Curriculum Policy

for the whole School including EYFS

Policy reviewed by	DHCA and AHoA
Date Reviewed on	September 2026
SLT Review Period	Annual
Next SLT Review Date Due	September 2027
Governor Review Period	Annual
Governing Committee	Education Committee
Approved by Governors On	September 2026
Next Governor Review Due	Autumn 2027

Mission
Our child-centred educational Mission promotes educational **Integrity**, **Independence** and **Inspiration**.

Pastoral Integrity
Underpinned by our 12 core values, Edge Grove supports pupils to feel healthy, happy and proud to belong. Pupils are encouraged to develop a strong sense of self, value their individuality, build positive relationships, and understand that their choices and actions contribute positively to the lives of others and to the wider Edge Grove community.

Independent Learning
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 and a Growth Mindset, passion and entrepreneurship. Our academic and co-curricular focus therefore prioritises the development of pupil **Independence** and on the development of learning skills. We inspire pupils to work hard and challenge themselves by providing an engaging, stimulating environment in which they recognise the intrinsic value of learning, take pride in their progress and are motivated to achieve their best.

Educational Inspiration
Through a dynamic and progressive curriculum, pupils are encouraged to develop their curiosity and excitement for learning in ways that emphasise knowledge as a tool for change, a passport to the future, and a lifelong journey.

Pupil Admissions
Edge Grove assesses all prospective pupils and offers places to pupils who will powerfully gain from and contribute to the School's Mission and Values.

Our Staff
Our highly-qualified and experienced staff:

- Safeguard the health, safety and welfare of all pupils;
- Promote the School's Mission and Values;
- Understand pupils' learning profiles;
- Are ambitious in developing the School's academic, co-curricular and pastoral Mission;
- Solve complex problems;
- Think critically;
- Create;
- Communicate articulately;
- Collaborate powerfully as team members, managers and leaders;
- Exercise emotional intelligence, cognitive flexibility, judgement and decision-making;
- Serve with humility;
- Negotiate;
- Adapt;
- Are resilient.

School Structure

Department	SLT Lead	Key Stages	Year Groups
Junior	Head (Junior) Alice Wynne	**Early Years Foundation Stage (EYFS)**	**Pre-School**
			Reception

		Key Stage 1	**Year 1**
			Year 2
Middle	Head of Lower Middle Deputy Head, Curriculum Advancement Tora Hodge	**Key Stage 2** **Lower Middle**	**Year 3**
			Year 4
		Key Stage 2 **Upper Middle**	**Year 5**
Senior	Senior Deputy Head (Pastoral), Marion Wright & Deputy Head Curriculum Advancement, Tora Hodge		**Year 6**
		Key Stage 3 **Seniors**	**Year 7**
			Year 8

Data
Tracking and assessing each child's academic, co-curricular and pastoral development helps us to understand their progress and devise educational interventions that meet the needs of every pupil, class, set and year group. We do this through:

Nationally-Standardised Benchmarking Assessments
At least annually, we benchmark each child's academic progress using online tests in the following curriculum areas:
i) Cognitive Potential (Y2 onwards)
ii) Mathematics:
- Arithmetic
- Mathematical Reasoning

iii) English:
- Reading
- Spelling
- Grammar, Punctuation and Vocabulary

iv) Other nationally-standardised assessments.

Pupils also sit
Internal Assessments progress assessments in core and co-curricular subject areas.
External Assessments eg. entrance examinations to 11+ and 13+ schools;

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** and benchmark pupils' progress against national and external data, while using internal data to identify patterns in progress across cohorts, year groups and the school as a whole;

b) **Identify** appropriate educational **interventions**, such as Learning Support and/or Gifted and Talented interventions through our IGNITE programme (see below);

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 Assistant Head Academics shares updated attainment data from standardised tests with parents on the School reporting portal. These are made available by the Assistant Head Digital Development.

Setting
All forms are mixed ability and are shuffled 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 where necessary. Interventions are also used for smaller group teaching.

English
One advanced English set runs in Years 5 and 6. Other sets are largely mixed ability. In Seniors the pupils are taught as one year group.

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 (RSE), in line with the most recent DfE guidance (2025). Our PSHE curriculum covers personal, social, health and economic education so pupils develop the skills, knowledge and confidence to make informed decisions, build healthy relationships, recognise risk, seek help when needed and contribute positively to their community.The curriculum also explicitly addresses online harms, including AI-generated abuse (including AI-generated content, image manipulation, deepfakes, disinformation, online scams and image-based abuse) and tackles issues of misogyny/misandry, sexism, sexual harassment, and prejudice in line with the updated *Relationships, Sex and Health Education* guidance (DfE, 2025).The School's PSHE programme reflects the School's Mission and Values.

In the Seniors (Year 7 and 8), pupils are supported to gain greater independence, resilience and leadership through a wide range of opportunities. These include leadership roles, mentoring responsibilities, enrichment activities, and preparation for transition to senior schools. The PSHE curriculum and wider co-curricular programme equip pupils with the knowledge and skills they need to make informed choices about their learning, relationships, health and future pathways. Seniors follow a unique, bespoke Diploma Programme during their time in Year 7 and 8.

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 pupils in the Early Years Foundation Stage (EYFS), including those below compulsory school age, the School uses the statutory EYFS Framework as the foundation for planning. As an independent school, we are exempt from the Learning, Development, and Assessment Requirements set out in the framework. However, we continue to use it as a guide, enriching it with our own Edge Grove Specific Curriculum. Together, these underpin our approach to the seven areas of learning and development, aiming to spark children's curiosity and enthusiasm for learning, while developing their capacity to learn, build relationships, and thrive.

Pupils also benefit from specialist teaching in physical education, performing arts and languages. These provide the children with enhanced support covering various aspects of the seven areas of learning.

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.

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 through termly online progress assessments.

We introduce pupils to handwriting initially through a non-cursive script with children accurately learning to join letters in Year 2.

Throughout Key Stages 1 and 2, pupils develop their literacy, numeracy and oracy skills through a variety of whole-School interventions. As pupils progress through the School, dynamic schemes of work guide teachers in creating opportunities for pupils to develop and secure these key skills in all areas of the curriculum.

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 SEND Policy, which explains how the School meets the SEN and Disability Code of Practice, 0-25 years 2015 (SEND Code 2015).

The Deputy Head Curriculum Advancement and Assistant Head Academics, alongside the Heads of Department monitor and review curriculum provision and tracking of pupil progress.

Ignite

Edge Grove's enrichment programme for more able pupils is aptly named 'Ignite', reflecting our staff's commitment to finding what sparks a pupil's passion, helping them develop as confident, independent learners, enhancing their higher-order thinking, and nurturing their full intellectual, physical, and creative potential.

Pupils demonstrating notable high ability are recognised as:

Ignite Sparks – Junior Department
Ignite Cubs – Years 3 - 5
Ignite Fellows – Years 6 - 8

Recognition can be in one or more areas:

- Academic
- Computing
- Art
- Design & Technology
- Drama
- Music
- Sport

We use many methods to identify the pupils awarded Academic Ignite status, including:

- Standardised test scores;
- The pupil's contributions and work in class.

In line with the School Mission, Academic Ignite pupils are active, confident and independent learners and typically demonstrate excellence in the following skills:

- 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.

The Ignite Coordinator and AHA review the status of pupils termly and carefully differentiate teaching to ensure that their learning has the requisite pace, variety and challenge.

Academic Ignite pupils have access to a designated Google Classroom where pupils take on challenges often entering appropriate national competitions, other academic events and competitions against other schools.

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 Future 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	Seniors
English	5	5	5	5	3.5
Phonics	2.5	-	-	-	-
Maths	5	5	5	5	4
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	30 mins	1	2	2	2
Greek Mythology	30 mins	-	-	-	-
Latin	-	-	-	1	1
Art	1	1	1	1	1
DT					1
Computing	1	1	1	1	1
PE	1	1	1	1	1
Performing Arts	1	1	1	1	1
Forest School	2	1	-	-	-
PSHE	1	1	1	1	1
Reasoning	30 mins	1	1	1	-

Academic and Co-Curricular Heads of Department manage curriculum plans which inform lesson planning so that lessons are well planned, with high levels of 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.

Marking and Feedback

Marking has two purposes. Firstly, pupils act on feedback and make progress over time. Secondly, marking 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 Reports
    iv) Open Classrooms

Future Schools

Edge Grove prepares pupils thoroughly for entry to Future Schools at 11+ and 13+.

Edge Grove pupils achieve a high level of success in gaining academic, Performing Arts, Sport, STEM, DT and all-round scholarships and awards each year. Pupils identified with scholarship potential receive individual/small group support.

Pupils successfully secure places at a wide range of academically selective independent and state schools, including boarding schools, with each child supported to find a Future School that is well matched to their individual aptitude, interests and aspirations.

The Head and Deputy Head Curriculum Advancement play a key role in guiding parents through the choice of future schools, offering advice that is carefully tailored to each child's academic profile, strengths, and aspirations. They also provide guidance on scholarship opportunities, ensuring families are fully supported in making informed decisions. Working alongside them, the Assistant Head Academics ensures that pupils are well-prepared for the next stage of their education, with a future schools curriculum designed to support both strong academic outcomes and individual pathways.

Co-Curricular and Pastoral Learning

Our co-curricular programme provides pupils with opportunities to put our Values into practice, developing qualities such as sportsmanship, humility, determination, creativity, resilience and collaboration. Through sport, the arts, Forest School and musical and drama ensembles, pupils develop skills, confidence and character beyond the classroom.

Through co-curricular involvement, we nurture pupils' existing skills and interests while developing their leadership, collaboration and interpersonal skills. We encourage pupils to embrace new opportunities, challenge themselves and discover interests and talents they may not otherwise have had the opportunity to explore.

Policy Review

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

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