



The Hampshire School  
C H E L S E A

## The Hampshire School Chelsea

### Curriculum Policy

This policy applies all pupils in the school, including in the Pre-School

#### 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.

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Reviewed by:


Richard Lock (Head)

Checked by: Mr Hart – Deputy Head Academic

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## Curriculum Policy

This policy applies to all pupils in the school, including in the Pre-School.

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 the national agenda, our subject coordinators (Heads of Departments) 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. Heads of Departments take account of the new elements of the curriculum and adopt and adapt these as they feel appropriate. The curriculum up to Year Eight, aims to marry together the strengths of the National Curriculum with the entrance requirements and the key skills required for a smooth transition to the array of senior schools, including selective secondary schools in London, to which pupils apply, alongside 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 and in line with its obligations in regard to the SEND Code of Practice.

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 five-thirteen. Up to the age of five, 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, build positive and healthy relationships and promotes the welfare and safeguarding of children at all times.

### **Aims of the curriculum:**

We believe that a successful curriculum should be broad and balanced and delivered in innovative ways to provide appropriate stretch and challenge to all our pupils, exciting and engaging them and giving them ownership in their learning. 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 for each child in our school to develop 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 PSHEE, RSHE and e-safety (online) programmes.

### **Objectives of the curriculum:**

We are committed to providing an educational environment that challenges, empowers, 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 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
- 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
- Enables our pupils to work collaboratively and successfully develop the 'soft skills', and key skills, needed to equip them for life.
- Encourages respect for other people, paying particular regard to the protected characteristics stated in the 2010 Equality Act (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation). Please see the Equal Opportunities policy.
- Enables pupils to know themselves better and begin to understand how their strengths, weaknesses and interests relate to the world of work, providing impartial and non-stereotyped guidance and support to help pupils make informed choices in the selection of future subject choices and begin to consider their options for higher education, training and careers.
- To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum. In the Pre-School setting, British Values are covered in PSED where the children learn how to manage their feelings, behaviour, right from wrong and gain an awareness of people and communities. In Year One – Year Eight, British Values are integrated into the ethos of the school with pupils engaging in how the school's Core Values of Respect, Resilience, Responsibility, Community and Excellence relate to their lives. Fundamental British Values are discussed in assemblies, School Council Development Group meetings and PSHEE lessons.

### **Curriculum**

The Curriculum Diagram available to download from the school website and as a hard copy from the school Receptionists, details the curriculum offering. In addition to the EYFS curriculum in Early Years, the children participate in Forest School and specialist lessons in music, singing, art, computing, digital literacy, library sessions, Physical Education, swimming, French, drama and ballet. In the Pre-Prep the specialist lessons continue with the addition of Critical Thinking, Theology, Philosophy and religion (TPR) and Pupil Voice Time. The Growth Mindset approach embedded at the school broadens the pupil's learning skills, empowers the pupils to take ownership of their learning and facilitates independence.

### **Foundation Stage (Early Years – pupils aged Two – Five years)**

Pupils have a broad programme of study, based on the revised EYFS Framework, statutory from Sept 2021 which focuses on:

- 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, Playing and Exploring, Active Learning, and Creating and Thinking Critically
- There is a balance of structured activities and child initiated play with opportunities for learning both indoors and outdoors. The curriculum includes music, singing, art, library sessions, Physical Education, swimming, French, drama and ballet.

### **Key Stages One and Two**

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 (e.g. Italian and Spanish which may be available as an after-school club)

Human and Social - history, geography, Theology, Philosophy and Religion (TPR), Topic/Humanities.

Aesthetic and creative education - art, music, singing, dance, drama.

Life Skills – Personal, Social, Health, Citizenship and Economic Education (PSHEE), Critical Thinking, Pupil Voice (PVWT).

Physical – swimming, Physical Education, individual and team sports, array of extra-curricular activities and clubs.

Technological – Computing, Coding, Computational Thinking, Information Technology, digital literacy and Design and technology.

### **Equal Opportunities and Safeguarding:**

The curriculum at The Hampshire School Chelsea is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. We operate a Learning Support and Disabilities (SEND) Policy and a policy for Able, Gifted and Talented pupils to ensure the needs of all learners are met.

### **Safeguarding:**

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. More broadly, our curriculum takes account of and promotes our pupils' mental and physical health and development in order to prevent any impairments that would affect the best possible outcomes for all our pupils. The inclusion opportunities within lessons to address and promote health, mental well-being and resilience is adopted by all subject leads within the school when considering adaptations to schemes of work and by practitioners in their day to day practice as part of our broad and balanced curriculum offer. Our Deputy Head Pastoral oversees this.

Additionally, our PSHEE 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. Relationships Education, Relationships and Sex Education (RSE) and Health Education is provided in line

with statutory guidance effective September 2020 and implemented from Summer 2021. The principles underpinning our PSHEE curriculum development are with the aim of supporting our pupils to develop the skills they need to be happy, successful and productive members of society; to be able to respond positively to the increasing challenges they experience; to develop the knowledge and capability to take care of themselves and to know how and where to seek support if problems arise.

Central to this is our pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This is complemented by development of personal attributes including kindness, respect, integrity, generosity, and honesty. Further details can be found in the **Relationships and Sex and Relationship Education (RSE) Policy**. Relationship and Sex Education, are a mandatory part of the school curriculum from September 2020 (delayed until Summer 2021) and the school has consulted with parents during the devising of its curriculum in these areas ensuring that this programme complements, but does not duplicate content covered in other subjects in the curriculum (e.g. citizenship, science, computing and PE).

#### **Pupil Progress and Assessment:**

Regular formative assessment and discussion with pupils enables our pupils to have visibility over their learning and progress and colleagues work closely with each other to ensure that learning is triangulated and moderated throughout the year. Pupils evaluate their progress against previous learning with next steps and targets for improved performance in internal assessments, and respond to feedback from their teachers using 'purple pen' and dialogue. A child's standardized data scores and internal formal assessment results are shared with them and their parents together with guidance regarding strategies for improvement and progression.

Standardised testing (as detailed in the Assessment Policy) is carried out annually. The results enable benchmarking of pupils' attainment and progress against national standards.

Data Collection: The purpose of collecting any data about a pupil/cohort in the school is to understand and use it to make informed and evidence based decisions about next steps and interventions that will lead to the best outcomes for those pupils and to then compare data sets to ensure these have had the desired impact, supporting in signposting what further action is needed. At The Hampshire School Chelsea we complete this termly; so that teachers create actions from their analysis to maximise pupil learning and outcomes for the following term; this is quality assured internally by the Class Teachers, Heads of Departments, monitored by the Deputy Head Academic and Head of Pre-School, and external quality assurance is provided by our central education committee through governance.

Assessment and GDPR: Individual pupils' assessment data is part of pupils' personal information. Care should be taken with the collation, storage and analysis of data. While it is appropriate to share consolidated assessment information outside of school any individual data it will be anonymised.

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. 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 Head of Inclusion 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 Pre-School, the school will assess according to the statutory Early Years Profile and the two Year olds

progress check. Results of the Early Years Profile are provided to parents and Royal Borough of Kensington and Chelsea (RBKC) on request.

### **English as an Additional Language (EAL)**

We maintain an EAL register, which is updated 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 Pre-School through Year Eight. 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.

### **Careers Information Provision including Preparation for Senior School**

Events including inviting parents and other guest speakers to talk about their careers are scheduled during the academic year. The school provision includes:

- guidance for parents and pupils on the selection of senior schools
- Interview practice in school and personalised feedback.
- Mock internal examinations each term to hone examination techniques and set targets.
- Regular spelling tests.
- Timed exam practice using 11+ material in both English, maths and science in class. These assessments include regular timed writing opportunities specific to exam genre focus, with personalised feedback and targets.
- Dedicated VR and NVR practice from Year Two with Critical Thinking lessons timetabled from Year Two.
- Regular interview practice, lateral thinking and problem solving opportunities as well as discussions about current affairs take place in class.
- Autumn term Future Schools Information Event for parents followed by the Senior Schools Fayre for parents of pupils in Years Four, Five and Six providing an opportunity for senior staff from independent senior schools to showcase their schools and speak to parents.
- Critical Thinking lessons covering problem-solving.
- Atom Learning Adaptive Online platform used in Critical Thinking lessons.
- Careers advice and guidance with presentations from visiting speakers.

### **Further Information:**

Further detailed information on the subjects taught in each year group can be found on the school website and is available as a hard copy from the school Receptionists.

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**Appendix 1: Exemplar of Curriculum Objectives**

We believe that the key to successful learning starts with developing strong oracy, comprehension and written expression from an early age; therefore, we want our pupils to be immersed in a curriculum that is literature rich and centred around building core transferable skills that equip them in developing key knowledge and understanding of the world around them, whilst being meaningful and relevant to their everyday experiences.

Our interconnected approach to the curriculum means that where subjects are naturally able to be linked by a common theme, we teach these during the same term so that pupils can see the relevance between them, whilst maintaining discrete subject teaching; in this way, children will know what it means, for example, to be a scientist, geographer or historian. We want our pupils to be excited about their learning from the moment they begin a new theme or topic. Strategies are embedded to pique their curiosity and desire to learn more about it, they may go on trips, have a workshop in school or a specific activity, at the end there will be an opportunity to share their work with parents in a variety of ways. Maths is taught as a stand-alone subject, although application of skills to real life contexts will be practised by making links, where relevant, to other areas of the curriculum and our themes.

Lessons are planned to provide a breadth and balance of learning through practical, investigative and written activities. By encouraging the children to apply their learning across different contexts we are able to extend their understanding and deepen the core skills.

Curriculum					
Key Aspects of Learning	<b>Core Skills</b> Independence Critical thinking P4C Reasoning Leadership Creativity Communication Adaptability Resilience	<b>Immersive and Experiential</b> Culture of enquiry Rich text centred Provides a purpose and context for learning Is relevant and significant Builds knowledge and skills	<b>Breadth of Curriculum</b> English language Reading Comprehension Creative Writing Writing for a purpose Inspire Maths Science Humanities The Arts Technology Language/culture PSHEE RSE	<b>Characteristics</b> Curiosity Reflective Self challenging Risk takers Creative Collaborative Imaginative Integrity Growth Mindset Challenge Engagement Ownership Dialogue Objectives led learning with success criteria and next steps.	<b>Information, Media and Technology</b> Communication (G Suite and Chromebooks) AI – Atom Learning Computational thinking Computing Digital literacy E-safety
Opportunities	Breadth and Balance in learning				



<p>s our curriculum provides</p>	<p>Excitement and Engagement                  Challenge and Ownership                  Development of oracy, articulate learners, comprehension and writing skills                  Mastery approach in Maths                  Practical and physical experience                  Application of learning to different context                  Transferable skills</p>
<p>Relationships</p>	<p>Self-awareness; relationships to others; global relationships and cultural diversity</p>
<p>Experiences outside of the classroom</p>	<p>Forest School; Eco awareness; Sporting endeavours and opportunities; Musical and Drama opportunities; Local links;                  Educational trips; Visiting speakers/workshops</p>