

HOLLAND HOUSE SCHOOL

2a CURRICULUM POLICY

Review Arrangements:

Date	October 2017
Approved	
Review Date	October 2018

Amendments

Amendment	Date	Description

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 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 tutors 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, lectures 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.

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 education reflects the school's aims and ethos. Religious education is also provided for all pupils.

The school aims to ensure that subject matter is appropriate for the ages and aptitudes of pupils, including gifted and talented, SEND and pupils with an EHC plan.

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 a 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.

- **Personal, Social and Health Education**

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.

Schemes of Work and subject policies are regularly reviewed.

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 a form teacher who is the class academic and pastoral lead. There is a Teaching Assistant in the Reception Year.

The Pre-Prep teachers plan together, where appropriate, and differentiate for the needs of the children. Special Educational Needs are met in class through support from the teacher or teaching assistant input.

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 Year 1.

The Pre-Prep children perform each term to their parents. This includes the Nativity, the Presentation about their term's topic, 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, RS, Art & Design, ICT, Drama, Music 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 and ICT are taught by specialist teachers.

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

There are visits and trips to support the children's learning and a residential activities weekend for 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.

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

In addition to career inspiration in PHSE, a leadership programme begins towards the end of Year 6, 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 in 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 age, disability, gender reassignment, religion or belief, sex or sexual orientation.

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.

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. Information about the pupils' performance is provided to parents through reports and or parent teacher meetings. Teaching and marking systematically assesses pupils according to the school's policy on assessment.

RELIGIOUS EDUCATION

Religious Education is available to all pupils. Parents have the right to withdraw their children from religious education.

SEX EDUCATION

The school provides sex education in the basic curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life.

A full statement of the school's sex education policy is available to parents. This policy has regard for the current statutory provisions on sex education contained within sections 403 and 405 of the Education Act 1996 and the government's guidance in 'Sex and Relationship Education Guidance published in 2000.

In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

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.

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, or other reasons agreed with the school.

EXTRA-CURRICULAR ACTIVITIES

The school has a varied programme of extra-curricular activities that takes 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 list of children with identified needs. Please refer to the Special Educational Need and or Disabilities Policy.

ABLE, GIFTED and TALENTED

The curriculum takes account of the needs of those pupils considered Able, Gifted and Talented, ensuring that they develop their knowledge, skills and understanding in order to reach their potential. An able pupil can be defined as one who achieves or has the potential to achieve, at a level significantly higher than his or her peer group in the school. Able, Gifted and Talented pupils are identified in both the Pre-Prep and Prep schools and this information is stored on a list. Pupils who are identified as Able, Gifted or Talented are given opportunities both within and outside of the regular curriculum to develop these abilities, gifts and talents. For more information on Able, Gifted and Talented Learners please refer to the Able, Gifted and Talented Learners 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 form tutor. 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.

MONITORING AND REVIEW OF THE CURRICULUM POLICY

The Curriculum policy will be monitored by the Deputy Head, who will report to the Headmistress on its implementation on a regular basis.

The Headmistress will report to the governing body on the progress of the policy and will recommend any changes.