

## Curriculum Policy

*"A great school is not just knowledge that is acquired, not even the shadow of lost knowledge that later protects you from many illusions but most importantly the arts and habits that last for a lifetime"*  
William Cory

### Guiding Principles

Edge Grove School provides a broad and balanced academic curriculum set in the context of a vibrant range of co-curricular activities and opportunities, and pastoral guidance, for pupils to develop their personal qualities. We aim to develop children's creativity, aspiration, independent thinking, curiosity, self-motivation, confidence, discernment and global and local responsibility

### School Aims

- to provide a secure and happy environment in which children feel safe, nurtured and valued
- to promote high standards of academic achievement through innovative, reflective teaching, focussed assessment and a rigorous curriculum to ensure all pupils reach their full potential
- to promote a spiritual and moral awareness in our pupils based on the values of respect, empathy and kindness; developing a sense of service to the school community and beyond
- to provide a wide range of opportunities in a co-educational environment to enable pupils to discover and develop interests and expand their experience
- to foster self-confidence and a lifelong love of learning so that pupils leave as mature, engaging and thoughtful children

### Overriding Philosophy behind the Construction of the Curriculum

Our curriculum is based on the principle that the delivery of facts forms only a part of our role as teachers, and that we should nurture the extraordinary capacity of children's brains for understanding, problem-solving and creative endeavour. The pupils are introduced to knowledge, scrutinise its worth, apply it to create something new and then share what they have learned with others. We use a three-stage model for active learning, designed around the learning skills which are most valued in the modern world:

- **Discovering:** introduction to foundational knowledge and skills- the *grammar* of learning
- **Applying:** questioning, thinking and practising- the *logos* of learning
- **Communicating:** expressing oneself beautifully and persuasively in a variety of forms- the *rhetoric* of learning

### The Curriculum Map

We follow the National Curriculum up to and including Year 6, and the ISEB Common Entrance syllabus at 11+ and 13+ from Years 6-8. Year 5 is a transition year for maths and English, where both National Curriculum and the start of the ISEB syllabus are followed. Years 7 and 8 also include the Edge Grove Baccalaureate.

Our curriculum aims to give full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. We ensure all pupils have the opportunity to learn and make progress. We allow pupils to acquire skills in speaking and listening, literacy and numeracy. We provide subject matter that is appropriate for the ages and aptitudes of pupils, including those pupils with a statement or EHC plan, with specific learning needs, including EAL, and the able, gifted and talented (Ignite). We develop the whole child, spiritually, morally, socially and culturally and

include personal, social and health education which reflects the school's aims and ethos. We extend our curriculum beyond the boundaries of the school day, reinforcing the concept of lifelong learning and the links between home and school.

## Curriculum Overview



Pupils' wellbeing is at the heart of our curriculum. Our Flourish programme aim to develop their self-confidence and self-awareness through an enabling environment and a broad curriculum that supports and encourages them to ask questions about the world around them. We foster the progress of each pupil in their personal, moral, spiritual, physical, cultural, logical, linguistic and social development.

## Pre Prep

In Pre-School and Reception, the EYFS statutory framework is used to promote a standard of teaching and learning which ensures 'school readiness' and gives children the broad range of skills that provide a foundation for future progress. We recognise that children learn and develop at different rates and in different ways. We plan our curriculum based on observations of the children's needs, interests and stages of development across the seven areas of learning. Group enquiry is driven by a termly creative topic which is designed to ignite curiosity and enthusiasm for learning. Daily phonics sessions teach children the important elements of pre and early reading such as linking letters and sounds, oral segmenting and blending; our aim in to embed adult led activities in a language rich environment where play also plays a part in development.

Teaching is complimented and enriched by weekly visits from specialist teachers from the Prep School in Forest School, music, art and PE (the latter two in Reception only). In years 1 and 2 our curriculum is built around the National Curriculum Programmes of Study. Forms are mixed ability, but English and maths lessons are timetabled together to allow some informal setting, including a daily phonics session based on Letters and Sounds. Science, history and geography comprise the principle elements of a thematic inquiry approach to teaching and learning based around a termly topic.

We believe that children learn best when meaningful links are made between subjects and when they are engaged and excited about their learning. Although timetabled separately, English lessons may also contribute to the inquiry focus. Religious Education (including EY) is taught in a series of modules which support the school's teaching of the subject in KS2 and beyond and also support outcomes for

SMSC and British Values. Form teachers in the Pre Prep teach the majority of lessons to their own class. However, French, art, PE, games, Forest School and music are all taught by specialist teachers.

## **Maths**

Whether it may be the story of Archimedes running down the street shouting “Eureka, Eureka” or the excitement for every one of our students to be competing against fellow pupils around the school and country in the eagerly anticipated Mangahigh challenges; we try to bring this fundamental subject alive for the boys and girls at Edge Grove. Our pupils are prepared for either the Common Entrance course in Year 8 or follow a robust tailor-made Scholarship programme and it is our aim for each child to feel comfortable when dealing with numbers, no matter their ability.

Well trained staff members teach to challenge and enrich those who are more capable but also to grow and support those who may find the subject slightly more challenging. Boys and girls have the advantage of specialist mathematics teachers throughout the Middle and Upper School, where their progression and enjoyment of the subject is monitored closely by a dedicated and experienced team. Mathematics is a fundamental part of our pupils’ lives, not only during lessons but also in ways that impact them that they can as yet, not see.

Primarily, we want to instil an enjoyment and a thirst for the subject so that pupils may feel confident in tackling everyday life in a logical and independent manner. A world of algebra, shape and space, Pythagoras and so much more awaits your son or daughter and as a mathematics Department, we feel be privileged to equip them with the tools to be as successful as possible.

To challenge and stretch our pupils further, particularly with regards to the analytical and problem solving aspect of mathematics, from Lower School up, pupils are entered into a number of external maths challenges. This allows our children the opportunity to be challenged and tested in a different way, along with being assessed in a country-wide pool of young mathematicians.

In the Autumn Term there is the Merchant Taylors’ year 7 maths challenge afternoon and all year 5 and 6 pupils (with a handful from year 4) take part in the Primary Maths Challenge, a nationally-run written paper of 25 problem solving questions. Year 5 and 6 pupils are entered into the Douglas Buchanan Maths Challenge.

In the Spring Term the top year 8 pupils have a chance to be stretched by the Leeds University Intermediate Maths Challenge (for pupils up to Year 11). In the Summer Term, all pupils in years 7 and 8 sit the Junior Maths Challenge. For the last six years a team of four from Year 8 have represented Edge Grove in the UK Maths Team Competition Regional Final.

## **English**

In the Lower School, children build upon the foundations of Pre Prep by linking their learning in English to the termly topic wherever possible. Teachers use a variety of creative stimuli, from film through to poetry, to help the children engage and develop their skills in literacy. The children have weekly guided reading sessions with their teacher where they develop an understanding of strategies to deepen their comprehension of suitably levelled texts. They take home reading books pitched at their level and visit the school library every week. Children have a separate Drama lesson each week. Pupils are expected to write in a cursive script and may apply for their pen license in the summer term of year 3 or at any point thereafter.

In the Middle School, units of work take a set text as a stimulus and incorporate opportunities to practise writing in a number of different genres. The National Curriculum year 5 & 6 objectives are combined with those of the ISEB 11+ to prepare the children for a variety of different future school options. The range of set texts is broad and encompasses novels, poetry and Shakespeare. The children have the opportunity to visit the school library regularly and independent reading is monitored through the use of the online programme ‘Scholastic Reading Pro’. Speaking and listening and

debating skills are developed throughout the course of the units of work and the children also have a separate drama lesson each week as per the Lower School.

In the Upper School, the children start year 7 by following the ISEB Common Entrance scheme of work. However, over the course of the two years their learning becomes increasingly tailored depending on the requirements of their chosen future school. All children continue to develop their comprehension, creative writing and non-fiction writing skills, but some children may spend a greater proportion of their time focusing on one area over another depending on the requirements of the entrance exam they are working towards. As per the Middle school, units of work revolve around set texts and incorporate opportunities to practise writing in different genres. The range of set texts is broad and incorporates novels, play scripts, travel literature, poetry and Shakespeare. The children have the opportunity to visit the school library regularly and independent reading is monitored through the use of the online programme 'Scholastic Reading Pro'. Speaking and Listening and debating skills are developed through the course of the units of work and the children also have a separate drama lesson each week as per the Lower and Middle Schools.

In terms of independent learning, all children in the Middle and Upper Schools are asked to read a set text and complete a mini project during the school holidays. In the majority of cases, the unit of work following the school holiday is then based on this text.

## **Science**

Planning for science is a process in which all teachers are involved to ensure that the school gives full coverage of the National Curriculum and ISEB Common Entrance curriculum. Science teaching in the school is about excellence and enjoyment. We adapt and extend the curriculum to match the unique circumstances of our school.

There is a science department meeting including all specialist teachers and coordinators once a term.

In the Pre Prep, science skills are integrated into a topic-based cross curricular theme. Each class teacher teaches science to his or her own class, within their classroom.

In the Lower School, science is taught as a discrete subject and each class teacher teaches science to his or her own class within their own classroom. Opportunity is made for teachers to take their classes to use the science labs and make use of the school's poly tunnel to enrich the learning. If any science points need to be raised, this is done during the weekly staff meeting. The teacher responsible for the science planning will then liaise with the Head of Department at each Science Department meeting or sooner if required.

In the Middle School, pupils move from form based lessons with a specialist teacher in year 5 to ability grouped lessons in year 6. The curriculum follows the National Curriculum before introducing some of the ISEB 13+ material in year 6.

In the Upper School, pupils are taught the three separate science subjects of chemistry, physics and biology by one of the school's specialist science teachers. Preparation for individual schools is provided with the whole curriculum underpinned by the ISEB Common Entrance curriculum. Our more able pupils are prepared for scholarship level assessments in the January of year 8

## **ICT**

The curriculum follows the computing' element of the National Curriculum up to KS2 and onwards into KS3. Computing skills are taught weekly in a dedicated IT Suite. Programming/coding and music technology are also part of the Activities programme and pupils are supported by a suite of iMacs for design and music composition during lesson time and activities.

ICT is planned in two ways. One is in the teaching of computing skills and software in Computing lessons. The other is where ICT is used to enhance the teaching of other subjects, such as putting in data to produce graphs in Maths lessons, or using PowerPoint to present information in history. ICT is used to track pupil progress, to enhance work for display, for writing reports, producing worksheets, research and for bringing the outside world into the classroom.

### **Physical Education and Sport**

Physical Education is taught weekly at Edge Grove from Nursery to Year 8 by a specialist department. The curriculum is broad and varied to ensure that all performers are able to experience a range of activities. These activities range from swimming, trampolining, volleyball, handball, gym, dance athletics to OAA and a number of invasion and team based games.

The Physical Education department aims to provide the breadth and balance necessary to educate the whole child both mind and body. Physical Education is unique in that no other subject can be the vehicle to develop all of the following: psychomotor, cognitive and affective skills to the degree that PE can. It develops leadership, decision making, cooperation, skills of application, physical skill, communication, perception skills, adaptability, initiative and responsibility.

The broad and balanced curriculum relies on staff using their expertise and innovative approach in a variety of teaching styles; strategies are constantly under review and are utilized to allow children to experience success in these areas. Strategies such as reciprocal and divergent teaching will allow children to cooperate, communicate, solve problems and take responsibility for their own learning, enabling students to begin to accept responsibility for their own development and provide an enjoyable and stimulating programme for PE.

Games is taught by specialist teachers from year 1 to year 8, in mixed classes wherever possible. Competitive matches and House events are numerous throughout the year. In the Middle and Upper School matches are generally held on Wednesdays. In the Lower School Matches are played on a Thursday. As part of their personal development, pupils are taught to win and lose graciously, and deportment on and off the sports pitch is valued as an important aspect of social development.

The department is committed to following the Edge Grove Code of Conduct and Behaviours for Learning. Respect, being prepared and being involved are key factors in promoting good sportsmen and sportsmanship. We also actively encourage pupils to be creative and take risks.

### **French**

In the Pre Prep, French is taught in small groups once a week. In the Pre School and Reception year groups, the emphasis is on fun songs and games with lots of active learning. The pupils greet each other in French, say please and thank you, list the parts of the body, count to five and have recently enjoyed tasting pains au chocolat and croissants.

In years 1 and 2, French is taught with a lively oral approach. The aim is to provide a fun introduction to language learning and to promote awareness of the culture of France. Pupils are taught the basics of French through songs and play using a mixture of audio and visual materials, such as popular nursery rhymes, themed picture story books and a variety of games.

In the Lower School, the pupils learn to read and write in French, as well as continuing to expand their speaking and listening skills. Whilst maintaining the fun of the subject, they establish a soundly structured framework of elementary grammar and practise transferable language learning skills. Pupils also start to produce more written work. They are taught with a variety of audio-visual methods using songs, games, iPads, computer technology and Interactive whiteboards, as well as traditional teaching methods. Pupils revise and learn new topics using a variety of resources and websites

including [www.linguascope.com](http://www.linguascope.com) and Zim Zam Zoum songs. Reading and writing skills begin to be introduced and pupils begin to record their work with support.

In the Middle and Upper Schools, pupils in years 5 to 8 follow the KS3 Studio programme working through books 1-3. Pupils have access to iPads, French apps, Vocabexpress, ActiveLearn activities to support all four language learning skills. The four skills of listening, reading, speaking and writing are accorded equal importance in line with National Curriculum & Common Entrance & Scholarship level. Skills are regularly practised and assessed through a mixture of assignments (classwork/homework/unit tests/formal exams) from year 5 onwards.

A Scholarship Set is offered by the school in year 8 and this allows thorough preparation in small tutorial sets for 13+ exams. Our year 8 pupils have a command of past, present and future tenses and can express themselves more fully and freely. The syllabus is finished in good time to focus on past papers and examination technique. Pupils sit Entrance and Scholarship exams to a range of academically selective independent schools.

### **Planning the Curriculum**

Long term plans have been drawn up by Heads of Department to cover each year group and ensure consistent progression and to facilitate cross-curricular links.

Unit plans are produced by Heads of Department and subject teachers. Each plan breaks down the progression outlined in the long term plan. The individual unit plans detail clearly the specific learning objectives that will help the pupils make progress against the long term aims: they outline how pupil progress will be measured through differentiation and success criteria. Unit plans are accessible via each department's Firefly (intranet) that links to the plan as a working (Google) document, as an Active Scheme of Work, allowing teachers to amend planning for their class or set depending on progress made in previous lessons.

### **Opportunity to learn and make progress for all pupils across the curriculum**

#### **Tracking Progress**

Edge Grove ensures that children make progress by tracking all children including those special educational needs or learning difficulties, those for whom English is an additional language, and the most able. Individual targets are set and progress is monitored with the child's teachers, Heads of School and Deputy Head Academic during termly progress meetings.

The progress of every pupil in every subject from year 1 to 8 is recorded on Progression Maps that relate to Age Related Expectations.

#### **Meeting the Needs of Able Children**

The Edge Grove curriculum is designed to meet the needs of all students, including the most able, and to provide appropriate stretch and challenge for all its ability groups. The curriculum is constantly evolving in order to accommodate the needs of our children. Maths and English are set in years 3-8, Science in years 6-8 and the scholarship set is streamed in years 7&8, in order to ensure a more specific curriculum can be followed to stretch our most able children whilst supporting our weaker pupils. In other subjects, the curriculum is enriched using many resources, often extending children at least a year beyond their chronological age. Examples of this extension can be found in the Department Handbooks. The Ignite Policy provides more information on the provision for Able, Gifted and Talented children.

## **Pupils who need Specific Learning Support**

The aim of the first discussion between teacher and SENDCo and or Head of EAL is to offer more teaching approaches, to enhance the high quality differentiated teaching. If, after a period of six weeks, (half a term) the teacher reassesses the pupil and if no significant improvement has been made with the recommended strategies an *Assess, Plan, Do, Review* form is completed as a formal 'record of concern'. This leads to observation, and assessment by the SENDCo in order to plan 'next steps'. Other forms of support may be offered, such as small group teaching; behavioural strategies such as Learning Contracts or the offer of Mentoring depending on the child's needs. Specific, individualised strategies that support specific weaknesses a pupil has in learning are detailed on the SEND Strategies List.

Between year 6 and year 8, a number of pupils are provided with extra literacy and numeracy lessons (Core Skills) when the other pupils are studying Latin.

## **Intervention**

Interventions are put in place as a direct response to assessment or teacher/parent concern. At Edge Grove, these small groups or 1:1 sessions include pupils from year 1-year 8 and may involve support from a specialist teacher, highly trained Learning Assistant– to support learners towards the achievement of very specific targets. The aim of these interventions is to accelerate and maximise progress and minimise gaps so that pupils are working at age related expectations.

The need for intervention is largely based on three criteria. Firstly on assessment – whereby pupils in year 1-8 are assessed in the summer term every year. Any pupil who is identified as falling below age related expectations will be placed on an intervention programme. Secondly, where it is evident that Quality First Teaching is not, in itself sufficient for a pupil to make adequate progress, then Wave 2 is introduced. This includes a tightly structured programme of small group support, carefully targeted, according to analysis of need - and progress is closely tracked for impact and the aim of these interventions is to accelerate and maximise progress and minimise gaps. Finally, if there is a parent or teacher concern, this too is recognised as a need for intervention.

Progress of pupils on intervention is closely monitored by reviewing the work being produced in the small group/1:1 setting and on-going communication between those running the interventions and the class teacher. Half termly assessments in Maths and English are in place across the whole school and these serve to inform teachers as to the progress pupils on intervention are making as well.

## **EAL**

The EAL is a separate department at Edge Grove and works closely with SENDCo, Head of English, and Deputy Head Academic. The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from special educational needs. Where the potential for an EAL requirement for any pupil is identified during the admissions process (generally by assessment), the offer of a place at the School may be made conditional upon the requirement for the parents to accept that their child will require EAL sessions and that these attract an additional charge.

## **The Wider Curriculum**

### **Extra-Curricular Activities**

The curriculum is supported by an extensive activities programme run between 4:30pm and 6:00pm every day. In this programme the children have opportunities to take part in a wide variety of activities that enhance the intellectual, creative, cultural and sporting development of pupils.

### **Subject Focus Days & Weeks**

At some points during each school year, we arrange to have a subject focus day. This involves the whole school in a cross-curricular study of a subject involving all the children and as many staff as is possible. We value the integration of all staff in the planning of these events and the immense sense of achievement that the children gain.

### **Homework (Prep) and Flipped Learning**

To promote independent learning in English, all children in the Middle and Upper Schools are asked to read a set text and complete a mini project during the school holidays. In the majority of cases, the English unit of work following the school holiday is then based on this text. Prep is introduced in the Pre Prep with pupils completing reading tasks and differentiated spelling tasks in year 1 and 2. In addition to their reading, pupils in Reception are invited to complete a challenge over the weekend related to their weekly learning; this may be entirely practical.

### **Outdoor Learning**

Outdoor pursuits and activities are an inherent feature of the school life. This is reflected in the large number of opportunities to engage in activities, both indoors and outside, during both the term and holiday time, in a wide range of venues at home and abroad. Last year's success with implementing the 'Forest School' Curriculum within Early years has developed into a curriculum for the whole of Pre Prep in 2014.

All pupils within the Lower and Upper School take part in an expedition week where, with the exception of Year 3 pupils, they stay in a residential setting for four nights. Year 3 pupils engage in a variety of 'Learning outside the Classroom' opportunities for the week and have the opportunity to board at Edge Grove during Expedition week.

### **Revision**

Various revision sessions and preparation for senior school exams run throughout the year, at 11+, 12+ and 13+, including scholarship.

### **Assemblies**

Assembly occurs three times a week in Pre Prep, and in the Lower School and twice a week in the Upper School. Assembly is a time to bring the school together, to join in prayer, offer thanks and sing together. Classes will also present a 'form assembly' to pupils and sometimes parents. Assemblies are run by the Heads of School and other staff and the programme is rich in current affairs. Subjects for assemblies range from 'Homelessness' to 'Healthy Eating', a visit from the 'Herts Air Ambulance', 'Rights and Responsibilities' and 'eSafety'. Please see Appendix (v) for an overview of our Assembly subjects per term.

### **Spiritual, Moral, Social, Cultural and Economic Education and the promotion of British Values**

Form time, PSHEE and RE are all included within the timetable as specific times where spiritual, moral, social and cultural issues are raised and discussed. British values, such as respect for others, are promoted. In addition, each department ensures its curriculum is balanced in the SMSC areas, giving children the opportunity to discuss social and moral issues within different subjects and taking account of the wide range of cultures within our society. The Department Handbooks give specific examples of these opportunities within each subject. Wider character and emotional development is of equal importance to the school as academic development as demonstrated by our underlying school values. An underlying resilience alongside a freedom to 'fail' and improve through a process of repeated 'failures' is essential to a healthy education and is particularly important in a high-

achieving environment in which all individual successes, often of very different types and magnitudes, need cherishing and celebrating. The school values 'one another' not just because of what we do but because of a fundamental belief in the value and worth of each individual. PSHEE at The Prep reflects the School's aims and ethos and encourage respect for other people.

PSHEE is taught to all pupils throughout the school as a part of the Flourish programme and this reflects the school's aims and ethos. The Flourish programme encompasses mindfulness, self-reflection, emotional resilience as well as the PSHEE curriculum. Please make reference to the separate PSHEE policy. We follow the SEAL Curriculum of PSHEE from EYFS to year 6 and include citizenship in Years 7 and 8.

### **eSafety**

eSafety is part of our ICT Curriculum as well as our PSHEE curriculum and Assembly schedule. Children and parents are asked to sign an eSafety contract in the Edge Grove planner at the beginning of the school year. Workshops are put on throughout the year for pupils and parents and are well attended.

During the Year 8 Post Common-Entrance programme many parents and external speakers are invited to Edge Grove to provide lectures and talks regarding careers guidance. Recent talks were given by an accountant, a teacher, a fashion buyer, a media executive, and a geneticist amongst others. Pupils then have an opportunity to discuss careers advice with their form tutors.

### **School Examination/Assessment Timetable**

September: ISEB pre-tests begin

October: GL CAT4 tests, Years 3-8

November: Year 6 & 8 mock examinations

January: Scholarship/early entrance and Year 7 mock examinations

February: Year 8 13+ CE mock examinations

April: GL Progress Test begin

May: Years 5-7 school exams

June: Year 8 ISEB 13+ Common Entrance/Edge Grove Baccalaureate Award assessment

### **Monitoring, Evaluation and Review and the Examination Schedule**

The teaching and learning provision at The Prep is systematically monitored by the DHA, the Head of T&L and Heads of Department. Information about the quality of teaching & learning is gathered through formal monitoring of teachers in a process of focused observation (Focussed Learning Walks (FLWs) and Department Self Reviews (DSRs).

This information is used to inform Development Plans produced by Heads of Departments for every subject. During the year, Heads of Departments work to achieve the agreed goals and targets in their Development Plans and resulting from DSRs. They evaluate their success and share progress with staff in meetings, noting down any ideas or matters arising for consideration in the following year.

### **Department Development Planning**

DDPs are produced once every 3 years, in line with the SDP, and updated annually, to reflect targets produced from DSRs. DDPs follow this format:

Pupils' achievements, including progress

Assessment for Learning: developing active learners

Behaviours for Learning: developing resilience and independent learning

Use of ICT by pupils  
Study skills including critical thinking  
Resourcing the subject  
CPD  
The wider curriculum: trips, flipped learning, the co-curriculum

DDPs will follow the following protocol:

1. Audit of current practice/provision/standards
2. Evaluation and prioritisation
3. Setting of goals (long term) and targets (short term)

### **DSR Review**

Academic departments are reviewed on a rolling schedule. A departmental Major review occurs once every four terms. This involves the whole department being observed and monitored, staff and pupil interviews are held and a feedback meeting is held with targets set. Departments also undertake a Minor review every two terms to check progress against targets previously set. Departments have their own departmental handbooks, they set a departmental development plan and agree a budget with the Bursar. All documentation is held on Firefly.

### **Related Policies and Documents**

- Activities policy
- EG Long term plans (on Firefly)
- EG Unit Plans (on Firefly)
- Assembly subjects per term (on Firefly)
- Extension trips, visits and speakers
- Overview of DSR
- SEND policy
- Ignite Policy
- Progression Maps (on ISI portal and Firefly)
- Intervention policy

This Curriculum Policy is reviewed annually by the DHA – previous update in May 2018 and November 2018.

Laura O'Hare  
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September 2020