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## **BHS Curriculum, Teaching and Learning Policy (incorporating PSHE and Careers)**

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**This policy includes the Early Years Foundation Stage**

***Policy updated:*** May 14th 2025

***Policy to be reviewed:*** May 2026

Barrow Hills is committed to the holistic development of our children, offering them a rich start to education and setting them on a path of lifelong learning. Our community is built on belonging and a commitment to the development of every aspect of every child. We foster a culture where every child feels happy, nurtured and valued, enabling them to develop outstanding attitudes to learning.

## **CURRICULUM**

The curriculum at Barrow Hills forms the foundation for the learning experiences we offer. It extends beyond the National Curriculum, incorporating creative, cultural, sporting, intellectual, and digital opportunities to develop every child's potential. Our balanced approach supports rigorous academic outcomes alongside a comprehensive system of pastoral care that recognises and understands each child as an individual.

*We aim to:*

- Promote the spiritual, moral, social, and cultural (SMSC), mental and physical development of every child.
- Prepare pupils for the opportunities, responsibilities, and experiences of secondary education and life beyond school.
- Facilitate the acquisition and application of knowledge, skills, and understanding across a broad spectrum of subjects.
- Ensure due regard for linguistic, mathematical, scientific, human and social, physical, technological, computing, aesthetic, and creative education.
- Promote the Fundamental British Values of democracy, rule of law, tolerance, understanding, and mutual respect.
- Cater for the needs of individual children irrespective of gender, religion, ethnicity and social demographic, including the most able and those with Special Educational Needs and Disability (SEND).
- Establish continuity and progression through careful curriculum planning.
- Equip children with up-to-date digital and technology skills while promoting best practices in e-safety.
- Ensure our EYFS curriculum provides rich experiences across all seven areas of learning. Nursery, Kindy and Reception classes follow the Early Years Foundation Stage curriculum which sets out the seven areas of learning.

*The areas of learning are:*

- communication and language.
- physical development,
- personal, social and emotional development.
- literacy.
- mathematics.
- understanding the world.
- expressive arts and design.

As a school, we have high expectations for the academic outcomes of our children, as evidenced by our excellent results in senior school scholarships and examinations. Our curriculum works to support these outcomes, and moreover, every subject area is valued. The key aspects below are developed and applied throughout the curriculum.

**We aim for children to be able to:**

- Read fluently and for meaning.
- Communicate effectively (verbally and in writing).
- Apply mathematical knowledge in context.
- Research analytically.
- Work collaboratively and independently.
- Take ownership of learning and understanding improvement.
- Use ICT confidently in diverse contexts.
- Express themselves creatively in a variety of ways.

Character Development is important to us. Our curriculum, pastoral and house system as well as our pupil learner profile, we promote:

- Resilience
- Self-esteem and confidence
- Respect and understanding of others
- Awareness of cause and effect
- Community participation
- Physical and mental health
- Our Learner Profiles of being Curious, Scholarly, Compassionate, Generous, Joyful, Truthful and Responsible.

We strive for inclusivity. Barrow Hills prides itself on establishing practices that best enable all children the opportunity to access all areas of school life. The school actively seeks to make reasonable adjustments to learning and resources for groups of learners including children with SEND, children with an Educational Health Care Plan (EHCP), children with English as an Additional Language (EAL) or children that might be described as Gifted & Talented (G&T).

Outdoor learning is encouraged across the year groups to promote collaboration, leadership, and resilience, with the school's idyllic woodland setting providing an ideal environment for exploration and growth.

### **Curriculum Overview**

Each subject has a Head of Department (HOD) who is responsible for the development of the policy document and ensures effective coverage for that subject throughout the school. The policy reflects the school's overall aims and objectives and the HOD monitors the content being taught in each subject area.

The Heads of Department monitor the topics being taught by each year group's teachers, ensuring the content is organised into manageable and coherent units of work and identifies links between aspects of different subjects.

### **Medium Term Planning**

Medium Term Planning ensures progression, differentiation, and consistency of learning across year groups. Medium term planning (MTP) is a collaborative process amongst year group teachers and subject teams. It will include:

- Essential questions and learning objectives
- Areas of learning covered and cross-curricular links
- Expectations and skills addressed
- Learning tasks
- Assessment opportunities, including plenaries where appropriate
- Individual lesson Learning objectives, which can be framed as a question
- Success Criteria noted on plans or included on lesson slides to be shared with pupils
- Assessment for Learning strategies
- Differentiation for individuals and groups integrated into MTP

Purposeful cross-curricular links enable children to transfer skills and deepen their understanding. Plans are reviewed termly to ensure relevance, challenge, and alignment with the school's evolving priorities.

## **Monitoring**

As part of our school self-evaluation process the teaching and learning provision at Barrow Hills is systematically monitored by the Head of Pre-Prep, Head of Prep, Head of Upper Prep, Director of Teaching and Learning and the Head. The aim of monitoring is to raise standards by ensuring best efforts, encouraging reflective teaching and thus continually improving provision. The results of the observations are shared with the Governor's Education Committee.

When evaluating teaching and learning the following will be considered:

- Formal lesson observations
- Learning walks
- Learning Reviews
- Appraisal
- Evaluation of pupil work and results
- Departmental Reviews carried out on all subjects over a long term cycle.

## **Marking and Feedback**

Effective feedback has a huge impact on supporting learning and helping children to make the best possible progress. Feedback from staff is given in many forms both verbally and in writing, and peer- and self-assessment is also used. Feedback can be given individually or as a group. Feedback is focussed on promoting progress, and is largely given against learning objectives and success criteria. It provides children with an understanding of what they have done well, and how they can improve. It will often include an active target - something which the child will be asked to do in order to improve the piece of work, or to extend their learning.

### **Verbal Feedback**

Verbal feedback is given 'in the moment' during lessons, allowing children to receive an immediate response to oral and written answers and work. Verbal feedback can be highly effective in allowing children to develop their approach during a task, rather than receiving feedback at the end. Teachers give feedback throughout all lessons and may also give verbal

feedback on tasks completed in previous lessons, allowing a more in-depth discussion of learning. Where verbal feedback has been given this will be indicated on the piece of work (vf).

### **Written Feedback**

Written feedback will be given on selected pieces of work. Teachers will select pieces of work for written feedback where that feedback will have the most impact on children's progress.

Written feedback takes a variety of forms and will look different across subjects and year groups. It may include:

- A tick to indicate a correct answer, a dot to indicate an incorrect answer
- Annotations on work
- Comments and targets at the end of a piece of work
  - Use of 'What Went Well' (WWW) and 'Even Better If' (EBI) or 'Target' (T)
  - Use of SIR marking (Strength, Improvement, Response)
- Questions to challenge
- Marking grids
- Grades, marks and percentages

Written feedback will be well-presented and clear in meaning. Children should be given adequate time to read and respond to feedback. Feedback can be written in any colour other than green.

### **Peer- and Self-Assessment**

Throughout the school, children are encouraged to reflect on their own learning and to support the learning of their peers. Self- and peer-assessment can be verbal or written. Where it is written, it will be in green. 'SA' indicates self-assessment, and 'PA' indicates peer assessment.

Children may reflect briefly, for example using a 1, 2 or 3 tick system to indicate how well they have met the learning objective, or in depth, identifying specific strengths and areas for improvement.

### **General Marking Symbols - Prep School**

The following codes come from the English Department, and can be applied to written work in any subject:

<b>Symbol</b>	<b>Meaning</b>
sp	Spelling error
CP	Capital letter - omitted or incorrectly placed

P	Punctuation - omitted or incorrectly placed
//NP	New paragraph: different place, time, new speaker, new topic
?	Query meaning of sentence or choice of word
√√	Indicates achievement of objective or a word/phrase/sentence that is <b>particularly</b> good
H	Handwriting/presentation needs more care
TS	Teacher or TA support has been given

### Feedback in EYFS

In the EYFS children receive continuous verbal feedback, and the majority of feedback is given in this way. Comments may occasionally be written for children and read to them.









### Feedback in Key Stage 1

In Key Stage 1, we begin to encourage the children to reflect on their own learning and develop a growth mindset. The children are encouraged to reflect on marking - looking at a target or how they can improve a piece of work, or something to do in order to make progress. An example might be asking a child to correct a calculation in maths, to add in two missing capital letters, or to remember finger spaces between words.

To make feedback valuable for children whose reading skills are still developing, the symbols shown in the table below will be used to mark children's work. Many pieces of work will only receive feedback in this form, without written comments. The ticks indicate how the children have achieved with regards to the learning objective.

Teachers will give more in-depth specific written feedback on some pieces of work and as appropriate. Children will be encouraged to read these, with support if needed. There is live marking where possible and indicated through verbal feedback.

✓✓✓	Good understanding (of Learning Objective)
✓✓	A little support needed ( Learning Objective)
✓	Finding this very difficult ( Learning Objective)

	Support
	Independent
	Target
	Live marking
Literacy stamps to think about:	
	Punctuation
	Finger spaces
Numeracy stamps to think about:	
	One digit per box
	Tens and ones (place value)

## Assessment

- Assessment is an integral and vital part of teaching and learning as it informs planning and individual pathways to progression. Assessment for Learning strategies are embedded in our practice. Summative assessments are carried out to establish a level of attainment, which also informs future planning.



- Teachers use assessment information to track progress of individuals and groups of pupils and middle and senior leaders use it to monitor outcomes and the implementation and impact of the curriculum.
- Half termly effort and attainment reports to parents give clear, accurate and measurable information on children's progress from Year 3 to Year 8 using the criteria below:

<b>The achievement grades used are as follows:</b>
<b>1 Exceptional</b> - working significantly beyond expectations and applying learning to new situations
<b>2 Greater Depth</b> - working beyond expectations and with independence
<b>3 Achieving</b> - in line with expectations and working with some independence
<b>4 Working towards</b> - within or towards expectations, with adult support
<b>5 Emerging</b> - working towards expectations, with full adult support or other intervention
<b>The effort grades and descriptors are as follows:</b>
<b>A Excellent</b> - exemplary attitude, concentrates and participates eagerly and always willing to try their best
<b>B Good</b> - very positive attitude, concentrates in lessons and participates well
<b>C Sound</b> - positive attitude and concentration for most of the time
<b>D Modest</b> - needs to develop more self-motivation, concentration and positive behaviour
<b>E Poor</b> - uneven attitude to tasks set, likely to be distracted or distracting others

## EYFS Assessments

**Nursery Formative Assessment:** Observations, Child initiated activities, adult led activities, conversations and questioning, photographs and videos (capturing moments of learning in progress) Learning journey in Tapestry, parental and caregiver contributions. Tracking development against the EYFS learning areas. (Termly)

**Kindy Formative Assessment:** Observations, Child initiated activities, adult led activities, conversations and questioning, photographs and videos (capturing moments of learning in progress) Learning journey in Tapestry, parental and caregiver contributions. Tracking development against the EYFS learning areas. (Termly)

**Summative Assessment:** Reports to parents providing clear feedback on children's progress and next steps. (half-termly). End of year school report.

**Reception Formative Assessment (Ongoing, linked to Development Matters):** Observations, parental feedback, and small group work. Tracks progress towards Development Matters pathways.

**Summative Assessment** (in all 7 areas):

Baseline (by October half-term) – Development Matters starting points

Autumn 2, Spring 2, Summer 2 – Progress towards ELGs, but still using Development Matters pathways

Summer 2 – Final assessment against ELGs

**Specific Tracking:**

Phonics: RWI assessments half-termly

Maths: Number assessments half-termly

Physical Development: Ongoing fine/gross motor tracking

## **Standardised Assessments**

Children from Year 2 upwards sit standardised assessments in reading and spelling. These should be used by all teachers to guide differentiation and support within lessons. For example, a child with weak reading skills is likely to need support to decode and comprehend written text within a lesson. Children from Year 2 upwards also sit CAT4 tests, which test reasoning skills in four areas: verbal, quantitative, non-verbal and spatial. These scores should be used by all staff to guide expectations for children as individuals and to

help support them. For example, a child with weak quantitative reasoning skills is likely to need support in understanding data in science and geography and a child with strong spatial skills is likely to need extension in practical tasks in DT. The CAT4 testing also provides an indication of verbal-spatial bias.

## **Parent Consultations**

In the Prep School, an academic parent consultation takes place twice a year and in the Pre-Prep (Reception & KS1), consultations take place in the Autumn and Spring terms. Appointments with teachers are available for parents to book via the portal.

Teachers should give honest feedback to parents about children's progress and targets and also indicate whether children are achieving at, above, or below the expected level for their age.

Parent consultations also offer an excellent opportunity for parents to ask questions and voice concerns, which should be noted by teachers and shared with form teachers and other staff as appropriate.

From Year 5 upwards, parents are invited to bring their child to parent consultations, which helps children to take ownership of their learning and progress.

All staff are expected to be available for parent consultations for any year group which they teach.

## **Reports**

Parents receive Effort and Attainments every half term and a full written report at the end of the academic year. In Years 3-8, these are addressed to the child, which helps them to take ownership of their learning and progress.

## **Report Comments**

When writing report comments, teachers should ensure that feedback is specific to each child. Particular areas of strength or progress should be identified, and clear, subject-specific targets should be given in order to aid future progress. Targets may identify areas for revision or attention over the holidays, or give children something to focus on as they take their learning forwards in the following term.

## **Exam Results**

Where formal school exams have been taken, parents will receive their child's exam percentage on their report, along with the mean for each subject.

When CAT4 testing has been completed, Barrow Hills provides parents with an overview of the results.

## **Transitions**

Rigorous handover meetings take place to ensure that pupils transition easily between each year group, but especially between EYFS, Pre Prep, Prep and Upper Prep.

## **DIGITAL LEARNING AND ARTIFICIAL INTELLIGENCE**

Digital resources and instructional technology enable us to provide purposeful and engaging 'blended learning' opportunities for our pupils. Pupils from Year 5 onwards are provided with one-to-one devices to enhance, rather than replace, traditional resources. All pupils have access to a Chromebook to create, share and invent within and beyond their classroom environment.

Our Computing and Digital Literacy curriculum encompasses coding, web and app design, and robotics. The digital literacy component empowers children to stay safe online while directly fostering critical thinking. It equips them to use technology effectively, responsibly, and ethically.

The intersection of technology and education has never been more critical than in today's rapidly evolving digital landscape. Our Computing and AI curriculum serves as a powerful catalyst for deepening our pupils' learning while upholding our pastoral and caring ethos. We

collaborate innovatively across all the Bridewell schools on projects designed to enhance the positive impact of technology on children's achievement in a safe and thoughtful manner.

In an era where the allure of screen time can detract from the wonders of childhood, we ensure that our use of technology has clear and meaningful purposes. From Excel spreadsheets to 3D

printers, our pupils develop confidence in the positive application of technology, underpinned by strong moral foundations.

## **Artificial Intelligence (AI)**

Artificial intelligence (AI) tools are now widespread and easy to access. Barrow Hills recognises that AI has many uses to help pupils learn but may also lend itself to cheating and plagiarism. We understand that the potential for AI to enhance education is immense, but the use of AI in education requires careful oversight to ensure ethical and responsible use.

In 2025 Bridewell Schools established a safe, locally hosted, 'sandbox AI'. From Sept 25 onwards Pupils from Year 6 and above may use AI tools:

- As a research tool to help them find out about new topics and ideas.
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or homework about AI-generated content. All AI-generated content must be properly attributed.

Pupils may not use AI tools:

- During assessments.
- To write their homework or class assignments where AI-generated text is presented as their own work.

Barrow Hills considers any unattributed use of AI-generated text or imagery to be plagiarism.

Through this approach, Barrow Hills prepares children not only to consume digital content but to create, evaluate, and lead within a connected world, ensuring they are equipped for the future whilst maintaining our core values.

## **APPENDIX 1 - Curriculum Model for Prep Department**

This curriculum model is adapted each academic year to take account of changes in pupil numbers and staffing.  
(35 minute periods per week)

	Y3	Y4	Y5	Y6	Y7	Y8
Art	2	2	2	2	2	2
Drama	2	2	2	2	2	2
TEDS	2	2	2	2	2	2
Form time	2	2	1	1	1	1

French	2	2	3	3	3	3
Games	8	8	8	8	6	6
Geography	1	2	2	2	2	2
History	1	2	2	2	2	2
Latin/Classical Civilisation	0	0	1	1	2	2
English	8	8	8	8	8	8
Mathematics	8	8	8	8	8	8
Music	2	2	2	2	2	2
PE	2	2	2	2	3	3
PHSE	1	1	1	1	1	1
Activities	2	2	2	2	0	0
Religious Education / TPE	2	2	2	2	2	2
Science	3	3	3	3	5	5
Thinking Skills	0	0	1	1	0	0
Global Citizenship			1	1	1	1
Assembly - Chapel / House Meeting	3	3	3	3	3	3
Study	2	2	0	0	0	0
	55	55	55	55	55	55

In Years 3-8, TEDS incorporates Technology, Engineering Design and Sustainability (food tech, DT and sustainability)

Games are taught with two year groups together (3 & 4, 5 & 6, 7 & 8) with girls and boys generally being taught separately and grouped on attainment with variations for each sport. PE is taught with two year groups together (3 & 4, 5 & 6, 7 & 8) with children put into groups based on attainment.

In Years 7 and 8 there is one set of children who study Latin and one set who study Classical Civilisation.

In Years 3-6, year groups are split into smaller groups for activities and rotate on a half-termly basis. Preparation for Drama Productions also takes place during activities.

In Years 7 and 8, science is taught within separate scientific domains of Biology, Physics and Chemistry, with an emphasis on how each science interacts with another to better inform children's understanding of the world around them.

## **APPENDIX 2 - PSHE**

The following is a statement of the aims, principles and strategies of Personal, Social and Health Education (PSHE) & Citizenship (PSHE & C) at Barrow Hills School.

### **Objectives of this Policy**

Governors, staff, pupils and parents should understand what PSHE & Citizenship is and how it relates to the caring ethos of the school.

## **What is PSHE & Citizenship?**

Children and young people need support in developing emotionally and socially so they are able to use their thoughts and feelings to guide their behaviour positively and develop personal awareness, emotional resilience and social skills. This will enable them to enjoy and manage their lives, be effective learners and active citizens. High quality PSHE and Citizenship helps to improve behaviour, attainment and inclusion, and promotes health and well-being.

We encourage our pupils to make a positive contribution to the life of the school and the wider community. In doing so we develop their sense of self-worth. We ensure that they experience the process of democracy in school through the School Council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

PSHE and Citizenship at Barrow Hills develops:

- an understanding of what makes a good relationship with others;
- respect for others;
- preparation for the responsibilities and experiences of life beyond school;
- an increased involvement in and contribution to the life of the school and wider community;
- an understanding and respect for Fundamental British Values;
- an understanding of how to stay safe and be mentally and physically healthy.

In summary, these aims ensure that our curriculum enables pupils to gain knowledge and understanding of their own and different beliefs. Pupils will be able to understand their rights and responsibilities and develop enduring integrity and autonomy in developing respect for their environments and their communities. It promotes self-esteem and emotional development and helps children to form and maintain satisfying relationships.

Barrow Hills works to develop a whole-school ethos, environment and curriculum that enables pupils to recognise personal qualities, build on their achievements, manage their health and well-being and contribute to them aiming to fulfil their potential.



Barrow Hills believes that PSHE and Citizenship is best coordinated, planned and delivered as an integrated programme and provided across the curriculum in all subject areas, as well as in planned programmes of PSHE and Citizenship.

## **The Context for PSHE and Citizenship**

PSHE and Citizenship at Barrow Hills sits within the context of the stated aims of our Curriculum. We support National Curriculum in its two key PSHE aspects:

1. Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and;
2. Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

We believe these two principles tie directly into core ideals and aims of the delivery of PSHE and Citizenship at Barrow Hills.

## **A Whole School Approach**

Barrow Hills adopts a whole school approach to PSHE and Citizenship. Children and young people learn from their experiences and observations as well as what is explicitly taught in the classroom. This whole school approach utilises the Jigsaw framework so a commonality of language and resources from EYFS through to Year 8 can be found.

Teachers at Barrow Hills are aware of the core aims of the PSHE and Citizenship classroom curriculum and apply and support them both across the other curriculum subjects, and in their general approach to school life.

What is seen and experienced in other classes, the playground, school corridor and use of social media must be congruent with classroom learning if children and young people are to develop and grow into confident adults. Positive, respectful and nurturing relationships across the entire school community are actively fostered. Staff are given professional development, which

enables them to feel confident and empowered to play their role in making school a safe and happy place for pupils.

## **Promotion of British Values and Prevention of Radicalisation Policy**

The school aims to prepare its pupils fully for the opportunities, responsibilities and experiences of life in British society. Barrow Hills actively promotes the Fundamental British Values of

democracy, freedom, tolerance, multiculturalism, respect for equal rights, belief in personal and social responsibility and respect for British institutions.

Barrow Hills School supports the Home Office Prevent strategy to combat radicalisation and terrorism. This strategy can be defined in terms of the 4Ps: Protect, Prepare, Pursue and Prevent.

Our PSHE curriculum coverage explicitly deals with these values and, furthermore, we seek to reinforce them throughout our whole school assemblies, Chapel Services, House System and our positive behaviour reward systems.

## **Teaching and Learning**

At Barrow Hills, PSHE and Citizenship is developed by the Head of PSHE and is taught by form tutors, who will establish ground rules with their pupils at the beginning of each lesson to promote discussion in a safe and respectful environment. A circle time approach is encouraged and the Head of PSHE and Citizenship offers support by providing relevant resources and schemes of work. External specialist speakers are also invited to deliver various workshops to supplement classroom teaching. Where appropriate, for example when teaching certain aspects of the puberty and relationships topics, boys and girls are separated for some parts of lessons. Parents are kept well informed of PSHE teaching and, in particular, Sex and Relationships Education.

## **Curriculum Structure**

Barrow Hills has tailored the Jigsaw curriculum to meet the needs of its pupils. E-safety is a topic which appears on the curriculum in every year group from Year 3 onwards, with each year's teaching building upon the previous ones (see the PSHE Scheme of work, page 10). Relationships education (for Years 1-6) and Relationships and Sex Education (RSE) (Years 7 and 8) are also given particular focus in each year. With RSE we ensure we provide ample and timely information to parents.

We also develop PSHE and Citizenship through activities and whole-school events, for example the school council representatives from each class meet regularly to discuss school matters.

We have regular assemblies where we celebrate the successes of our pupils (both in and out of school) and topics for assemblies dovetail well with the PSHE curriculum. We offer residential visits to all our children in Years 3-8. Many of these visits focus on developing children's self-esteem and give them opportunities to develop leadership and collaboration skills.

PSHE at Barrow Hills sits alongside the Pupil Profile, through which all children at Barrow Hills are encouraged to be: curious, brave, scholarly, compassionate, generous, joyful, truthful, responsible. This promotes the ethos of the School and, in addition to our values, demonstrates the high-profile nature of PSHE and Citizenship at Barrow Hills.

### **PSHE Scheme of Work from Jigsaw**

Please refer to Page 5 of Policy 2C

## **APPENDIX 3 - Careers**

### **Introduction**

One of the School's core curriculum principles is to prepare the children for life beyond school. One element of our provision that goes towards achieving this is our careers programme. This

policy sets out the main aims of our careers programme and the ways in which we achieve them.

## **Aims**

Barrow Hills aims for children to:

- Be encouraged to fulfil their potential and have high aspirations for their future careers
- Understand that there is a wide range of careers available to them
- Be able to make informed choices about a range of career options
- Understand that the choices they make in their education can influence their career options
- Begin to gain skills and develop characteristics which will help them in achieving their ambitions, such as public speaking, presentation skills, decision-making, planning, leadership, teamwork, listening and communicating.

## **Provision**

The principle of preparing children for life beyond school runs throughout the curriculum as well as in our pastoral provision. As such, our provision for careers education is not stand alone, the skills and characteristics identified above will be developed in many areas of school life and across the curriculum. This is an ongoing process throughout the school.

However, we supplement this provision with a specific focus on careers within the PSHE curriculum in Year 7 and 8. The curriculum covers interview practice as well as careers advice. The children take part in an enterprise project, where they design and market a product, and review their success.

In addition to the focus on careers within the curriculum, the School organises external speakers to visit Year 7 and 8 to discuss career options. The children take part in a session run by the careers advisor from our partner senior school, King Edward's Witley. We also invite members of the Barrow Hills community to speak to the children about their career. Recently

this has included presentations from an engineer, designer, solicitor, a former advisor to the Chancellor of the Exchequer, and an app designer.

All curriculum and additional sessions are delivered to the whole year group together, and all options are discussed without stereotypes related to gender. At Barrow Hills, education is for

life and not just the classroom and we are committed to being leaders in Prep School education; promoting mutual respect, curiosity of mind and independence of spirit, preparing each child to move on to take their place in an ever changing world.