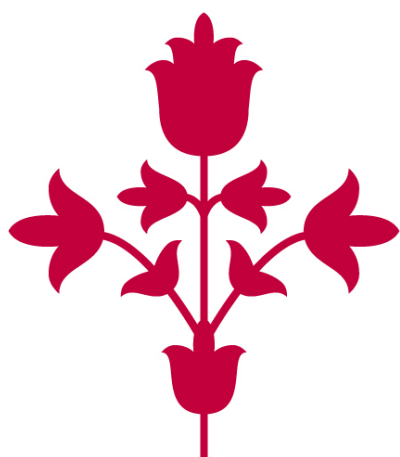




Earlscliffe



SCHOOL POLICY • 2026–27

Curriculum Policy

A broad, ambitious and coherent curriculum for international students aged 15–19, combining academic rigour, disciplinary literacy, personal development and future pathways.

Headteacher	Dr N Robinson
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Deputy Headteacher	Mr L Connolly
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Effective	September 2026
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Document control

Policy title	Curriculum Policy
School	Earlscliffe
Policy owner	Headteacher, supported by the Deputy Headteacher and ACE Team
Accountable leader	Dr N Robinson, Headteacher
Version	2026.1 - new curriculum policy
Prepared	1 September 2026
Effective from	1 September 2026
Next formal review	Before September 2027, or earlier following regulatory or material curriculum change
Applies to	All curriculum programmes, pupils, teaching staff, academic leaders, support staff and relevant boarding/pastoral staff

Approval and review record

Control	Record
Approved by	Dr N Robinson, Headteacher
Approval date	September 1 2026
Review completed by	Dr N Robinson, Headteacher
Date of next review	Before September 2027

Changes in this edition

- Replaces the former Earlscliffe Curriculum and Assessment Policy with a dedicated curriculum policy, while assessment, marking, TRaC and reporting expectations sit within the separate Teaching, Learning, Assessment and Reporting Policy.
- Aligns the curriculum framework with the Education (Independent School Standards) Regulations 2014 and DfE Independent School Standards guidance updated April 2026, especially the requirements for a written curriculum policy, suitable plans and schemes of work, breadth for compulsory-school-age pupils and appropriate post-compulsory provision.
- Uses the structure and relevant content of The National College Secondary Curriculum Policy (September 2025) but removes maintained-school assumptions and adapts the document for a 15–19 independent international boarding school.
- Reflects the approved 2026–27 curriculum and staffing plan: ITY pathways (5-GCSE, blended and Global Futures), A-level, University Foundation, Business Diploma, English/EAL, EPQ, Careers/University & Beyond, PE, PSHE/RSE and enrichment.

- Embeds the ITY Global Futures Pathway as an interdisciplinary, epistemic curriculum integrating Academic English, Quantitative Reasoning, Scientific Thinking, Global Humanities, Enterprise & Society, Creative Communication and a capstone Global Futures Project.
- Makes explicit how Earlscliffe secures the required linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative breadth for pupils of compulsory school age, including through personalised and blended pathways.
- Strengthens academic English, disciplinary literacy, inclusion, SEND, equality, careers, personal development, British values, RSE and preparation for future pathways.
- Formalises annual curriculum planning against specialist staffing, timetable capacity, facilities and resources so that curriculum breadth and student choice remain deliverable and educationally coherent.
- Links curriculum evaluation to examination outcomes, TRaC and assessment patterns, student voice, work and curriculum review, learning walks, destinations and governance assurance.

Curriculum at a glance

AMBITION: A CURRICULUM WITH DEPTH

Every student follows a programme that is appropriately challenging, coherent and purposeful. Qualifications matter, but so do disciplinary knowledge, academic habits, curiosity, independence and readiness for the next stage.

CONNECTION: PERSONALISED PATHWAYS

Curriculum decisions start with the learner: prior education, English proficiency, aptitude, interests, additional needs and future pathway. Small classes and flexible pathways allow the school to adapt without lowering expectations.

EXCELLENCE: COHERENCE AND PROGRESSION

Schemes of work identify clear end points and sequence knowledge and skills so that students build securely over time. Assessment evidence, including TRaC, is used to refine curriculum and intervention.

ITY GLOBAL FUTURES

The Global Futures Pathway integrates academic English with disciplinary thinking, real-world inquiry and interdisciplinary projects. Blended ITY programmes combine GCSE and Global Futures components where that is the best fit for the student.

COMPULSORY SCHOOL AGE

Every compulsory-school-age pupil receives a full-time supervised education covering linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative experience, alongside PSHE/RSE and preparation for adult life.

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Statement of intent

Earlscliffe provides an ambitious, personalised curriculum for international students aged 15–19. The curriculum is designed to secure strong academic outcomes while developing the knowledge, language, intellectual habits, independence, confidence and character students need for future study, employment and adult life. As an independent international boarding school, Earlscliffe is able to design pathways responsively around individual starting points while remaining firmly anchored in the Independent School Standards and the requirements of public qualifications.

The curriculum is broader than the timetable. It includes formal subject teaching, Academic English and disciplinary literacy, PSHE/RSE, careers and future pathways, enrichment, sport, academic societies, trips, projects, student leadership and the developmental opportunities created by boarding life. These elements are planned coherently so that students experience a connected education rather than a collection of unrelated activities.

Earlscliffe's ACE values provide the organising framework. Ambition means high expectations, intellectual challenge and purposeful future goals. Connection means belonging, relationships, interdisciplinary links and a curriculum that knows the learner. Excellence means expert subject teaching, coherent sequencing, responsive assessment and continuous improvement.

1. Purpose and scope

This policy sets out the principles by which Earlscliffe designs, resources, delivers, evaluates and reviews its curriculum. It applies to all academic programmes and to the wider planned curriculum experienced by pupils, including day, boarding, enrichment and off-site contexts.

It should be read alongside the Teaching, Learning, Assessment and Reporting Policy; Safeguarding and Child Protection Policy; SEND/Inclusion arrangements; PSHE/RSE Policy; Careers/IAG arrangements; Educational Visits Policy; Online Safety and Digital Technology Policy; Behaviour Policy; and examinations/academic integrity procedures.

- Pupil need comes before organisational convenience. Programme design, subject choice and support should be educationally defensible for the individual student.
- Breadth and balance matter, particularly for pupils of compulsory school age. Personalisation must not narrow entitlement below the Independent School Standards.
- Curriculum coherence matters more than coverage alone. Subjects and programmes identify what students should know, understand and be able to do, and sequence learning towards those end points.
- Academic English is everyone's responsibility in an international school. Language development is integrated with subject knowledge and disciplinary thinking.
- Qualifications are important but not sufficient. The curriculum also develops independence, communication, critical thinking, creativity, wellbeing, citizenship and readiness for future pathways.
- Curriculum decisions are evaluated through evidence: student progress and outcomes, participation, student voice, destinations, work and curriculum review, teaching evidence and external requirements.

2. Legal and regulatory framework

This policy is informed by the legislation, regulatory standards and statutory guidance applicable to Earlscliffe as an independent school in England. In particular:

- Education (Independent School Standards) Regulations 2014, Schedule, especially Part 1 (Quality of education provided) and Part 2 (Spiritual, moral, social and cultural development).
- DfE Independent School Standards guidance, updated April 2026.
- Education and Skills Act 2008, as the enabling framework for independent-school regulation.
- Education Act 1996, as relevant to compulsory school age and relationships and sex education.

- Equality Act 2010, including protection from discrimination and the duty to make reasonable adjustments where required.
- Children and Families Act 2014 and the Special educational needs and disability code of practice: 0 to 25 years, where applicable.
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, revised for implementation from 1 September 2026, which applies to independent schools.
- Keeping Children Safe in Education 2026 where curriculum, teaching, visiting speakers, technology, external provision or pupil welfare raise safeguarding responsibilities.
- Current awarding-body, JCQ and qualification requirements for GCSE, IGCSE, A-level, EPQ, University Foundation and other approved programmes.
- DfE Careers guidance and access for education and training providers, updated June 2026, used as a good-practice benchmark where relevant, alongside the specific careers requirements within the Independent School Standards.

Independent schools are not required to follow the National Curriculum. Earlscliffe may use National Curriculum content, progression expectations and subject frameworks as useful reference points, but its legal curriculum duties arise principally through the Independent School Standards, statutory RSE requirements and the requirements of the qualifications and programmes it offers.

3. Curriculum aims and intent

What the curriculum is designed to achieve

- Enable students to acquire new knowledge and make strong progress according to their ability and starting points.
- Provide a broad, balanced and coherent education that is appropriate to age, aptitude, English proficiency, prior education and future ambitions.
- Build secure disciplinary knowledge while developing the ways of thinking, communicating and evaluating evidence that characterise different subjects.
- Develop academic English, vocabulary, reading, writing, speaking, listening, numeracy and digital literacy across the curriculum.
- Prepare students for successful progression to A-level, foundation study, university, employment or other future pathways.
- Develop independence, intellectual curiosity, resilience, creativity, collaboration and thoughtful risk-taking in learning.
- Promote respect for others, protected characteristics, fundamental British values and informed participation in a diverse society.
- Provide meaningful opportunities for physical development, aesthetic and creative experience, personal development, careers learning and contribution to community life.
- Ensure students experience belonging and connection within an international community while developing confidence in the expectations of education and adult life in the UK.

Curriculum design principles

Curriculum plans identify intended end points, key knowledge and skills, sequencing, assessment opportunities, language demands, inclusion strategies and links to future study. Cross-curricular and interdisciplinary work is used where it deepens understanding; it is not imposed where subject integrity would be weakened.

Schemes of work are living professional documents. They must be sufficiently clear to secure continuity and progression, while preserving appropriate teacher judgement about examples, explanations, activities and pace.

4. Roles and responsibilities

Governing Body

- Receive assurance that the curriculum meets the Independent School Standards and is appropriate for Earlscliffe's pupils.
- Receive annual information about curriculum breadth, programme viability, academic outcomes, progression/destinations, staffing capacity and significant curriculum change.
- Provide strategic challenge where curriculum breadth, student entitlement, staffing, resources or outcomes indicate risk.
- Ensure that appropriate provision is made for pupils with different abilities and needs, including SEND, and that equality and safeguarding duties are reflected in curriculum design.

Headteacher - Dr N Robinson

- Hold overall accountability for curriculum quality, compliance, strategic direction and resourcing.
- Approve the annual curriculum plan, subject blocks and significant programme changes, taking account of student need, staffing, timetable viability, facilities and future pathways.
- Ensure the Governing Body is informed about the breadth and balance of the curriculum, material changes and any identified regulatory or delivery risks.
- Ensure curriculum evaluation leads to clear improvement priorities and that examination outcomes are reviewed honestly.

Deputy Headteacher - Mr L Connolly

- Support whole-school implementation and ensure curriculum decisions connect effectively with pastoral, boarding, attendance, behaviour and safeguarding arrangements.
- Coordinate operational matters where course choice or progression has wider implications for a student's wellbeing, attendance, visa, boarding or future pathway.

ACE Team and academic leadership

- Curriculum Lead: coordinates curriculum coherence, annual programme planning, timetabling principles, subject offer and curriculum documentation.
- Quality Assurance Lead (Teaching & Learning): evaluates curriculum implementation through learning walks, work/curriculum review, student voice and professional dialogue.
- Assessment Strategy Lead: ensures assessment and TRaC evidence is used appropriately to evaluate curriculum sequencing, gaps and intervention.
- EAL & Global Futures Lead: leads Academic English, disciplinary literacy and the design and evaluation of the ITY Global Futures curriculum.
- Inclusion/SEND Co: ensures curriculum access, reasonable adjustments and learner profiles support appropriate ambition for students with additional needs.
- Teacher Coach & Mentor: supports staff development so that curriculum intentions translate into effective classroom practice.

Faculty leaders and teachers

- Maintain current schemes of work that reflect programme specifications, agreed curriculum end points and appropriate sequencing.
- Ensure teaching materials and planned experiences are accurate, inclusive, accessible and sufficiently challenging.
- Use assessment evidence to adapt curriculum emphasis and re-teach where necessary without reducing entitlement.
- Embed subject-specific vocabulary, reading, writing, speaking, listening, numeracy and digital skills where these are authentic to the discipline.
- Contribute to moderation, curriculum review, resource planning and evaluation of examination outcomes.

5. Curriculum organisation and planning

The annual Curriculum Plan and Staffing document is the operational expression of this policy. It maps the planned programmes, subject groups, option blocks, contact periods and specialist staffing capacity for the academic year. Because cohort needs and subject demand change, operational timetables may be adjusted during the year without requiring a formal policy rewrite, provided that the principles and regulatory entitlements in this policy remain secure.

- Programme and block planning begins with student pathways and qualification requirements, then tests viability against specialist staffing, rooming, laboratories/studios, timetable capacity and financial sustainability.
- No programme should be marketed or confirmed unless the school has reasonable confidence that it can be delivered with suitable specialist teaching and resources.
- Curriculum leaders review group sizes and contact time to ensure the curriculum remains educationally effective. Earlscliffe's small-class model is a core strength, but exact group size may vary according to subject, cohort and educational need.
- Where students share teaching across programmes (for example, UFP or Business Diploma students joining appropriate A-level classes), curriculum leaders ensure that learning outcomes, assessment and support remain appropriate to each programme.
- Practical subjects include the practical, investigative, creative or field-based experiences required by their curriculum and awarding body, supported by appropriate facilities, technician support and risk assessment.
- Curriculum documentation is accessible to staff and includes sufficient detail to support continuity during absence, cover or staffing change.

6. Earlscliffe curriculum model and programmes

Earlscliffe's 2026–27 curriculum is organised around flexible pathways for students at different stages of preparation. The precise subject offer is reviewed annually, but the core model is as follows.

Programme	Core curriculum model	Purpose / progression
ITY - 5-GCSE pathway	Five GCSE/IGCSE subjects drawn from English, Mathematics, Biology, Chemistry/Physics and Business/Art blocks.	For students ready for a focused one-year qualification route before A-level or another advanced pathway.

Programme	Core curriculum model	Purpose / progression
ITY - Blended pathway	Individual combination of GCSE subjects and Global Futures components.	Allows a student to retain qualification opportunities while strengthening English, disciplinary thinking and study readiness.
ITY - Global Futures pathway	Academic English & Communication, Quantitative Reasoning, Scientific Thinking, Global Humanities, Enterprise & Society, Creative Communication, Global Futures Project, PE and PSHE/RSE.	A transition curriculum for international students needing stronger academic English, disciplinary literacy and study skills.
A-level	Normally three A-levels; a fourth subject may be appropriate, particularly where Mathematics and Further Mathematics are combined. N.B. Native language A-levels are also included where appropriate.	Two-year advanced academic pathway and preparation for higher education.
University Foundation Programme	One-year foundation pathway; in the 2026–27 model students access appropriate Year 12 A-level subject teaching groups.	Preparation for university entry through an approved foundation route.
Business Management Diploma	Level 3 business-focused pathway, combined in the 2026–27 plan with appropriate A-level/AS study (e.g. A-level Language, or EPQ with a AS-level).	For students suited to a more applied business route while retaining academic breadth and progression.
English/EAL and Cambridge English	Targeted English provision according to assessed need, alongside language development in every subject.	Ensures students can access the curriculum and develop the academic language needed for progression.
EPQ, Careers/University & Beyond, PE and PSHE/RSE	Additional planned provision alongside the principal academic programme, as appropriate to year group and pathway.	Extends research, independence, future-pathway knowledge, physical wellbeing and personal development.

Subject availability remains subject to annual demand, staffing and timetable viability. Home-language and modern-language qualifications may be arranged where educationally appropriate and safely deliverable, including through approved external tutoring arrangements where necessary.

7. ITY Global Futures Pathway

The Global Futures Pathway is a distinctive programme for international students who need further development of academic English, disciplinary knowledge and study skills before progressing to GCSE, A-level or another advanced qualification. It deliberately integrates language acquisition and academic learning rather than treating them as separate processes.

The curriculum is interdisciplinary and epistemic: students learn not only what different disciplines know, but how knowledge is created, tested, communicated and evaluated. They encounter how scientists investigate, historians interpret, mathematicians model, entrepreneurs innovate and artists communicate meaning. Authentic inquiry, collaboration and real-world problem-solving are used to build confidence and intellectual independence.

2026–27 Global Futures components

Curriculum component	2026–27 planned allocation / emphasis
Academic English & Communication	8 periods - academic discussion, reading, writing, argument, multilingual awareness and communication across cultures.
Quantitative Reasoning	8 periods - graphs, percentages, averages, correlation, data interpretation and critical quantitative reasoning.
Global Humanities	4 periods - migration, globalisation, identity, democracy, citizenship, cultural exchange and source evaluation.
Scientific Thinking	4 periods - evidence, hypothesis, validity, reliability, practical investigation and scientific reasoning through real-world themes.
Enterprise & Society	4 periods - entrepreneurship, local economies, sustainability, social enterprise and applied problem-solving.
Creative Communication	4 periods - visual communication, photography, digital storytelling, performance and creative expression.
Global Futures Project	2 periods - interdisciplinary team project culminating in authentic presentation/exhibition.
PE / Sport & Wellbeing	4 periods - teamwork, leadership, resilience, communication and physical wellbeing.
PSHE/RSE	2 periods - transition, belonging, cultural adaptation, study skills, wellbeing, relationships and digital citizenship.

Interdisciplinary themes and authentic outcomes

Themes provide a shared inquiry through which different disciplines retain their integrity while connecting around a meaningful problem. The first 2026–27 theme, “Identity, Belonging and the Future of Communities”, asks: “How do people build communities, and how do we know what helps them thrive?” Students explore belonging, migration, sustainability, information literacy, wellbeing, communication and democracy through disciplinary lenses.

The first theme culminates in a Global Futures Exhibition in which students synthesise and communicate their learning. Possible outputs include a sustainable-school proposal, future-city design, community-wellbeing campaign, intercultural-festival concept or digital-information campaign. The purpose is to make knowledge visible, connected and memorable while developing communication and collaboration.

8. Curriculum breadth for pupils of compulsory school age

For every pupil of compulsory school age, Earlscliffe ensures a full-time supervised education that gives experience in the areas required by the Independent School Standards. A personalised or blended programme must still secure this breadth; curriculum flexibility is not used to narrow statutory entitlement.

Required area	Earlscliffe curriculum examples	How breadth is assured
Mathematical	GCSE/IGCSE Mathematics, A-level Mathematics/Further Mathematics, Quantitative Reasoning, data handling across sciences/humanities/business.	All compulsory-school-age pathways include mathematics or quantitative reasoning at an appropriate level.

Required area	Earlscliffe curriculum examples	How breadth is assured
Scientific	Biology, Chemistry, Physics and Scientific Thinking, including practical investigation.	Students receive scientific education appropriate to pathway, with practical and investigative experience.
Technological	Digital research, data handling, presentation, online information literacy, creative digital media, project work and responsible use of technology.	Technology is mapped across ITY/GCSE learning and the wider digital curriculum; provision is reviewed to ensure sufficient experience without requiring a standalone computing qualification.
Human and social	Global Humanities, Business, Enterprise & Society, History, Geography, Politics, Economics, PSHE/RSE and current-affairs inquiry.	Programmes include study of people, society, culture, institutions, citizenship and the wider world.
Physical	PE, sport, academies and wider physical activity.	Compulsory-school-age pupils have planned physical education/activity and access to appropriate enrichment.
Aesthetic and creative	Art, Photography, Creative Communication, music/performance and creative enrichment.	Students encounter creative processes and aesthetic experience through timetabled and wider curriculum opportunities.
PSHE/RSE and preparation for adult life	PSHE/RSE, Student Success, careers/future pathways, Personal Tutor programme, boarding education and enrichment.	Programmes are age-appropriate, sequenced and reviewed against current statutory RSE guidance and ISS expectations.

9. English, EAL and disciplinary literacy

English is the principal language of instruction at Earlscliffe except in lessons where another language is the subject of study. Because most pupils are international and many use English as an additional language, access to the curriculum depends on deliberate language development in every subject.

- Admissions and baseline information, English-language assessment and teachers' ongoing evidence are used to identify the support and level of challenge each student requires.
- Academic English/EAL provision is timetabled according to assessed need and reviewed as students progress.
- Subject teachers explicitly teach the vocabulary, sentence structures, genres, reading strategies and patterns of reasoning students need to participate successfully in their discipline.
- Oracy is planned: students explain thinking, justify claims, use evidence and learn the conventions of academic discussion in the UK.
- Visuals, modelling, glossaries, dual coding and structured scaffolds may be used to reduce unnecessary language barriers while maintaining conceptual challenge.
- Students are encouraged to develop increasingly independent academic reading, note-making, research and writing habits.

10. PSHE/RSE, SMSC and personal development

Earlscliffe provides planned PSHE/RSE and wider personal-development opportunities appropriate to pupils' ages and international context. Provision is delivered in accordance with the school's PSHE/RSE policy and the statutory RSE guidance effective from September 2026.

- PSHE/RSE addresses relationships, health and wellbeing, living in the wider world, online life, consent, safety, equality and preparation for adult life.
- The curriculum actively promotes respect for other people, including those with protected characteristics, and does not undermine fundamental British values.
- International pupils are helped to understand UK law, democratic institutions, individual liberty, mutual respect and the expectations of living and studying in a diverse British community.
- Personal Tutor, boarding and enrichment programmes reinforce transition, belonging, study habits, independent living, wellbeing and responsible decision-making.
- Subject curricula contribute to spiritual, moral, social and cultural development through appropriate content, ethical questions, cultural perspectives, debate and reflection.

11. Careers and future pathways

Careers and future-pathway education is integrated with curriculum planning because subject choice must connect to realistic progression. The school provides impartial, up-to-date guidance that enables pupils to make informed choices and encourages them to fulfil their potential.

- Careers/University & Beyond provision supports decision-making, applications, interview preparation, labour-market awareness and understanding of higher education and other pathways.
- Subject teachers make authentic links between curriculum learning, disciplines, professions and employment where appropriate.
- Students encounter universities, employers, alumni, professionals and other providers through talks, visits, fairs, projects and enrichment.
- The Gatsby Benchmarks and current DfE careers guidance are used as good-practice reference points where appropriate to an independent international school.
- Advice recognises international destinations and visa/entry requirements as well as UK routes, and avoids presenting university as the only successful outcome.

12. Inclusion, SEND, equality and accessibility

The curriculum is designed to be ambitious and accessible. Additional need, disability, EAL or prior educational difference should lead to thoughtful adaptation and support, not an automatic reduction in intellectual expectation.

- Teachers use learner profiles, SEND information, baseline evidence and professional advice to plan appropriate adaptations and reasonable adjustments.
- The SENDCo works with teachers, students, parents and external professionals where necessary to remove barriers and review provision.
- Curriculum materials, examples and learning opportunities are reviewed to avoid discrimination and to reflect a diverse international community appropriately.
- Assessment and qualification access arrangements are planned in accordance with awarding-body rules and the school's assessment/examination procedures.
- Where a pupil cannot access a particular activity, staff consider reasonable alternatives or adaptations that preserve the intended learning as far as practicable.

13. Co-curricular, enrichment and boarding curriculum

The wider curriculum is an intentional part of an Earlscliffe education. It extends academic interests, develops character and practical competence, helps students form relationships beyond their teaching groups and provides experiences that support future pathways.

The programme varies by term and according to pupil interest. Examples may include Duke of Edinburgh's Award, Model United Nations, football and basketball academies, padel, science and academic societies, LAMDA/performance, music, cooking, personal finance, charities and community service, trips, competitions and student-led activities. The programme also included opportunities to achieve microcredentials, e.g. miniMBA and Level 3 Personal Finance.

Boarding life also provides a developmental curriculum through routines and experiences that strengthen independence, organisation, self-care, communication, cultural understanding, shared responsibility and time management. Boarding and academic staff communicate where a pupil's participation, sleep, wellbeing or study habits affect access to the curriculum.

14. Course choice, transitions and progression

Course placement is based on a rounded view of the student: prior education and qualifications, baseline and subject information, English proficiency, aptitude, future goals, visa/age considerations where relevant, and the likelihood of successful progression. Admissions decisions and curriculum decisions should align.

- New students receive induction and initial/baseline assessment so that teaching groups and support can be adjusted quickly if the starting point is different from that expected.
- ITY pupils may follow a 5-GCSE, Global Futures or blended programme; movement between components is possible where evidence shows that another combination is a better educational fit.
- At KS5, students normally study three A-levels, with four subjects considered where appropriate. UFP and Business Diploma routes provide alternative pathways for students whose strengths or future plans are better served by those programmes.
- Requests to change subject or programme are considered against educational rationale, timetable viability, work already missed, progression requirements, visa implications where relevant and the student's best interests. Changes are normally made early in the course; after the first four teaching weeks they are discouraged unless there is a compelling reason.
- Parents/guardians and, where appropriate, agents are involved in significant progression or programme-change discussions, but the school retains responsibility for recommending an educationally appropriate programme.
- End-of-year progression decisions use a range of evidence rather than a single grade and may include agreed conditions, support or an alternative pathway where this gives the student a stronger prospect of success.

15. Assessment and reporting interface

Assessment, marking, tracking and reporting are governed in detail by the Teaching, Learning, Assessment and Reporting Policy. Curriculum and assessment remain closely connected: assessment should reveal whether the intended curriculum has been learned and should inform what happens next.

- Baseline and diagnostic information helps teachers understand starting points and curriculum readiness.
- Weekly rolling TRaC testing (Test, Track and Coach) samples learning in different subjects each week. Patterns are used to identify gaps, inform re-teaching and intervention, and evaluate whether curriculum sequencing is working as intended.

- Formal assessments and public-examination outcomes are analysed at subject and programme level, including patterns in different groups and value-added/progress information where valid.
- Regular communication home means curriculum concerns, underperformance or required changes are discussed early; formal reports should not create avoidable surprises.
- Assessment evidence is not used mechanically to narrow the curriculum or to judge a teacher from a single result. Leaders triangulate data with curriculum evidence and professional context.

16. Curriculum quality assurance and evaluation

Curriculum evaluation asks three connected questions: Is the intended curriculum ambitious and coherent? Is it being implemented effectively? Are students learning, progressing and moving successfully to their next stage? Leaders use multiple sources of evidence rather than a single proxy.

Evidence	What leaders evaluate	Typical follow-up
Schemes of work / curriculum maps	End points, sequencing, breadth, language demands, assessment alignment, inclusion and qualification compliance.	Refine sequence, coverage, resourcing or common expectations.
TRaC, internal assessment and examinations	What students know and can do; recurring misconceptions; progress patterns; strengths and gaps in taught curriculum.	Re-teach, adjust curriculum time, provide intervention/stretch, review assessment validity.
Learning walks / short observations	Whether curriculum intentions are visible in students' learning, explanations, questioning, language and challenge.	Professional dialogue, coaching, resource or curriculum support.
Work and assessment review	Curriculum coverage, quality of tasks, depth, student response and progress over time.	Share strong practice, calibrate expectations, adjust tasks or sequence.
Student voice	Whether students understand their programme, experience appropriate challenge, can describe what they are learning and see connections/future relevance.	Address inconsistency, improve communication, enrichment or support.
Destinations and progression	Whether programmes prepare students successfully for their chosen next stage.	Review entry guidance, subject offer, careers input or progression criteria.
Annual staffing/resource review	Whether specialist staffing, rooms, laboratories, studios and timetable capacity are sufficient to deliver the planned curriculum.	Recruit, redeploy, adjust groups/blocks or resource priorities before confirming provision.

Curriculum quality assurance is developmental and proportionate. Subject leaders and teachers are expected to evaluate and improve their curriculum collaboratively. Governors receive strategic assurance and challenge; they do not prescribe individual lesson content or teaching methods.

17. Monitoring, governance and review

The Headteacher reviews this policy at least annually with relevant leaders and presents material curriculum changes and assurance to the Governing Body. The annual curriculum plan is reviewed separately each year because subject demand, staffing and cohort needs change more frequently than the policy framework.

- Compliance with the Independent School Standards and statutory RSE guidance is checked before the start of each academic year and following relevant regulatory change.
- The curriculum offer, contact time, staffing capacity and subject blocks are reviewed before publication/confirmation to families.
- Curriculum outcomes and progression are reviewed after internal assessment cycles and public examination results.
- Student voice and parent/guardian feedback are used proportionately to test whether the curriculum is understood, accessible and meeting learner needs.
- Where evaluation identifies a weakness, the school records the action, owner, timescale and evidence of impact rather than relying on policy wording alone.

Appendix A. 2026–27 curriculum provision

This appendix records the principal 2026–27 operational curriculum model. It may be updated annually by the Headteacher/Director of Studies without changing the core policy, provided the regulatory curriculum entitlement and policy principles remain secure.

ITY pathways

Pathway	Block / component	2026–27 allocation	Notes
5-GCSE	English	8 periods	GCSE First Language, GCSE Second Language or Cambridge route according to placement.
5-GCSE	Mathematics	8 periods	Higher or Foundation according to attainment/readiness.
5-GCSE	Science option	8 periods	Chemistry or Physics block; Biology is a separate block.
5-GCSE	Business / Art option	8 periods	One option according to programme and block viability.
5-GCSE	Biology	8 periods	Core option block in the 5-GCSE structure.
Global Futures	Academic English / Cambridge English	8 periods	Language and academic communication.
Global Futures	Quantitative Reasoning	8 periods	Applied mathematical and data reasoning.
Global Futures	Global Humanities	4 periods	Human/social inquiry and source evaluation.
Global Futures	Global Futures Project	2 periods	Interdisciplinary capstone work.
Global Futures	Creative Communication	4 periods	Creative and digital communication.
Global Futures	Enterprise & Society	4 periods	Enterprise, economics and society.
Global Futures	Scientific Thinking	4 periods	Scientific reasoning and practical inquiry.
Global Futures	PE	4 periods	Sport, wellbeing and teamwork.
Global Futures	PSHE/RSE	2 periods	Student success and personal development.

Pathway	Block / component	2026–27 allocation	Notes
Blended	Individual combination	40-period framework	GCSE and Global Futures blocks combined according to student need and pathway.

KS5 subject blocks - 2026–27

Block	Year 12	Year 13
A	Mathematics	Economics / Geography / Art
B	Chemistry / Economics / Psychology	History / Physics / Biology
C	Geography / Politics / Art / Biology	Business / Further Mathematics
D	History / Further Mathematics	Politics / Chemistry / Photography
E	Business / Physics	Mathematics / Psychology

Main A-level subjects are timetabled for eight periods in the 2026–27 plan. Additional provision includes English/EAL as required, Careers/University & Beyond, EPQ where selected, PE and PSHE. Language provision may sit outside the principal block structure where bespoke/home-language arrangements are used.

Staffing and resource assurance

The 2026–27 Curriculum Plan and Staffing document maps specialist FTE availability and teaching allocation across Mathematics, Art, Business & Economics, Humanities, Sciences, English, Languages and PE. The policy does not reproduce individual staff names or FTEs because these are operational and change during the year. The Headteacher and Director of Studies use the annual staffing plan to test whether each advertised curriculum offer is safely and sustainably deliverable.

Appendix B. ITY Global Futures framework

Discipline / component	Core question / disciplinary lens	Illustrative outcomes from Term 1
Academic English & Communication	How does language shape identity and belonging?	Reflective essay, opinion article, persuasive speech or podcast script.
Quantitative Reasoning	What can data tell us about communities?	Data infographic using graphs, percentages, averages, correlation and critical interpretation.
Scientific Thinking	What makes a healthy and sustainable community?	Practical investigations into water quality, food energy, biodiversity or environmental sampling; use of hypothesis, evidence, validity and reliability.
Global Humanities	Why do people move, and how do societies change?	Debate, source evaluation and essay on migration, globalisation, identity, democracy or citizenship.
Enterprise & Society	What makes a city or community successful?	Applied research into business, tourism, housing and sustainability; pitch for improving a community, including possible Folkestone case study.
Creative Communication	How can stories create belonging?	Visual identity, photography, digital storytelling, performance or social-media campaign.
Global Futures Project	How can we create a thriving community for the future?	Interdisciplinary team project and public exhibition/presentation.
PSHE/RSE & Student Success	How do I thrive in a new learning and cultural environment?	Transition, belonging, cultural adaptation, study skills, mental health, relationships, digital citizenship and online information.
Sport & Wellbeing	How can sport build communities?	Teamwork, leadership, resilience and communication through participation.

The first 2026–27 theme, Identity, Belonging and the Future of Communities, is an illustrative curriculum design rather than a permanent statutory syllabus. Later themes may change, but the programme should retain its core commitments to disciplinary literacy, epistemic insight, academic English, authentic inquiry and interdisciplinary synthesis.

Appendix C. Independent School Standards curriculum breadth map

The following annual assurance questions are used particularly for pupils of compulsory school age:

- Does each pupil's individual timetable amount to a full-time supervised education?
- Does the programme provide meaningful linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative experience?
- Are speaking, listening, literacy and numeracy developed appropriately across the curriculum?
- Where English is not the pupil's first language, is sufficient written and spoken English taught to allow full curriculum access?
- Is PSHE appropriate to age and needs, and is RSE delivered in line with the statutory guidance effective from September 2026?
- Does the curriculum provide accurate, up-to-date and impartial careers guidance and prepare pupils for the opportunities, responsibilities and experiences of adult life?
- Does teaching encourage respect for other people, including those with protected characteristics, and avoid undermining fundamental British values?
- For pupils above compulsory school age, is the programme appropriate to their needs and progression rather than merely convenient for the timetable?

Appendix D. Source register and annual implementation checklist

Source register

- Earlscliffe Curriculum Plan and Staffing 2026–27 - used for current pathway structure, subject blocks, contact-period planning and staffing-capacity assurance.
- Earlscliffe ITY Global Futures Pathway Curriculum - used for programme rationale, interdisciplinary/epistemic design, disciplinary components, Term 1 theme and Global Futures Exhibition.
- The National College Secondary Curriculum Policy (September 2025) - used for policy architecture, curriculum intent, roles, planning, PSHE, careers, assessment, equality, SEND, extracurricular provision and monitoring; maintained-school/National Curriculum assumptions have been adapted for an independent school.
- DfE Independent School Standards guidance (updated April 2026).
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance effective 1 September 2026.
- DfE Careers guidance and access for education and training providers (updated June 2026), used as a good-practice benchmark where relevant.

Annual implementation checklist

Control	Owner	Status / evidence
Approve and publish the annual Curriculum Plan and Staffing model, including programme viability and subject blocks.	Headteacher / Director of Studies	

Control	Owner	Status / evidence
Confirm that every compulsory-school-age pupil timetable meets the ISS breadth requirements and is full-time/supervised.	Director of Studies / SENDCo	_____
Review schemes of work for clear end points, sequencing, assessment, language demands and inclusion.	Subject leaders / ACE Team	_____
Confirm RSE/PSHE content and sequencing against September 2026 statutory guidance.	PSHE/RSE lead / Deputy Headteacher	_____
Review EAL/Academic English allocation against assessed cohort need and progression requirements.	EAL & Global Futures Lead	_____
Review Global Futures theme(s), project outcomes and exhibition plan.	EAL & Global Futures Lead	_____
Review careers/future-pathway programme and curriculum links.	Careers lead / Director of Studies	_____
Review curriculum access for SEND, disability and other identified barriers.	SENDCo / academic leaders	_____
Analyse examination, TRaC, progression and destination evidence and agree curriculum actions.	Headteacher / ACE Team	_____
Report material curriculum changes, risks and assurance to Governors.	Headteacher	_____

Appendix E. Curriculum design principles for schemes of work

- End points: What should students know, understand and be able to do by the end of the sequence/course?
- Sequence: What prerequisite knowledge is needed, and why is the content ordered this way?
- Retrieval and connection: Where will prior learning be revisited and connected to new knowledge?
- Disciplinary thinking: What does it mean to think, reason, communicate and evaluate evidence well in this subject?
- Academic language: Which vocabulary, texts, sentence structures, genres and oracy demands require explicit teaching?
- Assessment: What evidence will show whether students have learned the intended curriculum, and how will teachers respond?
- Inclusion: What barriers might EAL, SEND, prior education or accessibility create, and what adaptations preserve ambition?
- Enrichment and future pathways: Where are there authentic links to wider reading, practical experience, careers, university study, culture or community?
- Resources and safety: Are specialist facilities, digital resources, practical materials and risk controls sufficient and appropriate?
- Evaluation: What evidence will be reviewed at the end of the unit/year to improve the curriculum for the next cohort?