

Curriculum Policy

Authorised by	Dr Adrian Rainbow (Head)
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1 Curriculum aims

London Park School Mayfair, London Park School Sixth and London Park School Hybrid, (the 'School'), aims to inspire intellectual curiosity and an instinctive love of learning which leads naturally to academic aspiration and examination success. Throughout a student's education at the School, there is focus on speaking, listening, literacy and numeracy skills.

The curriculum at the School is designed to:

- provide a broad and balanced education for all students which is coherently planned and sequenced, such that
 - students acquire sufficient knowledge for skills and future learning and employment;
 - students are given experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.
 - students receive appropriate personal, health, social and economic education, including relationships and sex education (RSE) and that our curriculum supports fundamental British values;
 - students' spiritual, moral, social and cultural development is supported;
- enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations;
- support students' physical development and responsibility for their own health, and enable them to be active;
- promote a positive attitude towards learning;
- ensure equal access to learning for all students, with high expectations for every student and appropriate levels of challenge and support;
- have a high academic/vocational/technical ambition for all students;
- equip students with the knowledge and cultural capital they need to succeed in life, including up-to-date careers guidance which
 - is presented in an impartial manner;
 - enables students to make informed choices about a broad range of career options; and
 - helps to encourage students to fulfil their potential.
- provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals;
- develop students' independent learning skills and resilience, to equip them for further/higher education and employment.

2 Legislation and guidance

This policy is informed by (but is not governed by) the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality and diversity as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010 and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

3 Links with other policies

This policy should be read in conjunction with:

- The LPS Mayfair/Sixth/Hybrid LE, SEN, EAL and Laptop Policy
- The LPS Mayfair/Sixth/Hybrid Teaching and Learning, Assessment and Feedback Policy
- The LPS Mayfair/Sixth/Hybrid Examinations and NEA (Non-Examined Assessment) Policy

4 Roles and responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the Head and Senior Leadership Team to account for its implementation. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets;
- Enough teaching time is provided to ensure proper coverage of the material in the curriculum.
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEND).
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum
- Students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced (see Careers Policy, below).

The Head and the Deputy Head Academic

The Deputy Head Academic is responsible for this policy, and with the Head and the SLT is responsible for ensuring that this policy is adhered to, and that:

- all required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met;
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board;
- The school's procedures for assessment meet all legal requirements (see the school's Teaching, Learning and Assessment Policy);
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEN and those with Higher Learning Potential (HLP).

Other teaching staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Key staff are:

- The Data and Tracking Manager, who administers baseline testing, reporting and data tracking in the school;
- The Head of Examinations, responsible for internal and external examinations;
- The SENCO and Learning Enrichment staff
- Heads of Department and Subject Leaders, who lead on subject provision, design Schemes of Work and Handbooks and ensure curriculum delivery in their subjects.

5 Organisation and planning

At LPS Mayfair/Sixth/Hybrid the curriculum is designed to ensure that students have a balance between the different subject areas.

PSHE lessons are key in each of the seven year groups, covering PSHE and RSE material and assessment (see the PSHE SoW), in a period a week. Assessment of PSHE and RSE is included in the provision.

The spiritual, moral, social and cultural (SMSC) development of students is supported throughout all subjects where opportunities arise naturally, and referred to in Schemes of Work and Departmental and Subject handbooks, as well as in assemblies, clubs, tutor group discussions and so forth.

Equally the School supports fundamental British values, of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith, and promotes these values both within the taught curriculum where possible, and in assemblies, clubs, student representation (the Student Council) among others. Furthermore, the School's PSHE programme promotes these values through both its content and delivery. As such, students at LPS Mayfair/Sixth/Hybrid are prepared effectively for the opportunities, responsibilities and experiences of life in British society. Where political issues are brought to the attention of students, the School expects that they be presented in a balanced and fair manner by staff. In no way should partisan views be presented.

Lesson timings

The curriculum operates on six 55-minute periods per day. GCSE options are chosen by Years 10 and 11. Students typically take eight GCSEs, although the number is reduced if the needs of the student are better served by such a reduction, either in September of Year 10 or after any of the mock examinations.

Homework

Regular homework is set in all subjects. Students will normally have three subject homework tasks each weekday evening. Form tutors provide appropriate guidance to tutees to ensure that work is distributed as evenly as possible throughout the week.

Assessment

Regular classroom testing is conducted in all subjects as judged appropriate and this is fed back into lessons in a continuous process. In addition, the majority of subjects are formally tested at the middle and the end of the academic year, either by Midyear and End of year progress tests or course work. Some departments also choose to set tests at other times during the academic year. Exam groups have In Class tests as further progress reflection points in the year. All students in years 7, 9 and 12 take baseline assessments for value-added calculations. All students take internal examinations at the end of the school year. For year 11 and 13, there are early GCSE assessments in November and full mocks in February.

Key Stage 3 (Years 7, 8 and 9)

Years 7 and 8 are designed to give exposure to a wide range of subjects, including Computing and a focus on PHSE lessons, which cover PHSE, and double P.E lesson weekly.

Mathematics, English and Science are taught in ability sets, based on information from previous schools and our own baseline and other assessments; other subjects are taught in Form Groups (each year cohort has two Forms) of mixed ability.

All Years 7, 8 and 9 have one games afternoon a week (equivalent to two periods).

Year 7 curriculum

The curriculum in Year 7 is designed to expose students to the widest range of academic subjects possible, including mathematics, the sciences, English, modern languages, drama, art, music, Humanities, Computing and PE.

English, mathematics and science are taught in 2 sets, based on ability derived initially from baseline testing and from assessment during the first weeks of the academic year (see 6.6)

In Modern Foreign Languages, during the first term, all Year 7 students study French and Spanish, students choose to study either French or Spanish.

Subject	lessons per cycle	No. of teaching groups + average size
English	5	2 sets ~ 17 students
Mathematics	5	2 sets ~ 17 students
Science	4	2 sets ~ 17 students
French or Spanish	1*	2 form groups ~ 17 students
Geography	2	2 form groups ~ 17 students
History	2	2 form groups ~ 17 students
Music	1	2 form groups ~ 17 students
PSHE	1	2 form groups ~ 17 students
Drama	1	2 form groups ~ 17 students
Art	1	2 form groups ~ 17 students
Computer Science	1	2 form groups ~ 17 students
PE	2	Whole year group

Year 8 curriculum

The Year 8 curriculum continues with the model of Year 7.

Subject	lessons per cycle	No. of teaching groups + average size
English	5	2 sets ~ 17 students

Mathematics	5	2 sets ~ 17 students
Science	4	2 sets ~ 17 students
French or Spanish	1	2 form groups ~ 17 students
Geography	2	2 form groups ~ 17 students
History	2	2 form groups ~ 17 students
Music	1	2 form groups ~ 17 students
PSHE	1	2 form groups ~ 17 students
Drama	1	2 form groups ~ 17 students
Art	1	2 form groups ~ 17 students
Computer Science	1	2 form groups ~ 17 students
PE	2	Whole year group

Year 9 curriculum

The Year 9 curriculum continues with the model of Year 8.

Subject	lessons per cycle	No. of teaching groups + average size
English	5	2 sets ~ 17 students
Mathematics	5	2 sets ~ 17 students
Science	4	2 sets ~ 17 students
French or Spanish	1	2 form groups ~ 17 students
Geography	2	2 form groups ~ 17 students
History	2	2 form groups ~ 17 students
Music	1	2 form groups ~ 17 students
PSHE	1	2 form groups ~ 17 students
Drama	1	2 form groups ~ 17 students
Art	1	2 form groups ~ 17 students
Computer Science	1	2 form groups ~ 17 students
PE	2	Whole year group

Key Stage 4 – GCSE

Curriculum and option subjects

At LPS Mayfair/Sixth/Hybrid, we consider the five core subjects to be English Language, English Literature, Mathematics and Combined Science. Additionally, PSHE lessons and Games afternoons are compulsory. All students are entered

into these. Those students who wish to take individual Sciences can opt for supplementary Biology, Chemistry and Physics lessons within the option subjects at Year 11, at Year 10 these students will be selected based on ability.

We expect that most of our students will take eight GCSEs. Discussion of GCSE options takes place throughout Year 9 and most students will choose four GCSE options in addition to the core subjects from a wide range that is updated each year. Students are encouraged to make these choices based on their abilities and preferences. We construct our GCSE option blocks each year to according to the choices our students have made and thus maximise the number of different choices that can be accommodated. A GCSE options booklet, student events, and a parents' evening are used to inform options, in the Spring Term of Year 9. Students will choose freely from options and blocking is done to accommodate as many first choices as possible. We cannot guarantee to run every subject, particularly when group sizes are very small, or if timetabling proves impossible.

Some students may opt to take 8 GCSEs and work with the LE department for three periods per week on the Functional Skills qualifications in English and Maths with further, in-house support to support their studies. The LE department will contact parents of students who would benefit from this route. Details of the specifications followed for all KS4 courses are given in the GCSE course booklet issued to parents and students.

The subjects and blocking students may choose from are below.

Year 10 2024-25 Option Blocks		
Block 1	Block 2	Block 3
Business Studies	Geography	Business Studies
Economics	History	Computer Science
Art	Music	Spanish
Drama	Physical Education	French
History	Psychology	Geography

Year 11 2024-25 Option Blocks			
Block 1	Block 2	Block 3	Block 4
Business Studies	Computer Science	History	Geography
Drama	Business Studies	Geography	Psychology
Design	History	Music	French
	Art	Physical Education	Spanish

	Media Studies	Media Studies	
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Change of GCSE subject options

Year 10 GCSE options – options can be swapped where the blocking allows within the first full two weeks of term. Any later than this will require a face-to-face conversation between parents/guardians, the student and the Deputy Head Academic due to the content covered in the courses. No changes are permissible after October half term.

Dropping/changing of GCSE subjects and tiers in Year 11

- Subjects may not be dropped before the Year 11 mocks. After the mocks, a discussion between parents/guardians, students and the Deputy Head Academic can be organised on a case-by-case basis to assess suitability. The option to drop a subject is limited to available rooming and staffing at this time.
- Change from Separate to Combined Science. The Head of Science will write home in November or February mocks where it is the School's recommendation that a student should change from Separate Science to Combined Science. This will always be based on the student's best interest and outcomes.
- In subjects which have the option of Foundation and Higher Tiers, the Head of Department will write home after the November or February mocks with a recommendation of tier entry, this will always be based on the student's best interest and likely outcome.

Set changes

In order best to target teaching across compulsory subjects in Mathematics, English and Science, students are taught in sets, according to ability. If, in the opinion of the teacher (in consultation with the Head of Department), a student's needs would be better served in a different set, the reasoning will be explained to and discussed with the student, in consultation with the tutor, before any changes are implemented. Where there might be particular sensitivities, parents are also consulted and informed.

GCSE examinations of subjects not offered as part of the London Park School Mayfair curriculum

Students who would like to take a GCSE examination in their native language may apply to the School to do so. If there is a member of the teaching staff who is qualified to act as an oral examiner in the desired language, the School will act as an examination centre in these cases. Where we cannot offer this service, we advise parents to enter their child as a private candidate in a centre which offers the language, and will offer reasonable assistance in finding one. The examinations officer will write at the start of Year 10 to give an overview of this process and again in Year 11 to confirm GCSE entries. More information can be found in the Examination Policy.

Year 10 curriculum

Core

Subject	Number of teaching groups	Lessons per cycle
English Language and Literature	3 sets by ability	5
Mathematics (including Further Maths)	3 sets by ability	5

Science (Double or Triple Award)	3 sets by ability	2 each for Biology, Chemistry, Physics
PSHE	2 Form Groups	1

Options

Subject	Number of teaching groups	Lessons per cycle
French	1 mixed-ability	3
Spanish	1 mixed-ability	3
Geography	2 mixed-ability	3
History	2 mixed-ability	3
Art	1 mixed-ability	3
Design	1 mixed ability	3
Computer Science	1 mixed-ability	3
Psychology	1 mixed-ability	3
Drama	1 mixed-ability	3
Music	1 mixed-ability	3
Business Studies	2 mixed-ability	3
PE GCSE	1 mixed-ability	3

Year 11 curriculum

Core

Subject	Number of teaching groups	Lessons per cycle
English Language and Literature	4 sets by ability	5
Mathematics	4 sets by ability	5
Science (Double Award)	4 sets by ability	2 each for Biology, Chemistry, Physics
PSHE	3 Form Groups	Drop down days

Options

Subject	Number of teaching groups	Lessons per cycle
French	1 mixed-ability	3
Spanish	1 mixed-ability	3

Geography	1 mixed-ability	3
History	1 mixed-ability	3
Art	1 mixed-ability	3
Computer Science	1 mixed-ability	3
Psychology	1 mixed-ability	3
Drama	1 mixed-ability	3
Music	1 mixed-ability	3
Media Studies	1 mixed-ability	3
Business Studies	2 mixed-ability	3
Economics	1 mixed ability	3
PE GCSE	1 mixed-ability	3

Key Stage 5 – A level

Curriculum and option subjects

We expect that most of our students will take three A levels. Discussion of A level options takes place throughout Year 11. We construct our A level option blocks each year according to the choices our students have made and thus maximise the number of different choices that can be accommodated. Students will choose freely from options and blocking is done to accommodate as many first choices as possible. We cannot guarantee to run every subject, particularly when group sizes are very small, or if timetabling proves impossible. Additionally, the A level curriculum includes PSHE lessons and Games afternoons. These are compulsory. All students are entered into these.

On top of the options subjects, students are entered into the Extended Project Qualification (EPQ). The EPQ is a dissertation or project created on the basis of independent research. It is a Level 3 qualification usually taken in Year 12 or 13 and can help to encourage independent learning and prepare students for university or further study. The EPQ qualification is the equivalent to a Level 3 qualification, such as an AS-level, so it can be a useful way increase students' UCAS points. Some students may opt to take 4 A levels rather than the EPQ.

Change of A level subjects

Year 12 A level options – options can be swapped where the blocking allows within the first full two weeks of term. Any later than this will require a face-to-face conversation between parents/guardians, the student and the Deputy Head Academic due to the content covered in the courses. No changes are permissible after October half term.

Dropping of A level subjects in VI Form

Subjects may not be dropped before the End of Year 12 Exams. After the exams, a discussion between parents/guardians, students and the Deputy Head Academic can be organised on a case-by-case basis to assess suitability.

VI form curriculum

Subject	Number of teaching groups	Lessons per cycle
Option 1	1 mixed set	6
Option 2	1 mixed set	6

Option 3	1 mixed set	6
PSHE	1 Form Groups	1

6 Review

This policy will be reviewed annually, and when national circumstances dictate, by the Deputy Head Academic, and authorised by the Head. At every review, the policy will be shared with the full governing board.

Our curriculum is subject to constant review; we regularly review our schemes of work, quality of book work through book scrutiny weeks and teaching and learning through lesson observations weeks. Further alterations may also be made in response to external changes, such as changes in government policy, higher education policy or syllabus content, or in response to internal factors, such as changes in the ability of the intake or in the preferences and interests of students. The demands on education do not stand still and our curriculum is reviewed and developed to ensure that the changing needs of the students are constantly met.

A high quality of education depends on a carefully planned and regularly reviewed curriculum that takes fully into account its: Intent, Implementation and Impact.

7 Inclusion and EAL

Teachers should set high expectations for all students. They should plan stretching work for students whose attainment is significantly above the expected standard, and plan appropriately for those lessons for students who have low levels of prior attainment or have English as an Additional Language. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students (those on our HLP register)
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study all the subjects we offer, wherever possible, and ensure that there are no barriers to every student achieving. Details of students' SEN are stored securely on our MIS.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

English as an Additional Language (EAL)

French and Spanish lessons will be largely delivered in the language being taught. All other lessons at London Park School Mayfair are taught in English.

We welcome a number of international students who arrive with a range of English language and comprehension skills. Our school is culturally diverse and contains students from multi-cultural backgrounds, a number of whom are bi-lingual or brought up in non-English speaking homes. The vast majority of students are fluent English speakers, and a small number benefit from EAL support.

We believe that any students for whom English is an Additional Language should benefit from the provision that we offer, and the EAL Policy (part of the Learning Enrichment Policy) outlines the provision we aim to provide in such cases. This policy takes due regard of the Equality Act 2010.

Equal Opportunities

It is important that all members of the School community recognise that they have the same rights and are entitled to the same opportunities regardless of race, gender, social background, religion, culture, physical disability and other differences.

The School acknowledges the need for all members of the community to:

- respect, accept and value individuality.
- recognise, reject and work positively against all forms of prejudice and discrimination;
- integrate each individual into our community and encourage all to interact without fear or prejudice;
- recognise the value of diversity as an enriching factor within our community; and,
- develop self-esteem and self-confidence through living in an atmosphere of mutual respect.

Further information can be found in our Equal Opportunities Policy, and in our Learning Enrichment, SEN, EAL and Laptop Policy and information report.

8 Resourcing the curriculum

The School ensures that teaching is adequately resourced. Heads of department/subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

9 Monitoring arrangements

Governors monitor the effectiveness of the curriculum and compliance with other statutory requirements through school visits, meetings with staff and students and scrutiny of results and interventions.

Heads of Department and Subject Leaders monitor the way their subject is taught throughout the school by:

- arranging lesson visits and observations within and beyond subjects
- holding regular minuted departmental meeting (and 'cluster' meetings)
- annually (at a minimum) scrutinising planning, schemes of work, handbooks
- holding learning walks

The school undertakes a marking scrutiny for each year group once a year, sampling diagnostically marked work of all teachers in bands of lower, middle and higher ability students.

Senior Managers (and other staff) hold learning walks throughout the year.

10 Admissions

The School is non-academically selective. We believe that in order to offer a truly holistic education that students cannot be admitted on academic ability alone. Please refer to our full Admissions Policy for further information on Admissions. Any matter relating to the admissions process to the School should be referred to the Admissions Manager:

- admissions.mayfair@londonparkschools.com
- admissions.sixth@londonparkschools.com
- admissions.hybrid@londonparkschools.com
- or call us on 0203 949 7412.

11 Careers Education and Guidance Policy

Introduction

The Careers Education and Guidance programme is an important means of motivating students to both widen and raise their aspirations and attainments. Career development should be viewed as a lifelong process.

Principles underpinning Careers Education and Guidance

- individuals are treated without prejudice and have an entitlement to Careers Education and Guidance, regardless of race, gender, religion, ability, disability, social background or sexual orientation
- individuals have equal access to accurate, up to date and impartial information free from bias and stereotyping
- individuals' personal aspirations are the most important factor in any activity and should be treated with respect
- Careers Education and Guidance underpins and runs through the whole curriculum
- External speakers will feature to give real life value to the course.

Aims

Careers Education and Guidance has an important role to play in achieving the overall school aims. As part of a broad and balanced education, it helps individual students to build the skills, knowledge and values needed for the management of their lifelong learning and career development. CEG will enable students to:

- develop knowledge of themselves: strengths and weaknesses, personal qualities; and have a balanced view of their self-worth and potential
- be aware of and make informed choices about education, training and career progression
- be able to implement their career plans by developing attitudes of self-reliance and responsibility for their own decisions now and in the future

AIM 1 SELF DEVELOPMENT

Careers education and guidance should promote self-development, helping students to:

- have high self-esteem and a positive self-image
- be aware of their own needs, interests, values and attitudes in relation to careers and work
- know which subjects and skills they are good at
- assess their capabilities realistically
- explain their career ideals clearly and cogently to those who can help them
- feel confident about planning and taking responsibility for their careers

- show initiative and enterprise
- use self-advocacy and negotiation skills
- enjoy new challenges and be willing to be flexible
- work well on their own and with others
- manage their time well

AIM 2 CAREER EXPLORATION

Careers education and guidance should promote career exploration, helping students to:

- be aware and understand the full range of options open to them
- know the main sources of careers information relevant to their needs
- use information skills to get information from printed, audio-visual and IT-based media
- know which jobs and other kinds of work interest them
- know which subjects and skills are useful for the courses and jobs they are considering
- have sound knowledge of local, national and international opportunities for study, training and work
- consider the changing nature and future of work when making their plans
- recognise bias and misrepresentation in careers information
- understanding of equality of opportunity in the workplace

The Importance of CEG in the Curriculum

Careers work links learning to life. Where that is done well, learning at school reminds students of what they meet in their lives outside and when they meet outside will remind them of what they learn in school. Effective teaching learning always strengthens such links and helps students to find reasons to learn – a necessary condition for improvement.

Careers guidance is where students are offered individual interviews with staff or careers advisers.

The term “career” is changing rapidly. Largely because of what the global economy demands and what new technologies permit, much of what we understand by the word career is changing. It must mean:

- more than “finding and holding a job”;

Career is more than full-time employment it is frequently temporary and short term. More and more people are portfolio, serial and freelance workers. Often a career is interspersed with voluntary or involuntary pauses. People increasingly need frequent re-training.

- more than “making a living”

Career interweaves work with what people do as partners and parents – in domestic roles. It combines with what they do for the natural, built and social environment – in consumer roles. It figures in what they do with media, as voters, volunteers and activists – in citizen roles.

- more than “getting promotion”

Career is more than moving up hierarchical ladders. There are few ready-made ladders in contemporary working life; for most people “Career” means the attempt to make coherent sense of fragmentary experience – a way of planning and enjoying their own lifelong story.

Summary

Our aim can be summed up as follows:

A checklist for readiness:

- Focus - the student has a clear sense of direction
- Information - the student is well informed about the opportunities he/she is considering
- Realistic - the student has realistically high aspirations based on an awareness of his/her own capabilities, circumstances and the availability of opportunities
- Scope - the student is aware of alternative opportunities and is open-minded and flexible enough to consider them if they become necessary
- Tactics - the student knows how to prepare, plan and take the necessary steps to implement his/her career ideas.

Learner Entitlement, Management and Delivery

Every student is entitled to high quality career education and guidance as part of their overall education. Careers Education is delivered through the Form Time and Assemblies Programme and weekly PSHE Lessons. Full details can be found in relevant SoW's and the Form Time and Assemblies Overview.

Visiting Speakers

We regularly have visiting speakers come to the school. These speakers come from a large range of backgrounds to ensure a breadth in experience and contact is delivered.

The Careers Library

This resource is part of the library where information on careers, Sixth Form and universities can be found.

Staff development

All staff are expected to contribute to the career learning and development of students in their different roles. To meet the training needs that arise from this, we will dedicate after school meetings to share best practice and time to identify moments in the curriculum where careers training can be integrated.

Funding and resourcing

Funding for careers will be allocated in the school budget in accordance with standard resource requests allocation allowing for purchasing of materials and software to support the program. Visiting speakers will be asked to provide their services without cost where possible.

Monitoring, reviewing, evaluating and reporting

The implementation of the careers programme will be monitored and reviewed by the DHA and DHP annually. We will evaluate and report on the programme and dedicated an afterschool meeting each year to for this purpose and to take further feedback for future planning.

Stakeholders and partners

We recognise the important role that parents have in their child's career development and both invite them to be part of the external talks programme and discuss careers guidance with them at parents evening and special events, such as the 16+ Guidance Evening and the GCSE subject evening.

12 Remote Education

The School delivers all parents with updated Working from Home Guidelines should school have to operate remotely. Individual Learning Plans are created where beneficial. The most recent Remote Education Guidelines are found on the Parent Portal.