



## **Curriculum Policy**

### **Preparatory School**

This general policy is underpinned by separate handbooks for each subject area of the Preparatory School curriculum.

#### **Rationale**

Edgbaston High School is a selective school with an academic curriculum, and our standards and achievements are high. Through the curriculum, we concentrate on developing pupils' individual abilities and confidence, providing a tailor-made education for each girl, as far as possible.

We are keen to ensure that girls receive a broad and balanced education, and that they undertake a wide range of educational experiences aimed at enriching and extending their abilities and understanding. There is a strong emphasis on enrichment generally: both explicitly and through cross-curricular links, educational visits both day and residential, and cultural visits.

#### **Objectives**

The curriculum is central to the delivery of the school aims and forms a key area in the school development plan. It is aimed to meet the needs of pupils of all abilities within the range of ability accepted at Edgbaston High School. We aim to ensure that the curriculum should:

- provide all pupils with opportunity to learn and make progress,
- be broad – so that it provides each girl with a wide range of experiences, knowledge and skills, fostering educational development and encouraging independent learning,
- be balanced – so that each area of the curriculum is allowed sufficient time for its contribution to be effective,
- be flexible and differentiated – so that what is taught and how it is taught is matched to the learning needs of individual girls, is appropriate to their age and fully develops their abilities and aptitudes,
- be inclusive offering a rich and diverse experience which fully represents modern Britain,
- foster the development of the qualities and skills which will enable the girls to achieve success and fulfilment and effectively prepare them for life in British society:
  - the thirst and capacity for life-long independent learning,
  - skills in accessing information and applying knowledge,
  - skills of communication (oral and aural), literacy and numeracy,
  - breadth of knowledge,
  - creative capability,
  - lively and enquiring minds, with the ability to think imaginatively, critically and independently,
  - a positive response to opportunities, challenges, responsibilities and change,

- personal moral values, a concern for the environment and respect for religious values and for other cultures, faiths and ways of life,
- an appreciation of human achievements and aspirations,
- self-confidence and independence of mind,
- recognition of the importance of traditional values, born of a strong sense of community: honesty, respect for others, self-respect and self-discipline.

## **Success Criteria**

An effective Curriculum policy will succeed in meeting these objectives through:

- monitoring that all pupils have access to the curriculum, the ability to learn and to progress,
- the curriculum, plan and schemes of work taking account of the needs of all pupils, in terms of ability, need and aptitudes. This includes those with special educational needs, additional needs, those for whom English is an additional language, the most able and medical needs. Additionally, this may also include pupils who have other needs such as those who perform a caring role at home as young carers,
- not undermining the fundamental British values of democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths or beliefs,
- giving pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic creative education,
- pupils acquiring speaking, listening, literacy and numeracy skills,
- PSHE education which reflects the ethos of EHS and encourages respect for other people,
- Effective preparation for the opportunities, responsibilities and experiences of British society,
- Ensuring that all pupils are provided with relationship education.

## **Methodology**

### **1. Implementation:**

We implement our curriculum policy through our schemes of work that build on the work of previous years and through our co-curriculum programme. Courses at EHS take account of government guidelines, including the National Curriculum, but often extend beyond them.

#### **Teaching and Learning**

Issues of teaching and learning are high on the professional agenda of the school, and staff are involved in discussions, for example on curriculum development, assessment, homework and the provision for individual needs including gifted and talented girls, through whole school, year group meetings and through working parties.

Subject and Year Group Co-ordinators take responsibility for the management and monitoring of teaching and learning in their areas, through lesson observations, book trawls and regular meetings. The Prep SMT takes responsibility for monitoring the curriculum overall.

#### **Teaching Styles**

We aim to use a wide range of teaching styles in response to the girls' needs. The development of independent learning and resilience has a high priority and opportunities for stretch and challenge are embedded in schemes of work and individual lesson plans.

We encourage pupils to actively engage with feedback and to recognise their strengths and areas for development through assessment, feedback, reflection time and target setting.

### **Enrichment**

The curriculum is enriched in a number of ways including cross-curricular links, as appropriate, educational visits both day and residential, workshops and cultural visits. In addition, other forms of enrichment are available through co-curricular clubs and activities and opportunities to enter competitions.

Year 6 has a programme of enrichment activities included in the Summer Term. We hold 'Beyond the Curriculum' days and our termly Challenge Board offers regular opportunities to enrich the pupils' learning.

### **PSHE**

PSHE lessons are included within the curriculum for all year groups. Staff also respond to situations that arise as appropriate in circle time type sessions. The scheme of work also includes aspects of citizenship. Spiritual, moral, social and cultural awareness is fostered throughout the curriculum, and particularly through assemblies, PSHE and RS lessons. Throughout the curriculum, we encourage respect for other people, with particular regard to the protected characteristics under the Equality Act 2010.

### **British Values**

The curriculum aims to give the girls skills to prepare them for life in British Society. We want girls to become active citizens who have the skills and experience to make a valuable contribution to the school and wider community. We actively promote fundamental British Values throughout the curriculum both in lessons and co-curricular activities and in assemblies. It is important to our ethos that the promotion of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs is embedded throughout the school in co-curricular activities, assemblies and the curriculum at all ages.

Pupils learn to work collaboratively and to share and build on each other's ideas.

Staff challenge discriminatory or extremist opinions or behaviour as a matter of routine.

### **Assessment**

Continuity and progression are considered essential to learning, and work undertaken at each stage should therefore be based on previous achievements. Our policy is, therefore, to use assessment as a formative mechanism to ensure progression, and personal target-setting by each girl is fundamental to this process, as is careful and consistent monitoring.

### **Organisation**

Time allocation to subject areas is given in the curriculum plan (Appendix 1)

## **2. Monitoring**

Monitoring and evaluation are essential aspects of the school's aim to raise achievement.

With regard to the curriculum, they involve focusing on teaching and learning: the performance of girls, the effectiveness of teachers and hence the standard of achievement across the whole school. All staff are involved in this process all the time, although certain colleagues carry specific responsibilities for aspects of the process and there is a systematic programme for monitoring and evaluating over time which allows for different degrees of scrutiny and analysis for different areas of the curriculum at different times.

It is the responsibility of the Head Teacher and Deputy Heads to ensure the implementation of the policy is maintained through:

- Chairing half termly Year Group and Subject Co-ordinator Meetings.
- Monitoring year group meetings through minutes.
- Programme of lesson observations.
- Work scrutiny.
- Subject reviews.
- Appraisal system.

Year Group and Subject Co-ordinators take responsibility for the management and monitoring of teaching and learning in their areas, co-ordinating the work of the department through, for example, preparation of subject handbooks and schemes of work.

#### Evaluation and Review

It is the school policy for the curriculum to be evaluated regularly by the Head Teacher and Deputy Heads. Where it is appropriate, further consultation will take place with Subject and Year Group Co-ordinators to review new proposals.

The policy is reviewed annually by Prep Head and Deputy Heads.

Signed by the Headmistress CAMARO

Signed by the Head of Prep Nally Hartley  
Approved by School Council

Approved by Council Date 27/4/22

Date 5/5/22

Review: Summer 2023



**Prep Department Curriculum Plan**

**Weekly Lessons**

Time allocation is as given in the curriculum plan with lesson units of 35 minutes for morning lessons and 30 minutes for afternoon lessons.

<b>Subject</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Maths	9	8	10	9	10	9
English	8	8	10	10	8	9
Story	5	4				
Science	2	2	3	4	4	4
History			2	2	2	2
Geography			2	2	2	2
Humanities	2/4	4				
ICT	1	1	2	2	2	2
Music	1	3	2	2	2	2
Art	2	2	2	2	2	2
PE	3/4	3/4	4	4	4	4
RS	1	1	1	1	1	1
PSHE	1	1	1	1	1	1
MFL French Latin Spanish	1	1	1	1	1 1	1 1
Golden Time	1					
General	1/2	2				

**Organisation**

Girls in all years swim for half of the year. They swim for half of each term.

In Year 1 the girls do Humanities in the half term they are not swimming. In Year 2 the girls continue with PSHE, ICT with a general lesson included depending on need.

In Key Stage 2 the girls have alternative PE during their non-swimming half term. These might include gym, yoga, cricket, dance.

In Year 5 Study skills are also taught with NVR and VR covered.

In Key Stage 1 the last lesson of the day which is shorter than Key Stage 2 is used for story sessions. Music is taught at the end of the day which explains the additional Music provision.

**Setting:**

In Key Stage 1 support is offered within the class generally as each class has a teacher and a Teaching Assistant. In Year 2 an extension group is withdrawn from across the classes once a week.

In Key Stage 2:

**Mathematics**

In Year 3 girls are set following the November assessments. The support set operates from September using advice and results from Year 2.

In Years 4 and 5 girls are set for Mathematics for the whole year. One accelerated set, two parallel sets and one smaller support set. Girls in Year 6 are set, as above, for the first half term only.

There is flexibility and girls are moved across sets when appropriate.

**English**

In Years 3 – 6 there is a support class for each year group in English.

In Years 3 – 6 spelling is taught in 3 or 4 ability groups depending on the needs of the cohort. Groups are agreed following diagnostic assessment.

In Year 6 following the Senior School examinations the girls from the support classes in Mathematics and English join the main classes but an additional teacher is available if specific help is needed.

All other lessons are taught in Forms which are mixed ability.