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EDGEBOROUGH SCHOOL

Curriculum Policy

(including EYFS and Boarding)

UPDATE LOG

DATE	CHANGE	By Whom
27/01/18	Amendments to information regarding curriculum structure.	KA
27/01/18	Addition of information regarding Ability Grouping, Pastoral Curriculum, Extra-Curriculum, Careers, Learning Support, and Monitoring and Reporting.	KA
04/09/18	Updates to reflect new academic year and changes to school structure.	KA

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CONTEXT

Edgeborough is committed to providing a broad, balanced and challenging curriculum which will provide age and ability appropriate learning for all its pupils.

Edgeborough is committed to providing a curriculum which engages, inspires and challenges all pupils.

The curriculum is planned to offer clear continuity and progression between the departments of the school and to develop an enjoyment of learning.

The curriculum aims to equip all pupils with the knowledge, skills and aptitudes to make appropriate progress throughout their time at Edgeborough, and beyond.

Edgeborough is a non-selective school. All pupils, including those with Special Educational Needs and Disabilities (SEND), on Education, Health and Care (EHC) plans, with English as an Additional Language (EAL) and those who have been identified as Able, Gifted and Talented (AGT), have opportunities to learn and to make good progress according to their age, needs and aptitudes.

Edgeborough's curriculum fulfils the Independent School Standards Regulations (ISSR) for the quality of education provided:

- 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.
- Subject matter appropriate for the ages and aptitudes of pupils, including those with a statement.
- Pupils to acquire speaking, listening, literacy and numeracy skills.
- Personal, social, health and economic education which reflects the school's aims and ethos.
- Appropriate careers guidance.
- As the school has pupils below compulsory school age, a programme of activities has been established, which is appropriate to their needs.
- All pupils have the opportunity to learn and make good progress.
- Adequate preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

Throughout the curriculum there are opportunities to actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The teaching of skills

The Edgeborough curriculum goes wider than the National curriculum. In addition to the time given to sport and to the creative and performing arts, Edgeborough gives considerable time within the curriculum to the teaching of learning skills. These include questioning skills, independent skills, learning as part of a team and presentation skills amongst many others.

It is recognised that the minds of young children are capable of absorbing many new skills, such as the development of language in their formative years. The same is true for all learning skills and therefore the teaching and learning of these skills starts from nursery and is especially important in the nursery in and Pre prep years.

CURRICULUM STRUCTURE

NURSERY AND RECEPTION YEARS (EYFS)

In the Nursery and Reception years the curriculum will cover the areas covered by the early learning goals and educational programmes:

Prime areas:

1. Physical Development
 - Moving and handling
 - Health and self-care
 - Personal, Social and Emotional Development;
 - Self-confidence and self-awareness:
 - Managing feelings and behaviour
 - Making relationships
2. Communication and Language. (At Edgeborough this includes both English and French)
 - Listening and attention
 - Understanding
 - Speaking
3. Literacy
 - Reading
 - Writing
4. Mathematics
 - Numbers
 - Shape Space and Measures
5. Expressive Art and Design
 - Exploring and using media and materials
 - Being Imaginative
6. Understanding the World
 - People and Communities
 - The World

7. Technology

YEARS 1 - 2

In years 1-2 the pupils will follow the curriculum outlined in the school's planning documents which are informed by the national curriculum. These lessons are predominantly classroom based, although there will be a degree of subject specialist teaching, particularly in PE.

This will be achieved by teaching:

English and mathematics are taught daily. In addition pupils will also be taught: science, topic (history, geography and RS) PSE, Sports (including swimming and PE,) creative arts and performing arts, (including DT, art and music) and French - from Nursery. Some of the study areas available as options to the teachers, for example in history, geography and other subjects may be changed by teachers in the school to study areas of their choice and design as long as the key skills continue to be taught at age appropriate levels.

The curriculum in these years may well be broader than the National Curriculum. Additional time will be given to the creative arts such as Music, Art and Design Technology along with additional time to physical development and shall, where facilities permit include, one session of swimming and one of PE. Other sessions will include teaching to encourage both physical co-ordination and the development of skills in the major sports of soccer, rugby, hockey and cricket, for boys and netball, hockey, lacrosse and rounders for girls at suitable levels for the age of the children.

YEARS 3 – 4

Pupils in Years 3 and 4 continue to spend much of their time with their class teachers, but there is a planned increase in the amount of specialist teaching offered. With support, the children are encouraged to become more independent and enjoy specialist teaching in Art, Computing, Drama, DT, Music and PE.

English and mathematics are taught daily. In addition, pupils have weekly timetabled lessons in science, French, humanities (history, geography and RS), computing, art, music, DT, library, PE, games.

YEARS 5 - 8

In years 5 – 8 the pupils will begin preparation for senior school entrance exams at either 11+ or 13+. Increasing independence is developed and teaching will be carried out by subject specialists in the majority of subjects. There is an expectation that pupils will increasingly be able to apply their learning skills.

Daily English and mathematics lessons continue and there are weekly timetabled lessons in: science (biology, chemistry and physics), history, geography, RS, PSE, PE (including swimming), games, computing, DT, art, music, library, drama, French, and Latin from Year 6.

- Pupils will be offered the opportunity to start Latin in Year 6. Pupils not taking Latin will follow a timetabled non-Latin course. This course constitutes extra maths and English.
- The school will continue to give a generous amount of time to develop creative and physical skills.
- In Year 8, an opportunity will be given to pupils to study for appropriate scholarship examinations. These are usually taken earlier in the year than the CE exams (June) and the pupils will therefore have to be prepared earlier and be asked to follow an age appropriate curriculum after the exams are over.

ABILITY GROUPING

Decisions regarding ability grouping will be made at the beginning of the academic year and based upon the number of pupils and ability range within each year group.

- Pupils' progress is monitored and tracked using a combination of standardised tests (GL Assessments, Complete Digital Solution), Edgeborough summative assessments and the ongoing formative assessments and observations of the teaching staff.
- Pupils are set according to ability in English and mathematics from Year 5 onwards.
- Additional arrangements for ability grouping will be flexible and based on careful analysis of the number and needs of pupils in each year group. These may include:
 - Additional setting in French and Latin.
 - Streaming in examined subjects.

PASTORAL CURRICULUM

Pastoral education takes place in many areas of school life. A whole school approach that encompasses every aspect of school life is essential. For example, the values and attitudes of teachers, the quality of relationships, the learning environment, and the reward and sanctions system will have a very significant influence on the development of the pupil. We might call this the 'hidden' curriculum. The success of the 'visible' Pastoral curriculum ultimately depends on the health of the 'hidden' curriculum experienced by the pupils as they live and work in the school community. The visible curriculum is largely developed through the PSE programme, Assemblies, Friday Service and Form Lessons.

CAREERS EDUCATION

Pupils learn about career choices through external visits, visiting speakers and the post Common Entrance programme delivered to Year 8. This guidance will be delivered in an impartial manner in order to help pupils make informed choices and fulfil their potential.

EXTRA-CURRICULUM ACTIVITIES

Edgeborough's wide range of extra-curriculum activities contributes to the broad and balanced curriculum that is on offer by enhancing and developing pupils' experience. These activities include participating in internal, local and national competitions, challenge days, visits, lectures and other events.

LEARNING SUPPORT

Edgeborough is a non-selective school and fully supports the principles set out in the Equality Act 2010. We aim to enable all pupils who attend the school to have access to the full curriculum, to achieve their academic potential and to ensure that no pupil's progress is held back by any kind of learning difficulty.

Where necessary, any support will be provided internally, with some support from external professionals. Additional support will be provided at an additional charge, and usually on an individual basis through inclusion in the Learning Acceleration Programme (Leap). Leap lessons are provided within the academic timetable. The need and allocation of Leap lessons for each pupil are regularly reviewed.

Pupils with an Educational Health Care Plan will follow an educational and welfare programme of support devised by the Leap department in conjunction with outside agencies.

MONITORING AND REPORTING

Pupil progress is closely monitored using a combination of standardised tests, Edgeborough examinations and ongoing teacher assessments. Progress is reported regularly through:

- Assessment Cards: completed every three to four weeks including teacher assessments of each pupil's Organisation, Effort and Progress along with a Target where appropriate.
- Written reports: completed at the end of the Christmas and Summer Terms (Christmas and Easter Terms in Year 8).
- Parents' Evenings: usually held in the Easter Term.
- Ongoing informal communication between school and home.