

HOLLAND HOUSE

2a CURRICULUM POLICY

Review Arrangements:

Date	October 2021
Review Date	October 2021
Review Date	October 2022

1. MISSION STATEMENT

Holland House is an academic selective school that provides a high-quality learning environment which aims to provide an opportunity for every child to reach their potential. We recognise each child to be unique with individual needs and talents. We cater for pupils' social, emotional, moral and spiritual wellbeing in a stimulating and creative academic environment. Pupils are well prepared for their next school and for their future lives in a fast moving and challenging globalised world.

2. AIMS OF THE CURRICULUM

It is the policy of Holland House that all pupils should receive a broad, balanced curriculum that meets the needs of individuals. The curriculum does not undermine and actively promotes fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

In general terms the school aims to:

- Provide full-time supervised education which gives all pupils experience in speaking and listening, literacy and numeracy and also in the broad areas of linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.
- Provide all pupils with a full and rounded experience of learning, ensuring a strong emphasis is placed on a broad curriculum involving Art, Drama, Music, PE as well as Academic Subjects.
- Promote the spiritual, moral, cultural, mental and physical development of our pupils.
- Foster all pupils' creativity and develop essential skills, including learning skills.
- Promote a healthy lifestyle.
- Promote a thoughtful attitude towards the immediate and wider environment.
- Inspire all pupils to a commitment to learning and a sound work ethic which will last a lifetime.
- Prepare all pupils for entry into their chosen Senior School.
- Prepare all pupils for the opportunities, responsibilities and experiences both in their next school and for adult life in British Society.

At Holland House we seek to achieve these aims by:

- a. Using targets set by teachers and pupils to enable each pupil to reach for their full academic potential and to make good progress.
- b. Preparing pupils for transfer to their chosen secondary schools.
- c. Introducing pupils to the core subjects as well as a broad set of subjects, including French, History, Geography, Religious Studies, ICT, Music, Art & Design and PE/Sport.
- d. Providing a range of activities, clubs, and opportunities beyond the classroom which will broaden the horizons of the pupils and which are aimed at developing the whole person in each child.
- e. Ensuring that there is no unlawful discrimination in any aspect of our teaching, maintaining a culture of equality specifically with regard to all protected characteristics.

The school's curriculum encompasses the National Curriculum but goes beyond this and takes account of entrance and scholarship exams set by a variety of public schools, as may be appropriate for each child.

Personal, social and health and Relationships education reflects the school's aims and ethos.

The school aims to ensure that subject matter is appropriate for the ages and aptitudes of pupils, including those with SEND.

3. STATEMENT ON THE AIMS OF TEACHING

The teaching at Holland House aims to:

- a. Enable pupils to 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.
- b. Foster in pupils the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn for themselves.
- c. Involve well-planned lessons, effective teaching methods, including use of IT where appropriate, suitable activities and wise management of class time.
- d. Show a good understanding of the aptitudes, needs and prior attainments of the pupils and ensure these are taken into account for the planning of lessons.
- e. Demonstrate appropriate knowledge and understanding of the subject matter being taught.
- f. Utilise effectively classroom resources of an adequate quantity, quality and range.
- g. Demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and use that Assessment information to plan teaching so that pupils can progress.
- h. Utilise effective strategies for managing behaviour and encouraging pupils to behave responsibly.

4. PLANS, SCHEMES OF WORK AND DEPARTMENTAL POLICIES

In all curriculum subjects there are schemes of work which serve to achieve the school's objectives in the following areas:

- **Linguistic**

The school strives to develop pupils' communication skills and increase command of language through listening, spelling, reading, writing and speaking.

- **Mathematics**

The school strives to develop skills of calculation, understanding of concepts and the ability to think logically and express themselves clearly.

- **Scientific**

The school strives to increase pupils' knowledge and understanding of nature, materials and forces, and in doing so to develop the skills associated with science – observing, forming hypothesis, conducting experiments and recording findings.

- **Technological**

The school strives to develop skills associated with the use of information and communication technology. The school provides opportunities to work with tools, equipment and materials to build products of their own design.

- **Human and Social**

The schemes of work in history and geography ensure pupils are made aware of their environment and how human action has influenced events and conditions.

- **Physical**

The school endeavours to develop pupils' physical control and coordination and develop tactical skills through a wide variety of sports and games and to acquire knowledge of the basic principles of fitness and health.

- **Aesthetic and Creative**

The school provides a range of activities enabling pupils to make personal, imaginative and practical responses.

- **PSHE and Relationships**

The programme reflects the school's aims and ethos and gives the pupils experience in spiritual, moral, social and cultural education appropriate to the age and abilities of the pupils.

In accordance with the Sept 2020 regulations, Paragraph 2a, we have incorporated Relationships education into our PSHE curriculum which was devised after parent consultation. Relationships education is compulsory and there is no parental right to withdrawal. A separate RSE policy is available on the school website.

PRE-PREP

The Pre-Prep Department includes the Reception Year, Year 1 and Year 2. The children in the Reception Year are selected on ability and potential and the school has opted out of the Foundation Stage Framework.

Every year group has one class, each led by form teacher who is the class academic and pastoral lead. There is a dedicated Teaching Assistant in the Reception Year. Y1 and Y2 have a teaching assistant between them. Special Educational Needs are met through teacher or teaching assistant input & support.

Some lessons are taught by specialist teachers, such as Games and Art, with the support of Pre-Prep staff where needed. French is introduced as a subject taught by specialists in the Reception Year.

The Pre-Prep children perform each term to their parents. This includes the Christmas play, the Spring Concert, assemblies and Sports Day.

Daily reading activities are set by the class teacher to be completed at home. Weekly spellings and maths homework is also set.

There are visits and trips which support the children's learning.

PREP SCHOOL

The Prep School builds on the firm foundations established by the Pre-Prep department and includes Year 3, Year 4, Year 5 and Year 6. Liaison between staff supports a smooth and happy transition.

Each year group has one class each led by a form teacher who is the class academic and pastoral lead.

Each year group follows a programme of Maths, English, Science, French, History Geography, Art, ICT, Drama, Music, Reasoning, PE and Games.

The majority of lessons are taught by the class teacher in the form's classroom; with some internal change for specialist subjects.

French, Music, Games, Dance, Drama, PE, and ICT are taught by specialist teachers.

Our carefully structured progression of school assessments begins in Year 3 within English Comprehension, English Composition, Grammar, Maths, and Reasoning.

There are visits and trips to support the children's learning and residential activities for Year 4, Year 5 and Year 6. Notably, Year 6 spend a week at a Chateau in France, engaged in a wide variety of activities to immerse them in the language. Attendance on all residential trips is expected by all pupils and forms part of our educational provision.

5. PREPARATION FOR THE OPPORTUNITIES, RESPONSIBILITIES AND EXPERIENCES OF ADULT LIFE

A leadership programme begins towards the end of Year 5, which complements and extends the school-wide emphasis on team work and responsibility. Opportunities to contribute to the leadership of the school abound at the top of the school.

Finally, the Leavers' Programme, Public School Inductions, further study skills, clubs and activities are all aimed at developing confidence and capability and stimulating an interest possible future career choices.

Charity work and spirituality are also woven into the school's programme of activities each term.

6. GENERAL STATEMENTS CONCERNING THE CURRICULUM

EQUAL OPPORTUNITIES AND DISCRIMINATION (EQUALITY ACT 2010)

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of nationality, race, age, disability, gender reassignment, religion or belief, sex, sexual orientation.

The events of Summer 2020 with the Black Lives Matter movement coming to the forefront of the news has encouraged the school to reflect on ways to further improve our existing culture of equality. As a result of this, an anti-discrimination governor was appointed, a dedicated email: speakup@hollandhouse.org.uk was created, going directly to this governor without the normal triage. A decision to make Black History Month (October) part of the permanent curriculum was made. Following a consultation in October 2020 with our black parents and the Anti-discrimination governor, it was decided that this month would focus on the inspirational achievements of Black people and their contributions to history, science, philosophy, literature, poetry, politics rather than the Slave Trade, since Black History is a rich tapestry that neither starts nor finishes with the Slave trade.

DISABILITIES

In accordance with the statutory requirements and the Equality Act 2010 the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on request and on the school website.

DIFFERENTIATION

A variety of differing teaching and learning methods and materials are used in all areas of the school to suit pupils' different needs.

MONITORING OF PUPIL PROGRESS

The school has in place a framework for monitoring and evaluating pupils' performance. Pupils Progress is evaluated by reference to the School's own Schemes of Work which are aimed at 11+ Common Entrance and by reference to Standardised Tests (Incas testing for Y1-Y6 and Base testing for Reception). Information about the pupil's performance is provided to parents through reports and or parent teacher meetings. Teaching and marking systematically assess pupils according to the school's policy on assessment.

RELIGIOUS EDUCATION

Religious Education is available to all pupils though assemblies and pre-prep pupils have a weekly timetabled lesson. The teaching of religious education at HHS is due to be reviewed in the Autumn Term 2021 with the view of overhauling the curriculum and putting a new one in place. Parents have the right to withdraw their children from religious education.

POLITICAL EDUCATION

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. **Nor will the teaching of any subject 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.**

Political issues may be introduced in a number of courses but will be presented in a balanced manner. Since Autumn 2021, the school has been trialling votesforschools.com. This is in use through the whole Prep School (sometimes in the Pre-prep, depending on the topic) A topical political issue is presented in the form of a question and pupils

are initially asked how they would vote (yes/no) regarding this. Eg: Should more children have free school lunches? Do we do enough to celebrate our differences? A lesson is then delivered showing a balanced view regarding the topic. At the end, pupils are asked to vote again and are encouraged to explain which were the strongest arguments for/against. Pupils can vote on the website and the results are then taken to relevant bodies who listen to the views of the children

PE AND GAMES

All pupils are expected to take part in the school's Physical Education and Games programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice on ad hoc occasions, or other reasons agreed with the school. If more than a week of lessons must be missed, the school may ask for a letter from a GP or another appropriate medical professional.

Pupils in Y3-6 go off-site for their Games lesson. Given the numerous other duties Form Teachers are expected to perform, it may not always be possible for them to supervise those children not able to attend Games. Parents therefore will be asked to collect their child early on these afternoons if supervision cannot be made.

EXTRA-CURRICULAR ACTIVITIES

The school has a varied programme of that take place outside the formal curriculum. It is an expectation that pupils will take as full a part in this programme as possible.

LEARNING SUPPORT

All teachers are considered to be teachers of Learning Support. It is the responsibility of all subject and class teachers to monitor, assess, inform and if necessary complete a record of concern which is passed to the Headmistress. It is recognised that children with Special Educational Needs need to be identified as early as possible in their school career. The school maintains a SEND register of children with identified needs. Please refer to the Special Educational Need and or Disabilities Policy.

CONCERNS AND COMPLAINTS

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's teacher. If the issue is not resolved parents should make an appointment to discuss the matter with the Deputy Head or the Headmistress. Complaints should follow the procedure as set out in the Complaints Policy.

COVID-19 REMOTE LEARNING ANNEX

This COVID-19 Remote Learning Annex is under constant review and can be changed without prior warning, at any time, in order to remain compliant with government guidelines.

When the UK went into national Lockdown on 23rd March 2020, HHS opened its virtual school on MS Teams with the school day running from roughly 9am – 3.30pm for all classes, with a morning and lunch break.

As complete a curriculum as possible was provided, including daily lessons in English and Maths. History, geography, science, PSHE and relationships, PE, drama, dance, French, computing where all maintained, with the school hiring temp staff where necessary to fulfil the curriculum. All children were provided with complete timetables which mirrored in as far as was reasonably possible, the lessons they would have had each day at school. Welfare calls to each child were made throughout the Lockdown and end of year reports were sent, albeit in a reduced format.

HHS acknowledges that there is a government directive that remote learning be made available to pupils forced to self-isolate because of COVID-19 and that contingency plans must be in place in case of national/local/ school specific lockdowns. Therefore, HHS will continue to run lessons via MS Teams for those pupils required to self-isolate, until there is a change in government guidelines to the contrary.

Pupils entitled to Remote Learning include:

- Those self-isolating for 2 weeks due to a positive test result (when well enough to do so)
- Those who are self-isolating after having been contacted by NHS test and trace (if well enough to do so)
- Those sent home with covid-19 symptoms awaiting a test result (if well enough to do so)
- Those who are having to shield on medical advice
- Pupils who are unable to get to school because both parents are self-isolating
- All pupils in the event of a national/local/school specific lockdown

The government expects pupils to be physically present, in school. HHS recognises the additional burden placed on staff who are asked to provide lessons both to those present in school and those at home and wishes to discourage parents from abusing this system.

HHS asks parents to recognise that the provision of remote learning is exclusively for those who fall in the above categories relating solely to COVID-19 and remote learning will not be provided in any other circumstances.

Expectation of Home-learners

Home learners are expected:

- to sign into teams at the designated time to join their class for registration.
- to be neatly and appropriately dressed and should not be in their bedrooms or to use a suitable backdrop masking this if it is the case.
- To have their cameras on and behave in the same way as they would in the classroom
- To not be eating during lessons
- To take breaks at the same time as their classmates in school
- To complete the work and return it to their teacher in accordance with the teacher's instructions and in a timely manner
- To not use their school Teams account outside school hours for unsupervised chatting with other home-learners
- To respect the classroom rules of not calling out and to answer questions when directly addressed by the teacher.
- To use their school exercise books if they have them with them, or provide their own paper which can be stapled into their books upon their return. The school will not be expected to post paper/ exercise books to remote learners.

EXPECTATION OF TEACHERS AND STAFF IN GENERAL

Remote Teaching:

- All remote teaching will take place via MS Teams, including the delivery, setting and marking of work. It is not permissible for staff to use any other platform such as Zoom.
- Teaching standards still apply when teaching remotely.

- Teachers are expected to be neatly, professionally dressed, as if they were at school
- Teachers must ensure that they are not teaching from their bedrooms and are advised to blur out their backgrounds
- The Head, specialist staff and peripatetic staff must be included as owners of each individual class team in order for them to be able to teach those classes.
- Teachers who are contacted by NHS Test and Trace and asked to self-isolate but who are otherwise well in themselves are expected to teach their classes from home until a negative test result comes back. Provision will be made by the school for another member of staff to physically sit in their classroom whilst they deliver the lesson.
- Support, office, Kitchen and welfare staff may be asked by the Head to make reasonable adjustments, within their abilities, to their normal job descriptions in the event of a local/national/ school specific lockdown. For example, make welfare calls via MS Teams to the children, listen to younger children read, undertake online CPD courses, review/ read school policies.

MATHS AND ENGLISH

Teaching in English and Maths is deemed essential and all Form Teachers will ensure to the best of their ability that remote students can directly access these live lessons. Teachers are expected to upload / share screens for any support material home learners may require. Teaching assistants can be called in to help with the extra scanning etc in this respect.

OTHER ACADEMIC LESSONS

Form teachers are also expected to provide learning material for all other subjects that they teach, including history, geography, science, PSHE, handwriting etc. However, the school recognises that there might be some rare occasions when this is not possible (eg if a re-enactment of the Battle of Hastings is taking place outside, remote learners cannot take part and teachers will not be expected to balance laptops outside etc) The same applies to French which is a classroom-based lesson and the French Teacher is expected to make live provision for home-learners.

ICT

The Computing Teacher is expected to make reasonable provision for remote learners where possible. If the lesson is accessible from home, home learners should be able to join in. However, where the lesson is based on software on available at home, the teacher will stick to the curriculum help the home learners to catch up upon their return to school where necessary. In this case, Home-learners will be expected to do touch-typing during their IT lesson, building this highly important, useful and transferable skill.

ART

Where deemed appropriate, Home Learners can join in with the school-based art lesson. It is up to families to provide Home-learners with the necessary equipment. Where home learners cannot join in, this will be a missed lesson.

Drama, Dance, PE and Games

Whilst under national Lockdown, Drama, Dance and PE lessons were delivered via MS Teams. However, this was on the understanding that all pupils were at home and in front of their computers thus lessons were re-designed for "on the spot" fitness and strength training. Since the Full Re-Opening of Schools in Sept 2020, the majority of pupils are in school and able to run around the playground and go to the local park. Provision for home learners therefore will not be made as it is not reasonable nor possible to broadcast from the park/playground/hall. Should certain pupils be absent for more than the normal 2-week self-isolation period, for example due to the need to recommence shielding, the PE teacher will look into a suitable PE program that these learners will be able to follow. In the event of a local or national lockdown, both the PE and Dance teacher will provide online lessons to all pupils at home, re-adjusting lessons to "on the spot" exercises etc

TESTS

To preserve their integrity and ensure that they are not passed onto siblings or other children outside the school, the formal weekly Prep School tests will not be made available to remote learners, neither will any form of Baseline testing (normally conducted in the first week / 10days of term). Remote learners may have to make these tests up upon return to school if required by the Form Teacher, but this is not always possible, particularly for Y5 and Y6 given the rigorous weekly testing already in place. The same principle applies to end-of-term/ end-of-topic tests in all year groups.

MONITORING AND REVIEW OF THE CURRICULUM POLICY

The Curriculum policy will be monitored by the Headmistress.

The Headmistress will report to the Governing Body on the progress of the policy and will recommend any changes.