

## **Curriculum Policy**

St. Edmund's is a vibrant and jovial community comprising a Pre-Preparatory, Preparatory and Senior School. It aims to provide an outstanding full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996) [2a]. Our boys and girls thrive academically, socially and as individuals through a wide variety of subjects and opportunities. St. Edmund's gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. They are encouraged to develop the means to retain and reproduce knowledge, find academic self-motivation, feed a hungry mind and create a determination to set themselves the highest possible standards.

### **Curriculum**

All pupils have the opportunity to learn and make progress through a broad, balanced and creative curriculum [2h]. It offers challenge and variety to pupils of all ages, aptitudes and needs, in each and every aspect of the subjects we teach. It aims to develop all pupils' academic, physical, social, cultural, spiritual, moral and emotional potential, as well as foster a love of learning and enquiry.

Where a pupil is below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills is established [2f].

In all areas of the school, the curriculum is designed so that pupils acquire effective speaking, listening, literacy and numeracy skills [2b]. The principle language of instruction is English [2c].

### **Teaching**

The teaching at St. Edmund's School:

- Enables pupils to acquire new knowledge and make good progress according to their ability, so that they increase their understanding and develop their skills in the subjects taught.
- Fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- Involves well planned lessons and effective teaching methods, activities and management of class time;
- Shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
- Demonstrates good knowledge and understanding of the subject matter being taught;
- Utilises effectively classroom resources of a good quality, quantity and range;
- demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- Utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
- Does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- Does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

Pupil performance is evaluated in relation to the aims and visions of the school. See Assessment (below) for further detail.

## **EYFS Department**

St. Edmund's Early Years Department is an EYFS setting including a Nursery and Reception Class. In Nursery, staff continually observe and assess the seven areas of learning and development:

Prime Areas:

- Communication and Language
- Personal, social and emotional development
- Physical Development

Specific Areas:

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

The curriculum framework provided in Nursery and Reception plays an important role in laying secure foundations for future learning and development. In Reception each child's development is recorded against 17 assessment scales spread across these seven areas of learning and are derived from the Early Learning Goals. Judgement against these scales is recorded from observation of children's self-initiated and teacher-led activities. Planning to meet the areas of learning is individual according to each child's level of development. A Full EYFS policy can be found in the EYFS handbook. The local authority is able to enter the premises at all reasonable times to observe the implementation of the arrangements for the completion of the Early Years profiles.

The overarching aim of the EYFS is to help young children achieve the five Every Child Matters outcomes: Stay Safe, Being Healthy, Enjoying and achieving, Making a positive contribution, and Achieving Economic Well-being.

We endeavour to ensure that the curriculum for the foundation stage is underpinned by the principles, themes and commitments of the EYFS.

## **Lower Prep, Prep and Senior Prep Departments**

The Lower Prep includes Forms 1-4, the Prep Department Forms 5 and 6, and the Senior Prep Forms 7 and 8.

Children in Form 1 and 2 are encouraged to embrace every opportunity presented to them with enthusiasm and energy whilst at the same time being shown the importance of self-esteem and discipline. In common with the Prep and Senior school, the curriculum is both broad and challenging, allowing the children the chance to benefit from specialist teaching from a young age. Forms 1 and 2 have lessons in English, Mathematics, Science, P.E. (including swimming lessons), French, History, Geography, I.C.T., R.S., P.S.H.E., Music, Art and Dance and 'Learning Outside the Classroom' (LOTC). Our LOTC programme plays a key part in the curriculum for Forms to 4.

As well as the subjects in Forms 1 and 2, children in Form 3 and 4 are taught D.T., Drama and Theatre Studies. Additionally, they benefit from the introduction of specialist teaching in subjects including D.T., Art, Textiles, and Drama, as well as experiencing team games and competitive sport matches for the first time.

In Forms 5 and 6, children are allotted Tutors who they meet with twice a week. Tutors are responsible for overseeing progress and keeping in close contact with parents. Pupils have lessons

with specialist teachers in the following subjects: English, Mathematics, Science, French, History, Geography, Religious Studies, Drama/Theatre Studies, Art, Textiles, Music, Technology (incorporating Information Technology and Design Technology), Classical Civilisations, Spanish, Latin (and Ancient Greek by invitation) and Physical Education. Topics are brought to life a series of exciting trips, all of which are further enhanced and supported by our diverse and exceptional co-curricular programme.

Children in Forms 7 and 8 experience the subjects taught in Form 5 and 6 with further breadth and depth. Their timetable is reinforced by our distinct and varied list of co-curricular opportunities, where many of their activities over-lap with our Form 9 to 11 interests.

In line with the school's progressive programme of team-building and leadership, Form 8s assume responsibilities in and around school which can lead to the appointments of Prefect and Head of School positions.

### **Common Entrance**

In Form 8 children are supported in preparation for Common Entrance or Scholarship Examinations. In addition, whilst they are not examined at Common Entrance at St. Edmund's, pupils also study D.T., Art, Drama, ICT and Music. Games Sessions and Tutor Periods are scheduled within the weekly timetable. In addition, some pupils attend lessons in Latin and Ancient Greek. Subjects are normally taught in 60 minute lessons or parts thereof. Pupils who require Academic Support receive extra lessons, which are arranged within their weekly timetable. In addition to the academic curriculum, considerable provision is made to provide a wide range of other opportunities including: performing arts, public speaking, music, sports, community service, teambuilding and leadership activities, and a wide variety of clubs.

### **Senior Department**

Over the course of Year 9 at St Edmund's, pupils sample the full range of academic subjects on offer at the school so that they can make an informed choice about their GCSE options in the Lent term. In Year 10 and 11, pupils study a core curriculum of compulsory subjects to GCSE which includes: Maths, English Language, English Literature, one MFL (French or Spanish), Science (double or triple award), plus short courses in R.S. and I.C.T. In addition, through discussions with teachers, tutors and the Deputy Head Senior Academic, pupils will be able to make an informed choice of three optional subjects to study at GCSE level. The optional subjects are: Geography, History, Classical Civilisation, Latin, an additional MFL (French or Spanish), Drama and Theatre Studies, DT, Art and Music. For information regarding GCSE Exams, administered to JCQ National Regulations, please see Examinations Policy. Form 11 students are provided with a one hour, supervised study period each week.

### **Thursday Activities**

Activities take place for children in Forms 5 to 11 every Thursday; Forms 5 to 8 for one hour and Forms 9 to 11 for two hours. During this time, children are given the opportunity to experience a wide range of activities to broaden their skills, knowledge and understanding of the world. Activities for Form 5 to 8 include: Study Skills, Current Affairs, 11+ Preparation, Team Building and Leadership, Problem Solving, Expedition Skills, Philosophy and Programming.

In Form 9-11, students pursue the St. Ed's SCHOOL (Sports, Community, Outdoor Opportunities, Life Skills) Certificate. Activities include: STEM Practical, Sports Leaders, Young Enterprise Road Safety Project, Cookery, Finance Modules, Sex and Relationships, Fundamental British Values, Mathematics Challenge and Current Affairs. Additionally, they attend Lectures focusing on PSHE and Citizenship, including: Choice, Responsibility and Social Interaction, Careers, Preparing for College,

Alcohol Awareness and Healthy Lifestyles. In addition, Form 10 pupils can choose to complete a Duke of Edinburgh Award. In addition, during Form 10, all students pursue the Sports Leaders Certificate.

### **After School Clubs**

St. Edmund's hosts a number of After School Clubs for all of our pupils. There is a Stay and Play Club (Nursery), Fun for Free and Late Club (Reception to Form 2) and the Supper Club (Reception to Form 11) offer a variety of pick up times as well as providing supper for those who stay until 6.15 pm. Activities include art/craft and games for our younger children, and for our older pupils, an opportunity to catch up on homework and further study. There is also a full programme of activities on offer, which students can sign up to.

### **Entry Procedure & Standard Assessments at 11+ and above**

There are formal entrance tests at admission for children joining the school at 11+ or 13+. Children entering below this age must demonstrate that they are capable of coping with a mainstream academic curriculum and St Edmund's will assess a child's performance in standard screening tests. Where possible, reports from previous schools are scrutinised prior to the offer of a place.

Standardised assessment tests, using systems such as INCAs and MIDYIS, are taken by children from Form 1 to Form 9 within the school. The school also makes use of, and prepares children for, NVR & VR tests. The tests are used to identify individual needs of children as well as to monitor the progress made by the children year on year, thus providing feedback on the value added by the teaching and learning experience at the school.

### **Allocation to Class Groups**

From Nursery to Form 4 classes are composed of mixed ability groups and movement between classes takes place for logistical or social reasons, e.g. to balance the size of two classes in a year group, to maintain friendship groups. From Form 5 upwards the classes are arranged for social or academic reasons. Arrangements may vary from year to year based on year group size and availability of teaching expertise. Children within these year groups are taught in academic ability sets e.g. from the Form 5 children are placed in sets for English, Maths, Science, French and Spanish, with the use of setting increasing as the children progress further up the school. Setting is to allow the children to receive differentiated material and teaching dependent on the level of Common Entrance and/or Scholarship that they are attempting. Several Common Entrance subjects can be attempted at different levels, i.e. English, Maths, Science, Latin, French, Spanish & Greek, and it is often the case that the different levels of paper not only require greater aptitude and maturity, but also cover different syllabuses. The number of class groups need not be the same as the number of sets for each subject within a single year group.

In Form 11 students can take Maths at either the Foundation or Higher tier and Science at either the Double or Triple award.

### **Special Educational Needs and Disability (SEND) – see Policy**

St. Edmund's School policies, lesson plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.

Children requiring additional academic support or who have disabilities are either assisted in the classroom on a 1:1 or in groups. They may also be taken out of lessons and taught individually or in groups by a member of the Academic Support Department. These children are overseen by the Academic Support Department: the SENCOs and Teaching Assistants. St. Edmund's School invoices

parents where additional support is required. The requirements of pupils holding a Statement of Special Need or an Educational and Health Care Plan (EHC) will be considered and a programme of support then established.

Children with English as an Additional Language are supported, where necessary, by the Academic Support Department. – See EAL Policy.

Access arrangements are organised by the SENCo. See Exams policy for additional information.

### **Most Able Pupils – see Most Able Policy**

At St. Edmund's School, children who are identified as most able are supported by Subject Specialist staff. Staff discussions and a record of pupil progress is kept. The Deputy Head Academic, Deputy Head Senior Academic, Director of Studies and, where appropriate, the Head of Academic Support, liaise with Heads of Department and Subject Specialists to ensure that most able children are provided with a challenging environment.

### **Planning and Assessment**

Written plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan. Schemes of Work and Plans are completed by all staff for their subject. Planning is stored centrally on the School Server, is accessible to all and is monitored by the Deputy Head Academic, Deputy Head Senior Academic and the Director of Studies. Plans include details of differentiated activities, questioning and clear learning objectives and outcomes.

Summative Assessment for English and Mathematics takes place at the beginning and end of the year. Pupil's attainment and progress is measured, monitored and analysed and plans of action put in place where required. All groups of children are analysed including those of high, middle and low abilities, SEN, Not SEN, EAL, EHC Plans and ethnic background.

In the Senior Prep and Senior School, subject specific, formative assessments take place throughout the term as outlined in the Staff Handbook. Teacher assessments occur constantly and are used to inform planning, teaching and learning.

### **Careers Education**

For pupils in the Senior School, careers guidance that enables them to make informed choices about a broad range of careers takes place through PSHE and Thursday Activity Sessions. This information is presented in an impartial manner, enables them to make informed choices about a broad range of career options and encourages them to fulfil their potential [2e]. From Form 10, students are offered the option of membership to the Morrisby Online Careers Service and 1:1 meetings with their Tutors regarding future careers.

### **Preparation for Life in British Society**

St. Edmund's School's policies, lesson plans and schemes of work do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs [1b].

The effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society takes place through PSHE lessons [2i].

## **PSHE**

At St. Edmund's School, the personal, social, health and economic education reflects the school's aim and ethos. It encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (a) [2d]. PSHE lessons take place on allocated Wednesday mornings and as part of some Thursday Activity sessions. At St. Edmund's, we believe that PSHE needs to be part of everyday life and teaching. As a result, we aim to give pupils the confidence to lead healthy and independent lives and become informed, active and responsible citizens. Pupils are able to distinguish right from wrong and respect the civil and criminal law. I think it is important to add a small bit of information about the work we do on anti-bullying, keeping safe online, sex and relationships education and drugs awareness as these are hot topics at the moment. As well as Thursday Activity sessions, School assemblies and the Divisional (Houses) System support PSHE learning. We believe that we provide our pupils with excellent preparation for the opportunities, responsibilities and experiences of adult life.

Pupils will contribute positively to the lives of those living and working in the community and also to society in the wider community. Pupils are encouraged 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.

There is a programme of trips for all ages at St. Edmund's School.

Each area of the curriculum has a separate handbook outline department policy as part of the Staff Handbook and parents are given outlines of the curriculum.

### **Saturday Activities Programme**

Every other Wednesday the children may sign up for a range of exciting activities which take place between 9.30am-1.00pm on Saturday of the same week. Two activities may be chosen and there is a short break between activities for refreshments. The variety of activities changes throughout the term but regularly includes camp craft, swimming, archery, cookery, wide games, rifle shooting, go-karting, craft, model making and so on. Children attend in their home clothes. There is a lovely relaxed atmosphere at school as the staff also attend in less formal attire. A tuck shop is available during break so children may wish to bring in small quantities of change. Our exciting and varied co-curricular programme operates alongside and in conjunction with our curriculum so that we provide opportunity for all of our children to excel outside the classroom too.

### **Saturday Academic Workshops for Seniors**

Saturday Academic Workshops run for all students in Form 10 and 11 on an optional basis. Academic Workshops in a range of academic subjects are provided in order to enable students to reach their potential.

### **Staff Roles and Responsibilities**

See 'Staff Duties and Responsibilities' in the Staff Handbook.

### **Monitoring and Review**

The Deputy Head Academic, Deputy Head Senior Academic and the Director of Studies (Prep School) is responsible for the monitoring of the curriculum.

Heads of Department monitor the way in which their subject is taught in their departments. They examine Schemes of Work and Planning and ensure that appropriate teaching strategies are used.

Heads of Department also have responsibility for monitoring the way in which resources are stored and managed. Heads of Department are responsible for conducting work scrutiny and observations of staff within their departments. This is monitored by The Deputy Head Academic, Deputy Head Senior Academic and the Director of Studies (Prep School). All staff are regularly reviewed using the appraisal system, which involves formal observations and interview.

Reviewed: January 2017

The proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively.

Reviewed by Governors.

Date of next review: September 2017