**Appendix 11**

**List of suggested policies and further guidance.**

**Curriculum and non – curriculum.**

Shell has a set of curriculum policy statements for its schools. The policy statements express general principles. They are usually short, concise documents that set minimum expectations which are binding on all schools. The policy statements build on the Shell mission statement that:

*Shell schools will, through excellent teaching and organisation, maximise children’s learning in a way which enables them to achieve high social, personal and academic standards, enjoy learning, adapt to other education systems and develop both a national and an international perspective.*

The policy statements are intended to provide a degree of consistency between schools. However, because they deal with general principles they also give schools some flexibility as long as they stay within these general principles.

Each school is expected to have its own policy documents. Policy documents take the overall policy statements and make them more specific. Sometimes the central statements are sufficient and don’t need any addition. For other things the school will need its own more detailed explanations and interpretations. These policy documents should still be as short and as clear as possible although they might be supported by other materials.

It’s a good idea to have a simple standard format for policy documents. They might, for instance, be organised under such headings as *general principles, what we do* and *date for review.* It makes sense to review policies every two or three years to make sure they are still appropriate

*Policy documents really define what should happen in school on a day-to-day basis. They let teachers, parents and others know what is expected of them and give a real sense of ‘this is the way we do things around here’. They should be the point of reference for action and establish a basis for consistency over the things that matter.*

**Curriculum**

* Teaching for Learning
* Language
* Mathematics
* Science
* Information and Communication Technology
* History
* Geography
* Technology
* Art
* Music
* Physical Education
* Additional languages
* Home language and culture
* English as an additional language
* Sex education
* Assessment
* Response (marking)
* Homework

**Non Curriculum**

* Parental involvement
* Reporting to parents
* Complaints
* Special Educational Needs
* Gifted and talented
* Behaviour
* Inclusion and diversity
* Child protection
* Health and safety
* Performance management
* Continuous professional development
* Admissions
* After-school activities