

# Curriculum Policy

## Whole School & EYFS

**Regulation ISSR: Part 1 (1,2,2A,3,4) Part 2(5)**  
**Reviewed and updated by: Miss E Scott and Miss M Brady**  
**Approval: Full Governor Board**  
**Last Review: Autumn 2024**  
**Next Review: Autumn 2025**



This policy will be amended before the review date if necessary.

### Introduction

It is our policy to provide a broad, balanced and differentiated curriculum which acknowledges that children learn in many different ways. We develop strategies that allow children to learn in ways that suit them that will provide them with the knowledge, skills and understanding to become positive, responsible people, who can achieve their full potential.

We constantly monitor national changes in the curriculum and the international and local environment to provide an exciting, engaging and challenging curriculum that seeks the highest level of attainment from all our children.

This policy should be read in conjunction with the PSHE and RSE Policy, Homework Policy and the Careers Policy.

### Aims:

- To provide full-time supervised education for pupils of compulsory school age, as defined in Part 1 of the Education and Skills Act, 2008 which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education (definitions on next page).
- To provide subject matter appropriate for the ages and aptitudes of all pupils, including pupils with an EHC Plan.
- To provide opportunities in which pupils will acquire skills in speaking, listening, literacy and numeracy.
- To provide personal, social, health and economic education (including relationships and Sex Education) which meets statutory requirements and reflects the school's aims and ethos.
- To provide appropriate careers education, guidance and inspiration for all pupils.
- To provide a curriculum in which all pupils have the opportunity to learn and make progress and to ensure its delivery through effective teaching and learning strategies in order to stimulate high achievement and the full realisation of each pupil's potential.
- To provide a curriculum that takes full account of particular learning needs including special education needs, EAL and for gifted students. (Please see SEND, EAL and Gifted, Talented and Interested Policy)
- To prepare pupils for the opportunities, responsibilities and experiences of adult life by equipping them with the personal, learning and thinking skills they will need to succeed.
- To develop a dynamic curriculum with the capacity for flexible responses to national and local educational initiatives and social change.
- To help enable all our pupils to be healthy, stay safe, enjoy and achieve, make a positive contribution and enjoy economic well-being regardless of background or circumstance.
- To ensure we do not undermine fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

- To effectively prepare pupils for the opportunities, responsibilities and experiences of life in British society.

The above aims are supported by appropriate departmental plans and schemes of work as seen and in Prep and EYFS planning documentation.

### Definitions:

- **Linguistic** – to develop pupils’ communication skills and increase their command of language through listening, speaking, reading and writing.
- **Mathematical** – to help pupils make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.
- **Scientific** – to increase pupils’ knowledge and understanding of nature, materials and forces and to develop skills associated with science as a process of enquiry: for example, observing, forming hypothesis, conducting experiments and recording findings.
- **Technological** – to develop skills in the use of information and communication technology (ICT) and computing; developing, planning and communicating ideas; to work with tools, equipment, materials and components to produce good quality products; and to evaluate processes and products.
- **Human and Social** – to develop awareness of people and their environment and how human action, now and in the past, has influenced events and conditions.
- **Physical** – to develop pupils’ physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. To help pupils acquire knowledge and understanding of the basic principles of fitness and health.
- **Aesthetic and creative** – to give pupils experiences in the process of making, composing and inventing. To appreciate the aesthetic and creative aspects of all subjects but in particular art, music, dance, drama and the study of literature as they allow for personal, imaginative, and often practical, responses.
- **Religious Education** – promotes spiritual, moral, social and cultural education. The focus is to teach respect for world religions.

### Objectives:

- To teach the curriculum in the context of the National Curriculum with variation and enhancement in both syllabus content and subjects offered where appropriate.
- To ensure access to the curriculum and inclusivity for all pupils including those with specific learning differences or physical needs.
- To deliver the curriculum using a variety of teaching approaches that suit the needs of different students. To match tasks to students and balance the challenge with likelihood of success for each student.
- To have a basis from which to make informed and realistic choices and decisions at all stages.
- To offer appropriate, up-to-date Careers Education and Guidance for pupils receiving Secondary Education that is presented in an impartial manner, enables pupils to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential. (Please see Careers Education and Guidance Policy)
- To have an informed perspective about the role of the individual in the community, society and the world of work.
- To have a flexibility of attitude and willingness to learn, sufficient to cope with future changes in society, technology and career patterns.
- To exhibit a set of personal values based on honesty and trust, tolerance, understanding, caring and respect for others which allow the establishment of effective personal and social relationships.

- To appreciate and value the plural, multi-cultural and multi-faith nature of society.
- To understand the causes of inequality of opportunity and treatment afforded to many people on account of ethnicity, gender, social class or disability and the need to remove such discrimination.
- To have political and economic literacy sufficient to be able to contribute to the development of society and participate in it.
- To encourage the development of independent learning and intellectual risk-taking.
- To ensure pupils acquire speaking, listening, literacy and numeracy skills.

## **Principles:**

**Breadth** – A broad curriculum will bring students into contact with the elements of learning (knowledge, concepts, skills and attitudes) and the areas of learning experience (aesthetic, creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological). It also acknowledges the value of learning outside the confines of the classroom across subjects and within the community at large.

**Balance** – A balanced curriculum will ensure that each area of learning and experience will be given appropriate attention in relation to the others and to the curriculum as a whole.

**Coherence** - A coherent curriculum will be planned as a whole and embrace the different areas of learning and experience so that they do not appear as discrete and unconnected but as contributing to overall progress and achievement.

**Relevance** - A relevant curriculum will take account of the previous learning of the pupils and their readiness for new experiences.

**Differentiation** - The curriculum has to allow for differences between children, even of the same age and within the same class. Differentiation involves matching tasks to pupils' ability, balancing challenges with the likelihood of success for each student across the ability range. It implies a need for variation in teaching approaches and classroom organisation based on preferred learning styles.

## **Enabling Progress**

All pupils should make good progress according to their ability. All pupils are actively pushed towards increased achievement by the teaching they receive. This is characterized as follows:

- Teachers have a good understanding of their pupils needs, aptitudes and prior attainments and plan their lessons accordingly
- Teachers have good subject knowledge and understanding
- Teachers use resources of good quality that are wide ranging and stimulating
- Teaching encourages pupils to work hard, be self-motivated and achieve and take a positive attitude to learning
- Teachers foster debate and discussion in a positive environment
- Teaching ensures good behaviour
- Teaching encourages pupils to think and learn for themselves
- Teachers use assessments to support their planning of teaching
- Teaching does not undermine the fundamental British values of democracy, the rule of law and mutual respect of those with different faiths and beliefs
- Teaching does not discriminate in relation to protected characteristics

The school tracking system is in place to monitor pupil progress and trigger intervention strategies. The PEAR grid outlines the Assessment, Recording and Reporting schedule.

## **Inclusion**

The curriculum is designed to be accessed by all pupils. If a pupil has a special educational need, the school is fully committed to meeting these individual needs. The separate SEND Policy

which complies fully with the 2010 Equality Act outlines this provision. The SENDCo provides a pen portrait for each pupil identified as having SEND requirements and provides information as to how best teaching staff can meet the needs of pupils within the classroom. Pupils for whom English is an Additional Language are given guidance as to how best to develop their English and encouraged to obtain external tutoring if needed.

There may be a need to modify the curriculum for a small number of pupils, for example if they are competing in sport at a high level; or if a pupil joins after Year 7 and their previous educational provision does not allow a pupil to follow the full curriculum. Core skills groups exist in Year 7 to 11 to provide extra lessons in literacy and numeracy. Pupils in this group study one language rather than two at Key Stage 3 and one less GCSE in Years 10 and 11. Provision for Looked After Children is detailed in the Safeguarding Policy.

## **PSHE**

The PSHE programme reflects the School's aim and ethos. It encourages respect for other people paying particular regard to the protected characteristics set out in the Equality Act of 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation.

The aims of the PSHE programme is to encourage pupils to:

- Take an interest in topical and controversial issues.
- Engage in discussion and debate within a supportive and safe environment.
- Learn about their rights and responsibilities.
- Enjoy healthy, safe, responsible, fulfilled lives.
- Understand the nature of work.
- Become informed consumers.
- Understand the fundamental British values inherent in our culture and society

Refer to the PSHE and RSE Policy for further details.

## **Fundamental British Values**

Teaching must promote and not undermine the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance to those of different faiths and beliefs. The FBV Mapping Document outlines where these values are delivered in the curriculum (see SMSC Policy)

## **Be More Programme and Learner Profile**

Our Be More programme is our holistic approach to education to ensure each pupil achieves their full potential. We aim to develop the whole learner through both the curriculum and enrichment programme. Central to the Be More Programme are the Learner Profile attributes which are key qualities to becoming a lifelong learner. They are:

Resilience

Responsibility

Reflection

Resourcefulness

Collaboration

Creativity

Curiosity

Collaboration

## **Prep, Pre-Prep and Early Years**

The Prep educates children aged 2 to 11. In Early Years (Nursery, Pre-School and Reception) and Pre-Prep (Years 1 and 2), the children are class based with one teacher specifically trained for that age group. They have the majority of their lessons with their teacher, but a number of subject specialists take them for MFL, Music, PE and Dance and Drama. In the Prep School (Years 3 to 6) children are still class based but more of their lessons are taught by subject specialists (e.g. Computing and Specialist Maths and English for 1 lesson per week in Years 5 and 6).

The curriculum is broad, comprising of: English, Mathematics, Science, MFL, History, Geography, Religious Studies, Art, Design & Technology, Music, Drama and Dance, PSHE and PE. Computing is taught as a discrete subject and through individual academic subjects. In Years 1-6 a creative curriculum integrates the foundation subjects (and many other subjects). Integration focuses on making connections for students, allowing them to engage in relevant, meaningful activities that can be connected to real life.

The curriculum encourages students to understand and respect Fundamental British Values. In subjects across the curriculum, students are taught to respect each other and each other's opinions; to be co-operative and collaborative; to be tolerant, and to support each other. Students are encouraged to take personal responsibility for their own choices, ambitions and aspirations.

### **The Early Years Foundation Stage**

The values of democracy, rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs are implicitly embedded within the themes and principles of the Statutory Framework for the Early Years Foundation Stage. The underlying principle of 'a unique child' is that individual children should be respected and have access to early years provision that fosters their unique aptitude's and abilities, enabling them to thrive and develop. Through positive relationships children develop self-confidence and learn to become more independent. They develop a sense of right and wrong and learn to regulate their own behaviour. Practitioners plan to provide enabling environments where children feel secure and able to take risks with their learning, encouraging them to become creative and critical thinkers that are able to communicate their thoughts and ideas. The curriculum for children in the Early Years provides all this within a supportive environment, enabling them to develop the skills that will ultimately enable them to take their place as responsible citizens within British society.

The curriculum taught in Nursery, Pre-School and Reception follows the guidance set out in the Early Years Framework. Our curriculum planning focuses on the age-related expectations of the Development Matters documentation and the Early Learning Goals, as set out in this framework. The children's own interests and 'next steps' are considered as an inclusive part of planning and the development of children's skills and experiences

AESG fully supports the principle that young children learn through play, and by engaging in well planned and structured activities. Teaching in the Reception class builds on the experiences of the children in their nursery and pre-school learning. Most of our pupils come from our Pre-School.

Assessment in Nursery, Pre-School and Reception is on-going and children's progress is recorded on AESG tracking documentation based on Development Matters. Progress is tracked electronically throughout EYFS. Final judgements are recorded on the Foundation Stage Profile at the end of Reception (Please see Assessment, Recording and Reporting (Prep and EYFS) Policy).

We are mindful that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

### **Pre-Prep - Year 1 and 2**

The curriculum in the Pre-Prep continues to build on the skills and aptitude's that the pupils have already started to acquire in the Early Years Foundation stage.

In addition to daily Maths and English lessons, the following subjects are taught on a weekly basis:

- Integrated curriculum (Science, History and Geography and other subjects)
- Religious Studies
- PSHE
- Computing
- Art/Design/Technology (including food)
- Drama (including dance)
- Music
- PE
- MFL
- Forest School (2 lessons on a biweekly basis)

### **Prep – Years 3 – 6**

The curriculum in Prep continues to build on the skills and aptitude's that the pupils have been developing in the Pre-Prep.

In addition to daily Maths and English lessons, the following subjects are taught on a weekly basis:

- Integrated curriculum (Science, History and Geography and other subjects)
- Religious Studies
- PSHE
- Computing
- Art/Design/Technology (including food)
- Music and singing
- PE
- Drama (including dance)
- MFL
- Forest School (2 lessons on a biweekly basis)

In addition, the girls in Reception to Year 6 have a timetabled, once a fortnight lesson, with the School Librarian.

The teaching of one/two Verbal Reasoning lessons per week will also take place in Years 3 to 6 in preparation for the Senior School entrance exam.

### **Planning**

We plan our curriculum in two phases. The first phase is to design and agree a long-term plan for subjects/the integrated curriculum to be taught each term. The Head of Prep, along with the support of the Learning Leaders, is responsible for reviewing these plans on an annual basis.

The second phase is planning through medium-term plans, giving clear guidance on the objectives and teaching strategies for each topic. Our medium-term plans ensure the requirements of the National Curriculum are met and often extended and enhanced.

Weekly plans then identify the teaching taking place each week. These plans constitute a working document which can be annotated with changes, amendments, assessments or comments.

Throughout the school we adopt an integrated topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the

National Curriculum and early learning goals, and there is planned progression in all curriculum areas

### Monitoring and review

The Head of Prep School is responsible for the day-to-day organisation of the curriculum and for ensuring that all long- and medium-term planning is in place.

Learning Leaders, with the Head of Prep School, monitor the way in which their subject is taught throughout the school. They examine long- and medium-term planning and ensure that appropriate teaching strategies are used. Learning Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy is monitored by the Head of Prep School, who provides regular reports to the Governing body. It will be reviewed regularly.

### Staff Development

In-service training is provided in order to update and improve standards of teaching and learning. Staff training needs are assessed and agreed through annual performance appraisal. Initiatives in curriculum development, teaching strategies and learning are monitored to ensure teachers are fully-equipped to deliver the curriculum effectively. Staff are encouraged to identify and attend professional training at least once an academic year to update and refresh practice.

### Curriculum Plans and Time

Tables illustrating the number of lessons (in Years 1 to 6) per subject, per week, can be found below. These are approximate calculations and are subject to change throughout the year with the adaption of each timetable (for example; with the inclusion of swimming lessons). Long- and Medium-Term Curriculum plans for Years 1 to 6 can be found on the Staff Sharepoint.

	<b>Year 6</b>	<b>Year 5</b>	<b>Year 4</b>	<b>Year 3</b>	<b>Year 2</b>	<b>Year 1</b>
<b>Subject</b>	<b>Lessons are 50 minutes</b>					
English	5	5	5	5	5	5
Maths	5	5	5	5	5	5
Reading and Phonics	2	2	2	2	5.5	5.5
Integrated Curriculum (Science, History & Geography)	6	6	6	6	4	4
Computing	1	1	1	1	1	1
Art & Design	2	2	2	2	2	2
Music	1	1	1	1	1	1
MFL	1	1	1	1	1	1
RE	1	1	1	1	1	1
PSHE	1	1	1	1	1	1
PE	2	2	2	2	2	2
Drama/Dance	1	1	1	1	1	1
Verbal Reasoning	1	1	1	1	/	/
Forest School	1	1	1	1	1	1
Library	0.5	0.5	0.5	0.5	0.5	0.5

## Early Years Foundation Stage

	<b>Reception</b>
<b>Subject</b>	<b>Lessons are 50 minutes but all timetables in EYFS are adapted accordingly based on the needs and interests of the pupils.</b>
English	4
Maths	4
Phonics	4
Topic/Continuous Provision based on the EYFS framework	5
Computing	1
Art & Design	1
Music	1
MFL	1
RE	1
PSHE	1
PE	2
Drama/Dance	1
Forest School	1
Library	0.5

## Pre-School and Nursery

Good practice in the Early Years Foundation Stage (EYFS) emphasises that teaching should be based on the needs and interests of the children. In our Pre-School and Nursery settings, we ensure this by following the statutory EYFS framework, which provides a foundation to support children's development across the seven areas of learning. Our weekly planning informs the timetable through planned activities, rather than structured and set lessons, allowing for a flexible and responsive approach. By designing a curriculum tailored to our setting, we deliver these areas through a range of activities, play, teaching, and experiences that are carefully planned to engage and support each child, helping them to learn, develop, and thrive in a nurturing and stimulating environment. Alongside this tailored approach, pupils in the Pre-School and Nursery enjoy a specialist PE lesson each week.

Alongside our weekly planning in the Early Years Foundation Stage (EYFS), outdoor learning is vitally important, and pupils have access to outdoor provision at all times, ensuring they can engage with nature and outdoor play freely. In addition to our planned and 'in the moment' learning, we complete a variety of activities on a weekly basis, including daily focused circle times, ballet, music and movement, sensory sessions, library visits, baking, and music. We also organise trips, especially to Alderley Edge village, enhancing the children's learning experiences. Many of these activities take place in other areas of the school, utilising the full range of resources available. Furthermore, we have incorporated Jigsaw and White Rose frameworks into our planning to enrich the learning journey for our pupils.



### **Key Stage 3**

The following subject offer ensures that all pupils experience a linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The methods of teaching also ensure that pupils acquire speaking, listening, literacy and numeracy skills. All pupils have the opportunity to learn, to make progress and to become prepared for the opportunities, responsibilities and experiences of life in British society.

The following subjects are studied on a weekly basis by all students:

- Art
- Biology
- Chemistry
- Design Technology
- Drama/Dance
- English
- Food Technology
- Geography
- History
- Computing
- Mathematics
- Music
- Physical Education
- PSHE
- Physics
- Religious Studies

In addition to the above all Year 7 follow a short course of lessons in Spanish and French until October half term to enable them to decide which two languages they will carry forward to study throughout Years 8 and 9.

### **Key Stage 4**

#### **Core Subjects**

The following subjects must be studied:

- English Language
- English Literature
- Mathematics
- Science
- Core PE

- PSHE - This is a non-examined course in which pupils study:-
  - Religion
  - Personal Finance
  - Consumer Education
  - Sexual and Relationship Issues
  - Study Skills
  - Developing a Healthy Safe Lifestyle
  - Careers Education

### **Optional Subjects**

- Art
- Business
- Computing
- Design Technology
- Drama
- Food Technology
- French
- Geography
- History
- ICT
- Music
- PE
- Religious Studies
- Spanish
- Triple Science

Most of our pupils in Year 10 and below will be entered for 9 full GCSE subjects. A small number of pupils each year may be advised to study a reduced curriculum of 7 or 8 GCSE subjects.

Full details of the Key Stage 4 curriculum, including information on specifications for GCSE Level examinations, are updated annually and are available in the GCSE Options Booklet.

### **THE VI FORM CURRICULUM**

In the VI Form most students choose three or four subjects from a list of twenty-five subjects.

The subject offer ensures that all pupils have the opportunity to experience a linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The methods of

teaching also ensure that pupils acquire speaking, listening, literacy and numeracy skills where appropriate. All pupils have the opportunity to learn, to make progress and to become prepared for the opportunities, responsibilities and experiences of life in British society.

Art and Design	Geography
Biology	History
Business	Information Technology
Chemistry	Mathematics
	Further Mathematics
Computer Science	Music
Design & Technology: Fashion and Textiles	Photography
Drama and Theatre Studies	Physical Education
Economics	Physics
English Language	Psychology
English Literature	Religion, Philosophy & Ethics
French	Spanish
Food	

All Sixth Form students have the opportunity to participate in the Extended Project Qualification.

The Sixth Form block structure is designed to accommodate each student's choice. It is therefore very flexible, allowing most combinations of subjects. Each subject has 11 lessons a fortnight.

To ensure that our principles of breadth, balance and coherence are put into practice, we are committed to maintaining subjects on the curriculum even when numbers are low.

External AS examinations are not taken at the end of Lower Sixth. All students follow a linear programme with assessment only at the end of Upper Sixth. Increasingly, students take 3 A Levels from the start of Lower Sixth but a small number can take four subjects.

Provision will be made so that if students have not gained a grade C in Mathematics or English at GCSE level they can improve their grade.

Most girls continue to study three of their original A level subjects in Upper Sixth. Students may continue with four subjects, though this is not advisable for most and has to be approved by the Head of VI Form.

Students also follow a PSHE programme, which includes health, personal, social and careers education, study skills and citizenship. They attend Physical Education lessons one afternoon a week. A voluntary programme of Community Service for Lower Sixth and Upper Sixth is independently organised – one afternoon a week. When not in lessons, students are expected to undertake private study.

Full details of the Sixth Form curriculum, including information on specifications for Advanced Subsidiary and Advanced Level examinations, are updated annually and are available in the Sixth Form Information Booklet.

## **Enrichment**

### **Prep School and EYFS Enrichment**

At Alderley Edge School for Girls, extracurricular and enrichment activities are considered essential in offering a well-rounded and comprehensive education. The Prep School provides students with numerous opportunities to build leadership and teamwork skills through a diverse range of extracurricular programs. These include enrichment clubs, which are available for all students and involve activities within the main school subjects such as PE, science, computing, art, music, dance and drama, as well as new and 'interest-focused' activities such as skateboarding, crafts, quiz clubs, musical theatre and more. Pupil participation is tracked via the Prep 'BeMore profiles' to ensure they fully engage in the available opportunities while balancing their involvement with academic responsibilities.

Other enrichment possibilities take place as part of the curriculum and involve trips out and visitors into school to help bring the girls' studies to life. This includes annual residential trips in Years 3, 4, 5 and 6.

### **Senior School Enrichment**

The Senior School's enrichment program provides a wide array of opportunities beyond the classroom including sports, music, drama, public speaking, the Duke of Edinburgh Award and community service. Through these activities, girls cultivate essential life skills, empathy, and a strong sense of social responsibility, empowering them to make a meaningful impact both locally and globally.

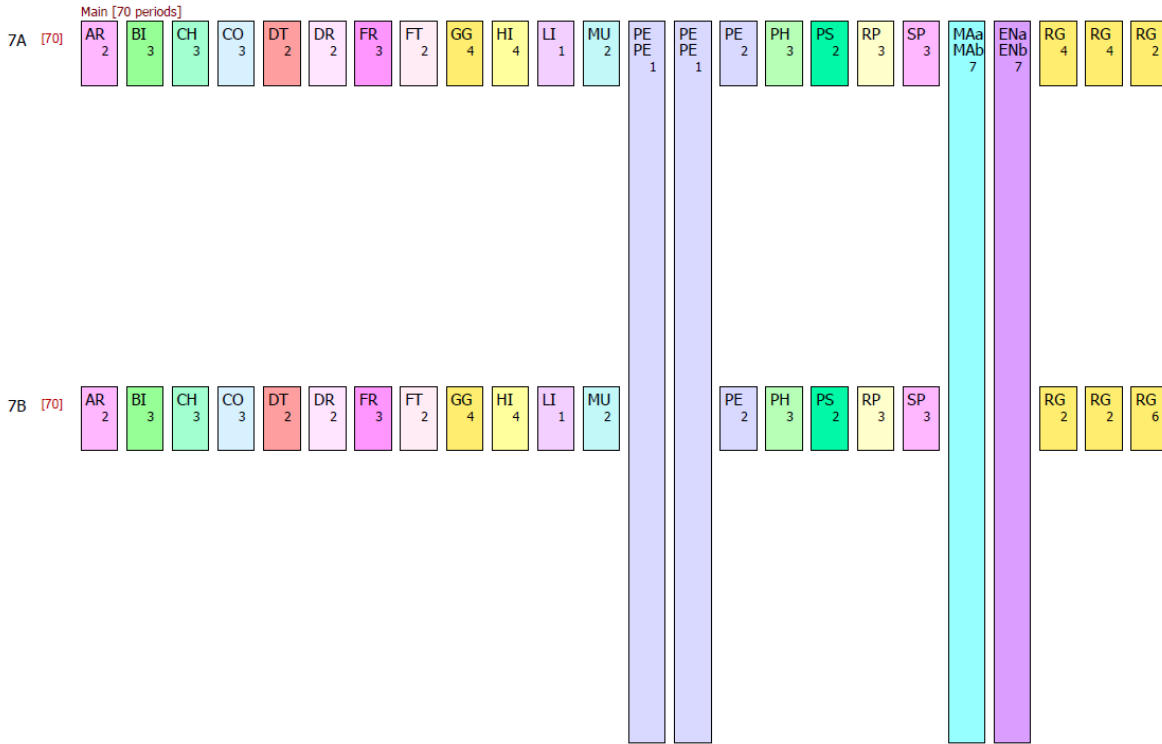
All students are actively encouraged to participate in the enrichment activities, which are introduced at the annual Enrichment Fair and updated each term. These activities are widely promoted and recognised through certifications and public acknowledgments, such as presentations and displays. The programme prioritises health and safety, particularly for off-site or out-of-hours events. It is also fully inclusive, adhering to the Equality Act 2010, ensuring appropriate accommodations for students with disabilities. Additionally, educational visits are carefully balanced, with restrictions placed on external trips during key examination periods, and all proposals require approval from the Headmistress to minimise disruption to academic learning.

## **Curriculum Plans**

Curriculum plans for all year groups, showing the number of lessons per fortnight, can be found as appendices to this policy.

### Curriculum Diagram for Year 7 at ALDERLEY EDGE SCHOOL FOR GIRLS

16/09/2024



### Curriculum Diagram for Year 8 at ALDERLEY EDGE SCHOOL FOR GIRLS

16/09/2024







# Curriculum Diagram for Year 13 at ALDERLEY EDGE SCHOOL FOR GIRLS

16/09/2024

