



DUKE *of* KENT SCHOOL

Policy Title:	CURRICULUM POLICY	
Author:	Director of Teaching and Learning	Checked by: The Head
Date of most recent review:	June 2024	
Date of next review:	June 2025	

This policy applies to all sections of the School, including the Early Years Foundation Stage (EYFS).

Aims:

Duke of Kent School has the following Curriculum Aims, in accordance with which all plans and schemes of work are drawn up:

- To offer a broad, engaging and challenging age-appropriate curriculum to all its pupils, from age 3 to 16 (Nursery to Year 11), accessible to all
- To provide a supportive environment that enables pupils to develop a passion for learning and discover their spark
- To provide opportunities which will support the development of all pupils across all aspects of their intellectual and social development: linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative
- To ensure that pupils acquire, and develop to their full potential, speaking, listening, literacy and numeracy skills
- To promote the School's key values: respect, honesty, effort, responsibility and kindness
- To assist our pupils to flourish as part of a happy, inclusive and nurturing community
- To uphold the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- To work towards embedding diversity into the curriculum of all School Departments.
- To provide personal, social, health and economic education which reflects the School's Aims and Ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act. Race is one of the protected characteristics under the Act. The following characteristics are also relevant to pupils:
 - disability
 - gender reassignment
 - race
 - religion or belief
 - sex
 - sexual orientation.

- To take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC (Education, Health and Care) plan
- To ensure that all pupils have the opportunity to learn and make progress in a richly varied educational environment
- To provide a springboard so pupils leave as confident and grounded individuals ready to embark on the next stage in their journey
- To prepare pupils effectively for the opportunities, responsibilities and experiences of life in British society; to teach pupils to be positive and constructive members of a community, with opportunities provided for leadership and service
- To ensure that all pupils experience the joy of learning and develop the capacity to acquire skills that will serve them well in their adult lives beyond full-time education
- To provide an innovative and effective curriculum, reviewed and developed in the context of current educational research
- To teach pupils to think independently, form their own ideas and articulate argument, aloud and in writing
- To develop as a community of learners, keeping learning at the forefront of all that Duke of Kent School does, and specifically to ensure that:
 - Curriculum design and development prioritise the experience of the learner and encourage a 'growth mindset'.
 - Pupils are encouraged and equipped to reflect on and discuss their experiences as learners
 - Teachers are encouraged to reflect on and discuss their own experiences as learners and their practice as teachers.
 - Habits of excellence are developed across the curriculum to support and promote learning
 - Partnership between home and School promotes pupil learning
 - Error and failure are openly discussed as opportunities for growth and development
 - Learning outside the classroom plays a highly significant role in pupil learning
 - All pupils are stretched and challenged in order to be the best they can be

The Curriculum:

1.0 The DoTL oversees the curriculum, ensuring departmental schemes of work and regular assessments for learning facilitate excellent pupil progress. This approach extends to Prep and Pre-prep as well. Clear expectations are established at the start of the year, upheld by both staff and pupils to maintain a conducive learning environment. The appraisal process, lesson observations, and annual departmental curriculum reviews with the Head and DoTL promote high-quality and consistent teaching. Weekly sharing sessions focus on sharing best practices within departments, covering exemplary lessons, innovative teaching methods, classroom management strategies, and effective use of IT in planning, teaching, and assessment.

1.1 Duke of Kent School is committed to meeting the particular needs of individual pupils across a broad academic spectrum and makes the most of its small size to maximise the learning opportunities and the achievement of potential for all.

1.2 The curriculum has much in common with the National Curriculum but the School aims to broaden its perspective to enable the creation of courses and programmes of study suited to the abilities and aspirations of pupils.

1.3 Duke of Kent School seeks to ensure that the curriculum is inclusive of diversity and teaches children about prejudice and bias. The School ensures that INSET training is undertaken by all teaching staff to include: anti-discriminatory practice, ethics and values, and dealing with disclosures. Heads of Department review departmental curricula to ensure that they are inclusive of diversity.

All children should gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people.

1.4 All academic departments have work towards embedding diversity into curriculum.

1.5 When creating schemes of work Heads of Department take into account the age of all pupils and ensure that teaching is appropriate to their age or religious background. Reasonable adjustments to alleviate disadvantage are made, for example by taking positive action to deal with particular disadvantages affecting a group because of a protected characteristic under the Equality Act 2010.

1.6 The PSHE programme ensures that relationships education and RSE is accessible for all pupils, including those with special educational needs and disabilities. The Head of PSHE and Lead School Nurse work closely with parents in all cases when planning and delivering RSE, ensuring that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that the child be withdrawn from some or all of sex education delivered as part of statutory RSE.

1.7 PSHE education is delivered to Years 3-11. These sessions combine personal, social and health education with a broad-based religious education. Heads of Section help coordinate the reinforcement of the programme through Assemblies. The Head of PSHE provides resources for PSHE teachers and operates a system of continuous review to ensure material is relevant and engaging. A programme of study and resources are available via Google Classroom for form teachers to access. External speakers, where possible, enrich the programme. The School's aim is to move towards specialist PSHE teaching for the whole school on an incremental basis as we develop further resources and teaching expertise.

1.8 The Director of Teaching and Learning works with Heads of Department to ensure that the materials used to support teaching are appropriate for the age and maturity of pupils and sensitive to their needs and ensure that the needs of all pupils are appropriately met, and all pupils understand the importance of equality and respect.

1.9 Within the context of a rich extra-curricular programme and varied cultural and sporting provision, our academic curriculum is designed to give our pupils a broad and rounded education. We aim to provide pupils the opportunity to develop individual interests and strengths, as they reach ages appropriate to the making of choices, through their chosen fields of specialist study.

1.10 Flexibility and relevance are key drivers in curriculum design: The School seeks to gather information about and respond to the interest, educational profile and aptitude of year-group cohorts.

1.11 Duke of Kent School seeks to use its extraordinary setting and grounds in ways which best support pupil progress: all teachers are encouraged to exploit the natural resources of the School in their delivery of the curriculum and opportunities to share this best practice will be provided through Staff Meetings and INSET.

1.12 Extra-curricular activities are designed to complement and reinforce the curriculum. The Head of Activities, Heads of Section or Form Teachers can advise parents and pupils on choices of Activities most likely to support areas in which they would benefit from participation.

1.13 It is the responsibility of all teaching staff to encourage pupils to improve their learning and study skills. The subject-specific tools for learning and study skills are integrated into departmental teaching across the curriculum. Learning Development 'drop in' sessions will be available at lunch

times to support pupils' study skills. We aim to make material available to support independent study. Teachers use Google Classroom to provide assignments and material to pupils.

1.14 The partnership between home and School plays a vital role in pupil success and Duke of Kent School is committed to maintaining and strengthening this relationship. Each academic year begins with an Information Evening, attended by the Head and other senior teachers, at which parents meet the relevant Form teachers and are informed about some of the key aspects relating to the learning of that year group with opportunities for questions and discussion. A Curriculum Overview is shared with parents in Years 3-9, outlining what will be covered in each subject for each year group. Curriculum information is also available on the website with further information available on request.

1.15 Pupils are expected to play an active role in their learning, regularly reviewing progress and discussing attainment targets with Form teachers from Year 3. Form Times, Assemblies, written reports, and individual consultation meetings with Form teachers, the Head, Heads of Section or Director of Teaching and Learning provide pupils with a broad range of opportunities to actively consider how they are learning and what progress they are making. From Year 7, pupils attend annual Parent Meetings with staff alongside their parents

1.16 Personal electronic devices, such as iPads and Chromebooks, are used extensively in teaching and learning from Y2-11, with dedicated devices assigned to pupils and teachers to enable 1 to 1 access. From Year 6, pupils are encouraged to take their devices home to continue their studies. Pupils and parents are given regular guidance regarding sensible and safe use of the devices.

1.17 The curriculum aims to deliver excellent teaching and learning experiences that stretch and challenge pupils so that they achieve their potential. To ensure that more-able pupils achieve their potential the Stretch and Challenge Co-ordinator monitors pupil progress and oversees enhanced activities that are specifically directed, but open to all.

1.18 All pupils have access to Google Classroom. Teachers use Google Classroom to set tasks and provide resources for pupils. Work is also submitted and marked, where appropriate, using Google Classroom.

1.19 Chromebooks are provided to all staff, senior students, and pupils in Years 5 and 6. Pupils in Year 4 and below having access to iPads. The classrooms are well resourced with a good supply of 'hands on' learning materials, digital screens and appropriate books. There are a wide range of activities that encourage pupils to be self-directed, resourceful and ambitious, encouraging the application of intellectual, physical and creative effort. Pupil engagement in their work is excellent and opportunities for further intellectual challenge are offered through participation in national and local competitions. High participation rates in our after school activities programme and extra-curricular sessions, which offer academic, physical and social development opportunities, allow pupils to develop skills and attributes further. Outstanding teaching engages pupils in their studies and ensures that they are well-motivated and full of intellectual curiosity.

1.20 Pupils are given a wide range of activities that help them to develop excellent communication skills. They are encouraged to be assured speakers with the many opportunities they are given and the respect with which their views are received by their teachers.

Progress Reporting:

In addition to the wealth of valuable informal oral and written checks on progress made throughout the academic year, Duke of Kent School operates a number of formal progress reporting processes.

2.1 From Y3 to Y11 pupil progress is monitored with Attitude to Learning Grades, which parents access remotely via the Parent Portal area of the School's information and management system (ISAMS). Additional attainment information is provided, appropriate to age, as outlined below.

2.2 **Years 3-6**

- Pupils receive ATL grades, on the 1-5 scale, from each subject on a half-termly basis.
- Pupils also receive one individualised target called a 'Next Step', for the upcoming half term. This identifies an area in which the pupil would benefit from targeting their attention to make progress in one of the eight key learning attributes that constitute a sound Attitude to Learning. Next Steps are identified and discussed collaboratively between the pupil and Form Teacher.
- ATL grades and Next Steps are shared with pupils during Form Time and are issued to parents via the Parent Portal.

2.3 **Years 7-8**

- Pupils will receive a Half-Termly report card
- In Years 7-8 pupils receive an ATL Grade, now using the 1-5 scale, with the addition of a comment box for each subject to provide a termly written target which will indicate an area for improvement
- Teachers also include a Progress Judgment for each pupil on a 1-3 scale for tracking purposes and is reviewed half termly by the Head of Pupil Progress. This information will be for internal use only and will not be sent to parents.
 - 1 = Student performing above expectation/exceeding expected progress
 - 2 = Student performing at expectation/meeting expected progress
 - 3 = Student performing below expectation/failing to meet expected progress
- Performance is judged against CAT4 Baseline Assessments. Teachers use pupils' CAT4 results, which provide a detailed and objective analysis of their reasoning abilities, to make the Progress Judgement about how the pupil is performing in their subject. The CAT4 results are used to identify strengths and weaknesses and to help inform which learning strategies might be most effective.

2.4 **Years 9-11**

- Pupils will receive a Half-Termly report card
- Pupils will be given a DOK Target Grade using the 9-1 GCSE Scale. The DOK Target Grade will be formulated through a combination of national standardised tests (CAT4), assessment of academic performance in years 7-8 and a teacher judgment of what the pupil could achieve at GCSE if they fully challenge themselves
 - It is important to note that this is not a 'ceiling' and pupils can work above their DOK Target Grade.
 - The Target Grade can change depending on performance and application
- Based on the Target Grade Teachers will provide a Progress Judgment indicating whether the pupil is 'Above Target', 'On Track' or 'Working Towards'.
- Pupils will receive a termly written target which will indicate an area for improvement.

3.1 Form teachers review data to monitor progress, identify patterns or concerns, reward commendable progress, and plan interventions in consultation with the Head of Section, Head of Learning Development, or Director of Studies as needed. Form teachers will initiate communication with parents when necessary. Teaching staff regularly refer to and address pupils' Attitude to Learning grades in their classes.

3.2 The system aims to:

- Maximise the achievement of each pupil in each subject
- Provide accurate and current information of progress
- Stretch and challenge pupils
- Identify areas requiring further attention
- Provide targets to promote further progress
- Reflect the School's culture of pursuit of 'Personal Best', embodying an ambitious, 'growth mindset'

Full Written Reports

4.1 Duke of Kent School reports aim to inform pupils and parents clearly and accurately about each child's progress and to provide useful advice for further improvement, including any necessary strategies or techniques suggested.

4.2 From Year 7 onwards, pupils have the opportunity to discuss their reports with their Form teachers. Pupil and parental feedback can be shared with Form teachers or Heads of Section as a valuable part of the reporting process. In the Prep and Pre-Prep, pupils receive two written reports, one in October Half Term and another at the end of the Summer Term. For Years 7-9, a full written report is provided at the end of the Summer Term. Year 10 receives a full written report at the end of the Autumn and Summer Terms. In Year 11, an academic written report is given at the end of the Spring Term, which includes feedback on GCSE Mock exams and improvement targets as they approach their GCSE Exams after Easter.

4.3 Results of annual examinations (for Years 3 and above) are shared with pupils and parents in the Summer Term, and published in the Summer Reports for Years 7 and above. Mock Examination results are released for the Spring Term Year 11 Parent Meeting and added to the Parent Portal.

Parent Meetings

5.1 Duke of Kent School highly values its excellent relationships with pupils' families and seeks to work in partnership with parents to promote pupil progress. Parents are encouraged to contact the School whenever they have a concern or a comment and not to wait for a formal meeting. In the course of every working week, a number of meetings are held between parents and Head, Deputy Heads, Form teachers or Heads of Section.

5.2 Formal Parent Meetings provide an opportunity for parents to meet with teachers across the range of curriculum subjects taught and with the Form teacher. Members of Senior Management also attend and are available for consultation as required.

5.3 From Y7, pupils are expected to attend Parent Meetings with their parents, to participate in the dialogue about their progress. Should parents wish additionally to speak to a particular teacher without the pupil present an opportunity will be made available.

5.4 The School uses a 'Parent Booking System' which allows parents to make appointments with their pupil's teachers. Parents who cannot make a meeting are contacted and alternative arrangements made. If a family does not make appointments this is followed up by the School office to ensure that appropriate communication between the School and parents takes place.

Assessment and Tracking

The Director of Teaching and Learning and the Head of Pupil Progress oversee the effective organisation of the School's assessment, tracking, and recording systems in the Senior School. The

Head of Pupil Progress works in liaison with the Prep School Academic lead in order to ensure compatible data between Prep and Senior school and smooth transition of data on pupils moving from Prep School to Senior School.

6.1 The School uses standardised tests to provide a rounded profile of all students' abilities so that teachers can set appropriate targets, allocate support, provide the right level of challenge and make informed decisions about students' progress.

6.2 GL Assessment reports, based on standardised tests, are used to provide a unique profile of each student's strengths and weaknesses across four batteries: Verbal Reasoning, Non-verbal Reasoning, Spatial Reasoning, Quantitative Reasoning

Pupil Tracking

Pupil tracking plays a crucial role in our commitment to student development and academic success. We utilise tracking data to uncover hidden factors that may be impeding the progress of underperforming students and to gauge the capabilities and potential of each individual. To elaborate on our pupil tracking procedures:

6.3 Data Review and Evaluation: The Director and Teaching and learning liaises with the Head of Pupil Progress, the Learning Development Department and academic HODs to review and evaluate data sourced from standardised tests and curriculum assessments. Summer Examination results are collated on iSams and distributed in an accessible format by the Director of Teaching and Learning. This contributes to the creation of a comprehensive profile of each student's academic performance and progress.

6.4 Benchmarking Against National Standards: The data collected through tracking is employed to benchmark our students against national performance standards from Year 2. This benchmarking enables us to gauge our school's performance in comparison to national norms, aiding us in identifying areas of excellence and areas in need of improvement.

6.5 Accessibility and Support for Teachers: The School is committed to providing teaching staff with user friendly tracking and assessment data in order to assist them in their interpretation and analysis. Accessible and comprehensible data is provided by the Head of Pupil Progress via the shared Google Drive which empowers teachers to make informed decisions and tailor their teaching methods to better support students.

6.6 Monitoring Academic Patterns: The Head of Pupil Progress identifies and monitors general academic patterns, ensuring that relevant findings are communicated to our Senior Leadership Team (SLT) and staff as appropriate. This communication aids in aligning the educational strategies of the School with emerging trends and challenges.

6.7 Individual Target Setting: Discrepancies in individual standardised test scores are thoroughly reviewed to ensure that personalised academic targets are set appropriately for each student. This approach enables us to cater to the unique needs and potential of every learner. In Years 7-11 intervention meetings are held which identify pupils who require additional support or monitoring.

6.8 Data Consistency: To facilitate effective data analysis and comparisons across year groups and subjects, our Head of Pupil Progress maintains a consistent data format (as far as possible within confines of age appropriate assessment) throughout the school. This consistency ensures that data is readily accessible and interpretable for all stakeholders.

6.9 Accessibility for Staff: We prioritise accessibility to tracking and assessment data for our staff members. All school personnel have access to the "Pupil Progress and Academic Tracking" folder on

Google Drive, which houses comprehensive tracking and assessment data for all year groups and pupils.

In summary, the school's pupil tracking initiatives are designed to identify and nurture the potential within each student, empower our teachers with actionable insights, maintain data consistency for meaningful comparisons, and ultimately contribute to our collective pursuit of educational excellence.

Curriculum Support Arrangements: Learning Development Department (LDD)

How Needs are Identified

7.1 A referral for Learning Support can come as a result of concerns raised by the pupil, by teachers or parents, or as a result of pre-existing reports from a prior school or external expert or agency. Whole school screening in spelling, reading and writing speed operates from Year 3 upwards. Progress checks, standardised test assessments and summer exams are also used to screen pupils and monitor progress.

7.2 In the Early Years Foundation Stage (EYFS), close communication is maintained between the Learning Development Department and teaching and support staff, including regular visits of LDD staff to the Pre-prep classrooms. Both the pupils' twice-yearly reports to parents and EYFS tracking documents and the EYFS profile (usually completed in the final term of the Reception year), are scrutinised by the Head of Pre-prep, EYFS Coordinator and SENCO. The EYFS profile is used to inform plans for future learning and to identify any additional needs for support.

7.3 The provision of Learning Support always follows careful analysis of need and discussion with the pupil and parents. Close liaison with classroom teachers and parents means that individual targets and programmes best reflect the needs of the learner. Need is reviewed on a termly basis, with pupils included or discharged from Learning Support direct supervision as appropriate.

7.4 Pupils for whom English is not the primary language will be screened on admission and will have appropriate access to EAL (English as an Additional Language) lessons where this is deemed appropriate by the SENCO, either from arrival or at any later stage in their school career should the need arise.

7.5 Duke of Kent School seeks to respond additionally to those pupils who require short term assistance, for example, with planning and organisation, and provides a two or three week study support course for individuals in Years 7-11 who require such intervention. Pupils may self-refer for this assistance or be referred to the Learning Development Department by parents or teachers. The Learning Development Department also runs a series of lunchtime 'drop in' sessions which are open to all pupils and provide a forum for them to seek help with any work they are finding difficult.

How needs are supported

7.6 Pupils who require additional support to access the curriculum, to reach their academic potential or to make appropriate progress, are monitored by the Learning Development Department. Where pupils have SEN or a disability requiring intervention or specific support, and/or an EHCP, appropriate support will be given through the Learning Development Department. Interventions will follow the cycle of 'Assess, Plan, Do, Review' as advised in the Code of Practice.

7.7 The Learning Development team works closely with the Stretch and Challenge coordinator but the responsibility of monitoring progress and making provision for stretch and challenge pupils (formerly known as 'Gifted and Talented') is coordinated by the Stretch and Challenge coordinator.

7.8 Parents of pupils with EHCPs are invited to visit to discuss their child's educational needs, prior to the pupil starting at the School, or on identification of need, with the Head of Learning Development and the Head and to participate in the development and review of the Personal Learning Plan (PLP).

7.9 The Head of Learning Development is the Special Educational Needs Coordinator (SENCO) and provides information and support to classroom teachers about pupils with SEND/EHCPs, disseminating expertise both proactively and in response to teacher requests. The Heads of Learning Development (Pre-Prep and Prep/Senior) will liaise where appropriate with external professionals, for example Speech and Language Therapists, to ensure continuity of approach where possible and the provision of information to teaching and support staff. Staff Briefing (daily) and Meeting (weekly) are important opportunities for individual pupils' progress, needs and attitudes to be discussed.

7.10 Information on the profile, needs and suggested strategies for each pupil receiving Learning Support, including those with EHCP, is readily available to all staff and is mainly held on the Staff Shared Drive and ISAMs, though further advice is available on request. At the INSET prior to the pupil starting at the School, the SENCO will have information on the profile of a pupil with an EHCP and suggested approach/strategies for teachers.

7.11 The School will meet the provisions set out in the EHCP. Support is usually in the form of pull out small groups/ 1:1 lessons. Learning Support is provided in Extra Literacy/ English and Extra Numeracy/Maths, Occupational Therapy and Study Skills (typically at least one and up to four half hour sessions per week in Pre-Prep and Prep and up to two half hour sessions in the Senior School, dependent on need). This support is usually charged to parents on a termly basis. In exceptional circumstances, and on a case by case basis but always bearing in mind the impact on other pupils, a Teaching Assistant may be considered within Pre-Prep and Prep but is less likely to be considered within the Senior School where small class sizes and pull out small group 1:1 sessions are the more typical provision. Where pupils are funded by Local Authorities, the Bursar will handle communication regarding payment for any Learning Support or classroom support. If receiving additional support lessons, pupils will be set clear targets (in the form of a Personal Learning Plan) which will be reviewed termly to monitor progress.

7.12 The Learning Development Department serves as a resource for staff who wish to learn more about a particular condition or learning disability. Learning Development staff can attend lessons on teacher request to provide advice and feedback on teaching all pupils including those with EHCPs and can initiate classroom visits to see pupils with EHCPs in order to monitor the progress of the pupil and the effectiveness of strategies employed.

7.13 Parents are informed when special educational provision is made for a child, whether or not an EHCP is in place.

7.14 Pupils with EHCPs, play a full part in the life of the School and are encouraged and, where necessary and possible, supported to take part in Activities and school trips, for example, which will promote their academic and social development. Development of friendships is regarded as a priority for pupils' well-being and will be supported if necessary with social skills intervention or enhanced mentoring. Form teachers take the lead on this but will work closely with the SENCO and other teaching staff to ensure that the pupil is fully and happily integrated into School life.

7.15 In all dealings with the pupil, the Form Tutor and Head of Section will have regard to the information provided in the EHCP.

7.16 Where appropriate, an older pupil with an EHCP will be given opportunities (e.g. reading support or contributing to a Form Assembly) to mentor or act as a role model to younger pupils, under supervision of the SENCO.

7.17 For pupils with an EHCP, disability or applicable diagnosis, relevant Access Arrangements will be put in place according to current JCQ guidelines and dependent on the pupil's normal way of working. Pupils will be monitored within internal tests and exams and evidence gathered to support their Access Arrangement.

Personal Development

8.0 Careers education: the school's Careers Officer ensures that pupils receive excellent impartial careers guidance.

8.1 Personal development and pastoral education is embedded in the supportive culture of the School. A wide range of opportunities for personal development are delivered through social events, form times, assemblies, visiting speakers and extra-curricular visits and activities.

8.2 There are a wide range of opportunities within and beyond the timetabled curriculum. The Duke of Kent School curriculum, coupled with opportunities provided by many strong partnerships with the local and international community, offers highly positive, memorable and diverse experiences that offer a breadth of high quality learning. These are provided through extensive extra-curricular opportunities and through a broad range of events, trips and visits to local, national and international destinations.

8.3 Duke of Kent School ensures that pupils' spiritual, moral, social and cultural development is supported through a wide range of opportunities. Excellent relationships between pupils and teachers encourages a supportive, highly cohesive and inclusive learning community where every child feels valued. Interaction between year groups is encouraged, through activities such as 'Peer Mentoring', shared reading and numerous house competitions, events and activities.

8.4 The School promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance throughout the curriculum and pastoral time, including assemblies and school trips and visits.

8.5 The School is committed to helping pupils in their community beyond school. Through charity initiatives, the school council and pupil-led fundraising through the charity committee, pupils are encouraged to learn how to make a meaningful difference in the world around them.

8.6 Pupils are provided with a wide range of opportunities for creative expression, performance, group work, communication, leadership and appreciation of other cultures and points of view. The broad scope of our inclusive policy towards engagement with the Performing Arts has a positive impact on teaching and learning. Pupils' experiences at school are enriched through many new and exciting challenges on offer as they explore and develop creativity in their learning, not only in art, dance, drama and music, but throughout the whole of the school curriculum. The supportive nature of the school, which encourages all pupils to engage in the Performing Arts, leads to greater self-esteem and a greater confidence in their ability to express themselves.