

Academic - Pupil Progress Policy



GLEBE HOUSE
SCHOOL & NURSERY
HUNSTANTON

This policy was updated in September 2025.
Review is due for the beginning of March 2026.
All changes from previous documents and sections have been highlighted yellow.

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| This policy initiated | - September 2025 |
| Policy written by | - Director of Studies |
| Policy to be updated on an annual basis. | |
| This policy is currently under review | |

Change Log – for 2025/2026

This is a completely new policy from last year.

Curriculum Policy

1. Introduction

Glebe House School and Nursery believes that all pupils should receive a broad, balanced and stimulating curriculum which delivers an education suited to every pupil across the full age and ability range, including those in the Early Years Foundation Stage (EYFS). The curriculum ensures that all pupils have the opportunity to learn, make progress and are effectively prepared for the opportunities, responsibilities and experiences of life in British society and the wider world.

The curriculum is designed to help all pupils fulfil their individual academic, creative and sporting potential and to nurture their talents to the fullest extent. Progression is central to curriculum design and delivery. Our curriculum offers appropriate choice, reflecting the needs, abilities and interests of all pupils, and provides purposeful preparation for each next stage of education.

At Glebe House School, we place great emphasis on personal development, curiosity, and resilience. We support students in becoming curious, independent learners who are self aware and driven to achieve their potential.

2. Aims of the Curriculum Policy

The aims of this policy are to:

1. Ensure that appropriate schemes of work and planning documents are in place for all subjects and are implemented effectively.
2. Ensure that the curriculum takes account of the ages, aptitudes, and needs of all pupils, including those with an Education, Health and Care Plan (EHCP) or other additional needs.
3. Promote and not undermine the fundamental British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.
4. Provide full-time supervised education for pupils up to and including 14 years of age (Division VIII), in line with our registration with the Department for Education.
5. Ensure that teaching promotes high standards of learning, achievement and personal development across all stages.
6. Provide a coherent and progressive framework that fosters intellectual curiosity, independent thought, creativity, and moral and social awareness.

3. Curriculum Overview

The Glebe House curriculum provides a broad foundation across the following key areas:

Linguistic

Pupils develop strong communication skills through listening, speaking, reading, and writing. English is at the core of the curriculum and Literacy is embedded throughout the curriculum. French is introduced from EYFS and continues through to Division VIII. Optional enrichment in other language-based activities are also offered. For pupils for whom English is an additional language, specific support is provided.

Mathematical

Mathematics teaching fosters logical thinking, reasoning, and problem-solving. Pupils are encouraged to recognise relationships, patterns and structures through practical work, discussion, and competition-based exploration.

Scientific

Science teaching develops curiosity and understanding of the natural, physical and chemical world. Pupils learn to hypothesise, plan, experiment, record, and evaluate results. Outdoor learning is enhanced through the use of our Woodland and Beach School environments.

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Technological

Through Computing and Design & Technology, pupils develop digital literacy, problem-solving, and design skills. They learn programming, planning, and the creation and evaluation of products using a range of tools and materials.

Humanities

Pupils gain historical, geographical, philosophical and religious understanding through subjects such as History, Geography and Theology, Philosophy and Religion (TPR). Teaching promotes cultural understanding, critical thinking and empathy for others.

Physical

Physical Education and Games foster teamwork, fitness, coordination, and healthy lifestyles. All pupils participate in a varied sports programme, with opportunities to represent the school in competitive fixtures. Progress is tracked and targets are set and reviewed regularly using ICT-based tools.

Aesthetic and Creative

Pupils engage in Art, Music and Drama. Every child has the opportunity to participate in concerts, productions, exhibitions, and biannual whole school performances. . Every child performs in at least one dramatic performance each year and takes part in assemblies or creative showcases. Pupils may also receive individual instrumental tuition and join the choir, theatre club or band.

Personal, Social, Health and Economic Education (PSHEE)

The PSHEE curriculum reflects the school's aims and ethos, supporting pupils' emotional wellbeing and social development. It encourages pupils to develop as responsible, respectful citizens with regard to the protected characteristics of the Equality Act 2010. Please refer to the PSHEE Scheme of Work and Equality Policy for further details.

Curriculum Breakdown across a Week

To provide full-time supervised education for pupils of compulsory school age, according to our registration with the DfE for pupils up to and including 14 years of age, giving pupils experience in education that covers the following areas:

| Subject | EYFS (minutes/week) | KS1 (Div I & II) (minutes/week) | KS2 (Div III to VI) (minutes/week) | KS3 (Div VII to VIII) (minutes/week) |
|--------------------------------|-------------------------------|----------------------------------------------|-------------------------------------------------|---------------------------------------------------|
| English (Linguistic) | | | 225 | 225 |
| Maths (Numeracy) | | | 225 | 225 |
| Science | | | 180 | 225 |
| MFL | | | 90 | 90 |

| | | | | |
|-------------------------------|--|--|------------|------------|
| Technological | | | 90 | 45 |
| Humanities | | | 270 | 270 |
| Physical | | | 270 | 270 |
| Aesthetic and Creative | | | 270 | 270 |

4. Promotion of British Values

At Glebe House School and Nursery, we recognise the importance of preparing pupils for adult life beyond the formal curriculum. We promote and reinforce British values as defined in the 2011 Prevent Strategy - democracy, rule of law, individual liberty, mutual respect, and tolerance of those of different faiths and beliefs.

Democracy

Pupils participate in democratic processes, such as School Council and House elections. Their views are valued and represented through regular pastoral forums and assemblies that explore democratic principles.

Rule of Law

The importance of rules and laws within the classroom, school and wider society is consistently reinforced. Pupils are taught the purpose of laws, their role in protecting citizens, and the responsibilities and consequences associated with them.

Individual Liberty

Within a safe, supportive environment, pupils are encouraged to make independent, responsible choices. They are taught about rights and freedoms, including online safety and respectful expression of views.

Mutual Respect

Respect is central to our school ethos and modelled by staff and pupils alike. Pupils are taught to appreciate diversity and to express differing opinions appropriately. This is reinforced through assemblies, collaborative work and everyday interactions.

Tolerance of Different Faiths and Beliefs

Through Theology, Philosophy and Religion, assemblies and cultural celebrations, pupils learn about and respect a wide range of beliefs and traditions. Pupils are encouraged to share their own experiences and to recognise diversity as a strength of British society.

5. Curriculum Organisation

Breadth, Balance and Coherence

- Breadth: Pupils experience a full range of academic, creative, physical and social learning opportunities.
- Balance: Curriculum time is appropriately distributed between subjects and extended through extra-curricular activities, educational visits, and residential trips.
- Coherence: Curriculum planning ensures progressive learning within and across year groups.
- Differentiation: Achieved through appropriate planning to cater for the needs of all students in the class allowing for stretch and challenge as well as appropriate support and

scaffolding. We can offer the withdrawal from lessons and 1:1 support as an option to allow for pupil progress..

6. Stage-Specific Provision

Nursery (EYFS)

The Nursery provides a stimulating environment supporting progress in all seven areas of learning and development within the EYFS framework. Daily activities are structured to offer variety and engagement through well-planned play and adult-guided exploration.

Children are encouraged to:

- Develop fine and gross motor skills through practical and outdoor play.
- Engage creatively through music, art, and imaginative play.
- Build communication and social skills through group activities.

Each child's learning journey is carefully monitored and planned to set realistic, challenging expectations. Outdoor learning in the Nursery garden and across the school grounds forms an integral part of the curriculum.

Pre-Prep (Reception & Divisions I - II)

The Pre-Prep consists of three year groups, each with one class. The school day runs from 8:30am to 3:30pm, with Tea Time Club and activities until 6:00pm.

The curriculum includes Literacy, Numeracy, Science, History, Geography, Art, Games/PE, Computing, French, and Music. Specialist teaching is provided in French, Games/PE, Art, and Music from Reception onwards. In terms of performing Arts:, all pupils take part in the annual Christmas play and the Inter-House festival in poetry, singing, and drama. Enrichment activities in the Pre-prep include Woodland and Beach School sessions, French Day, Sports Day, and Grandparents' Tea Party.

Prep School (Divisions III - VIII)

The Prep School day comprises seven 40-minute lessons, running from 8.30am to 4:10pm, followed by after-school activities and evening meals for those staying until 6:00pm.

Subjects taught in the Prep School include English, Mathematics, Science, History, Geography, French, Computing, Drama, Dance, Music, Art, DT, Theology, Philosophy and Religion (TPR), Games, PE and PSHEE. Throughout the Prep School subjects are taught by specialist teachers. In Division II- VI the main curriculum drive is in line with 11+ Common Entrance as well as hitting the National Curriculum Key Stage 2 markers. In Division VII and VIII, all subjects focus on preparation for 13+ Common Entrance and Scholarship examinations.

Co-curricular activities include sports, choir, band, performance, art, ICT, dance, cooking, chess and gardening. Pupils are expected to take part in at least two activities per week, but this can include homework sessions in Division VII and VIII.

Pupils enjoy a range of day visits to museums, theatres, and sites of historical or cultural significance. There are also numerous residential trips offered throughout the Prep School to locations such as Derbyshire, Anglesey, and Amsterdam.

We encourage student leadership at every point throughout our Prep School as we believe that this helps to develop confidence and responsibility. Each year students have the opportunity to apply to be Form representatives, school councillors and Librarians and as they reach the senior years they can become Scholars and take on roles such as Prefects, House Captains and Head of School.

All pupils represent the school in sports matches and tournaments across at least three different sports. They also all represent their house in numerous events throughout the year, including the swimming gala and sports day, where every child competes in a safe and encouraging environment.

7. Assessment and Feedback

At Glebe House School, we view assessment as a vital part of every student's growth and development. We use a combination of baseline testing, formative assessment, and summative assessment to ensure we gain a comprehensive understanding of each learner's progress.

Baseline testing provides us with an accurate starting point, formative assessment allows us to give timely feedback and adapt teaching to meet individual needs, and summative assessment enables us to measure achievement against curriculum expectations. Together, these approaches help us to identify strengths, address gaps, and set ambitious but realistic targets for all students. Feedback is an essential part of this process, providing constructive and timely feedback that enables pupils to understand how to improve and take ownership of their learning.

To support this process, half-termly report cards are issued to track both attitude and attainment across the curriculum. In addition, students receive one full written report each year, alongside a subject parents' evening and a tutor evening, reflecting our commitment to working collaboratively with families and ensuring parents are fully included in their child's learning journey.

Please follow this link for our Assessment and marking policy: [Academic - Assessment and Feedback](#)

8. S.E.E.S pathways

The new S.E.E.S. (Support, Extend, Enrichment, Scholarship) Pathways Policy at Glebe House School provides a structured and inclusive framework to ensure that every pupil is both supported and challenged throughout their learning journey.

The Support and Extend pathways offer opportunities for all students to consolidate core skills and broaden their experiences across academic, sporting, and creative disciplines, while the Enrichment and Scholarship pathways recognise and nurture pupils with particular strengths, passions, and potential. The tiered structure ensures progression and clear expectations, with enrichment opportunities designed to inspire commitment, leadership, and role modelling, and scholarship status providing recognition at the highest level.

A transparent application and appraisal process, combined with clear criteria and expectations, ensures fairness and accountability, while also promoting resilience by offering constructive feedback for those not yet successful. Importantly, the policy encourages collaboration between staff, pupils, and parents, and celebrates achievement at every stage, ensuring that every child has the chance to flourish, contribute, and be recognised within the school community.

Please follow this link for our S.E.E.S policy: [Glebe SEES Policy](#)

9. SEND and EAL

At Glebe House School, we are committed to providing an inclusive education that recognises and supports the diverse needs of all pupils, ensuring that every child has the opportunity to achieve their full potential.

Our SEND provision is guided by the SEND Code of Practice (2014) and the Equality Act (2010), with a strong emphasis on early identification, personalised support, and close collaboration between staff, parents, and pupils. We adopt a graduated approach to support, combining high-quality teaching, targeted interventions, and specialist input where appropriate, while also placing a strong focus on staff training and development to ensure best practice across the school.

Pupils with English as an Additional Language (EAL) are equally supported through tailored provision that promotes language development, integration, and confidence, while recognising that EAL is not a special educational need in itself.

Through regular monitoring, assessment, and review, we ensure that progress is tracked, targets are met, and adjustments are made where necessary. Above all, the policy reflects our belief that every child should feel valued, supported, and fully included in the life of the school community.

Please follow this link for our SEND & EAL policy: [SEND & EAL Policy](#)

10. Monitoring and Review

- The curriculum is monitored by the Headteacher, Director of Studies and Subject Coordinators.
- Planning and delivery are reviewed termly to ensure continuity and progression.

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- The policy is reviewed annually by the Senior Leadership Team and Governors to ensure alignment with the Independent Schools Standards Regulations (ISSR) and Early Years Foundation Stage (EYFS) requirements.
- Teacher CPD and Curriculum Support is underpinned by:
 - Termly Teaching and Learning weeks
 - Lesson observations, learning walks and book scrutiny