



CURRICULUM POLICY

This Policy is for the whole school including EYFS

Reviewed by Tamara Hunt 01/09/2023

Ethos

St Edward's Prep School and Nursery is a happy, safe, caring, supportive and inclusive school in which personal and physical development, academic success, inquiry and global mindedness form the basis of the exciting and inspiring education we offer. Our curriculum and co-curriculum are designed to inspire, engage, challenge, develop passions and interests and provide opportunities to work collaboratively or independently towards meaningful actions that help make the world a better and more peaceful place. We prepare and equip our children with the skills and character they need to face the challenges that life brings whether that is at St Edward's, entry to their next school or in the workplace. Pupils learn to become more self-disciplined, reflective, adaptable, critical thinking learners and leaders who know how to succeed, but also persevere in the face of setbacks.

Our curriculum and co-curriculum are designed to build young learners and leaders who are:

- Caring – Pupils who show empathy, compassion and respect to themselves, the St Edward's family and the wider and global community
- Courteous – Pupils who are able to accept responsibility for their actions, resolve conflict with kindness and in the spirit of friendship and who listen carefully and are well mannered and understand the rights of other individuals and groups
- Courageous – Pupils who are able to take risks and face uncertainty with preparedness, bravery and enthusiasm, who are able to think critically about the world around them
- Collaborative – Pupils able to work co-operatively to establish strong working relationships, envisage creative outcomes, engineer workable plans, take action and reflect and evaluate their own learning and progress
- Confident - are happy and at ease with themselves and others, able to explore new ideas with a firm understanding of their own culture and identity as well as that of others and an understanding that they have an equal right to the rich and varied experience and opportunities that the school offers

These 5Cs are referred to as the St Edward's **Pupil Profile**.

Policy Aims:

The policy takes into account ages, aptitudes and needs of all pupils by providing a broad, balanced inspiring education that enables pupils to:

- love learning
- explore, wonder and question
- solve problems in a variety of ways with the confidence to take action
- evaluate and reflect on their achievement and progress taking responsibility for their learning
- make their best contribution to the self, others and the wider world
- develop academically and socially to their potential nurturing positive relationships and promoting cooperation
- explore spiritual, cultural, moral and physical development and teach pupils about the British culture and the fundamental British values
- develop important skills for their future such as creativity, critical thinking, communication and collaboration
- feel success and enjoy it

A relevant and inspiring framework for the 21st century

The Curriculum Framework

Success in this challenging and fast-moving century requires pupils to know how to keep well and safe as well as understand how to learn and access learning independently. Pupils must develop strong critical thinking, interpersonal and communication skills in order to develop the capacity to master knowledge and skills, whilst understanding by analysing, synthesising and evaluating information from a wide variety of subjects and sources. If they can recall, reflect, be resilient, resourceful and reciprocal, they will, according to Professor Guy Claxton, succeed in an increasingly fluid, interconnected and complex world.

Following decisions made by leadership, an inquiry-led curriculum and inquiry framework have been introduced and embedded at St Edward's Prep School over the last four years.

The Inquiry Process and Themes of Investigation

The Purpose

The purpose of thematic inquiry learning is three-fold:

- i. Firstly, to provide children with the love of learning and learning and thinking skills needed to be successful at their current stage of their educational journey and at all stages to follow. To explicitly discuss the learning process and to develop in children the ability to learn and a love of learning. (The definition of learning skills is broken down in a later section).
- ii. Secondly, it is a vehicle for children to develop a deep understanding about important abstract concepts that impact and will impact our pupils' lives. These are not wishy washy, watered down versions of what they will study later in their education but are important, timeless concepts that have been debated, considered and questioned by adults in the past and centuries to come. Concepts such as identity, democracy, synergy and many others. These commonly in the English National Curriculum fall into what is called Spiritual, Moral, Social and Cultural education and Personal, Social, Health and Economic education but in essence are the concepts and skills that children need to learn about to become good, civic-minded individuals capable and willing to make a positive contribution to the world in which they live.
- iii. Finally, to learn new knowledge set out in the National Curriculum.

The first two purposes are of equal weight and should be taught so. The latter is of lesser importance as in the age in which we live, knowledge is freely available and easily accessed about almost anything.

Therefore, it is more important to have the skills needed to access, analyse, apply and use it than to be able to remember it.

It is important to mention that this is not topic teaching. In topic teaching, knowledge about a topic links subjects together and promotes cross-curricular learning. In thematic, inquiry learning concepts and themes promote transdisciplinary, a process that enables pupils to develop a better conceptual understanding of the world they live in, new skills and knowledge and the ability to make a positive contribution.

Themes of Investigation lessons are very broad and encompass all the curriculum subjects, but mostly History, Geography, Art, D.T, R.S. and Science.

There are three very important aspects that all classes must follow in order to be successful in the thematic, inquiry approach to education.

- i. The Programme of Investigation
- ii. The Inquiry Cycle
- iii. The Learning Skills

1. The Themes of Investigation

The Programme of Investigation

The Programme of Investigation – outlines five whole-school themes, the concepts attached to these themes and each class’s central investigation to ensure there is a development of conceptual understanding.

Concepts

Pupils enhance their knowledge and understanding of themes and the learning process through key concepts that drive their inquiry:

The concepts that drive the inquiry are timeless (factual examples change, but not the core understanding), universal (so students can apply understandings across cultures, situations and disciplines) and abstract (so students engage in higher-order thinking to grapple with central ideas).

Shannon O’Dwyer

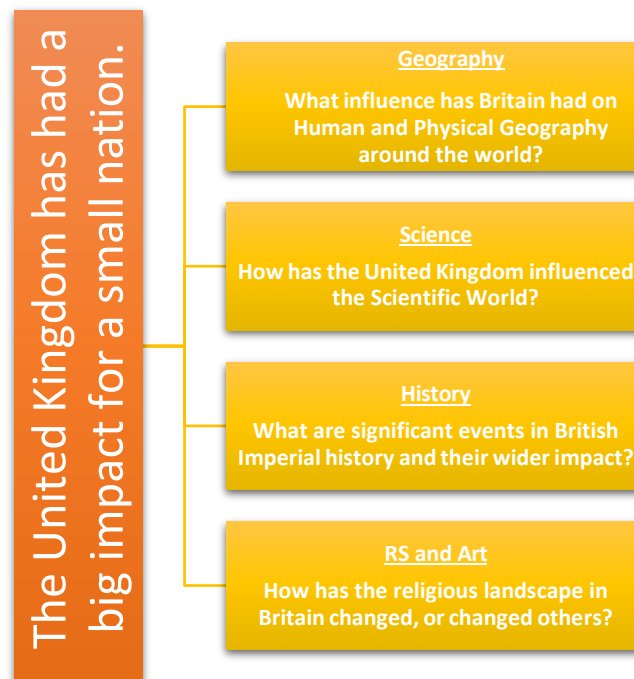
The five main themes are as follows:

Term 1		Term 2		Term 3
Who are we?	Journeys and Discovery	Our Planet	Systems and Structures	Making Connections
Identity	Development, discovery, migration, civilisation	Nature The Environment Climate Change Sustainability	Ruling systems and structures Natures systems and structures Human systems and structures	Connectivity Synergy Synthesis

The Central Investigation

This is unique to the class and provides a statement based on the theme for the class to investigate. This statement holds the whole inquiry together and should not be linked to a subject but should be able to link all subjects studied in the Theme of Investigation lessons together.

Each subject has an overarching question that connects the subject to the central investigation. Below is a good example of a Year 6 'Who Are We?' Central Investigation and Subject Inquiry Questions.

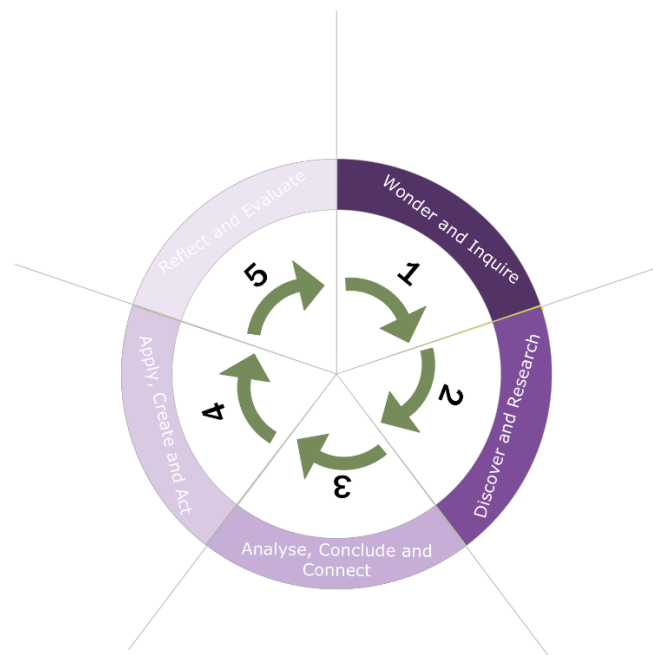


1. The Inquiry Cycle

The inquiry cycle provides the learner with two key factors: Meaning and Flow.

Deep meaning refers to whatever drives us and governs our sense of purpose. If the student cannot discern meaning in their learning the student will not be motivated to think. (Caine and Caine 1997 – Education on the Edge of Possibility).

When learning flows and each part is explicitly connected to the next part with meaning and structure, the learner will experience a flow to their learning. This flow will give the learner enjoyment over completing the task or next phase of the inquiry. As humans our brains are naturally wired to solve problems and the inquiry cycle gives us a clear flow and structure to solve them well. In the Primary Years Programme, International Baccalaureate, they follow an inquiry by Kath Murdoch. We have been following this at St Edward's for a few years, but we are now moving to a simplified version to allow us to focus more on the acquisition of higher-order thinking skills. This is not to say there is anything wrong with this cycle, far from it, but in our fast-paced small Prep school our evidence is showing that we are getting stuck on knowledge acquisition due to the heavy knowledge-based National Curriculum that underpins our children's learning. Although we do not have to follow this, we want our children prepared for their senior schools who will also follow the English National Curriculum.



- Stage 1 – Wonder and Inquire
- Stage 2 – Discover and Research
- Stage 3 – Analyse, Conclude, Connect
- Stage 4 – Apply, Create and Act
- Stage 5 – Reflect and Evaluate

1. The Learning Skills

Skills

Pupils use transdisciplinary skills. These are a set of skills that are valuable for all their learning within the classroom and in life outside of school. They are called transdisciplinary because they are tools that can be used by students across all subject areas to become successful learners. Opportunities are provided for students to practice using these skills and reflect on how they are applying them to their learning.

The St Edward's Skills are:

<u>Skills</u>		
Research	Communication	Self-Management
Formulating questions, Observing, Planning, collecting data, recording data, organising data, interpreting data, presenting findings,	Listening, Speaking, Reading, Writing, Viewing, Presenting, Non-verbal communication, Digital understanding	Gross motor skills, Fine motor skills, Spatial awareness, Organisation, Time management, Safety, Healthy lifestyle, Behaviour, Informed choices, Work ethic

Social, Diversity and Inclusion

Accepting responsibility, Group decision making, adopting a variety of group roles, respecting others, resolving conflict, Cooperating and collaborating, Social responsibility, Global awareness, Leadership,

Critical and Creative Thinking

Knowledge acquisition, Comprehension, Application, Analysis, Synthesis, Evaluation, Divergent thought, Metacognition

It is important to note that learning skills are a continuum, and they will not necessarily translate to age-related expectations. This is to say it is not possible to say that a Reception child should be able to complete this level of questioning by the time they leave the Foundation Stage. Often Reception children's questions will be better than the older pupils in the school due to the freedom of thought and endless possibilities young children bring. However, we should look for children to progress and develop each area made clear in the appendices attached that show the continuums of each area of skill. The learning skills should ensure our children leave with everything they will need to be successful lifelong learners that love learning.

Attitudes to Learning (AtLs)

Pupils develop personally through the school Attitudes to Learning (AtLs). These are the behaviours St Edward's pupils show in our lessons. These also form the basis of our behaviour management (see Behaviour Management Policy).

St Edward's pupils show, feel and value:

- Appreciation
- Commitment
- Cooperation
- Creativity
- Curiosity
- Empathy
- Enthusiasm
- Independence
- Integrity
- Resilience
- Respect
- Tolerance

These AtLs form a large part of our personal, social and health well-being programme and are not taught in isolation but form part of all lessons and activity making them meaningful and relevant.

Action

The 'Action' element of the curriculum framework brings the inquiry process together and enables pupils to go beyond the intellectual and consider social responsibility and thoughtful action. This action will incorporate knowledge and understanding from many subjects and have direct links to Personal, Social, Health and Economic Education (PSHEE) and Social, Moral, Spiritual and Cultural (SMSC) Education.

It is based around the question: "What will we do to make a difference in the world?". As well as linguistic, mathematical, scientific, human and social, physical and creative education, it will incorporate transdisciplinary learning vehicles such as Computer Science, STEAM and Enterprise. The action element will link closely to the UN 17 Sustainable Development Goals and the Eco School initiative.

We are preparing children for the world they live in now and in the future. Through this inspiring curriculum framework, they will have begun their preparation for the world of work and developed their understanding of their responsibility as global citizens.

Pupil Profile

All learning in the school helps build our Pupil Profile. This rich and relevant curriculum framework gives the opportunities our pupils need to develop the Pupil Profile characteristics which form the 5Cs of St Edward's.

A St Edward's Pupil is:

- Caring
- Courteous
- Courageous
- Collaborative
- Confident

These are expanded within the first paragraph of this policy.

The Content of the Curriculum

St Edward's Prep School meets and goes beyond the requirements of the English National Curriculum. Through studying a broad and ambitious curriculum, pupils acquire speaking, listening, literacy and numeracy skills and much more. The curriculum covers the following subject areas:

Well-being, PSHEE (Personal, Social, Health and Economic Education) and SMSC (Social, Moral, Spiritual and Cultural) Education (applies to the whole school)

Feeling safe, well and happy is central to successful learning. Excellent pastoral care systems, the Personal, Social and Health aspects of the PSHE Education and whole-school approaches such as keeping safe, anti-bullying, Relationship and Sex Education and E-Safety are at the heart of St Edward's and are reinforced through the Curriculum Framework. Partnerships with parents and guardians and taking opportunities to listen to children are key to the St Edward's approach to pupil well-being.

The curriculum framework and inquiry-based approach gives pupils the opportunity to investigate and develop their understanding of the health of themselves and others. The framework reflects the aims and ethos of the school and encourages respect for others with particular regard to the protected characteristics. It actively promotes the fundamental British Values as well as other important attitudes and characteristics through the Pupil Profile (outlined above), the PSHE schemes of work and Themes of Investigation.

A healthy lifestyle is actively promoted through PE and Sport, daily mealtimes and snacks, drinking healthily with a focus on water intake and the development of physical health (see the Healthy Eating Policy).

Pupils acquire and develop emotional intelligence through a focus on building self-knowledge through learning to show, feel and value the Attitudes to Learning and Pupil Profile Characteristics. They are supported and provided with mental health strategies such as mindfulness and build emotional resilience. Ensuring a culture of reward and encouragement within a framework of collaboration helps to establish self-esteem and confidence. Pupils come to understand the importance of a balanced lifestyle as a key fundament to their academic success and personal development. Social education is taught through the Themes of Investigation and is part of everyday life at St Edward's. A spiritual experience or response can come through many subjects or experiences, as can opportunities to discuss what is right or wrong, the rule of law, school rules and responsibility for behavior, as well as the challenge of individual liberty and choice. The Curriculum Framework provides pupils with the opportunity to make links and connections between subjects and gain a greater and more meaningful understanding of their culture and the culture of others. It actively promotes diversity and encourages our pupils to embrace and celebrate the multi-cultural and diverse community that they are part of, which prepares them for the multi-cultural British Society that they are part of.

Read in conjunction with

- Behaviour Policy
- Healthy Eating Policy
- PSHEE Policy
- RSE Policy
- EDI Policy
- SMSC Policy

The Early Years Foundation Stage ('Early Years')

In the Early Years we follow the principles embodied in our Early Years Policy. Throughout the Early Years we cover all areas of the Early Years Foundation Stage Framework (outlined below) and extend pupils' development and learning through the St Edward's Curriculum Framework. The Early Years Foundation Stage Framework consists of seven areas of learning, three prime areas, and a further four specific areas of learning.

The prime areas of learning:

- communication and language;
- physical development; and
- personal, social and emotional development.

The specific areas of learning:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

Characteristics of effective learning:

- playing and exploring;
- active learning; and
- creating and thinking critically.

Approach to Teaching and Learning

In the Early Years we recognise that children of this age learn best through play, exploration and active participation. Our Early Years children are part of our wider school, and therefore follow the same Themes of Investigation as outlined above. Through our broad Themes of Investigation, we take account of the children's interests and current stage of development and plan accordingly.

Children learn both through teacher input and a purposefully set environment, consisting of continuous provision and enhancements to further extend learning. The children's environments are purposefully set each day in order to spark interest, support development and extend current learning through continuous provision. Our Early Years staff are experts in supporting the children and moving their development on through play and active learning. We set high expectations within the classroom and there is clear progression as children move through Nursery, and on through Reception. We recognise Early Years as a crucial time of development, and teaching and learning within the classroom develops throughout the year as the children themselves move along their developmental journey.

Provision

Continuous provision in our Early Years classrooms consists of clear, defined areas such as Mark Making, Role Play, Construction, Malleable, Numeracy, Finger Gym and a book and puzzle corner. This allows children to see what is on offer as soon as they enter the classroom and allows them to make informed choices within their own learning.

Each area of provision/activity is set with careful thought and consideration given to which area(s) of learning this supports and how, with clear links to current learning within the classroom. Early Years teachers and staff work in provision alongside the children to support and scaffold their learning, using open-ended, challenging questions, and their in-depth knowledge of the Early Years Framework to support children's development through this continuous provision.

Extending Learning

Each area of provision/activity will give the children opportunities to challenge themselves and extend their own knowledge, and adults are present within provision to support children and ensure they are actively participating in their own learning. Continuous provision is carefully planned in a way that allows children to make choices and differentiate the activities to their own current level of development.

Children in Nursery and Reception will sit for short periods of time to listen to stories linked to their current learning and take part in teacher led inputs/small group times. The amount of time children are expected to focus will gradually increase throughout the year, and will vary depending on the children's ages, stages of development and individual needs. By the end of Reception, the expectation is that children will be able to sit and focus their attention for an extended period, ready for the next stage of their education.

In Little Griffins, teacher input at the beginning will consist of reading stories and using simple questioning, singing songs together and playing games to develop listening and communication skills. Small group times progress throughout the year such as beginning to complete simple Maths challenges or completing early phonics games, and by Summer Term our Nursery children begin their short phonics sessions, learning singular sounds and oral blending.

In Reception, teacher input will continue on from where the children finished in Nursery, and progress throughout the year. For example, Phonics inputs will begin with consolidating knowledge of singular sounds and oral blending, before continuing through our Read, Write Inc Phonics programme, supporting children to begin to read and write, and by the end of the year, the expectation is that children will be writing simple phrases and sentences, and are able to read short stories. In addition to Phonics, children will also have teacher-led inputs for Mathematics and Literacy, among other subjects. Children will continue to learn through active, hands-on learning, and after teacher-led input, the classroom will be purposefully set to extend this learning further, such as having different mathematics activities available linked to the teacher's input. Teachers may also take children in small groups in order to focus further on a certain aspect of this learning, and ensure children are making excellent progress. Throughout the Reception year, the expectations regarding the level of work and the amount of time children can focus will grow, as the children work towards meeting their Early Years Goals.

The Curriculum Y1 – Y6

Core subjects

English: Our high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. Pupils develop competence in communication (speaking, listening, reading and writing), and learn to apply these skills to other areas of learning. English is taught as a discrete subject but is also promoted through the curriculum framework which promotes speaking and listening skills by encouraging discussion, questioning and critical thinking and allowing more opportunity and time for pupils to present their ideas and understanding through drama, class presentations, written work, video and other exciting mediums. Pupils are taught by a specialist English teacher in Year 5 & 6.

Mathematics: Mathematics is a creative and highly inter-connected discipline. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. Our high-quality Mathematics education, therefore, provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of Mathematics, and a sense of enjoyment and curiosity about the subject. Pupils develop competence in Mathematics through discrete lessons taught by a specialist teacher in Years 5 and 6. Pupils use their number, space, shape and statistics skills alongside English, Science and all other subjects in a number of different ways to increase conceptual understanding and problem-solving skills.

Science: Science is vital to the world's future prosperity and continues to change lives. All pupils are taught essential aspects of the knowledge, methods, processes and uses of Science. Through Themes of Investigation, pupils build up a body of key foundational knowledge, concepts and skills. Pupils are encouraged to recognise the power of rational explanation, to think critically and develop a sense of excitement and curiosity about natural phenomena. They are encouraged to understand how Science can be used to explain what is occurring, investigate, predict how things will behave and analyse causes. They are invited to see themselves as game changers and encouraged to have the confidence and courage to make a difference and solve some of the world's greatest challenges by using their knowledge, creativity and thinking skills to think outside the box. Pupils are taught by a specialist Science teacher in Year 5 & 6.

The Technologies

Computer Science and STEAM (Science, Technology, Engineering, Arts and Mathematics) are embedded in each Theme of Investigation. STEAM is a vehicle for action and pupils define problems, research and plan solutions, build prototypes, test, analyse and refine their ideas on how to make the world a better place and meet the sustainable development goals with technological solutions.

Computer Science is taught as a discrete subject, but carefully linked to each theme and often to STEAM. Our high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with Mathematics, Science, and Design and Technology, and provides insights into both natural and artificial systems. The core of computing is Computer Science, in which pupils are taught the principles of information and computation, how digital systems work, how to program and how to put this knowledge and skill to use through their Theme of Investigation. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – preparing them for the future workplace and as active participants in a digital world. Pupils develop competence in Information and Communication Technology and experience in other areas and learn to apply these skills to other areas of learning. Pupils become digital citizens, able to work safely online and ensure the safety of others.

Our use of electronic resources, including hand-held devices, interactive whiteboards, tablets and personal computers allows us to develop the technologically literate generation of both pupils and staff. An e-

blended learning environment combining e-learning and traditional methods leads to more self-paced and differentiated learning. Pupils and teachers can engage in audio and video conferencing with children in other classrooms and around the world. The use of paper is minimised and multi-sensory learning and differentiation are maximised. Pupils are taught by a specialist Computer Science teacher in from Year 1 to Year 6.

The Humanities

Understanding how people, their actions and the environment have influenced, and continue to influence, society is the basis of the Humanities subjects and taught through a transdisciplinary approach to learning in the form of the Themes of Investigation.

History

Gaining a coherent knowledge and understanding of Britain's past and that of the wider world, History should inspire pupils' curiosity to know more about the past. Through the Themes of Investigation, pupils should learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement about the past and the historical skills and content of the National Curriculum. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. The inquiry process allows the pupils to apply that knowledge to help solve local, national and global issues.

Geography

The study of Geography will also be covered through our meaningful transdisciplinary themes that equip pupils with a fascination for, and knowledge about, diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Religious Studies

Religious Studies, covered within each Theme of Investigation, teaches different religions, traditions and cultures and promotes respect, sensitivity and tolerance for them, but every relevant opportunity to discuss and understand the implications of living alongside different religions and cultures is promoted through having relevant and topical discussions in any discipline.

Performing and Creative Arts

The Performing and Creative Arts are central to our curriculum. By engaging in experiences within the Arts, as well as Music and Drama, pupils learn to recognise and show feelings and emotions, both their own and those of others. By providing aesthetic and creative education, pupils can develop creativity and empathy through a huge range of experiences in any discipline. They have many opportunities for performance on stage, in choirs, in ensemble and in dance to practice and perform. Performing and expressive arts help develop their sense of identity at all levels; personal, social and cultural. Pupils experience and learn to value local, national and global culture. Children are taught Music and Drama as a discrete subject by a subject specialist teacher from EYFS to Year 6. Art and STEAM lessons are taught within the Theme of Investigation.

Physical Education and Sport

Physical Education and Sport form an important part of our curriculum. Our Physical Education curriculum links directly to the curriculum framework and allows pupils to develop skills and attitudes to learning applicable to each child's physical and personal development. Pupils go far beyond the requirements of the National Curriculum and learn how to play fairly and collaboratively as a team. Through the Sports programme our pupils have the opportunity to take part in regular fixtures against other schools in which

they learn how to win and lose with appreciation and respect for their opponents. Children are taught P.E. and Sport as a discrete subject by a subject specialist teacher from EYFS to Year 6.

Global Citizenship

As global citizens, our pupils will develop a sense of their place in the world through a globally-minded and relevant curriculum framework and Themes of Investigation.

Modern Foreign Languages

In conjunction with this, pupils from Years 1 - 6 will have French lessons dedicated to teaching this Modern Foreign Language, as well as cultural and democratic understanding that contributes to building a better world. We want them to think globally and act locally; embracing, valuing, respecting and celebrating difference. Teaching also includes using songs, drama, vocabulary and grammar lessons. From Year 2 – 6 French is taught by a specialist teacher.

Community, Democracy and Inclusion: Our school is at the very centre of our community and plays an important part in fostering a stronger community spirit in the locality. Our pupils are encouraged to have a say in the life of the school and to contribute to wider society, developing a sense of agency and of their own rights and responsibilities.

Entrepreneurial and economic literacy: Through the Curriculum Framework, pupils will be given an opportunity to understand economic difference in the world. Research, debate and discussion of world events allow pupils to reason, hypothesise and synthesise information, thinking about such issues as sustainability, poverty, hunger and more. Their charity work allows them to make links and seek opportunity for enterprise, seeing this as a chance to work together and make money, consider who to give it to, explore difference and prepare for the world of work. Year 6 pupils carry out a Wishford Enterprise project designed to encourage all these skills, as well as making and selling an original product as a team.

Enrichment lessons:

Following decisions made by leadership, to enrich our pupils' educational experience at St Edward's, pupils in Pre-Prep (Reception to Year 1) and Prep (Years 2-6) will take part in Enrichment lessons once a week to be taught life skills. For these sessions, pupils will be in House groups to provide them an opportunity to connect with different age ranges and their House peers. Enrichment lessons will promote Pupil Profile characteristics and the St Edward's Attitudes to Learning, as well as explicitly teaching life skills. Lessons will rotate in order for pupils to access all sessions, which include sewing and cross-stitch, coding, sustainability, first-aid, oracy and British Sign Language.

Leadership

All pupils are taught to take responsibility for themselves, their belongings and care about others. They are encouraged to do their best, understand that everyone is different and appreciate that difference, and learn that they will keep growing and changing. As they master this responsibility and gather this increasing self-knowledge, they will have opportunities to lead others and make a difference in the wider world through service opportunities, social action and enterprise.

The Curriculum and Inclusion

The curriculum in our school is designed to be accessed by all children who attend the school. It takes into account all the ages, aptitudes and needs of all pupils, including those with an EHC plan. It is important to offer appropriate challenges commensurate with a child's capacity as they grow and develop. If we think it necessary to modify some children's access to the curriculum, to meet their needs, then we do this only after their parents have been consulted.

Details of this can be found in the SEND Policy.

If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEND Code of Practice. If a child displays signs of having special needs, then his/her teacher assesses their need and reports it to the SENDCo. In most instances the teacher can provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If

a child's need is more severe, we consider the child for an Individual Education Plan (IEP) or Education Health Care Plan (EHCP), and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs.

The school offers advice and support to teachers for children with needs to deliver the curriculum to them most effectively. It also provides an Individual Education Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Some children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the Disability Discrimination Act. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. Teaching and learning is appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

Some children in our school have English as an Additional Language. We are committed to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards. It is the belief that all teachers are responsible for assisting EAL pupils in their language development. Teaching and learning are appropriately modified through differentiation of language, curriculum, approach to teaching, use of resources, use of technology, method of instruction and, if necessary, 1:1 sessions or English tuition. This enables us to meet the full range of needs of those children who are learning English as an additional language.

Some children are very able and need to be stretched with challenges that require them to research and question independently, for example. Grouping by ability and extension challenges offer relevant provision. Teachers will include higher-order thinking questions and tasks aiming for the pupils to analyse, question and hypothesise about. Unique feedback and follow-up tasks also stretch and challenge these children.

Read in conjunction with:

- Special Educational Needs and Learning Difficulties and Disabilities Policy
- Able, Gifted and Talented Policy
- English as an Additional Language Policy

The Parents' Curriculum and Communication with Parents

St Edward's Prep values the opportunity to work in partnership with parents and aims to keep parents informed in both the progress of their child and up-to-date with information on key topics that might affect their child.

School reports are written to reflect the school's ongoing assessment and should report to parents a child's effort and attainment.

The Report Cycle and Formats

The school has three types of report:

1. Effort Grade Reports
2. End of Term report
3. End of Year report

Parents of children in Little Griffins Nursery and Reception are invited to Parent Meetings during the

Autumn Term and Spring Term to discuss progress and will receive a full report at the end of the academic year (for Reception children, this will include information on whether children have met their Early Learning Goals). Throughout the year parents receive regular communication through photos and observations about their child’s progress using the Tapestry App and the teachers are always reachable via email for any parental queries.

In addition to this, Reception and Year 2 children will receive a focused observation through Tapestry for both Mathematics and Phonics/Literacy, as well as a form tutor comment, each half term, allowing parents to clearly see the progress being made in these areas.

All other classes will follow the following cycle.

Autumn	Parents’ Evening to discuss how the child has settled in to the term. Half Term Effort Grade Card. End of Term report with comments in Maths, English and a Form Teacher Comment (Y1 and Y3 - Y6) . Grades for all other areas of the relevant curriculum.
Spring	Half Term Effort and Attainment Grade Card. LG-Year 2: Progress and Attainment Parents’ Evening with Class Teacher. Years 3-6: Academic Parents’ Evening with all teachers.
Summer	Full End of Term Summative Report – all subjects.

In addition to this important information, we will also communicate through online and in-person sessions and by written updates about the key information relevant to your child. Information such as:

- being safe on and offline;
- well-being;
- building learning power;
- how best to support your child’s independence;
- planning and preparing the next stage of your child’s education.

See Report Writing Policy.

Organisation, Planning and Documentation

Timetable

The timetable is designed to allow for in-depth inquiry into the transdisciplinary and disciplinary dimensions of the curriculum at the same time as meeting the English and Maths and 11+ requirements our pupils need to succeed to the senior school of their choice.

In the Early Years, all areas of learning are guided by the class teachers except for PE and Performing Arts lessons that are taught by subject teachers.

In Pre-Prep (Years 1 and 2) and Years 3 and 4 of Prep School, English, Maths, Science, Humanities, Art and STEAM will be taught by class teachers. English and Maths can be linked to inquiry or taught discreetly, and other subjects form part of each half-term’s inquiry and the school’s transdisciplinary approach to learning. Computer Science, Performing Arts, Physical Education, Sport and French are taught by subject teachers.

In Years 4 and 5, children will receive two dedicated 11+ lessons, focusing on Mathematical, Non-Verbal

Reasoning, English and Verbal skills, as well as giving time for practice exam papers.

In Years 5 and 6, English and Maths will be taught by specialist teachers to ensure adequate preparation for senior school entry as well as Computer Science, Performing Arts, Physical Education, Sport and French. Year 5 and 6 teachers will lead the Themes of Investigation for their class, which will include Science, Humanities, Art, STEAM and PSHE.

Long-Term Planning

Each subject leader will be responsible for the Long-Term Plans for their subjects and use these to ensure curriculum coverage in their area of responsibility.

Themes of Investigation Coverage

There are five Themes of Investigation in a year. The final half-term is dedicated to the enrichment of the curriculum and will include examinations, final assessment, exciting trips and enrichment activities.

Every year group in the school follows the same Theme of Investigation but will have a different Central Investigation. The Central Investigation will promote inquiry and the universal concepts mentioned above and meet the following criteria:

Central Investigation Criteria
The Central Investigation is written in a voice that does not convey any bias from the teacher and does not lead pupils to a specific response.
The Central Investigation encourages pupils to wonder and inquire in many different ways.
The Central Investigation is relevant to the 'Theme of Investigation'.
The Central Investigation promotes the concepts of the curriculum framework.
The Central Investigation is globally significant and is possible to link to the UN Sustainable Development Goals.
The Central Investigation challenges and extends pupils' learning.
The Central Investigation is written in one concise sentence.

The titles of the 'Themes of Investigation' and the 'Central Investigation' will be recorded by the Headteacher on the long-term planning template and are reviewed at the end of each year.

Medium-term planning will be completed for the next term and stored on the school SharePoint system. This planning consists of two documents:

The first is a **Curriculum Summary** and includes the names of the Themes of Investigation, the Central Investigations, what will be investigated, teacher questions and the concepts, skills, AtLs and Pupil Profile characteristics to be focused on. See Appendix 2.

The second document is the **Curriculum Overview** document, which is an overview of the subject objectives that will be covered within the Theme of Investigation for that half term. This document is the responsibility of the class teacher but needs the input from all subject teachers. It is to be saved in the planning folder on the schools SharePoint system and will be uploaded to the school website for parents to see the curriculum coverage for that term. This will be monitored by the Deputy Head (Academics) and Headteacher. See Appendix 3.

Schemes of Work

To ensure the curriculum is broad and balanced and includes coverage of the English National Curriculum, Schemes of Work for each subject are compiled and coordinated by the subject leaders. The Schemes of Work are to be stored in the planning folder on the school's SharePoint system. These are the responsibility of subject leaders and checked by the Deputy Head (Academics) and Headteacher. Those subjects linked to the

Themes of Investigation will be planned using the Theme of Investigation planning document. See Appendix 4.

Medium-Term Planning

All teachers are required to complete medium-term planning dependent on subject.

Maths and English take up the majority of the curriculum and are planned on subject-specialist planning templates. These are expected to be planned on a weekly basis or on detailed medium-term plans. They will be monitored by the Deputy Head (Academics).

Music, Drama, PE, Games and MFL will be planned on the subject-specific medium-term planning format.

Humanities, Art, STEAM, Computer Science and Science, will be planned using the Theme of Investigation planning format that shows the connection between the subjects and how they follow the inquiry process.

Short-Term Planning

With the increase in the use of technology by pupils and teachers, the way teachers need to assess and plan needs to also adapt and change from traditional methods. Teachers become a 'guide on the side' rather than the more traditional 'sage on the stage' and need to be less focused on imparting knowledge and more focused on guiding pupils to develop the understanding, skills, knowledge and thinking skills relevant to their lesson or subject. Therefore, the link between planning, assessment and learning is more vital than ever and planning is dynamic and often reviewed 'in the moment' and reflected on regularly. Teachers have the freedom to plan, short-term, in the way that suits them.

Monitoring and Review

- The Headteacher and SLT are responsible for monitoring the way the school curriculum is delivered. SLT monitor and develop the Curriculum Framework and approach to learning. Subject leaders monitor their subject requirements and coverage of the National Curriculum through the Curriculum Framework. Class teachers have the responsibility for ensuring pupils in their class are taught according to the ethos of the school and the Curriculum Policy. This is overseen by the Wishford Executive through the Director of Strategy and Education.
- The Director of Education oversees the quality of literacy, numeracy and ICT and liaises with the respective subject leaders, monitoring closely the way these subjects are taught. The Director of Education also liaises with the SEND Coordinator, and monitors how special needs are addressed.
- The Headteacher is responsible for the day-to-day organisation of the curriculum. The Deputy Head (Academics) and Headteacher have the oversight of the half-termly planning for all teachers, ensuring that all classes are taught the full requirements of the curriculum and Curriculum Framework, and that all lessons have appropriate learning.
- The Senior Leadership Team and subject leaders monitor the way subjects are taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies and approaches to learning are used. Subject leaders also have responsibility for monitoring how resources are used and managed and advise on what is needed.
- This policy is monitored by the senior leadership of the Wishford Schools Group and will be reviewed every two years, or before if necessary.

Other relevant policies

- Assessment Policy
- Homework Policy
- Special Educational Needs and Gifted and Talented Policy
- Behaviour Policy
- Marking and Feedback Policy
- Presentation Policy
- Digital Learning Strategy

Signed:

Headteacher

Proprietor

Date: September 2023

Review date: September 2024

A COPY OF THIS POLICY IS AVAILABLE ON REQUEST FROM THE SCHOOL OFFICE