



OVERSTONE PARK SCHOOL

Curriculum Policy



Curriculum Policy	
Date	September 2026
Review Date	September 2027
Coordinator	Mrs M Brown Mrs D York Mrs J Brown Mrs L Vippond

We believe this policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- School Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education Act 2003
- Education (Independent School Standards) Regulations 2014
- Guidance for Independent Schools (DfE, April 2026)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education – statutory guidance (DfE, 2019, updated September 2026)

Principles

The curriculum at Overstone Park School embraces all the learning opportunities a student can experience.

It includes what is offered in formal, timetabled lesson as well as the wealth of extra-curricular activities and experiences promoted or supported by the school. Every pupil will have the opportunity to encounter a range of learning experiences which:

- are of the highest possible quality;
- take account of unequal starting points;
- are provided irrespective of age, gender, ethnic background or disability.

Pupils will benefit from a curriculum that is well-planned and co-ordinated to provide breadth, balance, depth and relevance, and which acknowledges the need for progression and continuity in order to build on the learning experiences of the individual. It will promote the spiritual, moral, cultural, mental and physical development and well-being of pupils.

Through a range of challenging and supportive learning experiences, the curriculum will aim to develop and extend pupils to enable them to achieve their potential in all areas of school life and to learn and to develop those skills that promote independent learning.

Pupils will participate in a curriculum that will develop their personal qualities and skills, so that they can contribute effectively and confidently to life in and out of school and which will prepare them for an effective, purposeful, responsible and enjoyable adult and working life.

The curriculum provision will be inclusive providing opportunities and experiences that respond to individual student needs.

Effective teaching and learning will be the main concern of school leaders.

All pupils will be prepared carefully and thoroughly for public examinations, statutory tests and to achieve accredited qualifications.

Curricular Aims

The curriculum will include all pupils by:

- implementing the basic and national curriculum and meeting all statutory requirements;
- responding to the wide diversity in prior attainment amongst pupils in entering the school, challenging all pupils to progress and improve their attainment and ensuring that new learning is available to all;
- prompting the highest possible level of attainment for each individual, encouraging pupils to take pride in the consolidation of their efforts and ensuring that achievements are recognised through national qualifications and awards.

The curriculum will develop students' learning by:

- engaging, maintaining and developing all pupil's commitment to learning;
- developing learning essential for progression, offering choice within learning and supporting students, further identifying their areas of strength and interest and their preferred learning styles;
- providing opportunities for pupils to consolidate, develop and apply knowledge and skills, to acquire a broad base of new knowledge and to explore particular areas in greater depth;
- emphasising the place of technology across the curriculum and its relevance to the whole community;
- celebrating student success and recognising achievement. Emphasising the 'wholeness' of the learning experience and its pleasure and rewards, and thus developing self-motivation.
- The curriculum will develop pupils as individuals and as members of groups by:
 - developing in students the necessary personal qualities, values and attitudes to support them through opportunities and challenges thus enabling them to make informed decisions about the way they live their lives;
 - prompting a personal response in pupils through a range of spiritual, cultural, aesthetic and physical experiences;
 - deepening students' knowledge and understanding of beliefs and cultures and their influence on individuals and on society;
 - increasing pupils interactions with the wider community and their awareness of their own and others' roles and responsibilities within it;
 - ensuring that the Special Educational Needs Code of Practice meets the requirements of all students irrespective of their academic abilities or needs;
 - developing a sense of responsibility for their own growth by reflecting on and evaluating the whole range of their learning and development.

The curriculum will ensure progression by:

- recognising and building on the achievement of pupils in the preparatory school.
- providing students with the skills and knowledge to make informed choices about their next steps in education and ensuring a smooth transition;
- encouraging pupils to recognise the value of education and training post-16 and encouraging them to remain open to future learning opportunities;
- developing students as future adults and providing them with a basis for career progression and sustained employability.
- These aims will be supported by the delivery of the pastoral aims.

Content

- The curriculum offers breadth, balance and choice.

- Key Stages 1/2/3 the school follows the statutory National Curriculum covering the core and foundation subjects and Relationships, Sex and Health Education (RSHE),
- In Key Stage 4 students follow the compulsory core (2008 Guidance) English, Mathematics, Science, Physical Education, Citizenship and Religious Education (through the Life Skills course), Relationships, Sex and Health Education (RSHE), Careers/Work Related Learning and Business/Enterprise Education.
- The school seeks to offer a wide range of choices to students within an element of the Key Stage 4 Curriculum. This gives pupils the opportunity to follow their vocational, academic or wider interests.
- The curriculum in Key Stage 4 seeks to support students in planning pathways to further and higher education and/or careers. The curriculum between 14-18 should be a developing and continuing process, linked by the courses followed by the pupils.

The curriculum is reviewed and evaluated annually by Principal and the Senior Management Team.

School day routine.

The academic school day is 8.45 am to 3.15 pm.

The curriculum is delivered via five one hour lessons timetable and daily registration periods and tutor time which is also used for assembly.

Aims

- To provide a broad, exciting and challenging curriculum that embraces the five outcomes set out in Every Child Matters.
- To provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain.
- To provide an environment that is fun, stimulating and challenging to all pupils.
- To promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.
- To equip children with a range of skills and a desire for lifelong learning.
- To work with other schools to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Principal

The Principal will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure compliance with the legal requirements of the National Curriculum and religious education;
- consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
- encourage parents to take an active role in curriculum development;
- work closely with the link governor;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by;
 - observing teaching and learning

- planning scrutiny's and work trawls

discussions with pupils and members of the school council annually report on the success and development of this policy

Role of the Subject Leader

- There will be a subject leader for each curriculum subject.
- Each subject leader reviews progress of their curriculum subject and reports this to the Principal and other members of staff.
- Each subject has an action plan which forms part of the Single Integrated Development Plan.

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- undertake careful planning of all areas of the curriculum but will be encouraged to take time to react and to develop those unexpected moments which will further develop children's experiences;
- develop mathematical fluency, numeracy and mathematical understanding in all subjects;
- develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- be encouraged to develop the curriculum by using the range of cultures that we have within the school;
- maximize learning opportunities by encouraging and developing parental involvement;
- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure;
- use a range of teaching and learning styles to address the needs of all children;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- learn to take pride in their work;
- produce work of a high standard;
- be encouraged to bring in their own items and information in order to enhance and to take ownership of a topic;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;

- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- hand in homework properly completed and on time;
- wear correct uniform
- liaise with the school council;
- take part in questionnaires and surveys

Role of the School Council

The School Council will be involved in:

- determining this policy;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy

Role of Parents (Parental involvement)

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to become involved in curriculum development by helping in school, taking part in curriculum focus weeks and by maximizing learning opportunities between home and school;
- be informed via termly newsletters of their child's topics;
- be made aware that they have the right to withdraw their child from all part of the religious education curriculum;
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - class assemblies
 - school concerts
 - fundraising and social events
- be encouraged to work in school as volunteers;
- be encouraged to organise after school clubs or groups;
- be asked to take part periodic surveys conducted by the school on curriculum development;
 - ensure regular and punctual attendance;
 - notify school on the first day of pupil absence;
 - have holidays in term time and authorised by school;
 - encourage effort and achievement;
 - encourage completion of homework and return it to school;
 - provide the right conditions for homework to take place;
 - hand in homework on time;

- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
 - ensure correct school uniform is worn

National Curriculum Subjects/additional subjects taught:

- English
- Mathematics
- Science
- Geography
- History
- Religious Studies
- Citizenship
- PSHE
- French
- Art & Design
- Design Technology
- Computing
- Food Technology
- Performing Arts
- Music Technology
- Music

Animal Care

- Careers
- Horticulture

Timetable

Class timetables provide details of time allocations to each subject.

Planning

Long, medium and short term planning is in place for all subjects.

Subject Policies

Policies are in place for all subject areas and are updated every three years.

Monitoring

Standards will be monitored by:

- looking at pupils work
- subject observations
- pupil discussions
- audit of subjects
- scrutiny of planning
- general curriculum discussions

Monitoring will be undertaken by subject coordinators and members of the Senior Leadership Team.

Topic Work

Geography, History, Science, ICT, PSHE and C, Art and DT will be taught as topics with possible links to Music and RE.

Educational Visit and Visitors

- We actively encourage educational visits to link in with topic work.
- Invited speakers will enhance the experiences of the children.

Equal Opportunities

- We aim to promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.
- We look for ways to encourage both boys and girls in all subject areas.
- By careful monitoring we encourage those underachieving in certain areas.

Special Needs

Teachers' planning caters for the wide ability range by including differentiated opportunities in order for all children to make progress

Raising Awareness of this Policy

- School Handbook/Prospectus;
- School website;
- Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Written communications with home such as weekly newsletters and of end of half term newsletters;
- Annual report to parents;
- Headteacher reports to the Governing Body;
- Information displays in the main school entrance;
- Text messages
- Email
- Social media:
 - Facebook
 - Twitter
 - Virtual pin boards
 - School blog

Training

All school personnel:

- have equal chances of training, career development and promotion

- receive training on this policy on induction which specifically covers:
 - National Curriculum programmes of study and attainment targets for all subjects
 - teaching and learning
 - planning
 - assessment
 - key skills
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Principal:	Mrs M F Brown	Date:	September 2026
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APPENDIX A

HOMEWORK POLICY

Setting and marking homework is one of our most important tasks. Used well, homework should greatly increase the time available for students to learn. Homework is the window through which parents see the school.

1. Parents will be given a homework timetable at the start of each year, indicating the nights when homework should be assigned. This may be revised in the light of any timetable change.

2. The purposes of homework are to:

- a) provide opportunities for students to work independently and to take responsibility for organising their work;
- b) help students recognise the link between good study habits and higher standards of achievement;
- c) check that students have understood classwork;
- d) consolidate or extend work covered in school;
- e) prepare for future lessons.

3. As an approximate guideline homework should take:

- 30 mins per subject in Years 3 - 6
- 30 mins per subject per slot in Year 7
- 40 mins per subject per slot in Years 8 and 9
- 50 mins per subject per slot in Years 10 and 11
- 5 hours per subject per week in Sixth Form

4. Students must write their homework into the Homework Diary. Form Tutors are asked to check that they do this and sign it each week.
5. Homework will always be set. Where appropriate students are instructed to write 'none set' in their contact book – such entries are expected to be rare.
6. Homework may be set at any appropriate point in a lesson. Explanation should follow and sufficient time must be allowed for the slowest pupil to write it down in their contact book. If possible the last few minutes of a lesson should be avoided for such a vital task.
7. Homework can be set well in advance. In the case of Years 10 and 11 this helps them to plan their time. Where students are working on a project or topic for many consecutive homework their progress will be monitored very regularly.
8. Homework will be set for the first day of term. The first two or three days are vital in establishing what is expected. It is also important to maintain academic momentum right through to the final day of term.
9. As the name suggests, it is intended that homework is done at home or during supervised prep, thereby leaving lunch-break free for extracurricular activities.

MERITS

A teacher wishing to commend a pupil on a particularly good piece of work or effort may award a Merit to be entered in the Contact Book. In the Junior School merit marks are recorded in the child's exercise book, and they will then add that mark to their class Merit Chart. At the end of term the tutor adds up the total number of merits. Certificates are awarded at the final assembly of term to those in each year group gaining the highest number of merits.

PUPIL OF THE MONTH

The purpose of the Pupil of the Month is to recognise and publish extraordinary work/achievement. A form is circulated to staff to complete and then awards are given by the Principal in assembly.

CAUSE FOR CONCERN – SENIOR SCHOOL

In the Senior School if homework fails to be produced or does not achieve a satisfactory standard, a cause for concern slip may be issued so that parents are aware of the problem and the student can be both supported and monitored until the work is of an acceptable standard. In the Junior School a comment is made in the child's home contact book.

APPENDIX B

MARKING POLICY –SENIOR SCHOOL

Score	Knowledge and Understanding	Quality of Work	Behaviour for Learning	Attitude to Learning
7/8/9 Outstanding (Consistently performing above expected) <i>Scores 8 and 9 are awarded for exceptional performance</i>	Is competent in all aspects of subject.	Consistently at a high standard for both classwork and homework.	Is fully committed to improving own and others learning. Makes valuable and constructive contributions to lessons. Extends learning beyond the classroom.	Consistently meets deadlines. Always completes homework. Arrives promptly to lessons with books and equipment.
6 Very Good (Performing above expected)	Shows a high degree of knowledge, skills and application.	Consistently above average for both classwork and homework.	Is committed to improving own learning. Makes positive and meaningful contributions to lessons.	Meets deadlines and completes homework the majority of the time. Is punctual and well prepared for lessons.
5 Good (Performing at the minimum expected level for all students)	Consistently shows a good standard of knowledge, skills and application.	Consistently reflects the ability of the student in both classwork and homework.	Has a positive attitude and is eager to learn. Is well behaved, follows instructions and is respectful of others.	Usually meets deadlines and completes homework tasks. Arrives to lesson on time and is prepared for work.
4 Satisfactory (Performing below expected but making progress towards expected)	Can apply subject knowledge appropriately to tasks.	Work is at a satisfactory standard but not always consistent.	Needs encouragement to work. Sometimes needs reminding of classroom expectations and good behaviour.	Sometimes misses deadlines and does not always complete homework. Is usually prepared for lessons.
3 Requires improvement (Performing well below expected)	Shows reasonable level of subject knowledge and skills and can sometimes apply confidently to tasks.	Standard of work is inconsistent. Quality and content is generally at an unacceptable level.	Lacks motivation and effort. Attitude is often negative and behaviour can disrupt the learning of others.	Regularly misses deadlines and forgets homework. Is often late to lesson and without most of the required equipment.
2 Poor (Significantly underachieving)	Has limited subject knowledge and skills and is unable to apply this to tasks.	Consistently poor quality and content of work.	Reluctant to work and regularly disrupts the learning of others. Poor behaviour results in sanctions.	Consistently hands in work late and does not complete homework. Regularly late to lesson and arrives without equipment.

Score	Knowledge and Understanding	Quality of Work	Behaviour for Learning	Attitude to Learning
1 Major concern (Students are consistently underachieving)	Shows no grasp of subject knowledge. Has failed to develop skills and application.	All work is incomplete. Quality and presentation is of an unacceptable standard.	Behaviour is unacceptable. Actively disrupts learning in the classroom. Sanctions rarely have an impact.	Consistently late to lessons without any equipment. Work is always late and homework never completed.

Effort:

- 1 Outstanding, consistently hardworking with a positive attitude
- 2 Very good
- 3 Satisfactory
- 4 Unsatisfactory,
- 5. Poor
 - Each grade should be backed up by a constructive comment, if possible relating to targets.
 - Initiative and creativity should be rewarded.
 - National Curriculum Levels may also be shown on occasions.
 - It is important that the grading system that we use is made clear to the students and the parents; it could be incorporated in the Contact Book.
 - For students in Years 10 and above, these grade descriptors are less easy to apply. Where possible the Key Stage 3 policy should continue. Teachers assess some work in percentages however, which they then equate to Examination Board grades. This is fine. It is important that the students are familiar with these mark schemes. In this case, to avoid confusion all Examination Grades are awarded using A*-U while Effort is marked using 1-5.

Merits

The general rule is work above grade B serve a merit or one really outstanding piece or level of effort.

MARKING POLICY

Aims

- To encourage children to have a sense of pride in their work
- To give children an idea of their level of achievement
- To correct errors
- To encourage children to learn from their successes and mistakes
- To indicate objectives for future work and thus aid progress

Methods

Marking should be diagnostic and supportive and indicate where the pupil needs to focus attention next time.

Foundation Stage and Key Stage 1

Marking is on a more informal basis at these stages and will often consist of a verbal response. Positive comments may be added to work and, as the child becomes more mature, these may also include an indication of how the work may be improved. Wherever possible, marking should take place alongside the child so that instant, direct feedback can be given.

Formal marks are only given for spelling and multiplication table tests.

Key Stage 2

A red pen will be used for all marking.

Constructive comments are added to work where appropriate. They highlight successes, encourage improvement in weaker areas and direct to further areas of study.

Indicating every error is rarely helpful at this stage. Alternatives are:

- Indicating an error the first time it occurs but not subsequently
- Concentrating on a particular error for a period of time
- Class discussion of widely occurring errors
- Praise should always be given for improvement in effort or work.

Merit marks will be awarded for very good work or effort. Five merit marks is equivalent to one house point. A house point certificate is awarded when ten house points has been achieved. Children will receive stickers and stars for good work or effort.

Errors marked will depend on the ability and maturity of the child, always having positive encouragement in mind. As and when it becomes appropriate to focus on particular types of errors, the following codes will be used:

✓ correct

X incorrect

? this doesn't make sense

sp word underlined for spelling correction

- write out three times

^ letter or word has been missed out

[new paragraph

mm merit mark awarded

E extension work

MW marked with teacher

T target – how to improve your work next time



self assessment

The marking code will be displayed in every Key Stage 2 classroom and in the children's contact books. The code will be discussed at the beginning of every year so that all children are aware of the meanings of the various markings.

APPENDIX C

Reports and Grade Sheets

REPORT WRITING

- 1) All teachers must attend an induction on PASS and report writing at Overstone Park School.
- 2) Reports must be done initially in Word and saved on a USB pen before:
 - a. Swapping with partners for CHECKING;
 - b. saving in case of future problems;
 - c. time to ponder over the Reports, e.g., at home.
- 3) Please be aware of the importance of proofreading and CHECKING partners' Reports.
- 4) Be vigilant with „cutting and pasting“.

5) Watch the word count – 1100 characters for the main Subject Report and 1000 for the Form Tutor's report.

6) Make sure the effort grade matches the comments, especially when awarding 1 for effort.

Tone

The report should be formal in tone. The student should not be addressed as if speaking to her, e.g. You have done well in your examination Rachel. Use third

person: Rachel performed very well in the recent examinations. Her essay on Shakespeare was particularly thorough.....

Avoid using „she“ continuously throughout the Report and do not begin a new paragraph with „She“. Please use the student's name.

Punctuation

- a) Names of subjects should begin with capital letters on all occasions, e.g. French test.
- b) When putting a title in quotation marks, or when using a hyphen to separate a piece of information, please remember to use the same punctuation mark at the end of the text in question as well, e.g. Year 9 has

studied the topic of 'Travelling' in their Geography lessons. Students in Year 10 have been studying a topic – How to Make Tea – which has enhanced their knowledge of.....

- c) Do not use abbreviations, e.g. doesn't. These terms should be written in full.
- d) This applies to exam; please use the word examination.
 - e) Capital letters for seasons; Summer Examinations needs capital beginnings; it is a title. Spring Term needs capitals. Otherwise, spring, summer do not.
 - f) Closely-linked statements could be joined by a semi-colon. If you are not sure, use a full stop, e.g. Jane is working very hard. Her coursework is now complete. (Two separate topics – two sentences - full stop is probably best). Jane is working very hard; her determined effort is bound to produce good results, (subject matter of both sentences is closely linked).

Spelling

- Practice/practise always cause problems!
- Practice = noun. Like advice.
- Practise = verb. Like advise.
- Conscientious (almost science in the middle!)

In the Form Tutor's Report, „Form“ must be spelt with a capital F. The same applies to „Year“ as in Year 7, also Boarding House with Capitals.

General points.

- When you have finished the report, put a full stop.
- Check the spelling of the name.
- Always use the full name, not diminutive, e.g. Jennifer not Jenny and Lily-Rose, not Lily.
- When Form Tutors check reports, please mark amendments clearly on the reports with red pen.

Suggestions for Content of Reports

Our comments might inform parents:

- of the work covered, in brief;
- in what areas of the examination lie the student's strengths and weaknesses;
- how the student may address specific targets in order to improve or develop;
- how the student is performing in relation to potential and past achievements, to the rest of the class and to national standards;
- of how they can help;
- whether their son or daughter is enjoying the subject and behaving well;
- whether their son or daughter is producing satisfactory homework and keeping to deadlines;
- whether their son or daughter is making progress with coursework.

Form Tutor Reports

Form Tutor reports should refer to the above and also to School life beyond lessons, i.e. not just a summary of the subject reports.

GRADE REPORT GUIDELINES

Effort All Years:

1. Outstanding, consistently hardworking with a positive attitude, 2. Very Good

- 3. Good
- 4. Only Satisfactory, should do more
- 5. Unsatisfactory, little effort made

Organisation: All Years

- 1. Outstanding
- 2. Very Good
- 3. Good
- 4. Only Satisfactory
- 5. Unsatisfactory

Key to Organisation Grades

- Contact Books and equipment brought to lessons
- Homework completed on time
- All deadlines met
- Time Management
- Punctuality

Predicted Grade Years 10 and 11: This gives a realistic indication of the grade the student daughter could achieve in public examinations if he