

This policy applies to all pupils in the school, including in the EYFS.

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Curriculum Policy

The school follows its own wide-ranging academic curriculum, tailored to the needs of its pupils. All departments keep themselves up-to-date about its requirements and developments; much of what is taught draws upon the best practice of what is happening nationally and in other schools. As part of our responsibility to keep abreast of national issues, our subject coordinators are committed to reviewing the government's revised National Curriculum and should we feel that content and skills are relevant and useful to our context, we will take account of them, being guided without being limited by the content. Coordinators take account of the new elements of the curriculum and adopt and adapt these as they feel appropriate. The curriculum aims to marry together the strengths of the National Curriculum with the entrance requirements of the selective secondary schools to which pupils apply and the aims and ethos of the school. The school will take all reasonably practicable measures to fulfill the requirements of any pupil's SEND or support guidelines, including pupils with a statement or EHC plan and in line with its obligations in regard to the SEND Code of Practice.

The curriculum is balanced and broadly based, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life in British Society, including the provision for their economic well being. Pupils are taught to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

It enables pupils to acquire skills in speaking, reading, writing, listening and numeracy. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide.

The school provides full time supervised education for pupils between the ages of 4 and 11. Up to the age of 5, pupils follow a curriculum which meets the learning, development and assessment requirements of the Early Years Foundation Stage (EYFS), further details of which can be found in separate EYFS documentation.

Throughout the school, the curriculum provides pupils with experiences in life skills and linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes. At each level it provides opportunities, responsibilities and experiences, in preparation for the next stage of their education and their adult lives. The school is committed, through its curriculum and extra-curricular pursuits, to helping pupils to understand how to stay safe and promotes the welfare and safeguarding of children at all times.

Aims of the Curriculum

We believe that a successful curriculum should be broad and balanced and delivered in innovative ways to provide appropriate stretch and challenge to all our pupils, exciting and engaging them and giving them ownership in their learning. We believe that exceptional results should be a by-product of the education that we offer, not the exclusive focus. Pupils are encouraged to aim high and we aim to provide them with everything they need to succeed. It is our aim to furnish each child with the appropriate skills to develop fully their academic potential, as well as developing their personal and social values in preparation for life in British society. The fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are actively promoted in all subjects across the curriculum. It offers a robust understanding of safeguarding through the comprehensive PSHE, RSHE and e-safety programmes.

Objectives of the Curriculum

We are committed to providing an educational environment that challenges, nurtures, excites and involves every single pupil in the school through a curriculum which

- At each level prepares pupils for the opportunities, responsibilities and experiences of the next stage of their education and lives
- Challenges the individual academically and allows them to discover their own intellectual strengths in the pursuit of academic excellence and encourages a love of learning
- Encourages independent learning and critical thinking skills and provides opportunities for pupils to express their learning and understanding in different ways
- Is balanced and broadly based and encourages pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests
- Is responsive, providing inclusivity and diversity and reflects our responsibility to ensure our pupils are equipped to understand the integral part that world and British history plays in shaping society today and the role that our pupils have in helping to continue this path of reform.
- Is flexible enough to respond to change and incorporates innovation as appropriate
- Enables pupils to acquire skills in speaking and listening, literacy and numeracy
- Uses technology effectively in supporting teaching and learning and gives pupils opportunity to present work in personalised ways.
- Ensures pupils have an understanding of their own personal safety and that of others, including awareness of safeguarding.
- Enables our pupils to work collaboratively and successfully develop the ‘soft skills’ needed to equip them for life.
- Encourages respect for other people, paying particular regard to the protected characteristics stated in the 2010 Act (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).
- Enables pupils to know themselves better and begin to understand how their strengths, weaknesses and interests relate to the world of work, providing impartial and non-stereotyped guidance and support to help pupils make informed choices in the selection of future subject choices and begin to consider their options for higher education, training and careers.
- To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum.

Curriculum

Our Curriculum is organised on a subject basis wherein

- English, Mathematics and Science are given a predominant role in the timetable
- Geography, History, Religious Studies, Art and Design Technology are taught in Infant classes by the Form Teacher; Music and Physical Education are taught by specialist teachers

- French, Latin, Information Technology and Drama are added to the timetable in the Prep forms (Years 3-6), Spanish Y5&6.
- The Predominant Mode Of Working is class work although individual work and group teaching are used where appropriate. Within this structure
- groups are usually of mixed ability although matched ability sets may be used
- relevant discussion is encouraged, but written work is essential as a part of every classroom lesson
- ICT is used to support all subjects

Curriculum Enrichment

Curriculum Enrichment is an important addition to the work of the school and occurs outside the normal timetabled lessons. The Activity programme on Mondays and Fridays offer craft, sport, music and hobby sessions. Other opportunities are listed below:

Activity Days	5 days per school year	All pupils YR - Y6
Forest School	Fridays	Reception weekly Prep Forms on a rota
Ballet	After school club	YR - Y2, optional
PSHE	Included in the school timetable	YR - Y6
Dance	After school club	Y3 - Y6, optional
Drama	After school club And one-to-one lessons	YR - Y6, optional Y2 - Y6, optional
Chamber Choir		Y3 - Y6 selected pupils
Gifted and Talented		
Ski Club	After school club	Y3 - Y6, optional
Judo	Lunchtime club	YR - Y6, optional
Art Club	After school club	YR - Y6, optional
Library	Lunchtime club	Y3 - Y6, optional
Music Ensembles	Breaktimes	Optional, but normally include all those who learn an instrument
Sports Coaching	Lunchtime and after school	Y3 - Y6, optional
School Debate	Termly	Y3 - Y6

Foundation Stage (Age 2 – 5 yrs)

Pupils have a broad programme of study, based on the reviewed EYFS Framework, statutory from Sept 2021, which focuses on the

- Three prime areas of learning most essential for children's readiness for future learning and healthy development; Communication and Language, Physical Development, and Personal Social and Emotional Development
- Four specific areas of learning which build on the prime areas; Literacy, Mathematics,

Understanding the World and Expressive Arts and Design

Within these the EYFS setting works to ensure that

- Children develop the characteristics of effective learning including, Playing and Exploring, Active Learning, and Creating and Thinking Critically
- There is a balance of structured activities and child initiated play with opportunities for learning both indoors and outdoors. The curriculum includes music, French, Music and physical education.

Key Stages One and Two

Pupils have a broad and balanced curriculum with plentiful opportunities for active and personalised learning, both independently and collaboratively. Pupils learn the following subjects:

- Academic - English, mathematics, science,
- Linguistic – French, Spanish, Latin
- Human and Social - history, geography, religious education
- Aesthetic and creative education - art, music
- Life Skills – general studies, personal education and personal, social, health and citizenship education • Philosophy for Children, Critical thinking and Study Skills
- Physical – Individual and Team Sports, Gymnastics, Clubs
- Technological - - Computing, Coding, Computational Thinking, Information Technology, digital literacy and Design and technology

PSHE

All pupils receive lessons in personal, social, health and economic education. This is delivered not only in class lessons but is also embedded in the life of the school for example through the assembly programme, class drama, house meetings and more. *See the PSHE Policy for further details.*

Moreover, the School Values include Respect for other people, paying particular attention to the protected characteristics outlined in the Equality Act of 2010.

Equal Opportunities

The curriculum at Edenhurst Preparatory School is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. As a non-selective school, we operate a Learning Support Policy and a policy for gifted and talented pupils to ensure the needs of all learners are met.

Safeguarding

Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported at school. Our PSHE curriculum affords opportunities to be responsive to arising issues, and E-safety awareness is taught throughout the curriculum and particularly within the Computing and IT curriculum. Sex and relationships education is provided as appropriate for the pupils' ages and stages of development (and implemented from Summer 2021). Further details can be found in the Sex and Relationships Education Policy. The inclusion of opportunities within lessons to address and promote positive relationships, health, mental well-being and resilience is adopted by all subject leads within the school when considering adaptations to schemes of work and by practitioners in their day to day practice as part of our broad and balanced curriculum offer. Our Pastoral and PSHE lead oversees this.

The school has consulted with parents during the devising of its curriculum in these areas ensuring that this programme complements, but does not duplicate content covered in other subjects in the curriculum (eg citizenship, science, computing and PE). ([Relationships Education, Relationships and Sex Education \(RSE\) and Health Education guidance 2019](#))

Sex Education

Sex and relationships education is provided as appropriate for the pupils' ages and stages of development. Further details can be found in the *Sex and Relationships Education Policy*.

Pupil Progress and Assessment

Regular formative assessment and discussion with pupils enables our pupils to have visibility over their learning and progress and colleagues work closely with each other to ensure that learning is triangulated and moderated throughout the year.

Standardised testing enables carried out each year enables benchmarking of pupils attainment and progress against national standards.

Data Collection: The purpose of collecting any data about a pupil/cohort in the school is to understand and use it to make informed and evidence based decisions about next steps and interventions that will lead to the best outcomes for those pupils and to then compare data sets to ensure these have had the desired impact, supporting in signposting what further action is needed. At Edenhurst we complete this termly; so that teachers create actions from their analysis to maximise pupil learning and outcomes for the following term; this is quality assured internally by pupil progress meeting and external quality assurance is provided by our central education committee through governance.

Assessment and GDPR: Individual pupils' assessment data is part of pupils' personal information. Care should be taken with the collation, storage and analysis of data. While it is appropriate to share consolidated assessment information outside of school any individual data must be anonymised - referenced also in Assessment Policy.

Pupil progress meetings held termly help to determine if pupils are reaching the required milestones in relation to their own ability and national and school indicators. Where pupils are not making adequate progress, they will be identified for close monitoring/ small group intervention or 1:1 intervention as appropriate. If it is determined that the children are still not making adequate progress they may be referred to the school's SENCo for further investigation into their needs. Where specific needs are identified and can be met with 'reasonable adjustment' by the school there will be no additional costs for support. Where it is deemed most appropriate for there to be intervention from an outside resource, the cost for these services will be the responsibility of the parent. *See the Assessment Policy for further details.*

In EYFS the school will assess according to the statutory Early Years Profile and the 2 Years olds progress check (registered settings only).

Results of the Early Years Profile are provided to parents and Staffordshire Local Authority on request.

English as an Additional Language (EAL)

We maintain an EAL register, which is updated annually. Across the school, there is a percentage of children for whom English is classed as an additional language, as defined by the DFE, though the majority would be considered to be fluent in English. Our annual cohort composition, determines what extra facilities and activities we will incorporate into our classrooms and environments.

We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have opportunity to share their heritage. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English from EYFS through Year 6. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop

appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide. Where needed we will also provide an interpreter to facilitate parent meetings and any opportunity that affords communication regarding a child's progress.

Further Information

Further detailed information on the subjects taught can be found in the Parent Handbook, which is provided: a copy may be requested from the school office.