

Curriculum Policy

Table of Contents

1. Curriculum Intent	2
2. Legislation and Guidance	3
3. Roles and Responsibilities.....	3
3.1 The Senior Leadership Team (SLT)	3
3.2 Headteacher	3
3.3 Other staff	3
4. Curriculum Implementation.....	4
5. What does learning at HHS look like?	4
6. Curriculum Impact	5
7. Teaching and Learning	5
8. Inclusion.....	5
9. Targeted Support	6
10. Monitoring Arrangements	6
11. Curriculum - Organisation and Planning	6
11.1 Upper School.....	6
11.2 Subjects	7
12. Links with Other Policies and Documents	7

1. Curriculum Intent

Hampstead Hill School's ambitious curriculum intends to develop lifelong, curious learners who personify our school values. We deliver a high-quality education that provides a foundation for understanding the world, conservation, the ability to reason, and a sense of enjoyment and curiosity about learning. Through strong cross-curricular and knowledge-rich links, our children develop critical and reflective thinking skills to fulfil a broad academic foundation.

At Hampstead Hill we believe our motto, 'mighty oaks from little acorns grow' underpins the children's journey with us – we provide a safe, supportive learning environment with opportunities for children to flourish.

Our goal is to provide children with a solid foundation at the start of their educational journey, as well as to prepare them for the 7+ assessments.

The written policy, plans and schemes of work:

- Take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan
- Do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Supports all pupils to acquire early speaking, listening, literacy and numeracy skills
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Provide a broad curriculum prioritising a strong academic core of subjects
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 2
- Develop pupils' independent learning skills and resilience, to equip them for a smooth transition into their new schools

2. Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#) and the [Independent School Standards, 2014](#).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#).

3. Roles and Responsibilities

3.1 The Senior Leadership Team (SLT)

SLT will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

SLT will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The curriculum is current, creative and progressive
- It supports and challenges our children to create a love of learning
- Enough teaching time is provided for pupils to cover the curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant assessment arrangements to ensure we are aware of each child's progress in all areas of the curriculum
- Assessment is used to support the children's progress
- It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the SLT
- The school's procedures for assessment meet all legal requirements
- SLT is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- SLT is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Respect. Kindness. Community. Curiosity. Conservation.

- With class teachers, subject co-ordinators will host termly curriculum coverage review meetings
- Subject co-ordinators will annually review their curriculums and generate development plans
- Regular opportunities are provided for subject co-ordinators to deliver staff training

4. Curriculum Implementation

Hampstead Hill School delivers experiences and activities that deepen and widen the children's spiritual, moral, social, cultural, and intellectual development. Further aims are to deliver a curriculum that is ambitious for all pupils. A curriculum that is successfully adapted, designed, and developed for pupils with special educational needs, EAL and/or disabilities. A curriculum that is broad, balanced and challenging for all pupils

In partnership with parents, it is our aim for our children to be secure, happy, and equipped to overcome challenge and change. We aim to achieve this through our core values and our curriculum drivers. Our core values and curriculum drivers are:

Respect, Kindness, Community, Curiosity and Conservation.

Our teachers will immerse them in creative lessons bursting with progressive knowledge and skills to unlock a love of learning across a range of exciting subjects. Our curriculum is accessible to all learners and embeds the foundations needed to prepare them for the developing future.

Hampstead Hill provides the peace of mind and security that comes with traditional values. Building positive relationships with parents allows us to provide and implement the support and challenge for all children. Alongside a broad and challenging curriculum, we offer a nurturing and happy environment that gives children a stimulating and exciting introduction to early education, and encourages them to reflect, learn and grow. At Hampstead Hill School we develop happy, self-confident and articulate pupils.

5. What does learning at HHS look like?

- Children are encouraged to form positive relationships with all members of staff and their peers
- Clear direction
- Independent and collaborative
- Appropriately challenging activities which are relevant, interesting and engaging
- Nurturing and happy environment
- Problem solving
- Group and or partner work, independent work, whole class work
- Researching and discovering
- Asking and answering questions
- Use of computing resources including laptops, cameras and iPads
- Visits to places of educational interest
- Debate and role play
- Participation in physical activity
- Drama
- Designing, making and creating

6. Early Years Foundation Stage Curriculum

The curriculum for the Early Years Foundation Stage in our school reflects the areas of learning identified in the Early Learning Goals. The Early Years curriculum will continue to be based on the foundation of the EYFS learning requirements and in Pre-Reception, we will include aspects of the EYFS learning requirements. However, due to the fact that Reception Year is part of our Upper School it is advantageous for us to integrate our own curriculum requirements to align with the 7+ aspirations of the school.

Our advanced and bespoke curriculum is complemented by the Early Learning Goals. The seven areas of learning include:

1. Communication and language development
2. Physical development
3. Personal, social and emotional development
4. Literacy development
5. Mathematics
6. Understanding the world
7. Expressive arts and design

Refer to the EYFS Policy for more information.

7. Curriculum Impact

As a result of our curriculum intent and implementation, we believe our children leave well-rounded, independent, curious and collaborative learners. Upon completion of the curriculum, our children leave respectful and kind members of society having established lifelong habits of caring for themselves, others and our environment. Hampstead Hill Children are articulate, self-confident and ready for their next school.

8. Teaching and Learning

Teaching and learning are integral to life at Hampstead Hill School. We teach the children through everything we do.

Teachers motivate and encourage children to improve and build their knowledge, skills and understanding of the curriculum. Pupils are encouraged to take responsibility for their own learning and to reflect on it. Teachers discuss work with pupils and help them to learn from their mistakes.

Learning questions and success criteria are present in all lessons to support every child's understanding, progression and independence.

Pupils receive regular verbal or written feedback from their teachers which is age and task appropriate. See Marking Policy for more details.

The teaching cycle includes planning, teaching and assessment (both for future learning and of skills/knowledge taught).

9. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment

- Pupils from disadvantaged backgrounds
- Pupils with SEN and EHCP
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Further information can be found in our SEND policy.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Children with EAL are identified and supported through class teaching – our approach to monitoring and supporting children using EAL can be found in our EAL policy. If teachers think children would benefit from additional support, this is provided in one-to-one, small group sessions and through the use of specific teaching strategies – often our Targeted Support Team can offer additional teaching.

10. Targeted Support

Our dedicated Targeted Support Team provide support for all children. With direction from our Heads of Years, the Targeted Support Team use our assessment data to identify and support children requiring support or extension sessions. Typically, the sessions run weekly across a half-term – all children will complete a pre and post assessment to measure the impact of the targeted support.

11. Monitoring Arrangements

The Headteacher monitors the way each subject is taught throughout the school by:

- Planning reviews
- Learning walks
- Book looks
- Peer observations
- Lesson observations

*See the Development Overview for more details

New staff – should be observed within 3-month probation by Headteacher & Head of Year.

12. Curriculum - Organisation and Planning

11.1 Upper School

Our curriculums are presented in the following formats:



*See Curriculum Maps for details

- Our maps provide us with a clear long-term overview via our year group maps. They inform our subject maps, acting as our medium-term plans- that correspond to our progression of skills, which inform our weekly planning and learning outcomes.

- Termly curriculum maps are emailed to parents to support their understanding and encourage engagement with their child's learning.
- We use a variety of resources to deliver our curriculum. Please see our subject curriculum maps for the list of resources used for each year group and subject.

The Class Teachers, supported by Teaching Assistants, are responsible for the delivery of the majority of curriculum areas. Some subjects such as Music, Art, Design and Technology, and Modern Foreign Languages are taught by subject specialist Spanish teacher.

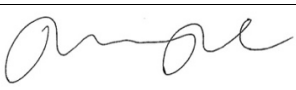
Our curriculum is based on the National Curriculum for Key Stage 1. We deliver a broad, balanced, challenging curriculum to prepare pupils for the next stage in their learning as well as for the 7+ examinations. We achieve this through a topic led and knowledge-based curriculum.

11.2 Subjects

- Topic - Geography and History
- English
- Mathematics
- Science
- Modern Foreign Languages - Spanish
- Art, Design and Technology
- Music
- PSHE (including RSE) and P4C
 - Relationships, Health & Wellbeing and Living in the Wider World
- PE
- Swimming
 - Swimming is part of the HHS KS1 curriculum, and all children are expected to participate. If a child is too unwell to swim, they should not be present at School or must be collected from School at 1:30 pm. HHS is unable to provide additional classwork or supervision for children who are not swimming.
- Yoga

13. Links with Other Policies and Documents

- Assessment Policy
- PSHE Curriculum Policy
- RSE Policy
- SEND Policy
- EAL Policy

Last Review	November 2023
Next Review	November 2024
Name	 Ross Montague Headteacher