Curriculum Policy 2026/27	
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The curriculum aims to fulfil some of the key aims of the School and to uphold British and spiritual, moral, social and cultural development values. Those aims being:

1) to identify and develop the potential of its pupils in a variety of areas: academic, artistic, cultural, sporting, personal, social, moral and spiritual; secondly, help them to fulfil their potential to obtain the best possible qualifications and thirdly, prepare them for the opportunities, responsibilities and experiences of life (some of this is detailed in the staff handbook);

2) to provide a welcoming, friendly and supportive environment which recognises the worth of each individual within the collective boarding atmosphere of the School;

3) to provide a fulfilling working environment for its staff, both teaching and support staff, and encourage their development;

4) to liaise closely with the parents of its pupils and encourage them to share in the life of the School and the House.

It also aims to allow all pupils to learn and make progress and

- provide a broad and balanced education;
- gives pupils experience of linguistic, mathematical, spiritual, moral, scientific, technological, human and social, physical and aesthetic, and creative areas;
- provide subject matter appropriate for the ages and aptitudes of the pupils;
- encourage pupils to gain skills in speaking and listening, literacy and numeracy;
- provide a programme of PSHE and RSE which reflects the School's aim and ethos, and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 [Equality] Act;
- provide a wide range of extra-curricular activities;
- give appropriate guidance for university choices and careers;
- prepare pupils for the opportunities, responsibilities and experiences of life in British society.

Broader Curriculum

Each department has a Handbook with its programmes of study and schemes of work. These show that pupils have a broad and balanced education and that provision is made for linguistic, mathematical, spiritual, moral, scientific, technological, human and social, physical, and aesthetic and creative experiences. Many of these are supplemented by the vast range of extra-curricular activities including those in sport, music, drama and the creative arts and the three sections of the CCF. Lessons and activities are appropriate to the pupils' ages and abilities.

Organisation of Education

There are 29 formal academic teaching periods each week and there is a two-week timetable. Lessons take place each morning (Monday to Saturday inclusive) and on three weekday afternoons. The afternoon timetable is structured to allow a sensible programme of games and relaxation to be incorporated into the working day.

Pupils are taught in their year groups, and for Maths, English and Science are 'set' according to their ability in that subject, although the policy is not rigid. There is a set programme of 'prep', which is supervised for the younger pupils. A regular system of 'Merits' is employed as a way of encouraging pupils and rewarding good effort.

School examinations are held at least annually for each year group. A pupil's performance in the examinations, as well as achievement in each subject being studied, is reported to parents at the end of each half term, with comments included at the end of each term.

Parents' meetings are arranged for each year group annually and the dates of the meetings published before the commencement of the academic year. Parents' meetings are conducted online through the use of School Cloud. There will be one parent tutor meeting and one parent subject teacher meeting per year, with an additional parent drop in session for Year 11, relating to option choices in preparation Year 12, and Year 9, relating to option choices in preparation for Year 10.

Public Examinations

All pupils in Year 11 sit GCSE or IGCSE examinations through one of the recognised examination boards. In Year 12 pupils can choose to study four subjects at the start of the year, with most dropping down to three subjects by October half term of Year 12. Most pupils will continue with these three subjects at A level in Year 13. Some pupils choose to study B-Tech qualifications, in place of an A-level. Pupils in Year 12 will also have the choice to study the Extended Project Qualification. Some pupils are entered for public examinations conducted by the Associated Board of the Royal School of Music and LAMDA.

Year 9 (13+)

Each pupil's timetable includes tuition in:

Biology	Drama	History	Physics
Chemistry	English	Mathematics	Religious Studies
Classics	Fine Art	Music	Spanish
Computer Science	French	Physical Education	
Design Technology	Geography	PSHE	

Year 9 classes are setted for English, Mathematics, Languages and Sciences. All other subjects are streamed into sets A to E. All subject areas in Year 9 deliver their Schemes of Work under the umbrella of the Sedbergh 9 Inspire programme. This encourages the development of skills, and the recognition of cross-curricular links, in addition to the core topic outcomes relevant to specific subject areas.

For some pupils, often either with additional Learning Needs, or with English as an Additional Language (EAL), their second language is replaced with Study Skills, Learning Support or EAL lessons. Some EAL pupils have EAL lessons instead of mainstream English.

There is also a programme of PSHE which operates throughout all year groups in the School. See the PSHE section below for further details.

In the Lent Term of Year 9, pupils make their final GCSE subject choices. The Year 9 Options Fair provides an opportunity for parents and pupils to discuss their options in person with the relevant Heads of Department.

Year 10 (14+)

For all pupils, GCSE courses begin. Compulsory subjects taken are:

Mathematics	English	English Literature
Biology	Chemistry	Physics

Pupils then choose four option subjects.

At least one Language is recommended from French and Spanish

In addition, pupils choose three subjects from those offered, each of which has six periods:

Art	EAL	Learning Support
Classical Civilisation	Geography	Music
Computer Science	Graphic Communication	Photography
Design (RMT or Silversmith)	History	Physical Education
Drama	Latin	Religious Studies

The School endeavours to accommodate all combinations of choices, but cannot guarantee such. There is also a programme of PSHE which operates throughout all year groups in the School. See the PSHE section below for further details.

Year 10 classes are setted for English, Mathematics and Sciences.

For some pupils, often either with additional Learning Needs, or with English as an Additional Language (EAL), one of their optional subjects is replaced with Study Skills, Learning Support or EAL lessons. Some EAL pupils have EAL lessons instead of mainstream English. Some pupils will follow a foundation pathway in English, when the skills and level of English Literature and Language are deemed to be too challenging. Pupils in this pathway will only sit the English Language examination in Year 11, to allow them to focus on core reading and writing literacy skills. English and Maths booster lessons are scheduled for pupils where appropriate.

A booklet for parents and pupils, 'Guide to GCSE Choices' is published annually to give parents a brief outline of the content of the syllabus to be studied for GCSE in each available subject.

Year 11 (15+)
All pupils continue the study of their chosen GCSE subjects for the public examinations in the Summer Term. The programme throughout the year remains similar to that of Year 10. Year 11 classes are set for English, Mathematics and Sciences.

Years 12 & 13 (16+ - Sixth Form)
Matriculation into the Sixth Form is dependent upon a minimum of five GCSE passes at grade 4 or above. Pupils will not normally be accepted for 'A' Level in a subject at which they failed to achieve at least a pass at grade 4 in GCSE. Other 'recommended criteria' apply as are indicated below:

The following subjects are offered for study at A Level, and BTEC:

	GCSE minimum recommendation	Maths Grade 5 or above?	English Grade 5 or above?
Art			
Biology	Biology Grade 6	√	
Business A Level			
Chemistry	Chemistry Grade 6	√	
Classics			√
Computer Science		√	
DT			
Economics		√	
English Literature[1]			√
French	French Grade 6		

	GCSE minimum recommendation	Maths Grade 5 or above?	English Grade 5 or above?
Geography			√
Geology		√	
History			√
Latin			
Maths	Maths Grade 7	√	
Further Maths	Maths Grade 8	√	
Maths AS	Maths Grade 6	√	
Music			
PE			
Physics	Physics Grade 6	√	
Psychology			√
RS			√
Spanish	Spanish Grade 6		
Drama and Theatre			
BTEC Business			
BTEC Sport			
BTEC Agriculture			
EPQ			
IELTS			

[1] It is recommended that pupils have a Grade 5 in both English Literature and Language GCSEs

Each subject has twelve periods over two weeks in both Year 12 and Year 13.

Provisional A Level subject choices are made in the year prior to entry into the Sixth Form, and in light of GCSE performances are confirmed or amended at the beginning of the Michaelmas Term. Parents and pupils are given an opportunity to discuss subject choices with their Housemaster/Mistress, Tutors, Heads of Department and subject teachers, Careers staff, Head of Sixth Form and the Head of Year. A booklet for parents and pupils, 'Guide to 'A' Level Choices' is published annually to give parents a brief outline of the content of the syllabus to be studied in each available subject. In Year 12 some pupils study four subjects at the start of the year, and will drop down to three subjects by October half term of Year 12, with the majority starting on three. Most pupils will continue with these three subjects at A level in the Year 13. Most pupils will complete an EPQ in Year 12.

Advice and guidance is given on Further Education and Careers; see the section below for further details.

Beyond the Academic Curriculum

The academic curriculum at all levels is supported by a comprehensive programme of extra-curricular activities which encompasses sport, music, drama, art, debating, Duke of Edinburgh's Award Scheme, CCF, Outdoors Activities, and much more. There are more than twenty sports on offer to pupils and the School aims to provide competitive opportunities for all pupils whatever their level of skill. Equally, in music and drama the School caters for all abilities. All pupils have access to instrumental music lessons whether they are just starting

out or have already gained their Diploma, and the Music department provides a wide range of occasions to perform, from small teatime concerts to grand performances at venues both in the School and across the country. The Drama department offers performance opportunities in most year groups.

Educational trips are a regular part of life at Sedbergh. Most residential trips, especially overseas trips, take place during School holidays; while academic departments often take year groups on day trips during term time to museums, theatrical performances, outdoor education centres and the like. Pupils are also encouraged by their teachers to enter local and national competitions (eg Maths Challenge), and some departments offer competitions within School. Many departments offer societies such as the Burke and Hare Society (Science department), School of Athens (Pupil led) or Brantwood Society (English department). Pupils are also encouraged to participate in extension work and whole-School involvement through the Sedbergh Certificate, with a Bronze, Silver, Gold and Platinum Certificate opportunity at the end of each academic year.

In addition, there are many opportunities to take part in voluntary and charitable activities in the local community and further afield, either through the Duke of Edinburgh Scheme, or through House charitable activities, or in our end of year Challenge Week. Chapel plays a central role in the day-to-day life of the School, including sharing key messages relating to the School's values, the role of faith and belief, community, as well as many aspects of spiritual, moral, social and cultural development. We have a strong Sixth Form Lecture series, running fortnightly, where a range of speakers are invited to talk to our Year 12 pupils. In addition to this we have regular external visiting speakers who come to talk to various groups in the School, relating to careers, PSHE, RSE, academia and sport, providing a wide range of further opportunities for pupil engagement and learning.

PSHE / RSE

There is a programme of PSHE and RSE outlined in the separate PSHE and RSE Policies through the Compass Programme. It is delivered in every year group through tutors in a lesson every Saturday morning. PSHE is also delivered through year-group and whole-School sessions outside of the normal timetable throughout the year, as well as through the lecture programme in the Sixth Form and through tutors and Housemasters and Housemistresses.

It is essential that this provides effective preparation for life in a British society. We are clear that we do not undermine the fundamental British values of democracy, law, liberty and mutual respect and tolerance of those with individual faiths and beliefs; in fact, these are actively promoted throughout the PSHE curriculum. (Please see PSHE Policy.)

Relationship and Sex Education (RSE) is central to our provision of PSHE, and details of this can be found in the RSE policy. Responsibility for PSHE and RSE is shared between the Senior Deputy Head (Academic) and the Senior Deputy Head (Pastoral) with support from the School Doctor and the Head of Biology.

ICT Provision

The School operates a Bring Your Own Device (BYOD) policy for pupils, where all pupils bring a laptop or other keyboard-operated device to use in House and in lessons (where

appropriate). We have three dedicated computer suites, located in the Design Technology and Art block, and one in the Band Room.

Pathways – Careers and future opportunities

Careers education forms a significant part of the PSHE programme for all years (see PSHE Policy). This is delivered under the 'Pathways' scheme which runs in all year groups. This includes the use of Xello, an online platform with Year group specific careers activities.

A whole-School careers fair is held in the Lent Term, attended by all pupils. External institutions are represented including Universities, apprenticeship opportunities, and businesses, and talks and drop-in sessions are available for pupils. International opportunities are also represented to support pupils wishing to study overseas, but also to support our international pupil community.

In addition to the whole-School programme, specific year group opportunities include;

Year 9 – 9 Inspire days where pupils are encouraged to see beyond subject silos and understand opportunities that exist outside of subject areas.

Year 10 – introduction to work experience opportunities and support in relation to applications.

Year 11 – individual Pathways interviews to support choices post GCSE.

Year 12 – UCAS application support and Year 12 lecture programme. Year 12 pupils are encouraged to organise their own work experience and undertake this in the extensive School holiday periods in Year 12. Advice and contacts are available through the Old Sedberghian platform. Post-Sedbergh advice now extends to degree apprenticeships and employment as alternative to traditional degrees.

Year 13 – UCAS application support, this includes post results release and support with applications in Year 14 if required.

One online system used by the School is Xello, which helps to prepare pupils for post-secondary success in academics, careers and life. Pupils complete interactive assessments to help them better understand their interests, skills and strengths. The platform allows pupils to explore career, college and university options, as well as course and apprenticeship profiles, all matched to assessment results.

All careers guidance is presented in an impartial manner, enables pupils to make informed choices about a broad range of career options, and encourages pupils to fulfil their potential.

Academic Enrichment / Stretch and Challenge

In addition to being encouraged to play a lead role in the School's many academic societies and extra-curricular activities, pupils identified as able, gifted and talented – at any stage of their School career – are invited to participate in our comprehensive Academic Enrichment Programme, which runs from early in Year 9 through to post A-Level university application.

9* is a small bespoke course of lessons for the most academically gifted pupils in Year 9. They will come out of normal lessons throughout the year and in a very small class be taught a variety of interesting, non-curriculum courses.

The discussions continue in Year 10 and 11 via the Phoenix Society and other means in order to stimulate interest and challenge our highest-achieving pupils intellectually. Year 11 pupils are also introduced to the university admissions process, including Oxbridge application where they will be assigned a mentor to support the process.

Pupils who join the School in Year 12 and who demonstrate strong academic potential are quickly included in the programme, which seeks in Year 12 to encourage pupils to develop a specialism or particular area of interest and to make significant strides in preparing an application for this subject at elite universities including Oxford and Cambridge. In this most crucial time for academic development, Year 12 pupils meet once every three weeks with a range of teachers to build on the skills they have developed over the previous years. They cover a wide range of topics, including techniques for discussion and debate, essay-writing skills, the application process and, most importantly, the development of a passionate subject-specialism. Pupils are also assigned a subject mentor, who is able to direct and enhance the in-depth pursuit of their chosen subject area. Such guidance will include encouragement to attend Open Days and subject events at their university of choice, as well as to enter essay prizes and other competitions that are of relevance to their chosen subject area.

This process continues into the Michaelmas Term of Year 13 (and beyond in the case of post A-Level applicants), culminating in prompt UCAS application and, where appropriate, a number of practice interviews and tests in preparation for interview in December.

Monitoring Learning and Progress

Learning and progress are carefully monitored by teachers, Heads of Year, Housemasters and Housemistresses, Tutors and Senior Management, who all take an active role in ensuring pupils develop and reach their potential. The Education Committee of Governors provides oversight to the process of monitoring learning and progress.

The School has an Assessment and Feedback Policy which outlines the agreed principles of Assessment and Feedback, as well as examples of Good Practice. Assessment of pupils' work takes place regularly and thoroughly, and information is used from that assessment to plan teaching so that pupils can progress. It is the responsibility of Heads of Departments to write their own departmental assessment and feedback policies, based on the principles and good practice in this policy. These appear in Departmental Handbooks and are discussed regularly in Departmental Meetings.

It is the duty of Heads of Departments to undertake regular (half termly) assessment and feedback scrutiny to ensure adherence to departmental policies. A termly report will be sent to the Deputy Head (Academic) to comment on departmental assessment and feedback.

Random spot checks, comparing departmental policies with assessment and feedback of pupils' work, in the style of mock ISI inspection processes, will take place at least yearly by the Heads of Year / Deputy Head (Academic) to ensure compliance of all policies.

Progress Reports

Sedbergh School has an annual cycle of reporting which ensures parents are kept informed of the academic and extra-curricular progress of their son / daughter. The aim is to provide incisive, relevant and up-to-date comments and data which assess a pupil's current performance and determine how he/she can continue to make progress. Given this aim, the information is also of significant importance to pupils and to the staff who support them: Tutors, Heads of Year, Housemasters/Housemistresses, etc. The School shares reporting with pupils, undertaking to ensure that he/she is given guidance on how to interpret it.

The cycle of reporting includes formal written reports, tracking grades for achievement and effort, School examination results and parents' meetings.

Learning Support

The Learning Support Department and the EAL provision helps to ensure that all pupils are provided for and have an opportunity to learn and make progress.

The School has a Learning Support Department which provides support for pupils. They also arrange for Educational Psychologist testing of pupils for access arrangements and diagnosis, and give guidance to teachers about learning difficulties and strategies.

The department delivers INSET training to promote awareness and best practice. The department offers specific input as a timetabled lesson on a group or 1:1 basis, depending on the individual need. Some pupils receive in-class support from a teaching assistant.

The School will work closely with the families of pupils with a statement of special educational needs and local authority to ensure the recommendations in the statement are fulfilled. The detailed annual review process will be completed. The School's Learning Support Department is committed to supporting all children with or without an EHC Plan.

Teachers use a variety of methods to differentiate where necessary, and certain subjects and at certain levels are set by ability to ensure all pupils are fully supported and stretched. Information relating to the learning needs of pupils is shared with teachers using iSAMS so that teachers have a good understanding of the aptitudes and needs of pupils, ensuring these are taken into account in the planning of lessons.

Where a pupil has a particular educational need the Headmaster endeavours to make appropriate arrangements to meet such needs. In this event it may be necessary to pass on the costs of additional or specialist tuition to the parents or guardian.

See the "Special Educational Needs and Disability Policy" for more information.

English as an Additional Language (EAL)

See "Policy Regarding Pupils for whom English is an Additional Language" for more details.

Sedbergh School provides specialist English as an Additional Language teaching to international pupils who require extra tuition with their English. Pupils who have been identified as requiring EAL lessons are individually assessed when they join the School so that the appropriate support can be given to them. Teaching usually takes place in small groups, of between two and eight pupils; where necessary lessons may be given on an individual, one-

to-one basis. Pupils are given support which helps them to access the School curriculum, as well as practising the key language elements of grammar, vocabulary, reading, writing, speaking and listening. Pupils can be entered for IGCSE English as a Second Language in Year 11 and preparation for the IELTS examination is offered to pupils studying in the Sixth Form (Years 12 and 13). There is a termly charge for EAL lessons and parents of pupils who require EAL lessons are made aware of this.

In addition to teaching EAL this department works with other departments and delivers INSET to ensure the needs of EAL pupils are met across the School. The EAL Department also maintains a pastoral emphasis, playing an active role in the well-being and support of international pupils.

Governors' Role

The Curriculum Policy is overseen by the Governor who chairs the Education Committee (Mr Richard Biggs). He annually reviews the policy's implementation.

The Governors, and specifically the Education Committee, play a central role in contributing to academic development. This includes, but is not limited to, scrutiny of examination results (including analysis by group, eg gender, SEN, EAL, department, House), setting academic targets, monitoring performance, reviewing key policies, involvement in curriculum reviews, etc.

A B Stubbs
Senior Deputy Head (Academic)
Reviewed and updated September 2026

The Curriculum – Policy Action Points

UNDERTAKING	BY WHOM
• Review this policy on annual basis.	Senior Deputy Head (Academic)
• Carry out an annual review of the curriculum.	Headmaster and Senior Deputy Head (Academic)
• Each department has a Handbook with its programmes of study and schemes of work.	Senior Deputy Head (Academic)
• School Examinations are held at least annually for each year group.	Senior Deputy Head (Academic)
• A pupil's performance is reported to parents at the end of each term.	Senior Deputy Head (Academic)
• Parents' Meetings are arranged for each year group annually and the dates of the Meetings published before the commencement of the academic year.	Senior Deputy Head (Academic) /Year Heads
• A booklet for parents and pupils, 'Guide to GCSE Choices' is published annually.	Year 10 Head/ Senior Deputy Head (Academic)
• A booklet for parents and pupils, 'Guide to A Level Choices' is published annually.	Head of Sixth Form/Senior Deputy Head (Academic)
• Examination results are presented to the Education Committee and discussed	Senior Deputy Head (Academic)