Introduction
The Seva School is a new all through school and is a member of the Sevak Education Trust.

The Seva curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the ‘hidden curriculum’, or what the children learn from the way they are treated and expected to behave. The school will ensure that it adopts all recommendations from national bodies such as the Department for Education (DfE), Ofsted and DfE-commissioned reports, such as those led by Dame Claire Tickell, Sir Jim Rose and Charlie Taylor.

At Seva School we believe that our curriculum should be broad, balanced, relevant and meet the needs of all children whatever their ability. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Objectives
1. To ensure that our children leave us with high levels of literacy and numeracy.
2. To provide children with a rich, broad, balanced and differentiated curriculum; well-matched to their age, ability, interests, needs and, where appropriate, special educational needs and disability.
3. To increase children’s knowledge, skills and understanding as they grow and develop.
4. To have a curriculum which is well-planned and structured to ensure that learning is progressively challenging
5. To engage each child’s interest by offering experiences which extend their creative learning, challenges their imagination, values originality and motivates them to learn more.
6. To offer our children exciting and first-hand experiences through a programme of visits, invited activity groups (associated with sport, the creative arts and culture) and invited speakers to reinforce and extend their learning
7. Through sport, culture and the arts, to raise our children’s aspirations and confidence; enabling each one to become a strong communicator, sensitive to others, celebrate diversity and be creative.
8. To promote pupils’ strong progression onto secondary education

Strategies
1. The National Curriculum will be taught. The curriculum will reflect the regular revisions and innovations proposed by the Department for Education (DfE) and other national bodies e.g. Ofsted and Ofqual.
2. Short-term planning by teachers will promote high levels of enjoyment and progress.
3. Medium and long-term planning will make use of the Programmes of Study (in English, mathematics, science and other subjects – incorporated within IPC where possible). Staff will be given the responsibility for planning, monitoring, evaluating and reviewing the curriculum.

4. In partnership with other schools or organisations, our teachers will participate in Continuing Professional Development (CPD), which gives them the skills and confidence to teach inspiring lessons.

5. The RE syllabus will be based on the Locally Agreed Core RE syllabus will be used for children’s RE lessons

6. The curriculum will be co-ordinated by senior members of staff to ensure that the school’s key themes which include: literacy, numeracy, science, PSHE, Citizenship and ICT are progressively and coherently linked together

7. Our pupils will make use of the resources and experiences of Coventry and beyond to extend their learning through a programme of visits and approved visitors to the school.

8. Through ICT, our children will expand their learning: making use of the rich variety of creative and community-based resources.

9. ICT will link our parents more fully to their children’s learning, to support their children’s literacy, numeracy and other areas of learning.

10. Our pupils will be prepared to become increasingly independent learners.

Seva School’s Curriculum is underpinned by:

<table>
<thead>
<tr>
<th>Seva to nurture Responsible Citizens</th>
<th>Excellence to nurture Successful Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Seva Initiatives</td>
<td>• Academic Enrichment Opportunities</td>
</tr>
<tr>
<td>• Seva Challenge</td>
<td>• Habits of Mind</td>
</tr>
<tr>
<td>• Seva Enrichment Opportunities</td>
<td>• Personal Study Time</td>
</tr>
<tr>
<td>• Free breakfast initiative</td>
<td>• Critical Thinking – PLTS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Virtues to nurture Confident Individuals</th>
<th>Aspiration to nurture Effective Contributors</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sikh Studies</td>
<td>• Music</td>
</tr>
<tr>
<td>• Moral based assemblies</td>
<td>• Sports Extra-Curricular Opportunities</td>
</tr>
<tr>
<td>• Moral based tutor sessions</td>
<td>• Interest Based Extra-Curricular Opportunities</td>
</tr>
<tr>
<td>• Meditation</td>
<td>• Enrichment programme</td>
</tr>
</tbody>
</table>

Rationale for Curriculum

<table>
<thead>
<tr>
<th>Reception</th>
<th>KS1</th>
<th>KS2</th>
<th>KS3</th>
<th>KS4</th>
</tr>
</thead>
<tbody>
<tr>
<td>EYFS</td>
<td>International Primary Curriculum</td>
<td>International Primary Curriculum</td>
<td>National Curriculum</td>
<td>GCSE</td>
</tr>
<tr>
<td></td>
<td>Math in Focus</td>
<td>Math in Focus</td>
<td>Math in Focus</td>
<td>BTEC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Local College</td>
</tr>
<tr>
<td>National Curriculum - English and Science</td>
<td>National Curriculum - English and Science</td>
<td>Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>------------------------------------------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Strong thematic approach used in Reception and KS1-KS2 through the International Primary Curriculum. KS3 builds on the same delivery method used in the IPC to encourage enquiry-based learning with rich opportunities for personal experiences in every subject.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities for Service offered in each Key Stage through ASDAN, DoE, Seva Challenge and Service Initiatives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EYFS**

The EYFS was chosen as the preferred choice of curriculum in Reception as it is strongly recognised for its excellence in a thematic and creative approach to teaching children with strong parental involvement in developing the profile.

**Early Years Foundation Stage**

The school will follow the guidance and instruction laid out in the Early Years Foundation Stage (EYFS) Statutory Framework (published by the Department for Education in 2012).

Teachers will plan lessons and schemes of work based on this Framework to ensure that all elements and principles are fully and progressively developed. The school strongly supports the four overarching principles of the Framework:

- Every child is unique: who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through positive relationships;
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- Children develop and learn in different ways and at different rates. The Framework covers the education and care of all children in early years’ provision, including children with special educational needs and disabilities.

On entry, baseline assessment will be made. The Foundation Stage Profile, based on Teacher Assessments throughout the year, will be produced for each child at the end of the Reception year. Early learning goals will be used to establish targets for children to reach by the end of the EYFS (end of Reception). Reception teachers will make decisions on curriculum delivery using their professional judgement. This will form the basis for planning and provide secure foundations for pupils’ learning. Planning and delivery will cover each of the seven areas of learning and development (subject to Dame Clare Tickell’s review implications).
Seven Areas of EYFS Learning and Development

Three Prime Areas:
- Communication and Language
- Physical Development
- Personal Social and Emotional Development

Four Specific Areas:
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

International Primary Curriculum
The IPC was chosen as the preferred choice of curriculum at KS1–KS2 due to its strong links with a thematic based approach to learning in the EYFS which we follow throughout the curriculum at all Key Stages. The Sevak Education Trust engaged with primary schools to learn from the experiences of teachers and SLT who have adopted the IPC. There was a strong endorsement for the IPC particularly for the foundation subjects as teachers found the programmes of study for units very engaging, allowing them to focus on high quality teaching rather than writing schemes of work. It allowed for pupils to be more involved in planning their own learning through the harvesting of knowledge approach and pupils were encouraged to learn of cultural events and the international community. Ofsted have also observed:

“Pupils involved in the creative curriculum (IPC) are developing good skills to enable them to work independently and take responsibility” Ofsted 2007, Lodge Primary School, Leicester

“The excellent curriculum is key to the schools success in promoting good achievement and outstanding personal development. The recently introduced IPC has improved what was already good provision” Ofsted 2007, Ryders Hayes Community School

National Curriculum
The provision for English and Science, builds on the experiences of teachers delivering the IPC, we are using strong evidence which suggests that we should follow the NC for delivering the Literacy and Science strands of study as they are closely matched with NC levels. The IPC will be used to deliver the foundation subjects.

Math in Focus
We will adopt the Singapore Model for teaching Mathematics at KS1-KS3 known as Math in Focus. This approach involves concepts using a concrete–pictorial–abstract learning progression to anchor learning in real world with hands-on experiences, helping children to learn through challenges based on their ability, a key principle of our excellence to nurture to successful learners. The Sevak Education Trust investigated how this model of teaching mathematics has been successfully used in Ark Schools in the UK to raise attainment and international reports documenting the success of Singapore Maths. The Head Teacher of Ark Academy, Wembley, Delia
Smith, provided useful information through their published case studies on their school website.

**Enhanced National Curriculum (NC) KS3**
Based on the current recommendations by the Expert Panel, KS3 is a 2 programme of study with KS4 requiring 3 years. The 3 year programme of study for KS4 will give our pupils more time to prepare for external examination at the end of Year 11. The more able pupils will take earlier exams in Year 10 and work on more challenging programmes of study in Year 11. The enhanced version of the NC at KS3 will prepare pupils for KS4 where they will exceed the expectations of the current English Baccalaureate. The Enhanced NC will be closely linked to the IPC by using the same delivery methods for introducing topics. All pupils will use the knowledge harvest approach to determine what they already know about a topic and what they want to learn.

All programmes of study in the enhanced NC at KS3 will start with an exciting topic that will allow for pupils to experience the wow factor as in the IPC. Pupils will also be given opportunities for creative learning, carrying out investigative work and building on life experiences as used in the IPC. This links back to our principles of curriculum design, which included engaging programmes of study, learning experiences, which are selected, structured and presented in a coherent way and active learning.

Habits of Mind – We have chosen to put Habits of Mind into the heart of teaching and learning in Seva School. We believe the acquisition of these habits is a cornerstone in helping pupils become self-regulated, independent and effective lifelong learners. This links back to the Sikh principles, which underpin Seva School and its objectives.

**A Broad, Balanced and Flexible Curriculum**
The curriculum has been designed to offer a broad and balanced experience for children, allowing them to experience a wide range of subjects during all key stages. Every child has the opportunity to achieve their potential in a wide range of subjects. The curriculum is supplemented with additional learning opportunities in enrichment and extracurricular clubs. We feel strongly that it is our responsibility to offer an excellent curriculum, which is wholly inclusive and creative. This was one of the key driving forces in designing the curriculum. The proposed curriculum as a whole is underpinned by:

**Personalisation and choice** - The curriculum will respond to individual needs, support particular aptitudes and talents. It will give each pupil increasing opportunities for exercising responsible personal choice as they move through Seva School. Choices will be as open as possible through the offering of 3 pathways at KS4, but there will be safeguards to ensure that choices are soundly based and will lead to successful outcomes.

**Challenge and enjoyment** - The curriculum will encourage high aspirations and ambitions for all by providing learning which is challenging, engaging and motivating. Learners of all aptitudes and abilities will experience an appropriate level of challenge, to enable them to achieve their potential. The IPC and delivery approach for the enhanced NC will focus on the individual experience.
Breadth - The curriculum has been organised so that pupils will learn and develop through a variety of contexts within both the classroom and other aspects of school life through a wide range of subjects. This is supported by the findings of the Expert Panel Report in 2011, which argues that England narrows its curriculum for the majority of pupils too early.

Progression - Pupils will experience continuous progression in their learning from 4 to 16 years of age within a single curriculum framework. Each stage will build upon earlier knowledge and achievements and allow for progression at a rate which meets their needs and aptitudes with options to access a broad curriculum. Pupils will be familiar with the programme of study for service through all Key Stages as they progress from the Seva Challenge to the Asdan CVQ.

Depth – Pupils are given opportunities to develop their full capacity for different types of thinking and learning. This will allow them to develop and apply increasing intellectual rigour, drawing different strands of learning together and exploring more advanced levels of understanding through enquiry based learning, which is one of our innovative approaches to teaching and learning, started from IPC through to the enhanced National Curriculum.

Coherence - Learning activities will combine to form a coherent experience across all curriculum areas. Links between school experiences and the wider opportunities for out of school and community based learning will be developed. An all-through school model allows for greater coherence particularly in overlapping key stages.

Relevance – Pupils will understand the purposes of their activities. They will see the value of what they are learning and how it is relevant to their lives for today and tomorrow. This is built upon by the enquiry based learning approach which makes the curriculum content relevant through relating it to real problems.

Curriculum Principles based on Service
We will meet our Seva curriculum principles of selfless service throughout the school. Good enrichment opportunities, which encourage serving, will be offered through the following curriculum areas:

Seva Initiatives – Opportunities for pupils to learn how to serve others will be provided through the ASDAN CVQ Level 2 and 3. Pupils will develop a range of volunteering based skills, which will be valued by employers and will make the learning they receive in this school unique. Their experience will provide them with transferable skills such as time management, teamwork, communication, initiative, planning and organisation. Teaching them the values of serving others in the community and develop into responsible citizens.

The Seva Challenge - Pupils will be expected to complete the Seva Challenge, which focuses on developing their ability to become citizens with a strong sense of selfless service for others and their community. This yearly challenge will be supported by House competitions, assemblies and a ‘spiritual message of the day’, all of which will promote our ethos of selfless service towards all.

Seva Enrichment Opportunities: - Pupils will be provided with opportunities to develop selfless service in school through taking on roles as Form (Captain, Charity Rep, Eco Warrior) and House (Captain, Deputy, Music, Sport) levels of responsibility. Each of these roles will build on service supported through opportunities such as:
• **Plant a Garden** – Pupils in each year group will be provided with a garden to plant vegetables and plants. The produce will then be used as part of a celebratory free lunch.

• **Elderly Seva Harvest** - Building on the success of Harvest in schools, Seva School will run a similar scheme during the months of winter to prepare rations of food to distribute throughout the community to teach pupils the importance of respect and serving.

• **Serving The Local Community** – A significant proportion of elder people within the community do not speak English as a first language. They struggle with reading letters, filling out forms or booking appointments. Pupils from the age of 13 who speak the relevant language will help provide this service. Pupils will be encouraged to support local charities through voluntary service. The area of Foleshill and Holbrooks has a variety of communities who would all benefit from this service.

• **International Volunteering Day** – This will give pupils an opportunity to work with their local community and for us all as a community, to reflect on the benefits of voluntary opportunities.

**Embedding a culture of Service - Year 7 Induction Week**

Year 7 induction week focuses on building the Seva School culture. This is planned by achieving excellence set as a standard for pupils and staff, promoting understanding of the School Pledge, the principles of Sikhism and the core values of Seva, Excellence, Virtues and Aspiration. Year 7 pupils will start off with a whole week of induction of carefully designed activities to inspire a sense of Seva within each pupil. The timetabled lessons will start in week two. This programme will be organised in greater detail by the SLT and with Learning Tutors who all play an important part in the induction process.

Each morning will be focused on values and understanding of how Seva School operates and its expectations of the pupils. It is vitally important that all pupils understand why we do things in this way. The afternoons will be based on activities, which will allow pupils to partake in the creative curriculum. The goal of the week is to ensure that every pupil at Seva School understands very clearly what is expected of them, both in terms of behaviour but even importantly, as a Sevak of Seva School. This is underlined in the Behaviour Policy, which sets out the rewards and sanctions, which will be shared with pupils and parents during the induction week. These topics will be covered in the parent sessions after school from 16:00 to 16:45 with their children in the Induction Week. They will also have been covered with parents during their interviews with the Head of Primary Teacher prior to their child having been accepted into Seva School. In order for the school to be successful it is important that parents are committed to working with the school to promote its objectives.

**Curriculum Principles based on Excellence**

We will meet our objectives of developing mind habits for lifelong learning, challenging based on ability, supporting children to take ownership of their own learning and promoting strong parental commitment through the following curriculum areas:

**The Early Years Foundation Programme** –

Seva School offers The Early Years Foundation Stage programme of study (EYFS) at reception age. The programme provides an excellent foundation for children by appreciating the uniqueness of each child, teaching independence and positive
relationship building. The EYFS allows for strong parental commitment, to nurture successful learning by building strong partnerships with parents through use of the EYFS profile. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities. The EYFS is well structured with a theme based approach to education and links excellently to the International Primary Curriculum at KS1 – KS2.

Source: Setting the standards for learning, development and care for children from birth to five DFE

**The National Curriculum (NC)** –
Seva School will use elements of the NC at KS1 – KS2 to deliver English and Science. The NC provides a good framework for Literacy and Science linked back to NC Levels. To involve parental commitment throughout KS1 - KS4 we will offer workshops for parents, explaining different aspects of our curriculum, so they can confidently support their child.

**Singapore Maths** –
Seva School uses the Singapore Model to teach Mathematics at KS1-KS3 known as Math in Focus. This approach involves concepts using a concrete–pictorial–abstract learning progression to anchor learning in real-world with hands-on experiences, helping children to learn through challenges based on their ability, which is a key principle of our excellence to nurture successful learners.

**The International Primary Curriculum** –
Seva School offers the International Primary Curriculum (IPC) to deliver several of the foundation subjects at KS1 - KS2. The IPC has been well developed and meets the needs of the NC and exceeds it through teaching an additional subject strand of ‘internationalism’. The global approach of the IPC will help pupils connect with where they are living now as well as looking at the learning from the perspective of other people in other countries. We feel this is the best curriculum for our pupils as the curriculum offers subject goals to cover the knowledge but equally importantly, it offers personal goals for enquiry, resilience, morality, communication, thoughtfulness, cooperation, respect and adaptability.

Important qualities match our vision and ethos within Seva School. Whilst there are an excellent range of rigorous activities provided in each unit of study in the IPC, the activities are flexible and will allow us to adapt the activities to suit our pupils based on our local needs.

This choice of curriculum achieves the outcomes we desire for pupils at Seva School. The theme-based learning is strongly endorsed by the Expert Panel Review, and the IPC will enable our pupils to remain motivated through the learning of Geography, History, Art and other subjects. It will allow them to make purposeful links and connections throughout their learning and to see how their subject learning is related to the world we live in. Pupils will learn how to problem solve and think critically, which closely matches our aim of developing thinking and learning skills through rich opportunities. Rather than separating learning into specific subjects, the IPC integrates learning into units based around a central theme. Examples of themes include Rainforest, Getting Around (Transportation), Health and Fitness, and Treasure (Archaeology). With themes that are relevant and interesting to pupils, they will be able to make meaningful connections between what they learn and the world around them. Each unit of study includes rigorous academic work, opportunities for
creativity and fun. This links back strongly to our curriculum design principle of challenge and enjoyment as supported by Ofsted in observing the IPC in action.

Within each theme, the IPC provides many ideas which link strongly to our 6 principles of excellence in designing the curriculum.

<table>
<thead>
<tr>
<th>International Primary Curriculum</th>
<th>Linked to Seva School Principles of Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative learning</td>
<td>‘Collaboration before competition’ attitude to help all achieve their best</td>
</tr>
<tr>
<td>Active learning</td>
<td>Developing mind habits that promote lifelong learning</td>
</tr>
<tr>
<td>Wide range of memorable learning experiences that meet their needs closely</td>
<td>Challenge all pupils at a level that is tailored to their ability</td>
</tr>
</tbody>
</table>

The thematic based curriculum for the foundation subjects allows our pupils access to a wider curriculum. It provides them with a foundation for lifelong learning skills and a benchmark for progress at the end of each KS. This choice of curriculum meets the needs of our pupils, as the local community has a strong social mix of communities and the IPC will prepare them for the wider dimension of the multi-cultural community and world in which we live. This will be achieved through the international goals in the IPC of developing awareness of pupil’s own culture and the similarities and differences between people and other countries.

Enhanced National Curriculum –
All pupils will have the opportunity to enjoy Music and Games through an extended curriculum. The independent schemes of work and accompanying lesson plans will encourage pupils to develop their debating, thinking and independent learning skills. ICT will be embedded throughout the curriculum. Personalised and independent learning will be emphasised throughout to maximise pupil progress. The enhanced curriculum proposed in this application will be adopted if the recommendations by the Expert Panel become mandatory after 2015. Based on the current recommendations by the Expert Panel, KS3 is a 2 year programme of study with KS4 requiring 3 years.

Habits of Mind –
The observed characteristics of good independent learners are categorised into 16 attributes. Schemes of work, targets, rewards, assemblies and newsletters will all link back to the Habits of Mind, with a termly focus on a specific attribute.

Summer Transition Programme - Prior to the induction week, every parent will be interviewed by the Head of Primary Teacher. These interviews will be with both parents and pupils. We believe these interviews will play an important role in covering: Academic expectation and homework; Importance of Service; What it means to be a Sevak; Principles of Sikhism for moral development; School uniform; Behaviour policy – consequences of same day detentions; Expectations of behaviour outside of school; Work Ethics – Home School agreement and Rewards.

Literacy and Numeracy camp - Year 6 pupils who do not achieve a Level 5 in Literacy and Numeracy at KS2 will be offered a place on the literacy and numeracy summer camp. This camp will run for 2 weeks and is aimed at boosting literacy and
numeracy levels before pupils start in Year 7 at Seva School.

**Pre-Catch-Up Session** - Pupils from all Key Stages will have the opportunity to attend Pre-Catch-Up Sessions from 08.00 – 08.30 led by Learning Support Assistants (LSA) to build their confidence by receiving an overview of the planned learning for the day. Pupils at KS2 - KS4 will have the opportunity to receive mentoring on a one-to-one basis with their Learning Tutor to look at reviewing targets and discussing progress.

**Personal Study Time** - Pupils will work in their form rooms to complete their homework. This provides them with access to subject specialists and reduces the burden on parents trying to support their children with subject specific activities. Pupils will use this time to carry out research, reflect on their learning and look at planning ahead for the next day.

**The Extended Day** - Seva School will be open from 07.45 till 17:45. This will help working parents with child care provision. It will also serve to keep children in a safe environment, making the most of the extracurricular activities and the enrichment clubs on offer at Seva School. This will help address some of the key issues that children are facing in Coventry. We believe that pupils will make more progress because of the longer day. All pupils on FSM will be offered a free breakfast at the start of the day and a single piece of fruit at the end of the day before Personal Study Time. The purpose of the early start is to allow for mentoring and Pre-Catch-Up Sessions to take place as part of the inclusive approach. This extended day offers new possibilities for enrichment and support for groups such as GT and SEN, whilst maintaining an inclusive approach to the core curriculum. The additional time will help pupils master the core academic subjects, practise new skills, reflect on their daily learning and take part in the arts, music, drama and sports.

**Saturday Morning Extracurricular** - As part of our extended model, Seva School will be open on Saturday mornings for 4 hours, offering a range of sporting activities, extra-curricular activities and Sikh studies. This links back to our vision in providing an excellent setting for the wellbeing of all. Pupils would be able to make use of the computing facilities, the gardens or take part in life skill lessons. Offering sporting activities on the weekend is another unique initiative which will help pupils develop their body, mind and spirit. Arguably this will lead to improvements in the outcome of pupils academic studies. This would be an opportunity for teachers to see pupils grow in a holistic sense and promote the seva principle.

**Critical Thinking – PLTS** - All pupils will receive a 30 minute lesson per week to develop their problem solving skills and become independent thinkers. PLTS will be accredited as a qualification from ASDAN which helps pupils become independent thinkers. This will be delivered as part of the one hour allocated to form time on a weekly basis.

Curriculum Principles based on Virtues

We will meet our objectives of spiritual awareness, sound moral judgement, good values, self-respect and respect for others, through a series of curriculum offerings based on the principles of Sikhism:

<table>
<thead>
<tr>
<th>Principles</th>
<th>Sikh Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>One who works for what he eats, and shares some of what he earns - O Nanak, he knows the Path</td>
</tr>
</tbody>
</table>
Sikh Studies – It will be compulsory for all pupils from the Sikh faith to complete the programme of Sikh Studies. This will focus on teaching the languages of Gurmukhi (ancient Sikh language), Punjabi and Sikh History. A strong emphasis will be placed on linking back to the principles of Sikhism and developing spiritual and moral awareness. This will help pupils to make sound judgements based on good values that are taught in these lessons. This structured curriculum will start in Year 2 and continue until Year 11. This will lead to a formal qualification of GCSE & A-Level Punjabi from the AQA board.

Moral Based Assemblies – Every pupil will attend the daily assemblies. These assemblies will emphasise the need for sound judgement based on good values and high morals.

Moral Based Tutor Sessions - Pupils will receive a daily spiritual message in their form time, giving them an opportunity to reflect on their own lives and the world in which they live.

Extra-curricular - Offerings will include opportunities to learn about love and compassion, cooperation and teamwork, justice and honesty, simplicity and self-efficiency and respect. These themes will also be linked back into our curriculum through subjects such as PE, RE, PSHE and through clubs such as Debating.

Wellbeing/Meditation – Pupils will have the opportunity to learn how to use meditation to reduce stress and increase their creativity. They will be taught how to start a virtuous cycle of calm through deep breathing, to undo feelings of anxiety. There will be additional opportunities to use the Director of RE to deliver short meditation lessons during house and year assemblies.
The virtues strand is also strongly linked to the rewards and sanctions in the behaviour policy to encourage self-respect, respect for others and making sound judgements.

Curriculum Principles Based on Aspiration
We will meet our objectives of encouraging hopes and ambitions, good physical health and a positive mind-set towards life and relationships through the following curriculum areas:
Music – All pupils will be encouraged to learn one musical instrument and achieve an appropriate grading level to demonstrate commitment and perseverance. The musical offering will help develop pupil confidence, wellbeing and creativity.
Sports Based Extra-curricular Opportunities – A healthy lifestyle forms part of our school ethos and all pupils will be required to participate in one physical sporting activity per week.
Interest Based Extra-curricular Opportunities – Building on hopes and ambitions and developing positive relationships, all pupils will be required to participate in two additional extra-curricular activities per week.
Seva School enrichment programme - Enrichment is central to the Seva School culture. Pupils are given the opportunity to cover non-core subjects such as Art, Drama, Sport, Design Technology and ICT. The Seva School day is longer than most schools as the enrichment programme takes part after the Personal Study Time Session. We felt this was an important aspect of developing pupils into Sevaks, as enrichment can help to develop interests and passions beyond the core curriculum, developing pupils into confident individuals. It also plays an important role in the development of pupil wellbeing and social awareness. It can also be a lot of fun and help pupils make new friendships, whilst keeping them in a safe environment away from local temptations.

The longer day is also championed by the Shadow Education Secretary, Stephen Twigg (MP North of England). As stated in the Education Conference 2012

Seva School’s enrichment programme is based on the principles highlighted by J.B Teare, in “Effective Provision for Able & Talented children (1997)” which is based on these three strands:
Academic – activities expanding on pupil’s learning by using different methods from those in the school day.
Sport – sporting activities supported by volunteers from the local community and local experts
Other – activities ranging from Art, Music, Drama and DT

Curriculum and Organisation of Learning
Curriculum Models
Key Stages 1 and 2
The school’s curriculum model will be based on the National Curriculum as a broad and balanced platform, but with changes to further promote high levels of core learning including ICT. In Reception through to Key Stage 1 and on into Key Stage 2,
delivery will be via thematic lesson sequences planned by teachers within a weekly schedule consisting of four sessions per day with breaks for play and lunch during the school day.

Subjects taught through thematic lesson sequences will be based on the National Curriculum with additional nuances centred on local and topical issues of interest, in order to motivate pupils and encourage appreciation of relevance. Teachers will plan sequences of learning activities, which take into account individual pupil’s stage (not age) of development, strongly personalising their learning experiences. Where relevant, teachers will plan together to allow pupils to draw on knowledge and understanding from other areas of the curriculum without simple repetition of concepts, in order to foster links between areas of human knowledge.

At the present time, there is discussion around the development of the National Curriculum: the school will move to adopt a curriculum which reflects these changes, ensuring the greatest opportunity for our children to progress smoothly onto secondary school education and, where appropriate, other primary schools.

KS2 Curriculum Design Rationale
All year groups in the KS1 – KS2 will have a daily timetabled assembly with a focus on personal, social, spiritual and moral development. Registration periods will concentrate on quiet reading, handwriting, mental maths and discussing the daily prayer and issues relevant to their lives. Pupils will be taught in mixed-ability classes with provision made in each lesson for personalised learning to enable pupils to make further more tailored progress. All pupils will complete set homework and write regular book reviews in the Personal Study Time. The timetable will be flexible and adaptable with scope for some subjects to be blocked where possible to deliver over whole afternoons or over a period of weeks. Swimming will also be provided within the timetable on a rotational basis. Exemplar timetables are provided below for different year groups within KS1 - KS4. All assemblies will be used to celebrate festivals from other faiths and secular traditions. Guest speakers will be invited to inspire the pupils. Drama and singing will also have a place in main assemblies. PE is not represented in the diagram above as it is covered under a free flow learning approach in Reception years.

KS3 Curriculum Design Rationale ASDAN –
Pupils will have studied a programme of voluntary service from Year 1 to Year 9. This will include the Adventure Service Challenge and the Seva Challenge for the corresponding year group. The ASDAN qualification for Community Volunteering will be offered in Years 9 -11 to build on the service elements of our curriculum. 2 hours will be timetabled weekly for this qualification. This highlights the importance the school places on developing pupils with a strong sense of selfless service towards others and their local community. The ASDAN qualification links strongly to developing PLTS.
Latin - Latin will help pupils with written and spoken English, Maths, and will explore their curiosity to learn other languages. We believe Latin is an important subject and is valuable for supporting pupils' learning of modern languages. It can provide a very useful basis for study across a range of disciplines. We will be using the Cambridge
School Classics Project to deliver the programme of studies, as it is a well-established and widely used resource in 85% of all schools offering Latin.

RE and Philosophy – All pupils will study RE and Philosophy from KS3 – KS4. This is an important part of the curriculum in the secondary phase for developing their spiritual awareness. All pupils will study the AQA GCSE Religious Studies qualification.

PSHE and PLTS in form time – The Learning Tutor will play a key role in delivering the PSHE curriculum at KS3. PSHE will encompass many of the topics pupils at this age need to be aware of in relation to their new school experience and developing their role in the wider world as responsible citizens and starting their journey as a Sevak. These topics are dealt with sensitively by the head of PSHE in their weekly PSHE lessons with support from appropriate guest speakers who will inspire and engage the pupils. The Year 7 Learning Tutors will also co-teach in Year 6 to make use of opportunities to build relationships with pupils and support the transition to Year 7. Pupils will also develop the six core skills of PLTS during the hour allocated for form time. PLTS will then be developed across the curriculum to incorporate a creative and active approach to learning as part of the long term development of the school. There will be opportunities to work through an enterprise project linked to a local business. Pupils will establish a company and take on key roles. They will then be required to produce a number of outcomes such as a business plan, radio jingle, and a formal presentation to the class. Another project will invite pupils to identify three ways of getting a message across about an issue which concerns the local community.

Technology Carousel - Textiles, Food Technology and Product Design are compulsory for all pupils at KS3 and are taught as part of the Technology carousel, where one hour lessons are taught each term. The main focus of this study at KS3 is to introduce pupils to a wide range of practical skills in the three areas.

English:
The development of high levels of literacy is at the heart of the school’s curriculum, to promote high levels of pupil interest, progress and the drive towards becoming increasingly independent and life-long learners. The school has appointed a literacy coordinator, who will ensure that high-quality literacy programmes are well-taught throughout the school.

To most effectively promote children’s literacy development, the school will adopt a phonics scheme which is widely recognised to provide high levels of progress, for example, Jolly Phonics. A focus on phonics in Reception and Year 1 will provide pupils with strong development in this critical area, leading to strong performance in the reading check towards the end of Year 1. We will be using Read write Inc as our systematic approach to developing basic English skills in KS1 and KS2 (If required) Classroom environments will be rich in good quality children’s literature. Children will be immersed in books and stories and teachers will model a passion for all kinds of books and reading to the children. Careful attention will be paid to ensuring that each classroom library is well-supplied with the best fiction and non-fictional resources. Books will be provided at all appropriate reading levels and ensure that they are levelled to ensure children are supported to progress through different stages of reading development.
Literacy is important in developing pupils’ vocabulary, expression and organisation. The importance of reading will be promoted for its intrinsic pleasure, but also as a tool to help pupils use resources effectively. Writing will be promoted to help pupils express themselves, organise thoughts as well as select and analyse information. The spoken word will be a very important skill, which will be promoted and assessed through performance and peer based assessment with the aim of enhancing confidence, self-esteem and self-reflection. Pupils will be expected to engage in higher order thinking through questioning and critiquing their own work and the work of others. The aim is to enable independent learning, motivate pupils to take an active interest in not only literature but the expression of thoughts. The approaches to developing literacy skills will link to learning objectives as part of the learning framework and programmes of study to support pupils. These objectives will link to how and what is taught as well as how skills are learnt. Whereas these objectives will form a structure for the English department it will also be an expectation that all staff will aim to set objectives within their lesson plans that focus on literacy. For example, all staff will aim to identify strengths and weaknesses in pupils’ work in their writing, speaking, listening and reading. Improving spelling will also be an important cross-curricular objective to enhance vocabulary and reinforce high frequency words. Building on this, House assemblies will use ‘word of the week’ to extend pupils vocabulary. We recognise that monitoring of a pupil’s progress in literacy is very important. For example, KS2 data will be used to identify pupils who enter the school with a reading age below their chronological age. The data will be used to set numerical and curricular targets and to identify pupils who may need additional support in literacy. The analysis of data will assist in planning needs at an early stage during a pupil’s time at the school. All such information will be shared with the pupil and parents via their personalised VLE homepage. The curriculum will allow for small groups to be set up to work with a LSA in order to improve performance and develop skills in carefully identified areas of learning. We will aim to ensure that staff has expertise in the development of skills in order to support the pupils if necessary. There will be a strong partnership between KS2 and KS3 through a shared staff management system, allowing for regular meetings on Friday afternoons, sharing good practice, and teaching subject specific topics by subject specialists. We will endeavour to establish strong links with the SENCO to ensure that pupils with SEN are supported appropriately. The aim will be to provide pupils with challenges that meet their needs, through a range of teaching strategies and resources such as guided group work, writing frames and oral activities. Pupils that are more able will be identified and their needs will be met through learning objectives, that develop teaching ideas and resources in order to challenge them to make rapid progress. There will be high expectations of these pupils to take part in activities beyond the core curriculum such as the Debating Society, which will form part of the Year Challenges. English is a core subject which embraces the National Curriculum Framework for KS3. Lessons will be varied, stimulating and enjoyable with a strong emphasis on independent work and thinking skills. During the course of the year, pupils will build on work completed in Year 6 and be introduced to new ideas. Language skills such as sentence structuring, punctuation, spelling and the expansion of vocabulary will be developed. Activities including drama and class discussion will help to develop speaking and listening ability. Pupils will be encouraged to expand their reading and
writing experience through the study of a range of poetry, drama, prose and non-fiction texts. Challenging reading, such as the study of a Shakespeare play, will be a feature of the course. In addition to this, pupils will be encouraged to do wider reading for pleasure and information. Writing tasks will include comprehension, project work, writing about literature and writing for both creative and practical purposes. Throughout the year there will be opportunities for paired and group work as well as individual tasks in all areas of the subject. Where possible, teachers will produce work for display. All work will be marked positively, thoroughly and quickly, and returned to the pupils with feedback. All pupils will have the opportunity to take part in the Spelling Bee competition which will take place in the spring term. There will be a yearly provision for a theatre experience to support their learning.

Core Subjects

Alternative Pathway for EAL – Pupils with English as an additional language will be identified and will access examples of spoken English that will support their ongoing learning of the language. Intervention work with small groups and individuals that require additional support will take place during blocked periods of Latin and Spanish. Pupils with EAL with poor Literacy will not study Latin, French and Spanish. They will be given additional time to improve their Literacy levels.

Separate Sciences – Pupils will learn Sciences as a separate subject through Year 7 and Year 8. The curriculum model places a strong emphasis on teaching Sciences to prepare pupils for the EBacc qualification. The most able and middle group of attainers will be completing Sciences as separate qualifications. The three hour allocation for separate Sciences is in proportion to the importance of this subject and will offer pupils enough time to grasp the basic foundations of all three disciplines before Year 9. The low attaining group will be offered the Double Award Science qualification as discussed above in the rationale for curriculum offering. The delivery of Science subjects will build on clear links to history, society, culture, politics and technology.

Maths: Numeracy
Seva School will help pupils to become confident and competent young mathematicians, able to count, compare and order, to think mathematically in everyday situations and to select and use the mathematics they need in problem-solving and investigations. Planning and teaching of this core subject will be led and managed by a numeracy coordinator, who will ensure that all aspects of mathematics are coherently programmed and inspiring taught, to ensure all pupils make strong, above-average progress in this important area. Pupils will be learning Maths using Math in Focus: Singapore Maths. In KS1-KS3 Singapore Maths teaches concepts using a concrete–pictorial–abstract learning progression to anchor learning in real-world with hands-on experiences.
Concepts are introduced through hands-on experiences.

Pupils visualize the concept and represent it pictorially through models like number bonds and bar models.

Pupils only use abstract numbers and symbols when they have enough context to understand what they mean.

Math in Focus works well with Seva School’s inclusive approach to excellent education for every pupil. It aligns to a three tiered approach to differentiation and intervention without separating them from the class.

A Pedagogy Fit for Response to Intervention (RtI) Highly Scaffolded Curriculum – Math in Focus adapts instruction to the needs of pupils through scaffolding. The ultimate goal of scaffolding is to gradually remove the supports as the pupil masters the task. Math in Focus uses this approach to introduce new concepts and increasingly difficult problems. Scaffolding is apparent in the concrete–pictorial–abstract approach that appears throughout the program and in the sequencing of the word problems that go from one step to two steps to multi-step. Teachers can easily individualise instruction to meet RtI Tiers 1, 2, and 3. Visual Representations - Math in Focus uses the bar modelling method as a problem-solving tool. Pupils become familiar with this systematic way to translate complex word problems into mathematical equations and avoid the common issue of not knowing where to start. Word problems grow in complexity from one step to two steps to multi-step, which enhances pupils’ ability to think critically in a systematic process. Differentiation Resources - Extra Practice and re-teach opportunities are provided for every lesson. These may be implemented on a whole-class basis for RtI Tier 1, on a small-group basis for Tier 2, or in individual settings for Tier 3 modifications.
At KS3 – Math in Focus emphasises concept mastery, a concrete–visual–symbolic lesson progression, metacognitive reasoning, and the use of model drawing to solve and justify problems. To achieve our ambitious targets we have given a generous allocation of time for this core subject at KS3.

Languages - Pupils are taught three languages at KS3 which are French, Spanish and Latin. Pupils will be expected to choose their preferred language for KS4 with an option to choose an additional language in Pathway A. We anticipate a large number of pupils will be studying Punjabi as an additional language.

Geography - Geography will cover both human and physical aspects whilst also providing an introduction to map work. There will be an opportunity to undertake local fieldwork in the school grounds. The subject will be delivered through a strong link with ICT and use of technology. Building on the IPC, there will opportunities for investigative work in several of the topics such as growth settlements in Coventry. As a brief overview, pupils will learn how to read OS Maps, use technology to study the human and physical features of the UK, carry out a microclimate study of the school grounds and participate in a field day to a National park in the summer term.

History - Pupils will learn about the skills and techniques historians use to find out about the past and apply these to finding out about the history of England in the Middle Ages. They will investigate various aspects of life in England between the years 1066 and 1485. Pupils will use a similar approach to the IPC where knowledge harvesting is carried out at the start of a new topic to build pupils confidence and give them a clear idea of what they will be learning.

ICT - Pupils will learn ICT for one hour each week in KS3 supported by the flipped classroom approach. This is a pedagogical model in which the typical content of a lesson and homework elements of a programme of study are reversed. Short video lectures are viewed by pupils at home before the lesson, while class time is devoted to skills exercises, projects, or discussions. The video lecture is the key ingredient in
the flipped approach. These video lectures will be created by the Director of Computing with support from the Digital technician and posted on the VLE. The format may be a podcast or a video. The notion of a flipped classroom draws on concepts such as active learning and pupil engagement. The value of a flipped class is in the repurposing of class time into a workshop where pupils can enquire about the subject content, test their skills in applying knowledge, and interact with each other in hands-on activities. During the lesson, the teacher will encourage pupils in individual enquiry and collaborative effort. The benefit of this approach is that it puts the subject content under the control of the pupils. We are confident that this pilot study in Year 7 with ICT will prove that activities can be pupil-led and increase the communication between the teacher and the pupil through devoting more time to learning with a hands-on approach.

To support this innovative approach suitable CPD training will be provided to the Computing department through providers such as Future lab which have produced excellent documentation and resources on the flipped classroom. The impact of this approach will be evaluated to inform a whole school approach to creating digital content for pupils.

Pupils in Year 7 will learn how use Microsoft Office software programs using group based activities as well as individual tasks. The key aim of computing in Year 7 is to increase pupil confidence whilst building skills in a nurturing and supportive environment.

Modern Foreign Languages - The basics of grammar are covered in MFL and pupils will have the opportunity to learn more about other country’s history, geography culture, festive food and music through a celebratory inclusive approach. Cultural activities will include educational visits to European cities. Pupils will also learn about home life, family & friends, environment, leisure, education and work. Some aspects of this curriculum will be delivered using technology to support skill based learning.

Music - The emphasis in class music lessons is on learning musical concepts through engaging in the creative aspects of music-making. At KS3 all pupils, according to their abilities, will learn to recognise, identify and evaluate the use of the different building blocks of music in a variety of different pieces. They will learn to evaluate and respond to the expressive quality of different musical styles from around the world with a strong emphasis on classical Indian musical instruments. The syllabus as laid out in the NC, covers the following musical activities:

- Performing: All pupils will learn to perform simple music on an individual/small group level.
- Composing: All pupils will be involved in creative music making, using a variety of styles and techniques on an individual/group level.
- Listening: All pupils will follow a structured listening course linked to the components mentioned above.
- Theory: All pupils will be taught some simple notational theory work on western and eastern music.

As they progress, pupils will be able to send examples of their work home by email or access work from the intranet. In the classroom they will encounter music from
other world traditions, folk music, jazz and popular styles, as well as a more traditional repertoire from the heritage of Eastern Classical music. Parents will be encouraged to broaden their child’s awareness of music by taking them to concerts, musical theatre and local events at the Gurdwara. Seva School will host several of these concerts throughout the year working with the local community.

Games - Physical education lessons aim to give all pupils the opportunity to extend their range of physical skills and develop their proficiency. Promoting an appreciation of the benefits of participation and an enjoyment of physical education for each individual links back to our key values. The delivery of team games and individual activities will be linked back to moral dispositions. In addition there were will be a range of extracurricular and non-competitive clubs.

RE And Philosophy - Pupils will learn to think about important ideas and issues, that they will be able to share in small groups and within the class, whilst listening to ideas expressed by others. They will develop skills in different kinds of written work – factual, creative and that which expresses and supports a point of view. Parents will be able to help them at home by discussing topical issues, especially those which are influenced by religious or cultural values, listening to their points of view and helping them to consider the points of view of others. Topics covered during the course of the year will focus on the Sikh religion as the main religion with appropriate time allocated to learning the other religions.

Seva School enrichment programme
Enrichment is central to the Seva School curriculum objectives and overall philosophy. It will give pupils an opportunity to cover core subjects as well as art, drama, sport, design technology and Computing. The Seva School day is longer than most schools as the enrichment programme takes part after the Personal Study Time session. Seva School will offer three stands to the enrichment programme to fulfil the curriculum aims.

- **Academic** – activities expanding on pupil’s learning by using different methods from those in the school day.
- **Sports** – sporting activities supported by volunteers from the local community and local experts
- **Other** – activities ranging from Art, Music, Drama and DT

<table>
<thead>
<tr>
<th>Strand</th>
<th>Activities</th>
<th>SEVA principle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic</strong> (Optional)</td>
<td>ICT Club, Book Club, Gifted and Talented, Debating, Maths Challenge, Art Club, LAMDA Club</td>
<td>Excellence</td>
</tr>
<tr>
<td><strong>Sports</strong> (Optional)</td>
<td>Table Tennis, Boy’s Football, Boy’s Rugby, Girl’s Football, Netball, Karate, Martial Arts, Basketball, Ball Skills</td>
<td>Aspiration</td>
</tr>
<tr>
<td><strong>Other</strong> (Optional)</td>
<td>Art Club, Meditation, Let’s cook, Drama Club, Gurmukhi, Chess Club, Music, Gardening Club, DT Club, Shakespeare Club, Meditation, Choir, Eco Warriors, Textiles Club, Orchestra, Computer Club, Mind Sports, Horse riding, Web Design</td>
<td>Seva, Virtues, Aspiration</td>
</tr>
</tbody>
</table>
Compulsory academic enrichment activities are designed to accelerate the progress of pupils who have been identified as underachieving in core subjects. Maths enrichment is a key part of the offered programme. There are two elements which provide for both the G&T pupils and those who are below level 4 and need extra support. The Maths Challenge club will give pupils the opportunity to explore more complex problems whilst the Maths Club will focus on one to one support for each pupil from a teacher or pupil. English enrichment is offered through the English club and the Debating club. As Seva School grows beyond 2014, pupils from KS4 will join the younger pupils to coach them in debating and help them to enter weekly debate challenges and participate in national debates.

Science enrichment is offered through the Experiment club and the Science club. The Science club will be offered to those pupils who have underperformed in assessments, whilst the Experiment club will allow all pupils to engage with experiments and scientific concepts in a fun way.

These enrichment clubs are central to our philosophy of inclusion and offer pupils which are below Level 4 in Mathematics, English or underachieving in MFL or Science to catch up and receive additional support. These initiatives will help improve pupil progress towards a 3 sub-level progression by the end of the year. Extracurricular activities will be delivered by a mixture of teachers, local experts and volunteers from the wider community. Some examples of local volunteering are below:

- Horse riding – local expert from horse riding school
- Martial Arts – local expert from MMA club
- Panjabi – local volunteers from Gurudwarae (Sikh place of worship)
- Web design using WordPress – local volunteers from S.H.A.R.E charity

Children with Special Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

If a child has a special need, the school does all it can to meet these individual needs. We comply with the requirements set out in the current SEND Code of Practice (2012) in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child’s needs within the normal class organisation. If a child’s need is more severe, we if necessary, use the support provided by Learning Support Assistants, and we involve the appropriate external agencies

The school provides an Individual Educational Plan (IEP) for each child who is on the special needs register. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Gifted and Talented Pupils
Seva School will adopt a dynamic strategy to ensure that children who are recognised as being exceptionally intelligent and talented: Gifted and Talented (G & T) are identified and then provided with a programme of learning and challenge which enables these children to make the most of their abilities. Pupils on the register receive a personal education plan called a ‘Challenge Programme’ which ensures that they have access to appropriate resources and are given opportunities to experience some specialist teaching and subject specific courses wherever possible.

Challenge Programmes help pupils to attain high standards in their particular areas of strength by identifying targets and pinpointing opportunities for enhanced provision. An adult and peer mentoring structure is also provided as part of the programme.

Parents of gifted and talented pupils will work closely with teachers in ensuring that the needs of the pupils are catered for.

Roles and Responsibilities
The Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the termly Head of School’s report. The Executive Principal has the responsibility for the leadership of the curriculum and delegates responsibility to key staff as follows:

- The Executive Principal and other senior leaders co-ordinate the work of subject coordinators and classteachers to ensure that the curriculum has progression and appropriate coverage;
- Subject Coordinators are responsible for writing the medium term plans and liaising with classteachers over the content and delivery of the units of work. They evaluate and monitor standards in their subject;
- Classteachers ensure that the curriculum is taught to inspire and motivate our children, to promote high levels of progress and achievement. They will plan collaboratively to ensure parity across the year group as the school reaches its capacity and there is more than one class per year group;

Monitoring and Review
Our governing body’s curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area according to the policy review timetable. The Head of School is responsible for the day to day organisation of the curriculum. The Head of School and senior staff monitor the lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum. Subject coordinators monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject coordinators also have responsibility for monitoring the way in which resources are stored and managed.

Approval by Governing Body and Review Date
Aware of its responsibilities in this important area, the Local Governing Body approves the implementation of this policy and fully supports the Executive Principal and staff in this area.

This policy will be reviewed on an annual basis by the Head of School and a summary report will be produced, outlining any changes and progress made.

Policy approved: ____________________________
(Chair of Governing Body)

Date: ____________________________

Date of Policy review: ____________________________

End of Statement