



Curriculum Policy Preparatory School

This general policy is underpinned by separate handbooks for each subject area of the Preparatory School curriculum.

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 girl, as far as possible.

We are keen to ensure that girls 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 cross-curricular links, educational visits both day and residential, and cultural visits.

Linked Policies:

- Teaching and Learning
- MAEA
- Assessment
- Homework
- SEND
- Prep PSHE
- Prep RSE

Objectives

The curriculum is central to the delivery of the school aims and forms a key area in the school development plan. It is aimed 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 should:

- provide all pupils with opportunity to learn and make progress,
- be broad – so that it provides each girl with a wide range of experiences, knowledge and skills, fostering educational development and encouraging independent learning,
- be balanced – so that each area of the curriculum is allowed sufficient time for its contribution to be effective,
- be flexible and differentiated – so that what is taught and how it is taught is matched to the learning needs of individual girls, is appropriate to their age and fully develops their abilities and aptitudes,
- be inclusive offering a rich and diverse experience which fully represents modern Britain,
- foster the development of the qualities and skills which will enable the girls 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,
 - creative capability,

- lively and enquiring minds, with the ability to think imaginatively, critically and independently,
- a positive response to opportunities, challenges, responsibilities and change,
- 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.

Success Criteria

An effective Curriculum policy will succeed in meeting these objectives 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 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, 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,
- PSHE education which reflects the ethos of EHS and encourages respect for other people,
- Effective preparation for the opportunities, responsibilities and experiences of British society,
- Ensuring that all pupils are provided with relationship education.

Methodology

1. Implementation:

We implement our curriculum policy through our schemes of work that build on the work of previous years and through our co-curriculum programme. Schemes of work at EHS take account of government guidelines, including the National Curriculum, but often extend beyond them.

Teaching and Learning

Issues of teaching and learning are high on the professional agenda of the school, and staff are involved in discussions, for example on curriculum development, assessment, homework and the provision for individual needs including more able and exceptionally able girls, through whole school, year group meetings and through working parties.

Subject and Year Group Co-ordinators take responsibility for the management and monitoring of teaching and learning in their areas, through lesson observations, book trawls and regular meetings. The Deputy Head, ~~Academic~~ in conjunction with the Head of Prep takes responsibility for monitoring the curriculum overall.

Teaching Styles

We aim to use a wide range of teaching styles in response to the girls' needs. The development of independent learning and resilience has a high priority and opportunities for stretch and challenge are embedded in schemes of work and individual lesson plans.

We encourage pupils to actively engage with feedback and to recognise their strengths and areas for development through assessment, feedback, reflection time and target setting.

Enrichment

The curriculum is enriched in a number of ways including cross-curricular links, as appropriate, educational visits both day and residential, workshops and cultural visits. In addition, other forms of enrichment are available through co-curricular clubs and activities and opportunities to enter competitions.

Year Six follows the 'Ignite' programme which is a programme of study introduced for academic year 2025-2026 to empower girls with the skills for life (**Appendix 2**). This provides the girls with the opportunity to develop a variety of skills to broaden and enrich their education over the course of the academic year.

Across the whole of the Prep School we hold 'Beyond the Curriculum' days, a STEAM week and our termly Challenge Board offers regular opportunities to enrich the pupils' learning. Subject Challenges are also set as appropriate, on rota, and all encourage independent learning.

PSHE

PSHE lessons are included within the curriculum for all year groups. Staff also respond to situations that arise as appropriate in circle time type sessions. The scheme of work also includes aspects of citizenship and relationship education. Spiritual, moral, social and cultural awareness is fostered throughout the curriculum, and particularly through assemblies, PSHE and RE lessons. Throughout the curriculum, we encourage respect for other people, with particular regard to the protected characteristics under the Equality Act 2010.

British Values

The curriculum aims to give the girls skills to prepare them for life in British Society. We want girls to become active citizens who have the skills and experience to make a valuable contribution to the school and wider community. We actively promote fundamental British Values throughout the curriculum both in lessons and co-curricular activities and in assemblies. 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 co-curricular activities, assemblies and the curriculum at all ages.

Pupils learn to work collaboratively and to share and build on each other's ideas.

Staff challenge discriminatory or extremist opinions or behaviour as a matter of routine.

Assessment

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, and personal target-setting by each girl is fundamental to this process, as is careful and consistent monitoring. During the academic year 2024-2025 the summative assessment process was reviewed and updated and this will be developed further during the academic year 2025-2026.

Organisation

Time allocation to subject areas is given in the curriculum plan (Appendix 1)

2. Monitoring

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

With regard to the curriculum, they involve focusing on teaching and learning: the performance of girls, the effectiveness of teachers and hence the standard of achievement across the whole school. All staff are involved in this process all the time, although certain colleagues carry specific responsibilities for aspects of the process and there is a systematic programme for monitoring and evaluating over time which allows for different degrees of scrutiny and analysis for different areas of the curriculum at different times.

It is the responsibility of the Head Teacher and Deputy Head, ~~Academic~~ to ensure the implementation of the policy is maintained through:

- Weekly meetings with Year Group Co-ordinators.
- Chairing half termly Subject Co-ordinator Meetings.
- Monitoring year group meetings through minutes.
- Programme of peer and formal lesson observations in conjunction with regular learning walks by members of SLT.
- Work scrutiny.
- Subject reviews.
- Appraisal system.

Year Group and Subject Co-ordinators take responsibility for the management and monitoring of teaching and learning in their areas, co-ordinating the work of the department through, for example, preparation of subject handbooks and schemes of work.

Evaluation and Review

It is the school policy for the curriculum to be evaluated regularly by the Head Teacher and Deputy Head. Where it is appropriate, further consultation will take place with Subject and Year Group Co-ordinators to review new proposals.

The policy is reviewed annually by Prep Head and Deputy Head.

Signed by the Headmistress _____

Signed by the Head of Prep _____

Approved by Governing Body: _____

Date: _____

Review Date: July 2026

Appendix 1

Prep Department Curriculum Plan Weekly Lessons

Time allocation is as given in the curriculum plan with lesson units of 35 minutes for morning lessons and 30 minutes for afternoon lessons.

For the academic year 2025-2026, Core Subjects (English, Phonics and Mathematics) have been scheduled for Periods 1, 2, 3 & 4 to make use of the longer teaching periods and to improve pupil focus.

<u>Subject</u>	<u>Rec</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Maths	8	6	8	10	10	9	9
English	4	6	6	8	8	10	9
Phonics	5	5	5				
Story		5	5				
Science	2	2	2	3	4	4	4
History						2	2
Geography						2	2
Humanities	2	2	3	4	3		
Computing	1	1	1	2	2	2	2
Music	1	1	2	2	2	2	2
Art	2	2	2	2	2	2	2
PE/swim	7	6	6	5	6	5	5
RS	1	1	1	1	1	1	1
PSHE	1	1	1	1	1	1	1
MFL French (R-6) Spanish (3-5) German (6)		1	1	1	2	2	2
Drama							2
Golden Time		1					
Outdoor Learning	3	2					
General		1	1				

Organisation

3Girls in Years 3 – 6 swim throughout the year, with a timetable that allows for a PE/swimming carousel.

Girls in Years 1 and 2 swim throughout the year.

In Years 4 and 5 reasoning skills are also taught with NVR and VR covered.

In Key Stage 1 the last lesson of the day which is shorter than Key Stage 2 is used for story sessions.

Support and Interventions

In Key Stage 1 support is offered within the class as Teachers are supported by a team of Teaching Assistants. The Prep SENDCo works closely with Form Teachers to provide targeted interventions for pupils, delivered by a team of Teaching Assistants.

In Key Stage 2:

Mathematics

In Years 4, 5 and 6 girls are set for Mathematics for the whole year.

There is flexibility and girls are moved between Mathematics classes when appropriate.

For all other lessons, girls are taught in Forms which are mixed abilities. The Prep School SENDCo works closely with the MAEA Co-ordinator and Form Teachers, to deliver a programme of targeted interventions to girls. Assessments are used to identify girls who would benefit from additional support.

All other lessons are taught in Forms which are mixed ability.



APPENDIX 2

Ignite: Empowering Girls with Skills for Life

We are proud to launch *Ignite* – an innovative Year 6 Enrichment Programme designed to support personal growth and prepare girls for the world beyond school. Through a carefully curated mix of academic challenge, creative exploration, emotional awareness and real-world learning, the programme helps pupils develop the confidence, independence and curiosity they need to take their next steps.

Confidence Through Challenge

Ignite offers structured opportunities for girls to step outside their comfort zones. From presenting ideas in *IgniteLeadership* (our Dragons' Den-style project) to taking part in debates or tackling real-world STEM problems, pupils experience challenges that stretch their thinking and build confidence. Through supported risk-taking, they grow in resilience and self-belief.

Thinking About Thinking: Building Metacognition

Central to *Ignite* is the development of metacognitive skills—learning how to learn. Whether planning an independent research project in *IgniteCuriosity* or working through a group task, girls are guided to reflect on their strategies, respond to feedback and take ownership of their progress. This builds self-awareness and prepares them for more independent learning at senior school.

Emotional Wellbeing and Mindful Growth

As well as developing academic and practical skills, *Ignite* supports emotional awareness and wellbeing. In dedicated *IgniteWellbeing* sessions focused on reflexology, relaxation and mindfulness, girls learn how to manage stress, regulate emotions and find moments of calm. These tools help build emotional intelligence and offer strategies that last well beyond Year 6.

Global Citizens with Purpose

Through *IgniteWorldview*, Cultural Day and humanities strands, girls explore current issues, global responsibility and different cultures—developing empathy, perspective and a broader worldview. Geography topics encourage reflection on global change, while eco awareness is embedded through practical experiences such as allotment visits. These hands-on sessions support an understanding of sustainability, environmental responsibility and each girl's role in shaping a better future.

Creative and Expressive Discovery

The *IgnitePerformance* strand blends drama, music and movement, offering space for self-expression and collaborative creativity. Alongside *IgniteVoice*—which includes debating, persuasive speech and

short public speaking challenges—girls develop confidence, clarity and presence. These experiences help pupils find their voice and understand the power of communication.

Skills That Last a Lifetime

From first aid and financial literacy to leadership games and STEM challenges, *Ignite* equips girls with a practical, transferable toolkit for life. These sessions provide real-world context and encourage collaboration, initiative and problem-solving. Along the way, girls learn to lead, work as part of a team and make meaningful contributions—building confidence that lasts well beyond the classroom.

Ignite: A Unique Launchpad

Ignite is designed to broaden horizons and encourage every girl to think critically, grow in independence and reflect on who she is becoming. It blends personal development with academic challenge, giving pupils a stronger sense of purpose as they prepare for the transition to senior school—and the world beyond it.

The Ignite Programme (each Friday):

- *IgniteWorldview* – Europe and Asia
- *IgniteOrigins* – Ancient Greece
- *IgnitePerformance* – Drama
- *IgniteWellbeing* – Reflexology and relaxation
- *IgniteSTEM* – STEM and coding
- *IgniteAwareness* – Allotment and eco awareness
- *IgniteCare* – First aid
- *IgniteVoice* – Debating and public speaking

At Dedicated Points in the year:

- *IgniteLeadership* – Dragons' Den (Spring–Summer)
- *IgniteCuriosity* – Independent Research Projects (Summer Term)