



Curriculum Policy

Aspire • Believe • Achieve

Staff member responsible:	Hazel McCalvey
Role:	Deputy Head (Academic)
Revised On:	February 2026
Ratified by governing board:	March 2026
Review Due:	February 2028

Ethos and Vision:

Frewen College is a welcoming, inclusive school where every pupil's strengths and talents are recognised and nurtured. We aim to provide a quality first education that encourages independent thinking and helps each pupil reach their intellectual, creative and physical potential. We value every child and support pupils from Key Stage 2 through to Sixth Form.

We are committed to creating a safe, respectful environment where all pupils feel valued. Pupils are encouraged to understand the feelings of others, take responsibility for their actions, and look after property with care. Achievement is celebrated, and positive behaviour is promoted at every opportunity. Bullying, discrimination, bad language and behaviour that spoils our positive atmosphere will not be tolerated.

By knowing each pupil socially, emotionally and academically, we provide the individual support they need to grow in confidence and succeed beyond school. Our strong pastoral care helps pupils manage both academic and personal challenges, ensuring they feel supported and understood.

Our curriculum is broad and balanced. It promotes pupils' spiritual, moral, cultural, mental and physical development and prepares them for the opportunities and responsibilities of adult life. It includes all planned learning experiences, with the national curriculum forming one part. We also provide sex and relationships education.

The national curriculum gives pupils essential knowledge and introduces them to important ideas, creativity and achievement. Teachers build on this foundation with engaging lessons that extend learning beyond the core requirements. Our curriculum develops knowledge, understanding, key skills, personal qualities and British values.

Introduction:

At Frewen College the core purpose of teaching is to promote learning and raise pupils' achievement. Teaching includes planning lessons, implementing the plans effectively, assessing work, giving feedback, and providing support or intervention when needed.

When we evaluate the quality of teaching, we assess the quality of teaching considering pupils' learning, progress and achievements over time. Effective teaching enables every pupil / Teacher to:

- Build on their existing knowledge, skills and understanding across a range of lessons
- Develop strong reading, writing, communication and maths skills
- Feel motivated, engaged and enthusiastic about learning
- Use assessment and feedback to support learning and help pupils understand how to improve their work
- Adapt teaching by setting well-matched, challenging tasks with appropriate support, including for the most able and those with SEND so that all pupils can learn well and make progress
- Allow all pupils to apply intellectual, physical and creative effort and become more independent learners with high expectations.
- Use well-judged and effective teaching methods, appropriate resources, good subject knowledge and effective use of time to ensure all pupils make progress.
- Learn in a well-managed environment where poor behaviour is addressed
- Understand and uphold fundamental British Values

Frewen College's success lies in recognising the unique value of every pupil. No pupil is overlooked or unsupported. Small class sizes and individual attention promote confidence and strong academic progress. Our nurturing, expert pastoral system supports each pupil's personal, social

and academic development. Close relationships between teachers, pupils and families ensure that every pupil's strengths are developed and individual needs are met.

Values:

Our curriculum is built on the school values **Aspire, Believe, Achieve**. These values guide the knowledge, skills and understanding we aim to develop so that pupils can lead confident, fulfilling lives.

We **aspire** for every pupil to reach their personal best. The curriculum promotes high expectations, ambition and a commitment to further education and lifelong learning. It also prepares pupils to contribute positively and confidently to a diverse society.

We **believe** in the unique worth of every pupil. Our curriculum encourages respect for individual views, cultures and identities. We support pupils' spiritual, moral, intellectual, physical and social development, and foster cooperation, understanding and fairness across our community. We are committed to equal opportunities and ensure the curriculum is accessible to all pupils, in line with statutory requirements and supported by our SEND Policy and Accessibility Plan.

We **achieve** by providing an environment where pupils gain confidence, develop their talents and grow as independent learners. The curriculum builds on the strengths and aspirations of our pupils, promotes enquiry and discussion, and is delivered by skilled, enthusiastic staff who support learning both in and beyond the classroom.

Through the curriculum, pupils are encouraged to:

- have confidence in themselves and show courage
- uphold positive values that strengthen communities, demonstrating humility, dignity, compassion and integrity
- build respectful and supportive relationships, valuing diversity
- develop self-discipline, independence and self-control
- reflect on their role in society and contribute positively through responsible action

Promoting Fundamental British Values:

Our school actively promotes fundamental British Values through a planned, coherent curriculum and a wide range of extra-curricular opportunities. Pupils experience these values through lessons, enrichment activities, and positive interactions with staff and other adults.

We offer artistic, sporting and cultural activities that encourage participation and broaden pupils' experiences. Personal, Social, Health and Economic Education (PSHEE), citizenship, tutorials and assemblies help pupils develop the values, skills and independence needed to make informed choices about their lives.

Our commitment to British Values is reflected throughout the school, including in key documents such as the website and prospectus.

We aim for pupils to understand and appreciate the diversity of cultures and faiths in modern democratic Britain. Schemes of work support pupils in developing an understanding of public institutions and their role in democratic society. Pupils are also given meaningful opportunities to take responsibility in school and contribute to the local and wider community.

Spiritual, Moral, Social and Cultural (SMSC) development is embedded across the curriculum. Pupils of all faiths and beliefs are encouraged to engage in open enquiry, strive for academic

excellence and develop the character needed to contribute positively to society. PSHEE and Religious Education make significant contributions to this work.

We ensure that teaching does **not**:

- promote non-democratic political systems
- suggest that religious law overrides English civil or criminal law
- imply that any religion—or people of faith—are not worthy of respect

Protected Characteristics:

The school recognises its duties under the Equality Act 2010 and is committed to maintaining a learning environment free from discrimination, harassment and victimisation. We promote positive relationships between all groups and celebrate each individual's identity and contribution to school life.

Frewen College supports every pupil to reach their full potential, regardless of age, gender, ethnicity, nationality, colour, religion or belief, disability, sexual orientation or pregnancy/maternity. While age, marriage and civil partnership are also protected characteristics under the Act, they do not apply to pupils in an educational context.

Essential Skills:

Frewen College provides a curriculum that enables all pupils to acquire and develop age-appropriate skills across the following key areas:

Linguistic:

Pupils develop effective communication through speaking, listening, reading and writing. While taught explicitly in English, high linguistic standards are promoted across all subjects. Language and communication skills are further supported through the school's Language and Communication Policy.

Mathematical:

Pupils learn to calculate, recognise patterns, think logically and express ideas clearly. Mathematics is taught through practical activities, problem-solving, discussion and exploration.

Scientific:

Pupils build knowledge of the natural world, materials and forces. They develop enquiry skills such as observation, hypothesising, experimentation and recording findings.

Technological (including Art and Design, ICT and Food Technology):

Pupils work with tools, materials and digital technologies to plan, create and evaluate products. They develop practical, creative and design skills, including the effective use of ICT.

Human and Social (including Geography, History, Religious Studies PSHEE):

Pupils learn about people, places and environments, and how human actions shape the world. History, Geography, PSHE and wider knowledge-based learning contribute strongly to this area.

Physical:

Pupils develop coordination, control, tactical awareness and fitness, supported by an extensive extra-curricular programme. Understanding of health and wellbeing is integral to this area.

Aesthetic and Creative (including Art, Drama and Music):

Pupils explore creativity through making, performing and composing. Subjects such as Art, Music, Drama, and Literature encourage imagination, personal expression and practical response.

Relationships and Sex Education (RSE):

RSE is delivered as part of PSHEE, following statutory guidance (2025). Pupils learn within a moral framework that values family life and respectful relationships. The biological elements of reproduction are compulsory; parents/carers may request withdrawal from other RSE content.

Political Education:

In line with legal requirements, the school does not promote partisan political views. Political issues may be discussed across subjects but are always presented in a balanced and impartial way.

Religious Education:

All pupils receive Religious Education, covering a range of faiths to support understanding of the diverse society in which they live.

Physical Education and Games:

All pupils are expected to participate in PE and Games. Exemption is permitted only for medical reasons (with parental note) or through agreement with the school.

Spiritual, Moral, Social and Cultural Development (SMSC):

SMSC underpins the values and ethos of Frewen College and is embedded throughout the curriculum. As a non-denominational school, we welcome pupils of all faiths and beliefs and encourage academic curiosity, personal growth and the development of strong character so pupils can contribute positively to society. PSHEE and Religious Education make significant contributions to SMSC, supported by all curriculum areas.

Through SMSC, the school ensures pupils:

- distinguish right from wrong, respect the law and understand the consequences of actions
- develop self-knowledge, self-esteem and confidence
- accept responsibility, show initiative and contribute to school and community life
- gain a broad understanding of public institutions and services in England
- appreciate their own culture and that of others, promoting harmony and tolerance
- resist racism and value cultural and racial diversity
- understand and respond safely to risks, including those linked to extremism, online activity, substance misuse, gangs, personal relationships and personal safety

The school promotes the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Partisan political views are not promoted in any subject.

The school takes reasonable steps to ensure that, when political issues arise—whether in lessons, extra-curricular activities or promotional materials—pupils are presented with a balanced range of opposing views.

Personal, Social and Health Education (PSHEE):

Frewen College provides a comprehensive PSHEE programme for all pupils, appropriate to age and individual need. The Headmaster oversees the development and delivery of the programme, which supports pupils' wellbeing across all aspects of school life.

PSHEE is delivered through a cross-curricular approach and may be taught through subjects such as Drama, Science, Food Technology, assemblies and structured play. Activities are tailored to pupils' developmental stages, including support with social interaction, turn-taking and cooperation.

The PSHEE curriculum aims to help pupils:

- be healthy, stay safe, enjoy and achieve
- make a positive contribution to the community
- prepare for economic wellbeing

Pupils experience PSHEE through a broad range of planned learning opportunities, extra-curricular activities and positive interactions with staff. Artistic, sporting and cultural experiences further support personal development and participation.

Frewen College seeks to:

- promote a healthy school ethos and environment
- use the curriculum to support safe and healthy lifestyles
- provide high-quality Physical Education and sport
- develop pupils' understanding of factors affecting lifelong health and wellbeing

The curriculum also supports pupils in understanding the diversity of cultures and faiths in modern Britain. Schemes of work introduce pupils to public institutions and democratic processes, helping them to take an informed role in society. Pupils are encouraged to take responsibility and make a positive contribution to the school and wider community.

Transition Support:

Frewen College carefully manages pupil transitions within the school and in preparation for further education. Pupils and parents/carers receive guidance when moving from Prep to Senior School, and staff spend time at the end of each year working with their prospective classes to support familiarity and continuity. Transitions for pupils with SEND are planned thoroughly at every stage, both internally and with external providers, to ensure their needs are fully met.

Preparation for the Future:

The school provides a curriculum that prepares pupils for further and higher education, employment and adult life. Pupils gain insights into the world of work, available career pathways, entry routes and required qualifications or training. The school arranges work-experience opportunities and provides guidance on next steps, including further and higher education options.

Standards of Attainment

The school undertakes annual data analysis to evaluate pupil achievement and identify trends. This analysis helps us to determine:

- differences in performance across subjects
- variations between boys' and girls' outcomes
- progress and attainment of the most able pupils
- any groups who may be underperforming
- pupils who may be gifted or talented
- how final outcomes compare with expectations and baseline assessments

This information informs curriculum planning, target setting and intervention strategies.

Curriculum, Academic Excellence and Public Examinations:

While preparing pupils for public examinations and future education is a key goal, the school ensures this is balanced with the broader aims set out in the curriculum policy. Academic success is pursued alongside personal development, wellbeing and the wider educational values of the school.

Enrichment Opportunities:

All pupils are offered a range of enrichment activities and clubs during lunchtimes and after school. These enable pupils to extend existing interests and explore new ones. Activities reflect the skills and interests of staff and pupils, with additional opportunities provided through external specialists where appropriate.

Organisation and Planning:

The curriculum is planned in three phases: long-term, medium-term and short-term.

- **Long-term plans** provide an annual overview of curriculum content for each key stage and identify the topics taught each term. These plans are reviewed annually and updated by the curriculum coordinator in consultation with teaching staff.
- **Medium-term plans** set out the learning objectives and teaching strategies for each topic.
- **Short-term (weekly or daily) plans** are produced by teachers and outline lesson objectives, activities and resources.

Teaching is guided by the whole-school curriculum plan, which sets out the school's aims, objectives and values. Plans are reviewed annually and may be adapted in response to pupils' needs.

Teachers use ongoing assessment to inform planning and ensure work is appropriately matched to pupils' abilities. Lessons are designed to build on pupils' knowledge and skills, maintain high expectations and promote the highest possible standards of achievement.

As all students at Frewen College have SEND teachers use information and targets from Individual Education Plans (IEPs) and adapt teaching as appropriate for individual students. The school meets statutory requirements for inclusion and equal opportunities, valuing every pupil as an individual.

Disapplication

In line with statutory requirements, the school may modify curriculum programmes to meet individual pupil needs. Any decision is made following discussion with parents/carers and may allow a pupil to:

- engage in extended work-related learning
- focus on particular areas of strength
- consolidate learning where progress is significantly below age-related expectations

Curriculum Principles

The curriculum supports the school's fundamental aims and sits alongside pastoral care and extra-curricular opportunities to ensure pupils develop a broad range of transferable skills. It is designed to promote learning, personal development and preparation for life beyond school.

Frewen College provides a challenging and stimulating curriculum that encourages enthusiasm for learning, curiosity, creativity and personal growth. Central to the school's ethos is a commitment to active learning and to nurturing each pupil's individual development.

The curriculum aims to develop:

- intellectual independence and an enduring love of learning
- research, evaluation and critical thinking skills
- personal interests, both curricular and co-curricular
- leadership, initiative, teamwork and creativity

Teaching at Frewen College seeks to inspire, motivate and enrich pupils' learning experiences. Teaching styles are adapted to meet diverse needs, and schemes of work are designed to bring the curriculum to life through creative and engaging delivery.

The school provides a broad academic curriculum aligned with its aims and mission. Programmes of study are inclusive of the National Curriculum and encompass academic, physical and creative experiences. Pupils also benefit from opportunities for independent learning, teamwork and educational visits.

The curriculum promotes not only academic progress but also pupils' spiritual, moral, social and cultural development, supporting their growth into empathetic, confident and responsible individuals.

Effective Ethos and Classroom Environment

Frewen College aims to create a purposeful, supportive and stimulating learning environment where pupils **aspire** to high standards, **believe** in their abilities, and **achieve** their full potential. Classrooms are safe, well-organised and language-rich, with displays and resources designed to promote independence, confidence and pride in work.

Teachers maintain high expectations while fostering a nurturing atmosphere that supports academic progress and personal development. Learning activities are planned to be safe and appropriately challenging, and all off-site visits follow Department for Education and Health and Safety Executive guidance. Parents/carers provide consent for visits, with separate permissions for residential or adventure activities.

We ensure the school environment is attractive and engaging, providing opportunities for all pupils to showcase their best work. Teachers reflect on their professional practice and engage in ongoing development to continually enhance the quality of teaching. All teaching takes place in an atmosphere of trust, respect and fairness.

Positive relationships underpin our approach. Teachers treat pupils with kindness, consistency and equality, while following the school's behaviour and classroom management policies. Class codes of conduct are agreed with pupils to support positive behaviour and effective learning. Praise and encouragement are used to promote self-esteem and positive attitudes, and sanctions follow the procedures in the school's Behaviour Policy.

Our learning environment is designed to be:

- challenging and stimulating
- calm, safe and caring
- organised and well-resourced
- inclusive and accessible
- encouraging, welcoming and professional

The Headmaster provides strategic leadership, supports staff and monitors pupil progress to ensure the ethos of *Aspire, Believe, Achieve* is embedded throughout the school.

The Curriculum and Teaching Staff

Teachers ensure that homework is set and marked regularly so that learning is reinforced and individual needs are identified. We recognise that pupils learn in different ways, and we aim to provide a rich, varied environment where all pupils can **aspire, believe** in their abilities and **achieve** their full potential.

Through our teaching we aim to:

- develop confident, enquiring, independent learners
- foster self-esteem and positive relationships
- promote self-respect and respect for the ideas, values and feelings of others
- value and celebrate all cultures
- meet individual needs and personalise learning
- help pupils understand their role within the school and wider community
- support pupils to become responsible, independent and positive citizens
- provide challenge and opportunity appropriate to each pupil's abilities, interests and aspirations

Auditing Our Curriculum, Teaching and Learning:

The school regularly audits its curriculum and teaching to ensure high standards and continuous improvement. In doing so, we consider:

- How well we are performing
- How our outcomes compare with similar schools
- What further improvements we should aim for
- What actions are required to achieve them

Evaluating Teaching:

At Frewen College, the primary purpose of teaching is to support learning and raise pupils' achievement. Teaching includes planning, delivery, assessment, feedback and intervention.

When evaluating teaching, we consider how effectively it:

- builds on pupils' prior knowledge and skills
- develops reading, writing, communication and mathematical competence
- motivates, engages and challenges pupils
- uses assessment and feedback to support improvement
- differentiates to meet the needs of all pupils, including the most able and those with SEND
- promotes independence and high expectations
- makes effective use of time, resources and subject expertise
- manages behaviour calmly and consistently
- sets appropriate homework in the Senior School

Behaviour that undermines the positive ethos of Frewen College—such as bullying, discrimination, intolerance or poor language—will not be accepted.

Evaluating the Curriculum

When reviewing curriculum quality, we consider:

- the impact on pupils' academic progress, personal development and preparation for adult life
- the contribution of the curriculum to the school's ethos, aims and wellbeing priorities
- how well planning builds on prior learning and ensures progression
- the extent of enrichment opportunities, extra-curricular provision and external partnerships
- the quality of careers guidance for senior pupils
- feedback from pupils, parents/carers and staff

The curriculum is designed to be broad, balanced and responsive. It is adapted where necessary to meet the needs of individuals and groups, including high-attaining pupils and those with SEND.

Effective Teaching – Expectations of Staff

Staff are expected to promote the aims of the curriculum by:

- maintaining high aspiration for all pupils
- using a range of effective teaching and learning methods
- ensuring all pupils can access the curriculum and experience success
- planning lessons that build on prior learning and support continuity and progression
- providing learning that is challenging, motivating and inspiring
- involving pupils in their learning through discussion, regular formative feedback, target-setting and self-evaluation
- developing pupils' independence and learning skills
- valuing and rewarding effort and achievement through praise and positive reinforcement
- working in partnership with pupils, colleagues and parents/carers to achieve shared goals
- keeping parents/carers fully informed of progress through reports and parent meetings

Monitoring Teaching and Learning

Senior and middle leaders monitor teaching and learning through:

- work scrutiny (books and online work) to check consistency and quality of marking
- planning checks to ensure planning is current and evaluated
- lesson observations: all teachers observed up to three times annually; ECTs observed each half-term

Observation outcomes are discussed with teachers, highlighting strengths and development points. The Headmaster uses monitoring information to inform whole-school professional development priorities.

Evidence Used to Evaluate Teaching

Evaluation of teaching draws on a range of evidence, including:

- joint lesson observations with senior staff, followed by discussion with the teacher
- conversations with pupils about their learning and classroom experiences
- discussions with teaching staff
- feedback from pupils, parents/carers, staff and placing authorities
- the school's own self-evaluation
- scrutiny of pupils' work, focusing on:
 - the effectiveness and regularity of marking and assessment
 - the level of challenge provided

Effective Learning

Frewen College recognises that pupils learn in different ways, so teaching is planned to include a multi-sensory, whole brain approach to learning. Schemes of work are designed to bring learning to life, and teachers interpret them creatively to inspire and challenge pupils.

We provide a positive, safe and supportive environment in which pupils feel they belong, enjoy learning and are motivated by appropriate challenge. Small class sizes ensure that individual strengths, talents and needs are recognised and nurtured.

All lessons are structured to maximise learning and follow these principles:

- build on prior learning
- share clear learning objectives and explain their relevance
- make links within and across learning
- use a range of teaching styles
- allow pupils to construct their own understanding through varied activities
- provide opportunities to review learning
- include feedback that celebrates success and guides next steps
- identify what pupils will learn next

Pupils are encouraged to take responsibility for their learning by reflecting on how they learn best and engaging in reviewing and target-setting.

Assessment and marking are integral to learning and follow the school's Assessment and Marking Policy. Formative assessment includes:

- clear learning objectives shared with pupils
- co-constructed or shared success criteria
- effective questioning
- observation of learning
- use assessment for learning throughout the lessons
- analysis of evidence to inform future planning
- positive, constructive feedback
- SMART target-setting
- ensuring pupils understand their progress and next steps

Effective Planning

The curriculum is a central part of each pupil's education and, along with pastoral care and co-curricular opportunities, supports the development of key and transferable skills. Curriculum planning is designed to promote learning, personal growth and preparation for life beyond Frewen College. We aim to provide a challenging and stimulating curriculum that fosters curiosity, creativity and a sustained love of learning.

Teaching is planned to motivate pupils and build on their existing knowledge, skills and understanding so that they can achieve their highest possible standards. The whole-school curriculum plan sets out aims, objectives and content for each year group and guides teachers' planning.

Teachers use ongoing assessment to inform lesson design, ensuring tasks are appropriately matched to pupils' abilities. Planning for pupils with SEND incorporates targets from Individual Education Plans (IEPs), and teaching is adapted as needed for pupils with disabilities. The school meets all statutory requirements for inclusion and equal opportunities, valuing each pupil as an individual.

Clear learning objectives are identified for every lesson. Plans outline the intended tasks, required resources and methods of assessment. Academic targets are set annually and shared with pupils and parents/carers, with progress reviewed each term. Lessons are evaluated to support continuous improvement in teaching and learning.

Children with Additional and Special Educational Needs and Disabilities (SEND)

The curriculum at Frewen College is designed to be accessible to all pupils across the Prep, Senior School and Sixth Form. Where adaptations are required to meet an individual pupil's needs, these are made following consultation with parents/carers.

The school complies with all statutory requirements for SEND provision. When a pupil is identified as having additional needs, teachers assess the need in consultation with the Deputy Headmaster. In most cases, appropriate support and resources are provided within the class. Where needs are more complex, external agencies or specialist staff may be involved.

Pupils on the SEND register have an Individual Education Plan (IEP), outlining their needs, planned provision and targets for improvement. Progress is reviewed regularly. For pupils with an Education, Health and Care Plan (EHCP), the SENCO ensures that provision meets the requirements of the plan and contributes fully to annual reviews. For further details, refer to the school's SEND Policy.

English as an Additional Language (EAL)

The school is committed to supporting pupils who have English as an Additional Language. Provision follows the EAL Policy and established school practices to ensure pupils can access the curriculum and make good progress.

Learning Outside the Classroom – Educational Visits and Off-Site Activities

Educational visits form an integral part of the curriculum and provide pupils with meaningful learning experiences beyond the classroom. Trips enrich understanding of the world, support curriculum content and promote social development, particularly as pupils move into the Senior School and access wider opportunities.

All off-site activities follow strict safety procedures. Venues are visited in advance where appropriate, risk assessments are completed, and necessary permissions are obtained. Parents/carers are informed and consent is required before any visit takes place. Staff, learning assistants and adult helpers are deployed effectively to support individuals and small groups.

Enrichment Opportunities

A broad programme of after-school clubs and enrichment activities enables pupils to develop existing interests and explore new ones. Activities reflect the strengths and interests of both staff and pupils and support wider personal development.

All enrichment and off-site activities are planned with pupil safety as the priority. Risk management processes are followed consistently, and appropriate supervision is provided at all times.

Homework:

Years 7–8

- Year 7: Weekly homework in English and Maths
- Year 8: Weekly homework in English, Maths and Science
- Subject tasks take approximately **30 minutes** and must be completed within a week
- Each half-term, pupils complete a **project-based homework** drawing on multiple subjects

Year 9

- Homework tasks take around **30 minutes**
- Occasionally, longer tasks may be set over more than one week; teachers will specify this

Years 10–11

- Homework takes **up to one hour per subject**
- Pupils may be invited to **catch-up sessions** at lunchtime or after school during GCSE courses

Expectations for Staff

- Homework must be set on the designated day according to the published homework timetable
- Teachers must record homework on **SIMS Engagement** so parents/carers can support completion
- Submission of homework must also be logged on SIMS Engagement

Careers Guidance

(See also the Vocational Policy)

Frewen College supports pupils in preparing for formal examinations and future pathways. Study Skills programmes provide guidance on revision, note-making, exam techniques and managing stress. Pupils are encouraged to understand their strengths, areas for development and preferred learning styles.

Formal careers guidance begins in **Year 9**, but younger pupils are introduced to the world of work through curriculum activities and opportunities that promote economic wellbeing. This includes talks from professionals, visits to workplaces and encounters with industry. Visiting speakers offer motivational and aspirational insights to support pupils' future choices.

At the appropriate stage, pupils receive **interview training** and further careers support to prepare them for life beyond Frewen College.

Communication with Parents/Carers

Frewen College recognises the vital role parents and carers play in supporting pupils' learning. The school maintains clear and regular communication by:

- holding meetings to explain school approaches and curriculum strategies
- providing information outlining topics pupils will study
- issuing regular reports on progress and next steps
- offering guidance on how parents/carers can support homework and project work
- sharing updates through the school website and parent portal
- maintaining an open-door policy for enquiries
- ensuring strong communication channels for families living overseas

We expect parents/carers to support the school by:

- ensuring pupils attend regularly and punctually
- helping pupils remain healthy and ready to learn
- informing the school of any external circumstances that may affect behaviour or performance
- promoting a positive attitude towards school, staff and learning

Concerns and Complaints

Parents and carers who have concerns about any aspect of the curriculum should raise them with the Head of Faculty in the first instance. The school's Complaints Procedure is available on the website (www.frewencollege.co.uk) or from Reception.

Evaluation and Monitoring

The effectiveness of the curriculum is monitored using whole-school and individual pupil indicators.

Whole-school indicators include:

- examination results
- destinations of school leavers
- findings from inspections

Individual pupil indicators include:

- development of positive self-image and confidence
- progress in literacy, numeracy, self-expression and ICT
- growing independence, motivation and self-discipline
- appreciation of the natural and built world
- ability to work cooperatively
- acquisition of appropriate life skills
- understanding of human aspirations and achievement

The school prepares pupils for further education and public examinations while ensuring this work aligns with the broader aims and values set out in this curriculum policy.

Subjects Offered at Frewen College

Frewen College provides a broad and balanced curriculum across all key stages, enabling pupils to develop core skills in literacy, numeracy, communication and critical thinking, alongside scientific, technological, social, physical, aesthetic and creative learning.

Key Stage 2 (Years 3–6)

Pupils study:

- **English**
- **Mathematics**
- **Science**

All other subjects are delivered through an integrated **Creative Curriculum**, with **Music** taught by specialist Senior School staff. Pupils also have opportunities to learn musical instruments and take part in a range of enrichment activities.

Key Stage 3 (Years 7–9)

Pupils study:

- English
- Mathematics
- Science
- ICT
- Humanities
- Religious Education
- PSHEE/Citizenship

- Design & Technology
- Art
- Music
- Drama
- Food & Nutrition
- Physical Education

Key Stage 4 (Years 10–11)

All pupils study:

- English
- Mathematics
- Science
- PSHEE/Citizenship including Careers Education
- Physical Education

Pupils also select **three options** from:

Geography • History • Design & Technology • Digital Skills • Art • Music • Drama • Hospitality & Catering • Physical Education • Business Studies

Pupils follow a range of accredited courses including:

- GCSE
- Cambridge Creative iMedia
- BTEC Level 1 & 2
- Functional Skills (Levels 1 & 2)
- LAMDA qualifications

Sixth Form

Students have access to:

- **A Levels**
- **BTEC Levels 1, 2 and 3**
- GCSE and Functional Skills resits in English and Maths where required

Vocational Pathways

Further details, including BTEC Introductory Certificates, and AQA Awards programmes, are available in the **Curriculum Vocational Policy**.

Frewen College is committed to ensuring that pupils with SEND or additional needs are fully supported and given every opportunity to achieve their potential through a diverse, accessible and ambitious curriculum.

Monitoring the Implementation of the Curriculum and Measuring Its Impact

The Headmaster is responsible for overseeing the implementation of the curriculum and monitoring the work of teaching staff. This includes reviewing long- and medium-term planning to ensure effective teaching strategies, providing strategic leadership and guidance, supporting colleagues, monitoring pupil progress, managing resources, overseeing data collection and tracking, and establishing partnerships with external agencies where appropriate.

The curriculum is guided by the principle that education should broaden pupils' knowledge, understanding and enjoyment, while preparing them to be active, responsible and as independent as possible in adult life.

High-quality teaching and support at Frewen College require strong professional skill, expertise and dedication, reflecting the school's ethos, values and long-standing educational practice.