

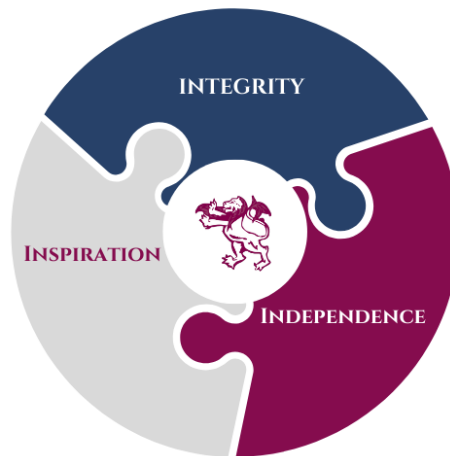
Academic Policy

for the whole School including EYFS

Policy reviewed by	JLe
Review Date	September 2023
SLT Review Period	Annual
Next SLT Review Date	September 2024
Governor Review Period	Annual
Governing Committee	Education
Next Governor Review	September 2023

OUR MISSION

WELCOME TO THE PRIDE!



Edge Grove is a leading UK prep school for boys and girls aged 3-13. Whatever their unique heritage and identities, all pupils develop **Integrity**, **Independence** and **Inspiration**.

INTEGRITY

Pupils feel healthy, safe, happy and proud to belong and be a unique part of the Edge Grove community. They enjoy friendship and fun, promote kindness, living and growing in alignment with the following self-elected 16 core Values:

- | | | | |
|------------------|-------------------|---------------|---------------|
| 1. Confidence | 5. Unity | 9. Creativity | 13. Kindness |
| 2. Passion | 6. Responsibility | 10. Integrity | 14. Respect |
| 3. Determination | 7. Risk-Taking | 11. Trust | 15. Humility |
| 4. Diversity | 8. Sportsmanship | 12. Empathy | 16. Tolerance |

INDEPENDENCE

Pupils develop, through child-centred active learning, intellectual, physical and spiritual confidence and independence, self-motivation and agency across a broad range of academic, co-curricular and pastoral activities and experiences. They ask and answer questions, develop curiosity, a Growth Mindset, passion and entrepreneurship.

INSPIRATION

Pupils hone the following transferable, lifelong World Economic Forum skills for future success and personal fulfilment:

- | | |
|--|---|
| 1. Analytical thinking and innovation | 6. Creativity, originality, and initiative |
| 2. Active learning and learning strategies | 7. Leadership and social influence |
| 3. Complex problem-solving | 8. Reasoning, problem-solving, and ideation |
| 4. Critical thinking and analysis | 9. Emotional intelligence |
| 5. Resilience, stress tolerance, and flexibility | 10. Technology design and programming |

Pupil Admissions

On admission, the School assesses prospective pupils' educational (academic, co-curricular and pastoral) potential and offers places to pupils who will powerfully gain from and contribute to the School's Mission and Values.

Value Added Progress

According to the School's standardised data, the academic profile of an Edge Grove pupil is around the national average. By the end of their School career the middle ability Edge Grove pupil has a standardised score of 112, working over a year ahead of the national average.

Our Staff

Our highly-qualified and experienced staff,

- a) Safeguard the health, safety and welfare of all pupils;
- b) Promote the School's Mission and Values;
- c) Understand the pupils' profile;
- d) Apply a Growth Mindset to the School's academic, co-curricular and pastoral ambitions;
- e) Solve complex problems;
- f) Think critically;
- g) Create;
- h) Communicate articulately;
- i) Collaborate as team members, managers and leaders;
- j) Exercise emotional intelligence, cognitive flexibility, judgement and decision-making;
- k) Serve with humility;
- l) Negotiate;
- m) Adapt;
- n) Are resilient.

Educating Skills

In the context of the National Curriculum, our teaching staff focus on the development of core skills. Our child-centred education encourages children to develop a Growth Mindset, confidence and independence, to be self-driven, reflective and ambitious in their pursuit of excellence. We do not believe in pushing children; our pupils work hard because they recognise the intrinsic value of hard work and want to progress. Edge Grove's education focuses on the development of the following ten skills, identified by the World Economic Forum as those essential to future academic and career development and wellbeing.

Our Child-Initiated, Active Learning (Over 'Chalk & Talk' and 'The Sage on the Stage')

Teachers choose child-initiated active learning, where appropriate, over hierarchical, top-down, directive learning. Pupils collaborate with each other, building confidence and independence, solving complex problems, thinking critically, creating, communicating articulately, collaborating as team members, managers and eventually leaders, exercising emotional intelligence, cognitive flexibility, judgement and decision-making, serving with humility, negotiating, adapting and developing resilience.

Top 10 skills of 2025

Type of skill

- Problem-solving
- Self-management
- Working with people
- Technology use and development



Analytical thinking and innovation



Active learning and learning strategies



Complex problem-solving



Critical thinking and analysis



Creativity, originality and initiative



Leadership and social influence



Technology use, monitoring and control



Technology design and programming



Resilience, stress tolerance and flexibility



Reasoning, problem-solving and ideation

Source: Future of Jobs Report 2020, World Economic Forum.

School Structure

We divide the School as follows:

Department	SLT Lead	Key Stages	Year Groups
Junior	Assistant Head (Junior)	Early Years Foundation Stage (EYFS)	Nursery
			Reception
		Key Stage 1	Year 1
			Year 2
Middle	Assistant Head (Middle)	Key Stage 2	Year 3
			Year 4
			Year 5
			Year 6
Senior	Senior Deputy Head (Academic) & Deputy Head (Pastoral)	Key Stage 3	Year 7
			Year 8

Data

Tracking and assessing each child's academic, co-curricular and pastoral progress helps us to identify their educational progress and to devise educational interventions which meet the needs of every pupil, class, set and year group. We track and assess each child's progress through:

Nationally-Standardised Benchmarking Assessments

At least annually, we benchmark each child's progress using

- i) GL Assessment CAT4 (Year 2 onwards);
- ii) GL Assessment Progress Tests (Reception onwards);
- iii) GL's New Group Spelling Test (NGST) (Year 2 onwards);
- iv) Scholastic's Lexile Reading Comprehension (Year 2 onwards);
- v) Other nationally-standardised assessments.

External Assessments, such as entrance examinations to 11+ and 13+ schools;

Internal Assessments, tracking and assessing each child's progress in all significant assessments;

Personal Development; continuous assessment of every child's performance by academic and co-curricular teachers and Form Teachers.

This data enables us to:

- a) **Track** each child's progress against national, external and internal data;
- b) **Identify** appropriate educational **interventions**, such as Learning Support and/or Gifted and Talented interventions;
- c) **Measure** the **impact** of these interventions;
- d) Accurately **report** back to parents on their child's progress through academic reports and live data.

Data Sharing

The Senior Deputy Head (Academic) shares updated attainment data from standardised tests with parents on the School reporting portal.

Setting

All forms are mixed ability and reshuffle every year to ensure equally balanced form groups. In order to differentiate in English and Maths, we set pupils as follows:

Maths

Setting starts in Year 3.

English

One Ignite (G&T) English set runs in Years 5 and 6. Other sets are mixed ability. In Years 7 and 8 the pupils are set by ability, but sometimes taught as one year group.

Growth Mindset

At the heart of our child-centred educational philosophy is a Growth Mindset.

'A Growth Mindset is when students understand that they can develop their abilities further.'

'In a Growth Mindset, people believe that their most basic abilities can develop through dedication and hard work; ability is a starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.' (Both quotes Carol Dweck, 2015).

Our teaching staff and pupils understand that their engagement is key to academic progress, taking increased ownership of their work.

We embrace a Growth Mindset approach which encourages learning from mistakes and academic risk-taking.

Whole-School Literacy and Numeracy

Edge Grove teachers develop children's literacy and numeracy skills from the start of their Edge Grove journey, as they acquire phonics and number skills in EYFS, often through child-initiated activities linked to the seven areas of learning and development.

We follow the Floppy's Phonics scheme to teach phonics. Once pupils have mastered phonics, the School tracks each pupil's reading using through Lexile assessment..

We introduce pupils to handwriting initially through a non-cursive script.

Through Key Stages 1 and 2, we develop literacy and numeracy skill acquisition with consistent approaches through the School and across different subjects.

Dynamic schemes of work guide teachers in applying our educational philosophy.

As pupils progress through the School, we develop and apply literacy and numeracy through a broader and deeper curriculum, applying and further developing these skills across all areas of the curriculum.

Curriculum Design

The School designs a curriculum based on our understanding of the age, aptitude and needs of all pupils, including those pupils with Pupil Passports / EHC plans.

The curriculum is the total learning experience for our pupils, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our pupils experience in order to achieve excellent personal progress.

Our curriculum is compliant with the regulatory requirements of the *Independent School Standards*.

Our broad and balanced curriculum provides pupils with the development of their skills in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education and ensures that pupils acquire speaking, listening, literacy and numeracy skills.

The School provides a full PSHE programme including statutory Relationships and Sex Education and specific opportunities, particularly for those in Years 7 and 8, for careers guidance. The curriculum includes personal, social, health and economic education which reflects the School's Mission.

Through the curriculum, and enhanced by supporting policies and schemes, the School teaches and supports fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. It encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act.

Together, this ensures effective preparation of pupils for the opportunities, responsibilities, and experiences of life in British society.

For EYFS pupils, including children below the compulsory school age, the School follows the statutory framework for the Early Years Foundation Stage and the seven areas of learning and development, seeking to ignite children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. Within the seven areas, we provide specialist lessons for physical development. In addition specialist teachers teach Performing Arts in Nursery and Reception and MFL in Reception.

The EYFS teaching staff consider the individual needs, interests, and stage of development of each child and place great emphasis upon Child Initiated Learning and In The Moment Planning.

They work closely with the School Learning Support Department in identifying special educational needs or disabilities which require specialist support.

EYFS staff assess pupils against the Early Learning Goals, including a full Reception baseline assessment and end of year EYFS profile.

Learning Support

The School's Learning Support Department monitors the needs of pupils with SEND and EAL; Pupil Passports and specialist interventions ensure that pupils receive the support that they need to access the curriculum and make progress.

Where a child has English as an Additional Language, the delivery of lessons is in English, but the Learning Support Department provides support so that they can access learning.

For further information, refer to the Edge Grove Learning Support Policy, which explains how the School meets the SEN and Disability Code of Practice, 0-25 years 2015 (SEND Code 2015).

The Senior Deputy Head (Academic) and Academic Heads of Departments (AHoDs) and Co-Curricular Heads of Department, Heads of Year and Academic Data Coordinators monitor and review curriculum provision and tracking of pupil progress.

Delivery of our Curriculum

The Curriculum within EYFS is based upon and exceeds the EYFS statutory requirements; through KS 1 & 2 the National Curriculum provides the starting point for schemes of work which staff then extend and supplement with aspects from ISEB specifications and 11+ entrance exam requirements.

Within KS3, we design our own skill-based schemes of work which not only meet the ISEB specifications and requirements of senior school Admissions Assessments and Scholarships, but provide the best possible curriculum to inspire learners.

The Edge Grove curriculum includes the following timetable provision (hours per week) for different subjects, demonstrating both a breadth of subjects and balance of curriculum time.

	Year 1 & 2	Year 3 & 4	Year 5	Year 6	Year 7 & 8
English	6	6	11	11	3.5
Phonics	2.5	-	-	-	-
Maths	6	5.5	11	11	3.5
Science	1	1.5	2	2	3
Geography	1	1	1	1	1.5
History		1	1	1	1.5
TPR		1	1	1	1.5
MFL	1	1	2	2	2
Latin	-	-	-	1	1.5
Art	1	1	1	1	1

DT					1
Computing	0.5	1	1	1	1
PE	1	1	1	1	1
Performing Arts	0.5	1	1	1	1
Forest School	1.5	1	-	-	-
PSHE	0.5	1	0.5	0.5	0.5
Reasoning	-	-	1	-	-

Academic and Co-Curricular Heads of Department manage curriculum plans which inform lesson planning so that they are well planned, incorporating pace, variety and challenge.

Our Facilities and Technology

Edge Grove's outstanding buildings, grounds, facilities and technologies provide further educational opportunities for pupils to progress. We embrace IT skills through the curriculum using our IT suite, banks of Chromebooks and classroom technology, enabled by our whole School network. In addition, each pupil from Year 5 upwards makes use of a personal School-managed Chromebook to support their learning.

Marking and Feedback

Marking has two purposes. One, pupils act on feedback and make progress over time. Two, it informs future planning and teaching.

Teachers assess children's work frequently, regularly and thoroughly, and use assessment data to inform future lesson planning, adapting to meet children's needs and responding to their prior attainment and progress. Teachers give children feedback on what they have achieved and their next steps for further progress.

Feedback will often be given verbally in a lesson and not all pieces of work will be marked in depth. Written feedback is not useful in the EYFS where pupils are not yet secure in their ability to read.

Written feedback develops in appropriateness as a pupil moves through the Junior Department.

Literacy based subjects use the Literacy marking codes, as provided by the English Department, as appropriate for the age of the pupils.

Pupils will self-mark and improve their work using green pen, where appropriate.

Teachers will additionally use marking and feedback as a way of motivating and praising pupils for their effort.

Reporting to Parents

The School provides regular feedback to parents in a variety of ways. These include:

- a) Informal means. e.g. verbally at the end of the day, via an email
- b) Formal means
 - i) Parents' Evenings
 - ii) Written Reports

iii) Data Report

The schedule for reporting to parents is shown below.

Years	Parents' Evenings	Reports
Nursery - Year 2	October February	December July
Year 3 & 4	October (Form Teacher only) March	December July
Year 5	February	December March July
Year 6	October	December Grades only - March July
Year 7	March	Grades - Dec July
Year 8	February	Grades - Dec March Valedictory - July

Destination Schools

Edge Grove prepares pupils thoroughly for any entrance assessments that they sit for entry to Senior Schools at 11+ and 13+. Year 6 and Year 8 pupils gain academic, music, sport and all-round scholarships and awards every year.

Pupils move on to a wide range of academically selective day and boarding senior schools in the maintained and independent sectors.

The Head and Senior Deputy Head (Academic) advise parents in their choice of senior school according to the academic profile of their child including advice on potential scholarships.

Co-Curricular and Pastoral Learning

Policy Review

The Academic and Co-Curricular Heads of Department, overseen by the Senior Deputy Head (Academic) and Assistant Head (Co-Curricular), monitor, evaluate and review the implementation of the Curriculum Policy and the effective delivery of the curriculum through the School.

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