



The Hampshire School
C H E L S E A

Curriculum Policy

Early Years, Pre-Preparatory and Preparatory comply with this Policy and Guidance

Created by Bellevue Education: July 2015

Reviewed ¹¹_{SEP} Date: July 2019

Reviewed January 2019

by

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Curriculum Policy

This policy applies to all pupils in the school, including in the EYFS Early Years, Pre-Preparatory and Preparatory. At The Hampshire School, we promise that all learners will be valued, respected and supported in providing a high quality education in a stimulating environment. We are a reflective learning community which prepares learners for an ever evolving world. We aim to inspire a sense of security and belonging which builds confidence and respect through high expectations academically, socially, and emotionally. Nurturing and inspiring the individuals within our community and working in partnership with our parents, we enable our school community to become lifelong learners who strive to achieve personal fulfilment and excellence throughout

OUR SCHOOL AIMS AND THE FIVE CORE VALUES

- To develop pupils' self-esteem, **resilience** and well-being through the application of a growth mindset to learning.
- To create an atmosphere of mutual **respect** and consideration for the ideas, values and feelings of others.
- To value and develop strong partnerships with our parents and the wider **community**.
- To inspire a love of learning and encourage the use of key thinking skills across the curriculum and school life so that every pupil strives for personal and academic **excellence**.
- To encourage **responsibility** in every pupil so they can confidently make decisions and choices for themselves.

The school follows its own wide-ranging academic curriculum, tailored to the needs of its pupils. All departments keep themselves up-to-date about its requirements and developments; much of what is taught draws upon the best practice of what is happening nationally and in other schools. As part of our responsibility to keep abreast of national issues, our Head of Departments and subject coordinators are committed to reviewing the government's revised National Curriculum and should we feel that content and skills are relevant and useful to our context, we will take account of them, being guided without being limited by the content. Coordinators take account of the new elements of the curriculum and adopt and adapt these as they feel appropriate. The curriculum aims to marry together the strengths of the National Curriculum with the entrance requirements of the selective secondary schools to which pupils apply and the aims and ethos of the school. The school will take all reasonably practicable measures to fulfill the requirements of any pupil's SEND or support guidelines, including pupils with a statement or EHC plan.

The curriculum is balanced and broadly based, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life in British Society, including the provision for their economic well-being. It enables pupils to acquire skills in speaking, reading, writing, listening and numeracy. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide.

The school provides full time supervised education for pupils between the ages of 3-13. Up to the age of 5, pupils follow a curriculum which meets the learning, development and assessment requirements of the Early Years Foundation Stage (EYFS), further details of which can be found in separate EYFS documentation.

Throughout the school, the curriculum provides pupils with experiences in life skills and linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes. At each level it provides opportunities, responsibilities and experiences, in preparation for the next stage of their education and their adult lives. The school is committed, through its curriculum and extra-curricular pursuits, to helping pupils to understand how to stay safe and promotes the welfare and safeguarding of children at all times.

Aims of the curriculum:

We believe in a broad curriculum, delivered in innovative ways to excite and engage children and we believe that exceptional results should be a by-product of the education that we offer, not the exclusive focus. Pupils are encouraged to aim high and we aim to provide them with everything they need to succeed. It is our aim to furnish each child with the appropriate skills to develop fully their academic potential, as well as developing their personal and social values in preparation for life in British society. It offers a robust understanding of safeguarding through the comprehensive PSHCE including economic education, Fundamental British Values (FBV) and online safety programmes.

Objectives of the curriculum:

We are committed to providing an educational environment that challenges, nurtures, excites and involves every single pupil in the school through a curriculum which

At each level prepares pupils for the opportunities, responsibilities and experiences of the next stage of their education and lives

Challenges the individual academically and allows them to discover their own intellectual strengths in the pursuit of academic excellence and encourages a love of learning

Encourages independent learning and critical thinking skills and provides opportunities for pupils to express their learning and understanding in different ways

Is balanced and broadly based and encourages pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests and take risks in their learning,

- Is flexible enough to respond to change and incorporates innovation as appropriate
- Enables pupils to acquire skills in speaking and listening, literacy and numeracy
- Uses technology effectively in supporting teaching and learning and gives pupils opportunity to present work in personalised ways
- Ensures pupils have an understanding of their own personal safety and that of others, including awareness of safeguarding ^[11]_[SEP]
- Enables our pupils to work collaboratively and successfully develop the 'soft skills' needed to equip them for life. ^[11]_[SEP]
- Encourages respect for other people, paying particular regard to the protected characteristics stated in the 2010 Act (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).
- Enables pupils to know themselves better and begin to understand how their strengths, weaknesses and interests.

Curriculum

The curriculum at The Hampshire School consists of more than the statutory range of subjects. It comprises all the learning experiences within the school and includes not only knowledge and skills but the attitudes, beliefs and values which underpin the relationships of the school community.

As a caring community, we seek to promote the academic, personal, physical, social and spiritual development of each child. In essence, the curriculum constitutes everything which occurs within and impacts upon the school.

Above all, our curriculum is pupil-centred, striving for academic excellence within a balanced and diverse programme, while at the same time recognising and rewarding non-academic achievement in accordance with the aims of the school.

The school thus offers a minimum of the full National Curriculum at Key Stages 1, 2 and 3 in accordance with statutory requirements and this is supported by the International Primary Curriculum and the ISEB Curriculum. We augment this provision at all stages of the school with a variety of additional learning opportunities and activities.

Foundation Stage (Age 3 – 5 years) Pre-Nursery, Nursery and Reception

Pupils have a broad programme of study, based on the reviewed EYFS Framework (Sept 2014), which focuses on the:

- Three prime areas of learning most essential for children's readiness for future learning and healthy development; Communication and Language, Physical Development, and Personal Social and Emotional Development
- Four specific areas of learning which build on the prime areas; Literacy, Mathematics, Understanding the World and Expressive Arts and Design

Within these the EYFS setting works to ensure that children develop the Characteristics of Effective Learning including:

There is a balance of structured activities and child initiated play with opportunities for learning both indoors and outdoors. The curriculum includes specialist teaching in Music, French and Physical Education, ICT, Drama and Art.

Key Stages One, Two and Three - Pre-Preparatory and Preparatory

Pupils have a broad and balanced curriculum with plentiful opportunities for active and personalised learning, both independently and collaboratively. Pupils learn the following subjects:

Academic - English, mathematics, science,
Linguistic – French, Latin, Spanish
Human and Social - history, geography, religious education
Aesthetic and creative education - art, music, dance, drama
Life Skills – personal education and personal, social, health and citizenship education, Philosophy for Children (P4C).
Physical – Individual and Team Sports, Gymnastics, Clubs
Technological – ICT and STEAM

The National Curriculum and the ISEB syllabus are used as a framework for the preparatory curriculum.

Year 7 and Year 8 Careers and Future Choices

The Prep School aims to prepare children to make informed choices about their future. All children have interview practice for their future school, and we help the child to identify their strengths and weaknesses. A wealth of experiences of the wider world are gained from the visiting speakers and assembly themes. All advice offered is impartial. We aim to prepare children effectively for the opportunities, responsibilities and experiences in adult life in British society through developing their values (FBV), skills and behaviours. A rich programme of extra-curricular activities also develops character attributes such as resilience and determination which underpin success.

Equal Opportunities and Safeguarding:

The curriculum at The Hampshire School is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. As a non-selective school, we operate a Learning Support Policy and a policy for more able, gifted and talented pupils to ensure the needs of all learners are met.

Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported at school. Our PSHCEE curriculum affords opportunities to be responsive to arising issues, and E-safety awareness is taught throughout the curriculum and particularly within the Computing and IT curriculum. Sex and relationships education is provided as appropriate for the pupils' ages and stages of development.

Pupil Progress and Assessment:

Pupil progress meetings held termly help to determine if pupils are reaching the required milestones in relation to their own ability and national and school indicators. The Assessment Policy provides further details regarding the School's approach to formative and summative assessment. Where pupils are not making adequate progress, they will be identified for close monitoring/ small group intervention or 1:1 intervention as appropriate. If it is determined that the children are still not making adequate progress they may be referred to the school's Inclusion Lead and Head of Inclusion and Enrichment for further investigation into their needs. Where specific needs are identified and can be met with 'reasonable adjustment' by the school there will be no additional costs for support. Where it is deemed most appropriate for there to be intervention from an outside resource, the cost for these services will be the responsibility of the parent.

In EYFS the school will assess according to the statutory Early Years Profile. Results of the Early Years Profile is provided to parents and Westminster and Chelsea Local Authority on request.

English as an Additional Language (EAL):

We maintain an EAL register, which is updated regularly, and at least annually. Across the school, there is a percentage of children for whom English is classed as an additional language, as defined by the DFE, though the majority would be considered to be fluent in English. Our annual cohort composition, determines what extra facilities and activities we will incorporate into our classrooms and environments.

We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have opportunity to share their heritage. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English from EYFS through Year 6. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide. Where needed we will also provide an interpreter

to facilitate parent meetings and any opportunity that affords communication regarding a child's progress.

Further Information:

Further detailed information on the subjects taught can be found in the Parent Handbook, which is available for download from the school website, or a copy may be requested from the school office.

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