



Curriculum Policy

St Edmund's is a vibrant and purposeful community comprising a Nursery, Lower School, 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.
- The School encourages an ethos of tolerance, diversity and inclusivity.

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
- Maths
- 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 policies and procedures. 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 School

The Lower Prep includes Forms 1 to 4, the Prep School Forms 5 to 8 and the Senior School Forms 9 to 11.

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, Maths, Science, PE (including swimming lessons), French, History, Geography, Computing, RS, PSHE, Music, Art and 'Learning Outside the Classroom' (LOTC). Our LOTC programme plays a key part in the curriculum for Forms 3 and 4.

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

In Forms 5 and 6, Forms Takers are also Tutors with whom they meet 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, Maths, Science, French, History, Geography, RS, Drama/Theatre Studies, Art, Food Technology, Music, Technology (incorporating Information Technology and Design Technology), Classical Civilisations, Spanish and Physical Education. Topics are brought to life with 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. They also start lessons in Latin and Computing. Their timetable is reinforced by our distinct and varied list of co-curricular opportunities, where many of their activities overlap with our Form 9 to 11 interests (See Senior Department below).

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

Pre-Senior Baccaulaureate (PSB)

Forms 7 and 8 children work within the framework of the PSB and replaces Common Entrance at 13+. Pupils are assessed at various stages across all subjects on the curriculum.

Most importantly, the PSB enables us as St Edmund's to incorporate the full range of our academic programme into a formal assessment framework, which was not the case with Common Entrance at 13+. This means that our pupils are now able to receive external accreditation for their excellent work in subjects such as Classical Civilisation, Food Technology, DT, Computer Science, Sports Science, and PE. As such, the PSB helps better guide our pupils towards making the right choices for their I/GCSE options which they choose in the Lent Term of Form 8 prior to their entry to the Senior School.

Senior Department

Pupils study a core curriculum of compulsory subjects to I/GCSE which includes: Maths, English Language, English Literature, one Modern Foreign Language (MFL) (French or Spanish), Science (double or triple award). With the agreement of the academic support department, some pupils will attend academic support lessons rather than study an MFL. 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 I/GCSE level. The optional subjects are: Art, Classical Civilisation, Computer Science, DT, Drama and Theatre Studies, Food Technology, Geography, History, Latin, an additional MFL (French or Spanish), Music, Physical Education, Triple Science and Sport Science. For information regarding I/GCSE Exams, administered to JCQ National Regulations, please see the Examinations Policy. In order to tailor academic support to individual needs, there are academic clinics for a wide range of subjects running from 16.40-17.30.

In line with the school's progressive programme of teambuilding and leadership, Form 11 assume responsibilities in and around school which can lead to the appointments of Heads of House and Head of School positions.

Friday Activities

Activities take place for children in Forms 5 to 11 every Friday; Forms 5 to 8 for one lesson and Forms 9 to 11 for two lessons. 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 Forms 9 to 11, students pursue the St Edmund's School enrichment programme (Sports, Community, Outdoor Opportunities, Life Skills). Activities include: STEM Practical, Equality, Sports Leaders, Young Enterprise, Road Safety Project, Cookery, Finance Modules, Sex and Relationships, Fundamental British Values, Maths 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 9 pupils can choose to start the Duke of Edinburgh Award and during Form 10 all students pursue the Sports Leaders Certificate.

Non MFL Pupils

Some pupils do not take either MFL or any MFL. They therefore have academic support during that time each week.

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), Picnic Club (Nursery and Reception), Fun for Free (Reception to Form 2), Late Club (Forms 1 and 2) and the Supper Club (Forms 1 to 11) offering a variety of pick up times as well as providing supper for those who stay until 18.15. 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 the school 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.

In the Michaelmas and Summer Terms, pupils in Forms 1 to 8 sit Progress Tests in English and Maths. These tests are designed to identify strengths and weaknesses in students' English and Maths skills/knowledge, and to plan teaching and learning strategies, targeted support, and extension work for groups and individuals.

The Progress Tests measure students' knowledge, understanding and application of the core subjects:

1. English: focuses on grammar, punctuation and spelling, and on reading comprehension, using age-appropriate fiction and information texts.
2. Maths: assesses key aspects of maths appropriate to the age of the student including mental maths for those aged 8 and over.

The Progress Tests are statistically robust. The PT Series was standardised against a UK sample of over 100,000 students, with benchmarks verified every year based on analysis of half a million students.

The Standard Age Score (SAS) is the most important piece of information derived from the Progress Tests. The SAS is based on the student's raw score which has been adjusted for age and placed on a scale that makes a comparison with a standardisation sample of students of the same age. The average score is 100. The SAS is key to benchmarking and tracking progress and is the fairest way to compare the performance of different students within a year group or across year groups. As such, these scores are useful to look at the overall profile of groups of pupils, e.g. new

pupils, ability sets in a form, boys and girls, etc., and the tests provide us with clear, standardised progress data.

In the Lent term, pupils will be sitting the CAT4 (Cognitive Ability Tests).

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 and Maths 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. Several PSB subjects can be attempted at different levels, i.e. English, Maths, Science, Latin, French and Spanish, 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, Science and MFL at either the Foundation or Higher tier.

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. All individual lessons are invoiced to 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 as and when these are required 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 TEAMS, is accessible to all and monitored by the Deputy Head Academic, Deputy Head Senior Academic, IT Coordinator, Director of Digital Learning and the Director of Studies. Plans include, Learning Objectives/Topics, Learning Activity/Task, Resources – Computing, Assessment, Date/ Week, Differentiation – Ext, outcomes, SEND, Most Able, individuals/groups.

In addition to standardised assessment, pupils also sit internal school exams at various points throughout the academic year.

Exam papers include St. Edmund's papers, created by heads of department, I1+ papers and I3+ papers, PSB papers and I/GCSE papers. HoDs are responsible for ensuring these are up-to-date and that the content is appropriate. Progress is monitored and data is kept in spreadsheets and within the school database. These are analysed each term. Staff use this information to inform teaching and learning practices. Teacher assessments occur constantly and are used to inform planning, teaching and learning. All groups of children are analysed, including those of high, middle and low abilities, SEN, Not SEN, EAL, EHC Plans and ethnic backgrounds.

Careers Education

The careers guidance helps pupils to fulfil their potential, enabling pupils to 'know themselves' and how their strengths, weaknesses and interests relate to the world of work; learn about different careers and opportunities; obtain individual guidance and gain information about training, education and occupations beyond school. The school works to prevent all forms of stereotyping in the advice and guidance provided to ensure that girls and boys from all backgrounds and diversity groups consider the widest possible range of careers, including those which are often portrayed as primarily for one or other of the sexes.

For Prep School pupils there is a programme for pupils to access up-to-date careers guidance through Activities on a Friday. Activities include: learning options, jobs and work, to explore by researching, information gathering, finding and using resources about areas of interest and the working world and how to plan and prepare for change and transitions.

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 Friday Activity Sessions. This includes: an introduction to running your own business, finance seminars, membership and use of the National Careers Service website and lectures about different careers by internal and external speakers. All pupils in Forms 7 to 11 receive careers guidance that is accurate and up to date is presented in an impartial manner, enables them to make informed choices about a broad range of

I/GCSE and 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. Form 11 receives appropriate support and guidance to help them choose their pathways post 16.

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 is delivered through: PSHE lessons [2i], the Senior school enrichment programme, Prep School activities, assemblies, chapel services, Remembrance activities, observing National events, school visits, workshops, School Council meetings and through our everyday teachings.

PSHE and Form Time for Seniors

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]. Aspects discussed include: democracy, rule of law, British identity, the importance of diversity and challenging discrimination. PSHE lessons take place weekly. 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. During these lessons we also talk about issues such as anti-bullying, keeping safe online, sex and relationships education and drugs awareness. As well as Friday 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, for example, the School Choirs perform and our Nursery pupils visit local residential homes for the elderly. Our Choirs also sing regularly at St. Luke's Church for the local 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 includes mountain biking, archery, scuba diving, laser tag, camp craft, swimming, table tennis, cookery, wide games, rifle shooting, 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 Forms 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) are 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 and Deputy Head Senior Academic. All staff are regularly reviewed using the appraisal system, which involves formal observations and interview.

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.

RMT/SJH – May 2025