

St Annes College Grammar School



Curriculum Policy

Registered proprietor	St Annes College Ltd
Principal and Chair	Miss Abigail Welsby
Curriculum lead	Mrs Andrea Burrell, Vice Principal
Approved by	Proprietor approval required
Policy date	September 2026
Effective from	27 th September 2026
Next review	September 2027 or earlier following material change

SACGS is an independent mainstream school with an inclusive, personalised approach from Nursery through Sixth Form. We provide an ambitious, broad education that enables pupils to acquire knowledge and skills, make progress from their starting points and prepare for life beyond school. Our motto is “Great Oaks from Little Acorns Grow.” This policy explains the curriculum offer, its supporting plans and how we check that each pupil receives it.

1 Status and supporting documents

The proprietor ensures that this written policy is supported by phase and year-group curriculum plans, subject plans and schemes of work specifying what is taught and when. Together these documents show progression, lesson and subject allocation, skills and subject specific vocabulary required, assessment, adaptations and coverage for each pupil group and pathway. Leaders keep current versions available for staff and inspection and check that teaching matches them. Individual timetables, EHCP provision maps and alternative pathway plans supplement, but do not replace, the core curriculum documentation.

This policy addresses the Education (Independent School Standards) Regulations 2014, Schedule paragraphs 2, 3 and 4, including the requirements for compulsory-school-age education and the programmes for pupils below and above that age. It also works with the statutory EYFS framework, Equality Act 2010, SEND Code of Practice and Keeping Children Safe in Education 2026 (KCSIE). We provide particulars of the curriculum policy to parents and prospective parents under Part 6 of the Standards. The Principal and Vice Principal review the policy and supporting documents with subject and phase leaders.

2 Curriculum intent and entitlement

We expect every pupil to encounter meaningful challenge and make progress according to age, aptitude, ability and need, including pupils with EHCPs, pupils with high prior attainment and pupils returning from interrupted education. Education for pupils of compulsory school age is full-time and supervised, except for a documented temporary arrangement in the pupil’s best interests under the Attendance Policy. We teach speaking, listening, literacy and numeracy across subjects, and prepare pupils for the opportunities, responsibilities and experiences of life in British society. Our curriculum and teaching do not undermine democracy, the rule of law, individual liberty, mutual respect or tolerance of those with different faiths and beliefs.

Academic, practical, creative, physical, personal and vocational learning are valued. A qualification pathway is selected through assessment and discussion with the pupil and family; it is not determined by a diagnosis. Where a pupil studies through an alternative pathway, staff map the breadth of education, aspirations, progression and next steps rather than equating a reduced examination load with a reduced entitlement.

3 Coverage for pupils of compulsory school age

Subject and phase plans show where the required areas are taught. A topic or project may contribute to several areas, but the plans identify the knowledge, sequence and assessment in each. The following is the school-wide coverage framework; leaders verify it for each year group and any individual pathway.

Required area	SACGS provision and evidence in plans
Linguistic	English language and literature, reading, writing, oracy, modern foreign languages and communication across subjects.
Mathematical	Mathematics and practical numeracy, reasoning, measurement, financial and data skills across subjects.
Scientific	Science, enquiry, evidence, practical investigation, health and the natural environment.
Technological	Computing, digital literacy, design and practical technologies, online safety and appropriate assistive technology.
Human and social	History, geography, RE, citizenship, PSHE, community study and understanding people and society.
Physical	Taught PE, movement, health and outdoor learning with suitable adjustments and participation opportunities.
Aesthetic and creative	Art, music, design, creative expression and appreciation, including practical work.

The taught curriculum also develops pupils' speaking and listening, literacy and numeracy and includes PSHE that reflects the school's ethos and encourages respect for others, with age-appropriate particular regard to the Equality Act protected characteristics. Learning about beliefs and cultures is accurate and respectful. Subject access, including PE and practical work, is adjusted for disability and SEND without removing an area by default.

4 Early Years and Juniors

Nursery and Reception follow the current statutory EYFS framework through planned, play-based and adult-guided experiences in the three prime and four specific areas of learning. Staff observe development, use assessment to plan next steps, support communication and language, personal, social and emotional development and physical development, and prepare children for the next phase. The programme for children below compulsory school age is appropriate to their educational needs. The early years plans show how learning, safeguarding, SEND support and transition are delivered.

In Years 1 to 3, pupils build secure foundations in reading, writing, oracy and mathematics alongside science, history, geography, art, music, computing, PE, PSHE, RE and languages. Thematic and outdoor learning connect subjects while the schemes of work preserve subject knowledge and progression. Years 4 to 6 deepen subject knowledge, fluency, independent inquiry and transition to Senior School. Staff assess and respond to gaps without narrowing the breadth of study.

5 Senior School and Key Stage 4

Years 7 and 8 study English, mathematics, science, history, geography, RE/culture, PSHE, computing, art, music, PE and languages, with additional practical and enrichment experiences as planned. Year 9 is a supported transition into the school's soft introduction to a three-year iGCSE model: pupils begin relevant skills content while retaining the broad curriculum entitlement. The year-group plans and option documents show where each area remains available and how progression is sequenced.

Years 10 and 11 follow individual programmes that may include Pearson Edexcel International GCSE or GCSE qualifications and appropriate vocational, Functional Skills, ASDAN, AQA unit or other accredited learning. The alternative KS4 pathway can include Home Economics, Life Skills and Social Skills, alongside planned English, mathematics, science, computing, human and social, physical and creative learning. A pupil's timetable and pathway map show the required breadth, delivery and assessment, with reviewed routes into qualifications or appropriate next-stage learning. Work-related and independent-living activities are purposeful educational experiences, not substitutes for unrelated curriculum areas.

6 Sixth Form and preparation for adulthood

For pupils above compulsory school age, SACGS offers a programme suited to their needs, aspirations and planned destination. The Sixth Form includes academic study in mathematics, further mathematics, physics, chemistry, biology, art, graphic communication, English language, English literature, geography and Italian where timetabled. Vocational and applied options planned by the school include enterprise, early years and childcare, hair and beauty, horticulture, agriculture, uniformed services, food technology, Arts Gold Award and Microsoft Office Specialist. Actual qualification registration, availability and timetabling are confirmed individually.

The Wild Pathway supports young people aged 16 to 19 with SEND through a personalised two- or three-year programme that may draw on ASDAN, AQA units, NCFE, BCAB, NICAS and Functional Skills as appropriate. It includes structured preparation for adulthood, communication, community participation, independent living, health, work-related learning and outdoor experiences. The school offers BTEC Level 1-3 in Sports and Outdoor Education. A pathway plan records intended learning, support, assessment, safeguarding and transition. All Sixth Form pupils have access to suitable enrichment, careers guidance and progression planning; academic, vocational and supported destinations are valued equally.

7 SEND and access to learning

Teachers remain responsible for the learning of all pupils in their classes. Adaptive teaching, scaffolding, accessible materials, assistive technology, alternative recording and communication methods, reasonable adjustments and targeted interventions remove barriers while retaining ambition. Specialist teaching, speech and language support, occupational therapy strategies and pastoral provision may be integrated where appropriate. The SENCO checks that Section F provision is delivered for pupils with EHCPs and that the timetable and curriculum support agreed outcomes. Individual plans specify frequency, provider and review where required; this policy does not replace the EHCP.

Where attendance, health or school-related distress interrupts learning, staff identify missed content and maintain an appropriate connection to education. Any temporary part-time timetable is exceptional, documented and reviewed under the Attendance Policy, with the pupil's wider curriculum and support considered. Pupil voice and family and professional views inform changes, but pupils are not placed on an alternative pathway solely because of their SEND label.

8 Personal development safeguarding and relationships

PSHE, relationships and sex education, citizenship, RE and wider school life teach respectful relationships, equality, consent, physical and mental health, online safety, finances and participation in society in an age- and development-appropriate way. The PSHE plans identify where pupils learn about the protected characteristics, prejudice and discrimination, rather than relying solely on a general statement that everyone should be respected. Teaching is inclusive of pupils with SEND and those who may have experienced harm.

KCSIE 2026 informs a planned, regularly taught programme of safeguarding and online safety. Pupils learn how to keep themselves and others safe, identify harm, seek help, and understand healthy relationships, boundaries, stereotypes and prejudice, sexual harassment and violence, and online risks including sharing images, deepfakes and harmful content. The RSHE and online safety plans show sequence and age appropriateness. Staff identify and report safeguarding concerns arising in teaching under the Safeguarding and Child Protection Policy; sensitive topics are taught safely without asking pupils to disclose personal experiences.

9 Careers and impartial guidance

Pupils receiving secondary education have access to accurate, up-to-date and impartial careers guidance that helps them make informed choices across a broad range of academic, vocational, apprenticeship, employment and supported opportunities and fulfil their potential. Careers learning, employer and provider encounters, workplace experiences where appropriate and individual transition planning are sequenced through the Careers Programme. Advice is not confined to courses SACGS offers and avoids stereotypes. The Careers Leader monitors participation and destination planning, with appropriate adjustments and preparation for adulthood for pupils with SEND.

10 Assessment progress and quality assurance

Teachers use observation, questioning, work, formative checks, standardised information where useful, examination outcomes and EHCP outcomes to identify what pupils know, can do and need next. We recognise individual progress over time while also using curriculum expectations, subject standards and qualification criteria; an ipsative measure alone is not a substitute for evaluating whether pupils learn the intended content. Feedback informs subsequent teaching, intervention and review of plans. Assessment is accessible and proportionate.

The Vice Principal, working with the Principal, SENCO and subject or phase leads, checks planning, timetables, lesson delivery, work, assessment, pupil voice and outcomes. Reviews consider whether the seven required areas are present for every compulsory-school-age pathway, whether schemes are followed and adapted appropriately, whether pupils acquire knowledge and make progress, and whether those with EHCPs receive the required provision. Findings lead to changes in planning, staff development and resources. The proprietor receives a report on curriculum coverage, quality and improvement priorities and ensures actions are followed through.

11 Responsibilities and review

St Annes College Ltd, as proprietor, is accountable for drawing up and effectively implementing the policy and supporting plans. Miss Abigail Welsby, Principal and Chair, ensures the provision is resourced and monitored. Mrs Andrea Burrell leads curriculum and assessment. The SENCO advises on access, reasonable adjustments and EHCP provision. Phase and subject leads maintain schemes and evaluate teaching. Every teacher plans, teaches and assesses the intended curriculum and raises gaps promptly. The school reviews this policy annually and sooner following a change in provision, guidance, pupil needs or inspection findings.

Linked documents include the phase and year-group curriculum plans, subject schemes of work, pathway and individual timetables, SEND Policy, RSHE and PSHE policies, Careers Programme and Provider Access Policy, Safeguarding and Child Protection Policy, Accessibility Plan, Attendance Policy and Teaching Learning and Assessment Policy. Copies of curriculum particulars are available to parents and prospective parents as required by Part 6 of the Standards.