



St George's
School Edgbaston

PREP SCHOOL: CURRICULUM POLICY

Revised: July 2026



Introduction and Curriculum Vision

Our Curriculum Intent

St George's School provides a broad and balanced curriculum that is centred around our students and their individual needs.

Our curriculum may change year on year as we plan around each cohort of children, ensuring it remains responsive and relevant.

Considering the varying abilities of our intake, we emphasise giving each student the opportunity to strive towards their academic best, securing qualifications that reflect their true potential.

We interpret the National Curriculum in the context of our pupils, taking into account our local environment, the expertise of staff, and the traditions of our school.

What We Want Our Children to Become

Through our curriculum, children will grow and develop into well-equipped young people who are:

- Caring and responsible citizens who:
- Respect others and demonstrate empathy and tolerance
- Have enquiring minds and are resilient
- Can communicate effectively
- Are able to learn independently and collaboratively
- Have essential learning skills in literacy, numeracy, science and ICT
- Are creative, resourceful and develop problem-solving skills
- Can transfer skills to different situations
- Are confident individuals able to live safe, healthy and fulfilling lives (Preparing for Adulthood)
- Understand how to sustain and improve the environment
- Have a sense of belonging, worth, purpose and identity through contributing to our school, local, national and global community
- Understand the need for democracy

Our Curriculum Principles

We believe children learn best when they can see links between concepts and have clear purposes for their learning. Our curriculum is designed to:

- Provide pupils with experience in linguistic, mathematical, scientific, technological, human & social, physical, aesthetic and creative education
- Enable pupils to acquire skills in speaking & listening, literacy and numeracy

- Promote spiritual, moral, cultural, mental and physical development
- Embed Fundamental British Values throughout
- Prepare children for the opportunities, responsibilities and experiences of adult life
- Foster a lifelong love of learning through a highly practical and cross-curricular approach
- Be meaningful, functional and purpose-driven
- Encourage pupils to "take ownership" of their own learning through a wide range of learning approaches

Curriculum Design

Design Principles

Our curriculum is developmental - it reinforces prior learning and increases in cognitive complexity as children move through the school and revisiting concepts in greater depth.

Curriculum Structure and Sequencing

We carefully consider the order in which concepts are taught, choosing how to order subject content, where in pupils' development content will be taught, and designing our curriculum in a way that reinforces concepts over time.

Our curriculum planning operates at three levels:

Long-term planning (The Curriculum Map)

- We follow the National Curriculum and teach the required knowledge and skills for each year group
- Over the course of each year, all foundation subjects are covered
- Some subjects have heavier weighting within topics than others
- Science is taught in every topic; some scientific concepts are taught as discrete subjects
- Topics are carefully created using content from the National Curriculum, pupil voice, and progression continuums

Medium-term planning (Termly/Half-termly)

- Teachers use the long-term plan and National Curriculum objectives to create themes developed with children's ideas
- Teachers focus on engaging and meeting the needs of their particular children
- Key skills and knowledge are identified, and learning inquiries are mapped out week by week

- Resources, trips and experiences are planned to promote learning
- In Literacy we follow Talk for Writing; in Numeracy we use a Mastery approach and White Rose resources
- We also use Lexia – a digital Literacy programme – to support and promote students’ literacy development

Short-term planning (Weekly/Daily lessons)

- Weekly lesson plans enable teachers to consider lesson presentation and create bespoke resources
- Teachers plan by considering:
 - Learning objectives and success criteria
 - Skills or knowledge needed to succeed
 - Assessment for learning and key questions
 - Possible misconceptions
 - How learning will develop throughout the lesson
 - Progress for different groups of children (challenge, scaffolding, EAL support)
 - Pupil Passports
 - IEP targets and EHCP short-term outcomes (as appropriate)
 - Key vocabulary (subject-specific or skills-specific)
 - Use of thinking tools to promote independent learning
 - Links to previous learning and next steps

Progression and Knowledge Building

Our curriculum ensures that knowledge and skills build progressively across year groups:

- **Foundation concepts** are introduced in EYFS and Key Stage 1, providing essential building blocks
- **Core knowledge** is revisited annually with increasing depth and complexity
- **Advanced concepts** in Key Stage 2 draw upon and extend earlier learning
- **Cross-curricular links** help children make connections and deepen understanding

For example, in science, children may learn about light and dark in Key Stage 1, progressing to how light is created and electricity in Key Stage 2, eventually connecting these concepts to more complex ideas such as climate change and sustainability.

Cross-Curricular Approach

Topics provide meaningful cross-curricular links with clearly identified opportunities for:

- Literacy development
- Numeracy application
- ICT skills
- Spiritual, Moral, Social and Cultural (SMSC) development
- Fundamental British Values
- Preparing for Adulthood (PfA) skills
- Sustainable Development Goals (UNICEF Rights Respecting Schools)

The nature of our topics encourages children to apply a range of skills across their learning, making connections that deepen subject knowledge and understanding, and promote independent learning.

Curriculum Implementation

How we Deliver the Curriculum

Our taught curriculum is delivered through a weekly timetable with each day divided into 6 periods of learning. The length of lessons depends on the age of students and the subject being covered. Timetables are reviewed termly but teachers may adapt timetables / routines more regularly depending on the needs of the class.

Pupil Involvement

Where possible and where appropriate, pupils are actively involved in the planning, decision-making and delivery of their learning. There is flexibility to change the vehicle by which they are taught based upon the needs and interests of pupils. Through having a purposeful end goal initiated by the children, pupils are inspired and enthusiastic about their learning.

Learning Beyond the Classroom

We believe learning takes place in many situations, both inside and outside the classroom. We often plan trips around our topics so children have tangible real-life experiences to support their learning, develop their interest and enable them to make links across the curriculum. These experiences support the acquisition of key skills and help them understand more abstract concepts.

Educational visits include:

- Trips within our school grounds and local area
- Visits to museums, galleries, and places of worship
- Experiences throughout the year to develop understanding of various religions, cultures and beliefs
- Residential trips for Year 5 & 6 pupils to foster independence, collaborative learning and resilience

Community Links

Educational visits provide opportunities for St George's to make links between our school and the local community, strengthening our pupils' sense of belonging and citizenship.

Subject-Specific Provision

Early Years Foundation Stage (EYFS)

Our Foundation Stage curriculum is guided by the Early Years Foundation Stage (EYFS) statutory framework and principles. At St George's we ensure that the EYFS curriculum provides a firm foundation for the rest of children's education.

We design our curriculum to enable our youngest pupils to develop key skills and positive attitudes towards learning. All topics covered in the EYFS link progressively with those taught across school.

For detailed information about our EYFS curriculum, please refer to our separate EYFS Teaching and Learning Policy.

Physical Education (PE)

All pupils are expected to take part in the school's physical education and games programme, which provides opportunities for both indoor and outdoor activities.

- PE lessons are provided twice a week, taught by the class teacher or a specialist PE teacher
- Classes take turns to go swimming, so one weekly PE session may be a swimming lesson delivered by trained swimming instructors
- Throughout the school week there are numerous other opportunities for children to be physically active both inside the classroom and in the grounds

Modern Foreign Languages (French)

- French lessons are planned and delivered weekly by a Modern Foreign Languages specialist
- Pupils from Year 1 to Year 6 have the opportunity to learn French

Music

- All pupils from Reception to Year 6 have a weekly Music lesson
- Pupils take part in a weekly singing assembly
- Throughout the year pupils have ample opportunities to perform in productions and assemblies
- Many children take advantage of the extensive range of peripatetic music lessons on offer in school

Computing and ICT

Pupils in Years 1-6 will have a weekly ICT lesson.

At St George's we understand the importance of teaching children about internet safety and navigating the internet safely, ensuring coverage of these vital aspects throughout the curriculum. Children use cross-curricular ICT skills across other subjects.

Religious Education (RE) and Personal, Social, Health Education (PSHE)

RE and PSHE are taught as discrete lessons. We use:

- The Birmingham Agreed Syllabus for RE
- Protective Behaviours programme
- The Jigsaw programme for PSHE

SMSC, Fundamental British Values and Preparing for Adulthood links within topics are identified on medium-term planning.

Philosophy for Children (P4C)

At St George's, P4C helps form the basis for higher-order thinking and questioning based on caring, critical, collaborative and creative questioning. These skills are explicitly taught through the P4C scheme and are evident across the curriculum and its subjects.

Spiritual, Moral, Social and Cultural (SMSC) Development

All National Curriculum subjects at St George's provide opportunities to promote pupils' spiritual, moral, social and cultural development. Explicit opportunities are provided in RE, PSHE and citizenship. A significant contribution is also made by the school ethos, effective relationships throughout the school, collective worship, our Rights Respecting Schools agenda and other curriculum activities.

At St George's we believe that these areas are intrinsic to daily school life. We develop the following skills:

Spiritual Development

- Reflect on their own beliefs and how they inform their perspective on life
- Ask questions and develop interest in and respect for different people's faiths, feelings and values
- Develop a sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use imagination and creativity in their learning

- Be willing to reflect upon their experiences

Moral Development

- Recognise the difference between right and wrong and apply this understanding in their own lives, respecting the civil and criminal law of England
- Understand the consequences of their actions and behaviours
- Show interest in investigating and offering reasoned views about moral and ethical issues, understanding and appreciating the viewpoints of others

Social Development

- Use a range of social skills in different contexts, including working with and socialising with pupils of different religious, ethnic and socio-economic backgrounds
- Show willingness to participate in different communities and social settings, including volunteering, cooperating well with others and solving conflicts effectively
- Accept and engage fully with the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs

Cultural Development

- Understand and appreciate the wide range of cultural influences that have shaped their heritage and that of others
- Understand and appreciate the range of different cultures within school and further afield as essential preparation for life in modern Britain
- Show willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- Develop interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity

Extra-Curricular Activities

We offer a wide range of activities to encourage children to participate and learn new things. These are provided through our wellbeing afternoons or additional clubs.

- Through the School Council, children identify possible clubs they would like to attend
- Clubs are reviewed on a termly basis
- This gives every child the opportunity to try a wide variety of activities outside the formal academic setting
- Activities enable children to work cohesively as part of a group, develop perseverance and foster their own interests in a safe environment

Current after-school activities can be obtained from the admin office.

Home Learning

Home learning reinforces and extends classroom learning, helping children practise skills and prepare for new learning.

Regular home learning includes:

- Weekly spellings (assessed weekly)
- Independent reading books pitched at each child's reading level
- Additional pieces of work to practise skills or prepare for new learning

Key Stage 2 homework projects:

- Each half term, children have a homework project related to their current topic or a Sustainable Development Goal
- Children take responsibility for undertaking research
- Children can choose how to present their projects to promote independent and creative learning

Please refer to the Prep School Homework Policy for more detail.

Assessment

Our Approach to Assessment

Assessment is essential to see how pupils are progressing and to understand what needs to change to improve their attainment.

Types of Assessment

Formative Assessment (Assessment for Learning)

- Takes place continuously in class and is teacher-led
- Includes questioning, observation, discussion and review of work
- Informs immediate teaching and learning adjustments
- Helps identify and correct misunderstandings
- Supports pupils in embedding key concepts and developing understanding

Summative Assessment

- Takes place regularly and formally to measure progress and attainment
- Assessment points are based on clear success criteria
- Use the most effective format (observations, tests, quizzes or extended writing)
- Are subject-appropriate and demonstrate progress or attainment
- Are planned at key points in the curriculum sequence

Assessment Points and Success Criteria

Subject leaders plan the curriculum for each subject and label the assessment points, including clear success criteria about what they want pupils to know and the best way to assess this.

Assessment points:

- Are based on success criteria
- Use the most effective format for the subject and age group
- Are subject-appropriate
- Demonstrate progress or attainment

Assessment points do not:

- Rely on curriculum coverage in isolation
- Use homework for formal assessment
- Follow a formulaic pattern unrelated to curriculum design

Moderation

We make moderation effective by:

- Allowing opportunities for moderation so teachers are secure in their judgements
- Teachers creating and sharing clear mark schemes that match their assessments and success criteria
- Using exemplar materials for teachers to match their assessments against

Feedback

We have established a consistent approach to feedback across the school, including:

- Marking and feedback non-negotiables as part of the assessment process
- Standardised marking codes and assessment criteria
- Clear expectations for different forms of assessment recording (on-the-spot marking, live discussion, deep marking, joint working)
- How assessment will be recorded on our management information system

Tracking Pupil Progress

Teachers upload assessment results to our management information system. This enables us to:

- Have an overview of assessment data
- Monitor whole-school, year group and individual pupil progress
- Identify patterns and trends
- Plan interventions and support

Reporting to Parents and Carers

We report to parents and carers through:

- Parents' evenings with verbal feedback
- End of year reports
- Feedback to parents/carers as and when deemed appropriate
- SENCO input – in the form of annual reviews or progress meetings

Inclusion and Differentiation

Our Inclusive Approach

The ability range of the pupil cohort at St George's is wide and varied. We have children who hold Educational Health Care Plans (placed with us via their Local Authority), children who arrive from overseas, children with various SEND needs, and children who exceed national averages.

We value the diversity of individuals within the school. All children have equal access to the curriculum and are treated fairly, regardless of race, gender, religion or ability.

Differentiation Strategies

We differentiate for the needs of all learners, whatever their starting point. Our curriculum both underpins and supports all pupils, as well as fostering independence and providing stretch and challenge.

When differentiating our curriculum we take into account:

- The age, aptitude and needs of each child
- Children with an EHCP
- The provision of EAL support
- Intervention support for numeracy, literacy, speech & language

This enables all our children to learn, develop their understanding and make progress.

Supporting Children with SEND

There are numerous strategies to support children with SEND, including:

- Targeted interventions
- Specialist support
- Adapted resources and materials
- Access arrangements for assessments
- Collaboration with external agencies

Risk assessments are used to ensure all pupils can safely participate in the full curriculum.

For detailed information, please refer to our Inclusion Policy and EAL Policy.

Challenge and Extension for High-Attaining Pupils

We recognise the importance of ensuring that high-attaining pupils are stretched through appropriately high expectations. This is addressed through:

In-class provision:

- Careful differentiation in planning and teaching
- Deeper questioning to extend thinking
- Open-ended tasks that allow for greater depth
- Gap tasks and challenges
- Opportunities to apply learning in new contexts

Additional opportunities:

- Additional groups and activities designed to meet their needs
- Opportunities to showcase talents in performances, competitions and events
- Broadening and deepening understanding rather than acceleration

Some pupils display exceptional ability in certain subjects. These children are identified by class teachers or subject specialist teachers and offered a range of opportunities to showcase their talent. Teachers identify ways to challenge these children through the curriculum.

We also appreciate that some pupils' talents lie outside the academic curriculum. We provide a range of opportunities and experiences for these talents to be recognised and developed. Where a talent is being developed outside of school (e.g. professional sports coaching or drama company), the school will make reasonable adjustments to that pupil's timetable or homework schedule that will not prejudice the pupil's academic performance. We will also look to celebrate all achievements and successes in class or assemblies as appropriate.

Monitoring and Evaluation

Monitoring the Curriculum

SLT monitor the way the curriculum is taught throughout the school through:

- **Planning scrutinies** - reviewing medium and short-term plans to ensure curriculum coverage and progression regularly
- **Regular meetings with key staff**

- **Learning walks** - observing teaching and learning in action
- **Book scrutinies** - reviewing pupils' work to assess progress and quality of teaching
- **Pupil voice** - gathering feedback from pupils about their learning experiences
- **Assessment data analysis** - reviewing pupil progress and attainment

SLT also have responsibility for monitoring the way resources are stored and managed.

Quality Assurance

Senior leaders monitor the consistency of curriculum delivery and assessment practices through:

- Lesson observations and learning walks
- Book scrutinies
- Review of assessment data

Curriculum Review

The curriculum is reviewed annually by SLT to ensure:

- It remains relevant and responsive to pupil needs
- It reflects current statutory requirements
- It incorporates best practice and research
- Resources are appropriate and up-to-date
- Pupil outcomes demonstrate the curriculum is having the intended impact

Impact Measures

We measure the impact of our curriculum through:

- Pupil progress and attainment data
- Pupil engagement and attitudes to learning
- Pupil voice and feedback
- Evidence of pupils applying knowledge and skills across the curriculum
- Development of the whole child (academic, social, emotional, physical)

Parents and Carers

Parents and carers support the curriculum by:

- Ensuring their child attends school regularly and punctually
- Supporting home learning activities
- Attending parents' evenings and engaging with reports
- Communicating with school about their child's learning

- Supporting their child's reading and learning at home

Related Policies

- EYFS Teaching and Learning Policy
- Inclusion Policy
- EAL Policy
- SEND Policy
- Marking and Feedback Policy

**To be reviewed July 2027
or as and when statutory
guidance / legislation changes**