



Curriculum Policy (Senior School)

Rationale

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

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

Linked Policies:

Teaching and Learning Policy

More Able, Gifted and Talented Policy Assessment Policy

Careers Policy Homework Policy PSHEE Policy

Special Educational Needs and Disabilities (SEND) Policy

Objectives

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

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

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

Central to these aims is the provision of a curriculum which is broad and balanced. Courses at EHS take account of government guidelines, including the National Curriculum, but extend beyond them.

Success Criteria

An effective curriculum policy will succeed in meeting these objects through:

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

Methodology

1. Implementation:

We implement our curriculum policy through our:

- Schemes of work that build on previous year's work.
- PSHEE programme.
- Study Skills programme.
- Careers programme.
- Co-curricular enrichment programme, including lectures, and academic events such as Mock Trials.

A brief indication of how we achieve the aims of the curriculum policy is included in appendices 1-3.

The time allocation to each subject area is given in the curriculum plan in appendix 2.

Continuity and progression are considered essential to learning, and work undertaken at each stage should therefore be based on previous achievements. Our policy is, therefore, to use assessment as a formative mechanism to ensure progression. Personal target-setting by each pupil is fundamental to this process, as is careful and consistent monitoring. Where there is likely to be movement by pupils from one teaching group (or set or division) to another within the same age cohort, care is taken to ensure continuity.

Advice and support are provided to pupils when they are choosing their options by all staff. Those particularly involved are Heads of Year 9 and 11, Heads of Department, Deputy Head Curriculum, Head of Careers and Deputy Head Academic. Options Evenings are organised for both Year 9 and Year 11 and their parents; these give pupils the opportunity to discuss their options further before having to make option choices. In addition to this, individual appointments can be made for pupils and their parents. Information provided by everyone involved regarding option choices is presented in an impartial manner and should show no bias towards particular subjects.

Issues of teaching and learning are high on the professional agenda of the school, and staff are regularly involved in discussions, through whole school, middle management and departmental meetings and through working parties.

2. Monitoring

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

This will focus on teaching and learning: the performance of pupils, the effectiveness of teachers and hence the standard of achievement across the whole school. All staff are involved in this process all the time.

It is the responsibility of the Headmistress and Deputy Heads to ensure that the implementation of the policy is consistently maintained through:

- Chairing half termly Head of Department and Middle Management meetings.
- Monitoring regular departmental meetings through minutes.
- An effective programme of lesson observations by WSLT and Head of Department's.
- Work Scrutiny.
- Conducting departmental reviews.
- The appraisal system.

Heads of Department (and Subject Leaders) take responsibility for the management and monitoring of teaching and learning in their areas, co-ordinating the work of the department through, for example, Departmental Handbooks and Schemes of Work.

Pupil feedback is an important element of curriculum evaluation this is sought via the annual pupil questionnaire and through the Student Learning Forum. Pupil views are also sought when the curriculum is reviewed. Heads of Department also seek pupil feedback on a regular basis.

Regular curriculum reviews ensure that our curriculum remains in line with government guidelines and also responds to the needs of the students in the school. Curriculum reviews are carried out by the Deputy Head Academic and Deputy Head Curriculum.

Evaluation

It is our school policy for the whole curriculum to be evaluated regularly by the Headmistress and Deputy Head. Where it is felt appropriate, further consultation takes place with the Heads of Department and a curriculum review committee investigates new proposals. The process of review and evaluation is embedded in the School Development Plan.

Review

The policy is reviewed annually by the Deputy Head Academic and Deputy Head Curriculum.

Signed by Headmistress:

C. M. Lewis

Approved by
The Governing Body

Approved by the Governing Body:

Date:

01/09/26

Review Date: July 2027

Appendix 1

Options

At GCSE and A level, freedom of choice is a priority in our aim of providing a tailor-made education for each individual: pupils can choose from a wide range of subjects, and the option pools are drawn up to accommodate as many of these as possible within the resources available. Whilst the majority of pupils study 10 subjects at GCSE some pupils may study additional subjects and others a reduced number, discussions will be had on an individual basis to ensure all pupils have a suitably tailored curriculum. Our Core GCSE subjects which are compulsory for all pupils are English Language, English Literature and Mathematics. The majority of pupils will study all three Sciences: Biology, Chemistry and Physics, however, some pupils may choose to study two, following discussions with the Head of Science, Head of Year 9 and Deputy Head Curriculum. Most pupils are also expected to study a Modern Foreign Language - French, German and Spanish, however, some may not, again following discussions with the Head of MFL, Head of Year 9 and Deputy Head Curriculum.

At A Level pupils choose to follow one of the following pathways, either:

- 3 A Levels
- 3 A Levels+ EPQ
- 4 A Levels (a small number of pupils may take this option)

Enrichment

The curriculum is enriched in a number of ways including cross-curricular links, educational visits both day and residential, cultural visits, and links with industry and the community. In addition, other forms of enrichment are available through co-curricular clubs and activities. The sixth form curriculum includes timetabled enrichment (see Curriculum Plan below) and pupils have the option of studying for the Extended Project Qualification. All pupils are expected to take at least one Physical Education activity and one Community Service option as part of their Sixth Form enrichment programme. In 2014 we introduced the Level 2 Higher Project Qualification as an extra-curricular option for pupils in Year 9 which has since been discontinued, we now run our own bespoke programme which is very successful and covers the same skills.

The Year 10 curriculum includes a tutorial period: this includes Religious Studies teaching together with sessions on Careers Guidance, PSHEE and economic education, Critical Thinking.

PSHEE

Personal, Social, Health and Economic Education (PSHEE) lessons are included within the curriculum for all key stages. The scheme of work includes citizenship issues as well as study skills and personal, social, health, economic and moral issues. In PSHEE lessons, as well as throughout the curriculum, we encourage respect for other people, with particular regard to the protected characteristics under the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation) and we encourage pupils to respect other people who might follow a different lifestyle from one that they would not choose to follow themselves.

Elements of careers education are incorporated within this programme from KS3 onwards. Spiritual, moral, social and cultural awareness is fostered

throughout the curriculum, and particularly through assemblies, PSHEE and RS lessons. A Mindfulness course is offered to all pupils in Year 9.

The Sixth Form tutorial includes a programme of Careers advice, UCAS preparation, Current Affairs and Life skills over the two years.

A Safeguarding curriculum mapping document has been drawn up to ensure that relevant opportunities are provided to ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHEE), and through sex and relationship education (RSE). This is reviewed by Heads of Department annually.

Fundamental British Values

Our curriculum ensures that all of our pupils are equipped and prepared to contribute well to life in British Society. Our aim is for our pupils to become active citizens and have the skills and experience to make a valuable contribution to the school and the wider community.

We actively promote Fundamental British Values throughout our curriculum both in lessons and extra-curricular activities. It is important to our ethos that the promotion of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs is embedded throughout the school in extra-curricular activities, assemblies and the curriculum at all key stages and not simply promoted as a 'bolt on'.

Pupils learn to work collaboratively and to share and build on each other's ideas, recognising the importance of critical and independent thought. When political issues are discussed in school, either in lessons or in extra-curricular activities such as assemblies or clubs, a balanced, non-partisan, presentation of views is offered and pupils are not encouraged by teachers or others to support particular political viewpoints (such political views would be those expressed for either a direct or indirect political purpose: to further the interests of a particular political party; or to procure changes to the laws of this or another country; or to procure the reversal of government policy or of particular decisions of governmental authorities in this or another country). All staff challenge discriminatory or extremist opinions or behaviours as a matter of routine. WSLT maintain an overview of pupils' political education to ensure that a balance is achieved over time.

As part of our enrichment provision we organise an Academic Lecture programme and Subject Days. The Director of Academic Enrichment is responsible for researching the speaker's background. Visiting speakers discuss the content of their presentation with a member of staff to ensure that the material is suitable for pupils. We also request a copy of their presentation prior to arrival and reserve the right to edit the final presentation, if appropriate/necessary. All speakers are accompanied at all times by a member of staff.

Careers Education

Edgbaston High School for Girls believes that good Careers Education Information Advice and Guidance (CEIAG) connects learning to the future. It motivates and helps prepare young people for the workplace by providing a clear understanding of the world of work including the routes to future careers that they will find engaging and rewarding.

It can play a major part in helping young people to make important decisions by widening students' horizons, challenge stereotypes and raise aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life, thus improving their life opportunities and contributing to a productive and successful economy. It can also help avoid disengagement, put school learning into a wider and more relevant context, raise aspirations and address social inequalities and differences in social and cultural capital.

CEIAG education is an integral part of life at Edgbaston High School for Girls. The school prides itself on providing inspirational and impartial, high-quality advice and guidance to all students at all points throughout their time at EHS. The CEIAG helps students to navigate their options to make informed choices regarding their future destinations by having a clear understanding of the options available to them so that they aim high for a suitable career path.

Diversity and Inclusivity

In 2022-2023 departments were asked to review their curriculum and explore diversity and inclusivity in their Schemes of Learning. All departments have implemented change, and this has been ongoing in 2023-2024 and will continue in 2024-2025.

Cognito

The Cognito programme, developed by the Director of Teaching and Learning was introduced in September 2022. Pupils in Years 7 and 8 follow a bespoke programme that includes FBV, thinking skills, critical thinking, general knowledge and much more.

Academic Advocacy

All sixth form students have a double period of 'Academic Advocacy' where they have a small, tutorial style group session. In this their academic advocate, a member of Senior School staff will guide them in study skills, examination technique and time management in order to better prepare them for independent study.

Appendix 2 – Organisation

Time allocation to subject areas is given in the curriculum plan, as shown below.

Curriculum Plan

The units are lessons of 35 minutes; total number per week = 43

Key Stage Three

	En	Ma	Bi	Ch	Ph	MFL	La	MFL 2	Hi	Gg	RS	Mu	Dr	Art	PE	Sw	HE/ Tx	Comp	PSHEE	Cog
Year 7	5	5	2	2	2	2	2	2	2	2	2	2	2	2	3	2	2	0	1	1
Year 8	4	5	2	2	2	3	2	3	2	2	2	2	2	2	4	0	2	0	1	1
Year 9	5	5	2	2	2	3	2	3	2	2	2	2	1	2	4	0	2	1	1	0

*The Year 9 Mathematics course will include some lessons on Coding.

Key Stage Four

	En	Ma	MFL	Tut	PE	Opt1	Opt2	Opt3	Opt4	Opt5	Opt6	PSHEE
Year 10	6	5	4	1	3	4	4	4	4	4	4	1
Year 11	6	5	4	1	3	4	4	4	4	4	4	1

GCSE Options: Art, Biology, Business, Chemistry, Classical Greek (off timetable), Classical Civilisation, Computer Science, Design Technology - Textiles, Dance, Drama, Geography, History, Food and Nutrition, Latin, MFL: French, German and Spanish, Music, PE, Physics, RS.

Sixth Form

	Tutor	Enrich	Study Period	Option 1	Option 2	Option 3	Option 4	Academic Advocacy
Year 12	1	3	0/4/8	9	9	9	(9)	2
Year 13	1	3	0/4	9	9	9	(9)	2

AS/A Level Options: Art, Biology, Business, Chemistry, Classical Civilisation, Design and Technology, Drama and Theatre Studies, Economics, English Language and Literature, English Literature, French, Further Maths, Geography, German, History, Latin, Media Studies, Music, PE, Physics, Psychology, Maths, RS, Sociology, Spanish,

Enrichment: Events Planning, Young Enterprise, Personal Fitness, Community Service, Extended Project, Work Experience, Crafting, Allotment

All pupils in Year 12 and Year 13 have allocated Study Periods. Pupils are expected to work in the Sixth Form Centre.

Appendix 3 – Setting

Key Stage Three

	En	Ma	Bi	Ch	Ph	MFL 1	La	MFL 2	Hi	Gg	RS	Mu	Dr	Ar	PE	Sw	HE/Tx	IT	PSHE	Sts
			Mixed Ability Groups & Sets	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group
Year 7 Sets			Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group
Year 8 Sets			Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group
Year 9 Sets			Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group	Form Group

English - students are set from the outset, beginning in Year 7, based on entrance test results. As pupils progress through each year group sets are re-evaluated based on teacher assessment and knowledge, Key Assessments, and end of Year Examinations. There is always at least one top set and a small set for those who find greater difficulty in English, but the disposition of sets otherwise is made according to the nature of the pupils in that year group. Where possible there is one more English set than there are forms, to allow smaller teaching groups in this core subject.

Maths – the pupils are taught in mixed ability sets for the first term in Year 7. Regular whole-year assessments are made at half term and at the end of term; the results of these tests are used to stream the pupils at Christmas. Pupils remain in sets throughout KS3. Where possible there is one more Mathematics division than there are forms, to allow smaller teaching groups in this core subject.

Swimming – pupils are grouped (banded) within Forms on the basis of their swimming ability.

	En	Ma	RS	PE	Opt1	Opt2	Opt3/	Opt4	Opt5	Opt6	Opt7	PSHE
Year 10	Sets	Sets	Form Group	Options Groups	Options Groups	Options Groups	Options Groups	Options Groups	Options Groups	Options Groups	Options Groups	Form Group
Year 11	Sets	Sets	Form Group	Options Groups	Options Groups	Options Groups	Options Groups	Options Groups	Options Groups	Options Groups	Options Groups	Form Group

English - setting of five GCSE sets in Year 10 is on the same principle as KS3, but is not normally changed at the end of the year.

Maths - an extra Maths Set is added for KS4 to enable the less able to be taught in smaller groups so that they receive more individual attention.

MFL – where possible, pupils are set according to ability.