

HOLLAND HOUSE SCHOOL



2a CURRICULUM POLICY

Applicable to all years including the EYFS

Review Arrangements:

Date	March 2024
Review Date	Sept 2025
Approved by Governors	March 2024

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. WELLBEING STATEMENT

The wellbeing of our pupils is at the heart of all decision-making processes here at HHS. Our definition of wellbeing is aligned with that given in the Children's Act 2004 and the ISI Inspection Framework 23, namely as relating to:

- Pupils' physical and mental health and emotional wellbeing
- Protection of pupils from harm and neglect
- Pupils' education, training and recreation
- Pupils' contribution to society
- Pupils' social and economic wellbeing.

This policy has been written with due consideration given to these principles.

3. AIMS OF THE CURRICULUM

It is the policy of Holland House that all pupils should receive a broad, balanced, interesting and challenging curriculum that stretches even the most able pupils. It is designed to encourage a growth mindset, giving the children a sense of accomplishment at what they have already achieved and an understanding that we should be life-long learners – there's always more to know!

Teachers have high expectations of all pupils, not just high hopes.

British Values

The curriculum 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. This is achieved through a number of activities and approaches woven into the fabric of the curriculum and school life, for example:

Democracy

- Pupils vote on representatives to the School Council
- School council meets regularly to discuss ways of improving the school

- The pupils actively helped us form our behaviour policy and the sanctions for misbehaviour
- All pupils in Y3-Y6 have a weekly Votes for Schools lesson. Pupils vote Yes/No to a question, learn more facts and differing views about it and then vote again at the end of the lesson. Votes can be sent into the Votes website and the views of children are sent to various public/private bodies. Children learn that their voice counts and they can make a difference.
- All Y3-Y6 pupils attend Pupil Voice sessions with the Head.

Rule of Law

- Staff are expected to be role models to the children, following the same rules for behaviour, conduct and polite communication
- Promoting respect for British institutions such as parliament, the law and the police through assemblies, visits etc
- Y6 pupil leaders are still subject to the same expectations of behaviour that other children are held to.

Individual Liberty

- Pupils are encouraged to develop their own voice and views through the curriculum and the conviction to express them freely without simply going along with the crowd.
- There is a choice of playground activities and afterschool clubs
- Teachers encourage a positive sense of self and to be ambitious for themselves
- Pupils are taught that they have individual rights and liberties within reason

Mutual Respect and Tolerance

- Multicultural pupil and staff body
- PSHE and Relationships Curriculum
- Awareness assemblies (eg Holocaust memorial day, important festivals across world religions etc)
- Diverse library
- Our behaviour policy
- Our Antiracism and Antibullying Policy
- Girls On Board Scheme helps girls better understand their friendships, through mutual understanding
- A termly event to promote mutual respect and tolerance
 - o Autumn Term: Black History Month
 - o Spring Term: World Religion Day
 - o Summer Term: Cultural Day/ Heritage Day/ Our World Day

This list is not exhaustive.

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 and PE/Sport, PSHE and Relationships, drama, dance.
- 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, diversity and inclusion specifically with regard to all protected characteristics.

The school sets its own curriculum which takes into account the entry requirements set by a variety of schools at 11+. In so doing, it goes beyond the demands of the National Curriculum in many respects.

Personal, social and health and Relationships education reflects the school's aims and ethos. A parent consultation on the contents of the Relationships education curriculum was last undertaken in the Summer Term of 2023. In accordance with Parent Voice, HHS does not teach Sexual Education in PSHE & Relationships. Relationships education is compulsory and there is no parental right to withdraw pupils from these lessons. A separate RSE policy is available on the school website.

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

4. 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. Develop a love of learning that will last a life-time and an outstanding work ethic.
- d. Help children become independent learners, taking responsibility for their own learning and improvement. We do not blame others for our mistakes, including leaving work at home etc.
- e. Involve well-planned lessons, effective teaching methods, including use of IT where appropriate, suitable activities and wise management of class time.
- f. 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.
- g. Demonstrate appropriate knowledge and understanding of the subject matter being taught.
- h. Utilise effectively classroom resources of an adequate quantity, quality and range.
- i. 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.
- j. Utilise effective strategies for managing behaviour and encouraging pupils to behave responsibly.

Teachers at HHS have high expectations for all pupils. Teachers are expected to teach to the top of the class, whilst recognising that this is not the same as to the ability of the most able pupil.

Our curriculum policy offers teachers the flexibility to move on to a new topic when they feel it is right to do so. Our spiral curriculum across all subjects means that pupils will be re-taught concepts several times in their Primary Years and mastery is not expected first time round.

5. 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. French is taught from Reception to Y6.
Mathematics	The school strives to develop skills of calculation, understanding of concepts and the ability to think logically and express themselves clearly. We have a strong emphasis on the importance of solid mental arithmetic
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. From September 2023, Robotics is taught for at least one term, throughout the school, using the VEX robotics kits and as part of the school's Digital Strategy, 1:1 iPads are introduced in Y4.
Human & 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. Votes For Schools add to this rich tapestry by providing pupils with a weekly discussion point on a topical issue.
Physical	The school endeavours to develop pupils' physical control and coordination and develop tactical skills through a wide variety of sports, games and dance to acquire knowledge of the basic principles of fitness and health.
Aesthetic & Creative	The school provides a range of activities enabling pupils to make personal, imaginative and practical responses, including timetabled art lessons, and the choice of art /digital art clubs
PSHE & 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.

Mental Health & Wellbeing	The school recognises the importance of equipping children with the tools they need to manage their mental health as well as physical health. All pupils at HHS follow the My Happy Mind scheme (myhappymind.org) which is an NHS backed program of study
--------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

PRE-PREP

The Pre-Prep School consists of 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 a 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. Every teacher is expected to be a teacher of SEN.

Some lessons are taught by specialist teachers, such as French, Games, Music and Art, with the support of Pre-Prep staff where needed.

Homework is set on a daily basis in the Pre-Prep school. In Reception, this could be phonics practice, number/letter formation, reading etc. Most assignments are due the next day. Weekly spelling and mental arithmetic practice are also set.

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

PREP SCHOOL

The Prep School builds on the firm foundations established by the Pre-Prep and consists of 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.

Art, French, Music, Games, PE, Dance, Drama 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.

6. DIGITAL STRATEGY & THE IT CURRICULUM

Following our Feb 2022 Inspection Report where it was suggested that the school develop IT across the curriculum, HHS launched Stage 1 of Digital Strategy in September 2023.

This, in part, sees the Y4 children using ipads in the classroom for certain lessons, facilitating the teaching of IT across the curriculum and helping SEN pupils where appropriate. Pupils will keep their ipads as they move up to Y5 and Y6.

Stage 1	Academic Year 2023-2024	ipads for Y4 only Launch of Robotics across the whole school YR- Y6
Stage 2	Academic Year 2024- 2025	ipads for Y4 and Y5 only
Stage 3	Academic year 2025- 2026	ipads for Y4, Y5 and Y6

Ipads must be leased from the school in Y4 and above, at an additional cost to the standard fees, and this forms a compulsory part of the curriculum from which parents cannot opt-out.

Please see Acceptable Use Policy and Responsible User Policy for more information.

The IT Curriculum is under review from Sept 2023 to Sept 2026 in order to reflect the changing needs of the school. This may include a change to the type of digital device used.

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

All classes vote for School Council representatives. The School Council is led by a Y6 Pupil Leader, under the guidance of a member of staff. The council convenes at least once every half-term, though more often if required.

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. In Y6 a Head Child is chosen in addition to 4 Virtue Ambassadors, a Sports Captain, a Literacy Prefect and a Pre-Prep Prefect. Roles may vary in accordance with the changing needs 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 is also woven into the school's programme of activities each term.

8. 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 condition of entry to the school is that all children should be able to cope with our fast-paced and challenging curriculum. Differentiation is shown in the level of support given to those pupils needing it.

MONITORING OF PUPIL PROGRESS

The school has in place a framework for monitoring and evaluating pupils' performance. Pupils Progress is evaluated by:

- Weekly testing in Y3, Y4, Y5 and Y6
- Half-termly testing for all year groups in Reading and Maths via the Star Reader/ Star Early Reader and Star Maths Assessments. These results are standardised and benchmarked against the national level.

Information about the pupil's performance is provided to parents through reports and or parent teacher meetings. Additionally, Parents have access to information regarding their child's progress in Reading via the Accelerated Reader Home Connect site

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. 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 using Votes For Schools (www.votesforschools.com).

This is in use through the whole Prep School (sometimes in the Pre-prep, depending on the topic) A topical 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. The Votes topic of the week is communicated to parents via the weekly bulletin and parents are encouraged to keep the conversation going at home.

HHS is keen to stress that we believe that there are no right/wrong answers here. We are teaching the children to argue persuasively, whilst simultaneously understanding the fact that that other people may not share their point of view. Pupils are expected to respectfully disagree and calmly defend their opinions.

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/ telephone call 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 found.

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 Needs/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.

REMOTE LEARNING

HHS has made the decision to withdraw provision of online learning via MS Teams. This is for a number of reasons including:

- It was a temporary, emergency response to the global pandemic
- The pandemic is now behind us and we are learning to live with the COVID virus
- The classrooms are not set up with conferencing equipment
- Online learning is often disruptive for the children in the classroom
- It places significant stress on the teachers

Pupils who are too poorly to attend school, should be able to rest and recover at home without having to worry about online learning. Teachers will work with the child to make up work as needed.

Other methods of remote learning may be considered such as providing children at home with work set in school. Online-learning will only be considered in exceptional circumstances and must have the agreement of the Head.

TERM TIME HOLIDAYS

Work will not be set for children removed from school for term-time holidays.

TESTS

To preserve their integrity and ensure that they are not passed onto siblings or other children outside the school, no HHS tests will be sent home. Parents can request to see the test and their child's responses but these papers are not permitted to go home, nor be photographed.

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.