



EDGEBOROUGH SCHOOL

Curriculum Policy

(including EYFS and Boarding)

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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 More Able and Talented (MAT), 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. We encourage pupils to respect the fundamental British values and develop respect towards diversity in relation to gender, race, religion and belief, culture, sexual orientation and disability. SMSC and British Values are taught through all subjects of the curriculum.

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 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 runs through the Early Years and the Pre-Prep. The teaching and progression of these skills is developed in association with the PSB. The PSB core skills (listed below) are covered within all areas of the curriculum.

- Thinking and Learning
- Independence
- Collaboration
- Reviewing and Improving
- Community Kindness
- Communication
- Leadership

Each curriculum area also integrates the PSB subject specific strands within their SOW. In the Early Years and Years 1 and 2 skills of Collaboration, Communication, Independence and Thinking are given centrality.

CURRICULUM STRUCTURE

NURSERY, PRE-SCHOOL AND RECEPTION YEARS (EYFS)

In the Nursery, Pre-School and Reception years our Early Years setting follows the Curriculum as outlined in the 2021 Statutory Framework of the Early Years Foundation Stage (EYFS). Provision is predominantly classroom based and led by EYFS practitioners and teachers, although there will be a degree of subject specialist teaching (PE, French and Music).

The EYFS framework outlines the Characteristics of Effective Teaching and Learning (CoETL) and the 7 areas of Development.

The CoETL are organised into three primary strands and are essential components towards children becoming self-regulated learners. These are:

- Playing and exploring - children investigate and experience things, and ‘have a go’
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

The 7 areas of learning are divided into Prime and Specific areas of learning. The 3 Prime areas of learning are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

- Communication and Language – this underpins all areas of learning within our early years curriculum. Planned learning supports the progress and development of listening and speaking, enabling children to process information into thinking and understanding.
- Physical Development - children practise their physical skills to instil confidence, independence and bodily awareness/coordination.
- Personal, Social and Emotional Development – social skills and self-belief are nurtured building knowledge of the self and the other.

The Specific Areas:

- Literacy
- Mathematics
- Expressive Art and Design
- Understanding the World

The 4 specific areas of learning provide a context for development and reflect cultural knowledge and accumulated understanding. They are dependent on learning in the Prime areas. Our continuous provision demonstrates a strong emphasis upon supporting children's understanding of the world along with enabling them to express themselves imaginatively and creatively, using art and design. Half-termly topics allow for and are adapted to reflect the needs of the children and their interests.

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 and taught by the class teacher, although there will be a degree of subject specialist teaching, particularly in PE.

At its core, the curriculum sees English (encompassing phonics, spelling, handwriting, reading and creative writing) and Mathematics taught daily. In addition, pupils are taught; Science, Humanities (History, Geography and RS), PSHE, Sport (including swimming and PE), Creative and Performing Arts (including DT, Art and Music), and French. Where possible, subject content is aligned to half-termly units which adopt an enquiry-approach to learning.

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 P.E. (including swimming) and one of Games. 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 cricket for girls at suitable levels for the age of the children.

This curriculum is enriched and complimented by an expansive activity programme (with options in various forms of dance, additional sport, creative clubs, charity work and science-based activities) and timetabled enrichment sessions (such as Outdoor Woodland Learning – OWL).

Junior Prep – Years 3 and 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 five times per week. In addition, pupils have weekly timetabled lessons in science, French, humanities (history, geography and RS), computing, art, music, DT, library, ARK (PSHE), PE, and games. Reading lies at the heart of the academic curriculum and there is a dedicated, daily 20 minute reading session for all pupils and the Accelerated Reader programme is utilised.

There is an expectation that by the end of their time in Junior Prep the pupils will have experienced some preparation for the 11+ Pre-testing and Senior School Entrance Exams they will encounter in the first half of Year 6. This preparation is carried out through a consistent and progressive focus on the four aspects of English, Mathematics, Verbal Reasoning and Non-Verbal Reasoning. This teaching is delivered by either the Class Teachers, or the English and Mathematics teachers.

Middle (Y5&6) and Senior Prep (Y7&8)

In Years 5 to 8 the pupils will continue their 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. In order to support this teaching, the school uses the Planet Bofa website.

English and mathematics lessons take place four times a week and there are weekly timetabled lessons in: science (biology, chemistry and physics), history, geography, RS, ARK (PSHE), PE (including swimming), games, computing, DT, art, music, drama, French, and Latin from Year 6.

- Pupils will be offered the opportunity to start Latin in Year 6.
- 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.

Pupils in Year 8 will only sit Common Entrance exams in English, mathematics and science. There is a consistent focus on developing the skills of the pupils, in line with the PSB (Pre-Senior Baccalaureate).

Year 8 pupils will complete a PSPQ.

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.
- 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 ARK (PSHE) programme, Assemblies, Friday Service and Form Lessons.

ARK: At Edgeborough the school's values of Adventure, Responsibility and Kindness provide the cornerstones to the pastoral curriculum. These guiding values feature across the school's teaching, assembly planning, reward systems and community.

CAREERS EDUCATION

Pupils learn about career choices through the ARK (PHSE) programme, 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.

CO-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. Trips and activities play an important part in the social development of our pupils. All children should have the opportunity to go offsite for a trip at least once a year. It is our responsibility as a preparatory school to prepare children for the opportunities, responsibilities and experiences that they will face in later life and, through all aspects of our curriculum, we endeavour to do this.

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.

MORE ABLE AND TALENTED PUPILS

In order to fulfil its aims, More Able and Talented Pupils at Edgeborough will be identified and differentiated for. The ethos of Personalised Learning is central to this challenge and will give all Edgeborough pupils the opportunity to develop their own personality, talents and mental and physical abilities to their fullest potential, as stated in Article 29 of the UN Convention on Children's Rights.

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:

- Reports: The completion of these varies across the year groups. They will usually be completed each half-term and consist of teacher assessments of each pupil's Effort and Attainment along with a Target where appropriate.
- Parents' Evenings/Progress Meetings (EYFS).
- Ongoing informal communication between school and home.

ASSESSMENT SCHEDULE

Edgeborough have a rigorous schedule of assessments, which are detailed below. Edgeborough utilises these alongside internal exams and assessments.

EYFS	Early Learn Baseline Test (Reception) Progress reviews Early Years Reports (2 year checks) Ongoing observation and tracking EYFS Profile
Y1 and 2	Single word spelling test. Progress tests – English and Maths RWI Assessment PUMA Assessment (Maths)
Y3 and 4	STAR Reader CAT 4 – Pre A and A PASS Single Word Spelling Test Progress Tests – GL Assessments DEST (Y4 only) PUMA Assessment (Maths)
Y5	STAR Reader CAT 4 Level B PASS Single Word Spelling Test Progress Tests – GL Assessments PUMA Assessment (Maths)
Y6	CAT 4 Level C STAR Reader BOFA Practice Common Pre Test and 11+ Mock PASS Single Word Spelling Test ISEB CPT Progress Tests – GL Assessments PUMA Assessment (Maths)
Y7	STAR Reader CAT 4 Level D Single Word Spelling Test

	PASS Progress Tests – GL Assessments PUMA Assessment (Maths)
Y8	STAR Reader CAT 4 Level E Single Word Spelling Test PASS Progress Tests – GL Assessments ISEB Common Entrance (English, Maths and Science) PUMA Assessment (Maths)

Further details of these can be found in the academic calendar.