



BABINGTON

HOUSE SCHOOL

Curriculum Policy

Date of Policy	Review Date	Reviewed By	Approved By
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1. Introduction and Statement of Intent

1.1 Babington House School is an independent, co-educational day school educating students from age three to sixteen. Our commitment is to provide an academic and well-rounded education in small classes, tailored to the needs of our students, in which each student is known and valued as an individual.

1.2 This policy sets out the aims, structure and delivery of the curriculum and the school's approach to assessment, marking and feedback; the promotion of fundamental British values; personal, social, health and economic (PSHE) education, relationships and sex education (RSE) and health education; and careers guidance.

1.3 The policy is written to meet the requirements of Part 1 of the Schedule to The Education (Independent School Standards) Regulations 2014 ("the ISS"), in particular paragraph 2 (a written curriculum policy supported by plans and schemes of work), paragraph 2A (relationships education and RSE), and paragraph 3 (teaching), together with Part 2, paragraph 5 (SMSC and the active promotion of fundamental British values). It also has regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015), the Equality Act 2010, the DfE statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education, and the Independent Schools Inspectorate (ISI) inspection framework.

1.4 The written curriculum policy, supported by appropriate plans and schemes of work, takes into account the ages, aptitudes and needs of all students, including those with an EHC plan, and supports fundamental British values.

2. Overall Aims and Principles

2.1 The curriculum at Babington House School aims to:

- provide an outstanding education for our students that gives experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- ensure students acquire speaking, listening, literacy and numeracy skills;
- be broad, balanced, coherently sequenced and ambitious for every student, whatever their starting point;
- provide personal, social, health and economic education that reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics under the Equality Act 2010;
- provide access to accurate, up-to-date and impartial careers guidance for students from Year 5 upwards;
- prepare students effectively for the opportunities, responsibilities and experiences of life in British society;
- enable all students, including the most able and those with SEND, to acquire new knowledge, deepen understanding, develop skills and make good progress.

2.2 Our guiding principles are high expectations for all; ambition that all students exceed their potential; an inclusive, adaptive approach so that students with SEND and English as an Additional Language (EAL) access the same ambitious curriculum as their peers; knowledge that is carefully sequenced so that students remember more and do more over time; and assessment that informs teaching.

3. Curriculum Structure Across the Key Stages

3.1 Early Years Foundation Stage (EYFS). The curriculum follows the statutory EYFS framework across the prime and specific areas of learning, delivered through a balance of adult-led and child-initiated activity, with observation-based assessment (see Section 5).

3.2 Key Stages 1 and 2 (Prep). Students follow a curriculum based on the National Curriculum including english, mathematics, science, computing, history, geography, religious education, art, music, physical education, PSHE and modern foreign languages.

3.3 Key Stage 3 (Years 7–9). Students study a broad curriculum including english, mathematics, science, modern foreign languages, history, geography, religious studies, computer science, art, design, drama, dance, music, physical education and PSHE/RSE. Setting by ability is used in some subjects to enable appropriate challenge and support.

3.4 Key Stage 4 (Years 10–11). Students follow a core of GCSE English Language, English Literature, Mathematics and Science, alongside option choices. PSHE/RSE, careers education and core PE continue for all.

4. Teaching and Learning Approach

4.1 Teaching secures students' progress by teachers demonstrating good subject knowledge; planning lessons that take account of students' ages, aptitudes, needs and prior attainment; using effective methods, activities and good-quality resources; and managing class time and behaviour well.

4.2 Teachers use the principles of high-quality teaching that benefit all students and are especially important for students with SEND: clear explanation and modelling, checking for understanding, guided and independent practice, deliberate vocabulary instruction, and retrieval practice to strengthen memory.

4.3 Adaptive teaching — anticipating barriers, planning to address them, and using assessment evidence to adjust instruction — is embedded in planning so that scaffolds are provided and gradually reduced to promote independence.

4.4 Key criteria are used when observing lessons to frame conversations regarding the quality of classroom practice, areas for professional development and improving student outcomes:

Learning	Explanation
Clear Learning Objectives	Hierarchical learning objectives are clearly stated, which are challenging, linked to curriculum goals and understood by all students at the beginning and revisited throughout the lesson.
Student Engagement	All students are actively engaged through a variety of interactive strategies that promote participation, collaboration and curiosity.
Adaptation	Inclusive learning is met through adapted content, process, and product to meet the diverse needs and abilities of all learners promoting challenge.
Assessment for Learning	Ongoing formative assessment is embedded throughout the lesson, draws on prior knowledge together with feedback used in real-time to inform teaching and support student progress.
Questioning Techniques	The facilitator uses a range of open-ended and higher-order questions to challenge thinking, encourage discussion and assess understanding.
Student Progress	All students make measurable progress from their individual starting points within the lesson and over time, evidenced through responses, work produced or increased confidence in applying concepts.
Classroom Climate	A positive, respectful, and inclusive classroom environment supports risk-taking, collaboration and a strong sense of belonging.
Use of Resources	Resources (including digital tools) and people are purposefully utilised and used effectively to enhance understanding and accessibility of learning.
Pace and Timing	The lesson is well-paced, with a balance of activities and transitions that maintain momentum and allow sufficient time to embed learning.
Independent Learning Opportunities	Students are encouraged to take ownership of their learning through structured opportunities for choice, inquiry, and reflection.

Subject Knowledge	All facilitators of learning demonstrate strong subject knowledge and use it to explain concepts clearly, anticipate misconceptions and deepen learning.
Behaviour for Learning	High expectations for behaviour are consistently upheld in line with the school behaviour policy, allowing all students to focus fully on their learning without disruption.

5. Assessment

5.1 Assessment is used to establish what students know and can do, to identify gaps, to inform teaching, to track progress, and to report to parents.

5.2 Formative assessment is used to adapt teaching so that learning moves forward, for example, questioning, live feedback, low-stakes quizzes and observation.

5.3 Summative assessments include end-of-unit, end-of-term and end-of-year assessments, and internal and public examinations, used to measure attainment against expected standards.

5.4 Baseline and standardised assessment. On entry and at key transition points the school uses nationally standardised, curriculum-independent tests. In the Prep School, Quest assessments are carried out termly in Years 2 – 6. In Seniors, Midyis by CEM is used for Year 7 and Yellis for Year 10, to establish starting points from which progress is measured. In the EYFS, assessment is observation-based and reported against the statutory framework.

5.5 Student progress is tracked within Departments and centrally. Data are analysed for cohorts and for groups (including SEND, EAL and the most able) so that underachievement is identified and interventions put in place. Edukey is used to track classroom adaptations for students with SEND and EAL.

5.6 Exam access arrangements. The Learning Support Department in conjunction with teaching staff identify, evidence and apply for access arrangements and reasonable adjustments in internal tests, mock examinations and public examinations, in line with the current Joint Council for Qualifications (JCQ) regulations.

5.7 Reporting to parents. The school reports to parents on students' attainment and effort through written reports and parents' evenings during the year.

6. Marking & Feedback

6.1 The school's approach to marking is that it should be meaningful, manageable and motivating, promote students' progress, and is accessible to all students.

6.2 Students receive regular feedback on their work and teachers plan for how feedback will be used in lessons to move student learning forwards.

6.3 Decisions about the method and timing of feedback (written or verbal) are left to teachers' professional judgement in response to the learning context.

7. Fundamental British Values

7.1 Babington House School actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs across the school curriculum.

7.2 The school precludes the promotion of partisan political views in the teaching of any subject and, where political issues are brought to students' attention, for example in subjects such as History, takes reasonable steps to offer a balanced presentation of opposing views.

7.3 Curriculum content, plans and schemes of work are reviewed and checked to ensure that they are actively promoting fundamental British values and this can be seen within the schemes of work for each subject. SMSC are developed through PSHE, RS, assemblies, the wider curriculum, student leadership (such as positions of responsibility) and enrichment opportunities.

8. PSHE, RSE and Health Education

8.1 PSHE education is delivered to all year groups and follows the DfE statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education, updated for September 2026. See separate PSHE and RSHE policies for further details.

9. Careers Guidance

9.1 Students from Year 5 upwards have access to up-to-date and impartial careers guidance. Please see our Careers Policy for further details.

10. Monitoring, Evaluation and Review

11.1 The curriculum and its delivery are monitored through lesson observation, learning walks, work scrutiny, planning and assessment review, and analysis of progress data, including for students with SEND and EAL. The impact of the curriculum is evaluated against the extent to which it fulfils the aims of the school and enables all students to make progress.

11.2 This policy is reviewed annually, or sooner in the light of changes to legislation or statutory guidance, by the Senior Leadership Team and approved by the Governing Body.