with parents through Parents' evenings, full reports, and Learner Profiles.

Heads of Department monitor pupil progress and Teaching and Learning within their departments through the use of regular progress tests.

Heads of Section and Heads of Year track pupil progress and have an overview of both the academic and pastoral life of the individual pupils. Form Tutors track progress through the Learner Profiles and pupils have one-to-one meetings with their tutors to discuss progress made and to set future targets after each grading period. The progress of EAL and SEND students is assessed following the publication of external exam results, and including in the annual Academic Report along with data relating to student ethnicity.

9. Adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life

The school offers and encourages many opportunities for pupils to develop leadership skills and to have a voice.

Lower School:

Each form elects a Form Captain to function as the spokesperson for any concerns the form may have. This role changes for each term in order to provide opportunities for those pupils who would like to step into this leadership role. Each form also has an elected member to represent the form for the year on the Student Council. The Council meeting is run by the Head Girl, Head of Day and Head of Boarding. They meet at least once a term with the represented Council to discuss and act on any issues raised by the pupils. Additional opportunities are provided through the roles of Sports Captains, Eco, Food, Digital, Diversity, Charity and Wellbeing representatives.

Middle School:

Each year group has a year group Congress. The Congress is run by the Year Head (elected student) and its members are changed halfway through the academic year to allow for more pupils to have an opportunity for leadership and promotion of student voice.

The Congress is made up of:

Year Head
Form Captain (1 per form)
Diversity Champion (1 per form)
Eco Rep (1 per form)
Social Rep (1 per form)
Wellbeing Rep (1 per form)
Charities Rep (1 per form)

Each group of reps meets either weekly or fortnightly to work on a project or discuss ideas which they then bring to the whole congress twice per half term. The minutes of these meetings are then discussed by HoY/HoS and changes implemented where possible. Eco reps meet with the Staff eco rep once per term. At other times, Reps and Champions take concerns to Form tutors, the relevant HoYS/HoS, or to staff members leading the interest areas (Eco and Charities.) Diversity Champion can speak to staff Diversity Ambassadors too, and contact the Ambassador team via a designated email.

Houses:

The competitive house system offers opportunities for both Middle School and Sixth Formers to take on student leadership roles. In the role, students lead on organising house events from everything from interhouse poetry slams to competitive sports events.

Prefects:

The school has nine prefect roles. The prefect body is comprised of the Head Trio (Head Girl, Head of Day, Head of Boarding) and the following roles: Wellbeing Prefect, Diversity Prefect, Eco Prefect, Chapel Prefect, Charities Prefect and the Social Prefect.

In addition to the prefect structure, there is a large number of student leadership roles. These leadership roles relate to all areas of school life - academic and creative subjects, sporting, boarding, marketing leads and competitive houses to name but a few. Students apply for both student leadership and prefect roles allowing them to develop their application writing skills.

Furthermore, we believe all our sixth formers serve as leaders and role models for the younger years and we therefore encourage as many of the Upper Sixth as possible to work with a form group in the Middle and Lower schools. These students mentor, guide, and inspire the younger students and will run activities with them including preparing form assemblies and thinking about their work for the Headington School Portfolio.

Sixth Formers have an important role in the running and working of the school. Prefects provide excellent lines of communication between the Head, staff and pupils and constitute an effective channel for student voice. Sixth Formers are particularly helpful in welcoming and befriending new girls in September. Prefects are attached to form groups and make a significant contribution to the life of the form group.

10. 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.

British values are examined in the academic curriculum, especially through the humanities, PSHE and extra-curricular activities. This includes, in suitable, age-appropriate measure, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain.

The curriculum aims to enable pupils to develop their self-knowledge, self-esteem and self-confidence and to respect all backgrounds, cultures and identities both through curriculum opportunities and PSHE and assembly. It encourages pupils to have respect for the civil and criminal law of England, and to acquire a broad general knowledge of and respect for public institutions and services in England.

The promotion of partisan political views in the teaching of any subject in the School is not allowed. Political issues are introduced in a number of courses and supra-curricular activities and are presented in a balanced, unbiased manner.

Review:

Headington's Curriculum policy is reviewed annually.

Publication:

Headington's Curriculum policy is published on the School website and is available on request in accessible formats from the School office.