



**HawleyHurst School
Blackwater
Camberley**

Curriculum Policy 2018 - 2020

HawleyHurst Curriculum Policy applies to HawleyHurst Junior School, Senior School, and our Early Years Foundation Stage.

The procedures described comply with the Independent Schools Standards Regulations (The Education (Independent School Standards) (England) Regulations 2010, as amended as from January 2013) also known as the registration standards or ISSRs and the Statutory Framework for the Early Years Foundation Stage (EYFS). The Department for Education lays down these regulations.

In accordance with, and beyond the requirements of these regulations, HawleyHurst School makes its policies available to parents and prospective parents on the public area of the school's website – www.HawleyHurst.co.uk. Printed copies can be made available on request to the Head or viewed in school.

Curriculum Aims

Our curriculum provides full time education for pupils aged 2 to 18 (construed in accordance with section 8 of the Education Act 1996). Children in EYFS may attend on a sessional basis. The school believes in providing an education for the 'whole person'. We aim to give pupils a broad and balanced curriculum, which includes experience in:

- Linguistic – listening, speaking, reading and writing
Teaching should enable children to develop their ability to communicate through the written and spoken word. Specifically, to be able to:
 - read fluently with understanding
 - write legibly using an appropriate standard of spelling, punctuation and grammar
 - listen, articulate their ideas and respond to the ideas of others
 - acquire a new language

- Mathematical – numerical, spatial, scientific and practical
Teaching should enable each child to develop their ability to:
 - apply computational skills with speed and accuracy
 - develop and use effective strategies in order to solve problems
 - develop an understanding of mathematical language and concepts
 - apply knowledge and skills to real life situations

- Scientific – observing, enquiring, hypothesising, experimenting and recording
Teaching should enable each child to develop their ability to:
 - develop an understanding of scientific process
 - master basic scientific ideas and method
 - investigate solutions and interpret evidence
 - observe and classify information

- Technological – developing, planning, communicating and evaluating ideas

Teaching should enable each child to develop their ability to:

- be responsible, competent, confident and creative users of information and communication technology
- use and integrate ICT tools and techniques to meet needs
- communicate data and information in a form fit for purpose and audience

- Human, Social and Ethical – environments, society and human action

Teaching should enable each child to:

- become a responsible citizen, to respect their environment and tread lightly on the earth
- know about the geographical, historical and social aspects of their wider environment, natural heritage and culture.
- aware of other times, places, cultures, religions and races
- make links between local, national and international events and their importance to them as individuals
- become aware of their rights and responsibilities to themselves, each other and the wider community
- understand the value of achieving happiness and well being

- Physical and Outdoors – control, coordination and wellbeing

Teaching should enable each child to:

- develop sports specific skills, cooperation, stamina and leadership skills
- tactical skills and imaginative responses
- understand the importance of healthy lifestyle and physical fitness
- develop an understanding of the body and its workings and the changes associated with adolescence
- develop creativity and self-expression through movement
- develop respect for the environment
- improve confidence, self-esteem and independence

- Aesthetic and Creative – making, composing and inventing

Teaching should enable each child to:

- develop an ability to appreciate the visual world and respond in a personal and creative way
- be aware of art and design in the environment in different times and cultures
- appreciate music by experiencing it through listening, performing and composing
- develop an appreciation for music in different environments, times and cultures
- develop performance and linguistic skills through drama and the study of literature. Also recognising history, heritage and cultural factors have an influence

We believe that our curriculum extends beyond the classroom and includes a wide range of extracurricular activities and experiences, appropriate for the ages and aptitudes of all pupils, including those with additional needs and Educational Health Care Plans (EHCPs).

We aim:

- To help our pupils to acquire knowledge, skills and competencies and to develop a set of values through which these might flourish
- To encourage pupils to enjoy learning and to celebrate progress and achievement by providing opportunities for pupils to learn and make progress
- To ensure pupils acquire appropriate speaking, listening, literacy and numeracy skills
- To make the programmes of study accessible and relevant
- To ensure the pupils are prepared for external examinations as part of a broad and balanced curriculum with opportunities for outdoor learning
- To encourage pupils to make a positive contribution to the school community and the wider world
- To identify and nurture the talents of each pupil, wherever those talents lie
- To encourage trust and respect paying particular regard to the protected characteristics set out in the 2010 Act
- To encourage initiative and independent thinking
- To encourage students to be committed to, and responsible for, developing skills for lifelong learning
- To foster self-esteem and consideration of others
- To encourage pupils to lead safe, healthy and fulfilling lives
- To provide appropriate guidance for pupils in making decisions about their future careers and further education
- To provide appropriate personal, social, health and economic education (see Schemes of Work)
- To ensure that the needs of all children, including those with a Statement of Special Educational Needs, are fulfilled (See SEND policy)

The curriculum policy is reviewed by the SLT and Directors on a three-yearly cycle, although immediate changes will be made in response to changes made to the regulatory framework.

Curriculum Organisation

EYFS

There are three-year groups in the department Lions; Tigers and Reception. Pupils can join from the age of two. The subject areas covered in EYFS are governed by the Statutory Framework for Early Years Foundation Stage 2017. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

Communication and Language

Development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. Additionally, children learn French and Spanish.

Personal, Social and Emotional Development

Involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Physical Development

Involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity through PE, Dance and Forest School and to make healthy choices in relation to food.

Additionally, children are supported in Specific Areas of Learning:

Maths

Involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measure.

Literacy

Development involves encouraging children to link sounds and letters to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Expressive Art & Design

Involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, movement, dance, role-play, and design and technology.

Understanding of the World

Involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

The 7 Areas of Learning are chosen by reference to the interests and preoccupations of the cohort and individual pupils within it offering challenge and enjoyable experience for each child. Therefore, the plans are fluid and flexible, changing according to need, circumstance and opportunity. A topic may last for a day or a term depending upon how well it suits the learning and development needs of the class and consequently, the teaching objectives. Planning is based on formative assessment. Children in EYFS also take part in a programme of French, Spanish, Music, Dance, Forest School and PE.

Some children attend Foundation on a sessional basis. Liaison with parents and carers ensures a range of curricular experiences for those pupils where possible. Pupils in EYFS take part in whole school activities such as school productions, Prize Giving, Acts of Worship, assemblies and other events provided that they are appropriate to their age group.

In EYFS there is no distinction between learning within and learning outside of the curriculum. Events such as lunchtime dining, child-initiated activities, indoor and outdoor pursuits are perceived as potential learning activities and EYFS staff try to ensure that every environment experienced by EYFS pupils is an enabling environment.

During the academic year, each child contributes to their Learning Journey – a photographic and diary journal –, which records their development and skills.

Pre-Prep Department Y1 – Y2

The school year runs for approximately 35 weeks and the curriculum is taught in 28.3 hours per week. In the Pre-Junior department, pupils follow a broad curriculum and are taught predominately by the class teacher. Pupils experience a wide range of subjects that build on cross-curricular skills and this is reflected in the flexible structure of the timetable. Schemes of work and planning shadow key aspects of the National Curriculum. Building on the curriculum of EYFS, children in Key Stage 1 and beyond continue to take part in a programme of systematic synthetic phonics. Literacy and Reading is taught using the read, write, ink method.

The pupils have specialist teachers for PE, MFL, Music, Dance, Drama, Forest School and IT

An emphasis on the development of social skills and self-esteem is delivered in PSHE sessions and in assemblies but is also integrated into all curriculum subjects through a focus on teamwork, communication and leadership abilities.

Parents are invited into school on a regular basis to meet the class teacher. Any individual extra meetings can be arranged through the school receptionist. Parents also receive progress reports and full written reports at significant times in the year.

Prep Department Y3 – Y6

Throughout the Junior department, learning is enriched by the opportunity to use various whole school facilities such as the science laboratories, food technology room, the studios and the music department. Specialist staff deliver some aspects of the curriculum, such as French, Spanish Music, Art, Dance, Drama, Forest School and PE. A strong emphasis is placed on transition from EYFS to Year 1 and from Year 6 to Year 7 involving strong links with staff in Key Stage 3. This process begins in Year 5 where senior staff begin to deliver the curriculum. The curriculum is also supported by the provision for pupils with SEN and involves the integration of teaching and learning between support and mainstream lessons.

Senior School

The school year runs for approximately 35 weeks. The curriculum is taught in 30 hours per week with 45-minute lessons and is planned to allow pupils access to a very broad range of subjects at Key Stage 3; the option process allows maximum flexibility at Key Stages 4 and 5 by

constructing the option blocks based on pupils' individual choices. PHSE is taught by Tutors and in dedicated timetabled slots. Careers advice is delivered through PHSE, individual interviews on demand, a careers fair and seminars; work experience is encouraged in the holidays.

The curriculum (and extra-curricular activities) throughout the school provide opportunities for pupils to develop their speaking, listening and numeracy skills. A broad range of subjects is taught at Key Stage 3, which are broadly in line with the National Curriculum. Due to the merger between Hurst Lodge and Hawley Place, parents and students in Year 11 Sept 2018 were promised the continuation of their distinct curriculum until the end of their GCSE course. As such designated members of staff as per historic curriculum policies undertake teaching. From Sept 2019, the curriculum will be fully merged.

At KS4, pupils must study the core curriculum consisting of: English, Maths, Science, PHSE and Physical Education. In addition to these subjects' pupils may choose four options. The option blocks are arranged in the light of the pupils' preferences; when certain options are particularly popular they may appear in two blocks. Further details of the GCSE courses on offer may be found in the GCSE/IGCSE options booklet that is issued to parents in February of each academic year and posted on our website. Appropriate in-class and out of class, support is arranged by the SEND department, for those pupils for whom this support is required. Pupils requiring a support programme, including functional skills and entry-level certificate, will select three/four GCSE options. At KS4, pupils are set according to ability for English, Maths and Science. Pupils are generally taught in mixed ability groups for all other subjects.

At KS5, students typically opt to study three A levels or BTEC equivalents. The programme is bespoke reflecting the students' preferences.

PHSE' Careers and a physical activity are also timetabled for Sixth Form students. Further details of the A level courses on offer may be found in the A level options booklet that is issued to parents in February of each academic year and is on the school website. It is also possible for KS5 students to re-take GCSE English and/or Maths. Support for students with specific learning difficulties is available on a one-to-one basis.

Students are taught in mixed ability groups at this level; the small group size means that students receive a high level of support. At all Key Stages, the curriculum is delivered using a wide range of approaches including active learning, enquiry and practical activities; these are selected in the light of a shared understanding of how learners learn. Support is offered, as appropriate, to learners who have special educational needs. Staff have access to detailed information on pupils' learning needs allowing them to plan appropriate lessons. Pupils are able to experience a wide range of learning experiences both in and out of lesson time through a wide range of educational visits, lunchtime and extra-curricular activities and the employment of specialists from outside the teaching staff to enrich learning. Staff and pupils make use of current technology to enhance teaching and learning.

Learning Support

HawleyHurst School aims to embed inclusive practice across the school; EYFS through to KS5. Provision for each child on a learning support programme, including those with a EHCP, will be carefully mapped and communicated to parents, often at the point of entry to the school. In

some cases, this will involve removal from the mainstream class, typically for literacy or numeracy skills, but fine motor and speech and language needs are also delivered in these small group sessions. Other support is given “in class” through a learning support assistant, but our small class sizes mean that teachers are able to support and challenge children across the ability range. Specialist support is available such as occupational therapy and speech and language therapy.

Curriculum Evaluation

Heads of Department review examination results annually in a meeting with the Deputy Head Academic. These reviews highlight progress made and identify areas for development (with an action list) to ensure that the curriculum/course followed is appropriate for the candidates. An analysis of value added data allows subject teachers and the Deputy Head Academic to assess the success with which the curriculum is delivered.

The Performance Review process may highlight issues relating to the curriculum that can be addressed through targeted CPD Training. HawleyHurst School’s internal review process is a key in curriculum evaluation and makes recommendations for improvement/change that feed into department development plans.

Head of Department and Head of Sixth Form meet with the Deputy Head Academic to consider and discuss teaching and learning and curriculum changes in the light of national developments and the needs of our pupils.

This policy should be read in conjunction with the SEND Policy, Behaviour (Rewards and Sanctions) Policy and programmes of study for Personal, Social, Health and Economic Education. This policy is supported by detailed schemes of works and departmental handbooks, individual teacher plans, the assessment protocol and protocols on curriculum organisation, evaluation, marking and target setting.

Detailed curriculum booklets are given to parents to explain syllabus, subject content and assessment objectives at GCSE and for Sixth Form courses.

Good Teaching Practice

All teaching should:

- take into account an understanding of pupil needs
- enable each child to:
 - develop their self-knowledge, self-esteem and self confidence
 - think creatively, logically and critically
 - value their achievements and those of others
- acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught

- foster in pupils' self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves
- provide well planned lessons, effective teaching methods, appropriate activities and wise management of class time
- show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons
- demonstrate good knowledge and understanding of the subject matter being taught
- utilise effectively classroom resources of a good quality and range
- demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress
- utilise effective strategies for managing behaviour and encouraging pupils to act responsibly
- develop in every young person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.
- 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
- does not discriminate against pupils contrary to Part 6 of the Equality Act 2010

Teaching of Political Issues

The teaching at HawleyHurst:

- precludes the promotion of partisan political views in the teaching of any subject in the school
- takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils— (i) while they are in attendance at the school; (ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or (iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, they are offered a balanced presentation of opposing views

Teachers are expected to respect the rights of others and to respect those with different beliefs; expressing a view in an unprofessional way that involved singling out pupils on grounds of sexuality, or presenting extreme views without balance on a topic such as marriage for same sex couples, would be considered inappropriate.

Assessment

In order to show pupils and parents that progress is being made and set achievable targets, teaching should incorporate the use of assessments and reporting. There are various assessment tools used to provide an overview of our pupils.

- Formative recording what has been achieved, what needs to be done next and setting realistic, achievable targets to enable the pupils to reach their target grades for the future
- CATs and NFER assessment data
- Identifying a pupil's strengths and weaknesses which prompts appropriate guidance and support
- Liaising between lower, middle and senior school
- Parents are kept informed about how their child is doing through:
 - Reports
 - Parent / teacher meetings
 - Liaisons with personal and form tutors

PHSE (Personal, health and social education)

Our curriculum has PHSE timetabled as a subject as well as it being incorporated in our subject areas and it reflects our aims and ethos.

The PHSE programme encourages respect and promotes a culture of tolerance and diversity for all individuals including those with protected characteristics such as sex, age, race, gender, disability, religion and sexual orientation. Staff support respect for others by providing balanced viewpoints so pupils can make informed choices in preparation for life in British society by developing in every young person the values, skills and behaviours they need to get on in life. Pupils receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.

Careers Education

The Careers programme at HawleyHurst starts in Year 7 and continues all the way up to Year 13. The guidance we offer is presented in an impartial manner thus enabling pupils to make

informed choices about a broad range of career options, which helps to encourage them to fulfil their potential. The careers education our pupils receive involves;

- Learning about different careers
- Pupils learning to know themselves, being aware of their strengths and weaknesses
- How pupils' interests can influence the choices they make and the world of work
- Exposure to the world of work through work experience
- Building links with local employers in the area through having extended work experience and in depth conversations on skills needed for employment
- Giving the opportunity to develop entrepreneurial skills through young enterprise and fundraising for various events / charities
- Attending university fairs
- University visits
- Apprenticeships
- Consciously working to prevent all forms of stereotyping in the advice and guidance we provide to ensure girls and boys consider the widest possible range of careers including those, which are often portrayed as primarily for one or other of the sexes.

The Year 9 pupils have an options evening prior to selecting their GCSE choices. At HawleyHurst, we commence GCSE's in Year 9 during the start of the summer term. We share assessment data with parents at this meeting to inform option choices. The meeting allows discussions to take place so pupils are well informed of the best options for them. Where pupils are identified with special needs the Deputy Head Academic holds meetings with the child and parents to discuss the appropriate level and number of KS4 courses. Year 11 the Head of Sixth Form has conversations about careers pupils wish to follow and the subject they should be looking to take in the Sixth Form.

Spiritual, Moral, Social and Cultural Development of Pupils

The SMSC is embedded into our daily school life and actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The principles are actively promoted which:

- enable pupils to develop their self-knowledge, self-esteem and self- confidence
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures

- encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act
- encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England

These principles are achieved through:

- PHSE programme
- Applying for posts such as form captain or eco representatives
- Safeguarding training provided to pupils – looking at bullying, E-safety and radicalisation as outlined in the Prevent Strategy and The Counter-Terrorism and security Act 2015 which places a duty to prevent people from being drawn into terrorism; scenario training
- Assemblies
- School councils (looking at decision making)
- Carol service
- Form and personal system
- Behavioural system
- Outdoor education programme
- Extra-curricular activities
- Timetabled curriculum and day-to-day running of the school

EQUAL OPPORTUNITIES POLICY

HawleyHurst is committed to equal treatment for all, regardless of an individual's race, ethnicity, religion, sexual orientation, disability, learning difficulty, transgender identity, body image or social background. We believe that exposing children to as wide a range of cultural experiences as possible whilst they are developing can only be enriching.

Subjects	No of Lessons	Subjects	No of Lessons
Maths, Literacy and Topic	21	IT	1
Science	2	PE	2
Forest School	2	Rotation - G&T, Ballet, Core & Swimming	3
Spanish	2	Music	1
French	1	Drama	1
Modern/Tap	1	Assembly	1
Ballet	1		

Subjects	No of Lessons	Subjects	No of Lessons
Maths, Literacy and Topic	22	IT	1
Science	2	PE	2
Forest School	2	Rotation - G&T, Ballet, Core & Swimming	3
Spanish	2	Music	1
French	1	Drama	1
Modern/Tap	1	Assembly	1

Table of timetable

Year 1

Year 2

Ballet	1		
Subjects	No of Lessons	Subjects	No of Lessons
Maths, Literacy and Topic	16	Activities	3
Science	2	PE (Including Ballet)	3
Forest School	2	Art	2
Spanish	2	Music	1
French	2	Drama	1
Modern	1	Assembly	1
Tap	1	IT	2
Choir	1		

Year 3

Year 4

Year 5

Subjects	No of Lessons	Subjects	No of Lessons
Maths, Literacy and Topic	16	Activities	3
Science	2	PE (Including Ballet)	3
Forest School	2	Art	2
Spanish	2	Music	1
French	2	Drama	1
Modern	1	Assembly	1
Tap	1	IT	2
Choir	1		

Year 6

Subjects	No of Lessons	Subjects	No of Lessons
Maths, Literacy and Topic	16	Activities	3
Science	2	PE (Including Ballet)	3
Forest School	2	Art	2
Spanish	2	Music	1
French	2	Drama	1
Modern	1	Assembly	1
Tap	1	IT	2
Choir	1		

Subjects	No of Lessons	Subjects	No of Lessons
Maths, Literacy and Topic	18	Activities	3
Science	2	PE (Including Ballet)	3
Forest School	2	Art	2
Spanish	2	Music	1
French	2	Drama	1
Street/Jazz	1	Assembly	1
Choir	1	IT	1

Year 7

Subjects	No of Lessons	Subjects	No of Lessons
Maths	5	Spanish	2
English	5	French	2
Science	4	Computer Science	2
History	2	Forest School/Cookery	2
Geography	2	Modern & Tap/Study Skills	1
Music	2	Ballet/Study Skills	1
Drama	2	Sport	4
Art	2	Assembly	1
PSHE	1		

Year 8

Subjects	No of Lessons	Subjects	No of Lessons
Maths	5	Spanish	2
English	5	French	2
Science	4	Computer Science	2
History	2	Forest School/Cookery	2
Geography	2	Modern & Tap/Study Skills	1
Music	2	Ballet/Shakespeare	1
Drama	2	Sport	4
Art	2	Assembly	1
PSHE	1		

Year 9

Subjects	No of Lessons	Subjects	No of Lessons
Maths	5	Spanish / Study Skills	2
English	5	French / Study Skills	2
Science	4	Computer Science	2
History	2	Cookery/Graphics/DT	1
Geography	2	Ballet/Textiles/Computer Science	1
Music	2	Modern & Tap/Shakespeare/ Media	1
Drama	2	Sport	4
Art	2	Assembly	1
PSHE	1	Careers	1

Year 10

Subjects	No of Lessons	Subjects	No of Lessons
Maths	5	PSHE	1
English	5	Sport	2
Science	7	Assembly	1
Science / English Support	1	Science / HPQ / Study Skills	2
Option A History Music PE Media Drama Spanish	4	Option B Spanish Geography Graphics Textiles History	4
Option C Cookery Drama Computer Science French History	4	Option D Business St Art Photography Dance Geography Music	4

Year 11

Subjects	No of Lessons	Subjects	No of Lessons
Maths	5	PSHE	1
English	5	Sport	2
Science	6	Assembly	1
Science / Maths	2	Science / HPQ / Study Skills	2
Option A Computer Science Music French Drama PE Photography	2	Option A(1) Music PE Photography	1
Option A(2) Computer Science French PE Drama Music	1	Option B History Geography Business Studies Spanish French Art	4
Option C Food Tec Art Graphics Geography Spanish Drama	4	Option D HL Physics Geography Spanish Music Textiles	4

Subjects	No of Lessons	Subjects	No of Lessons
A Level Maths	4	BTEC Media	4
A Level Physics	4	A Level Graphics	4
A Level History	4	A Level Photography	4
Cookery	2	Careers	1

Year 12

Subjects	No of Lessons	Subjects	No of Lessons
A Level Maths	5	BTEC Media	4
A Level Economics	5	A Level Fine Art	4
A Level Geography	4	A Level Photography	4
Cookery	2	Careers	1
AS Business Studies	5	BTEC Performing Arts	6
Level 3 Cookery	5		

Year 13