



HAMPTON COURT HOUSE

FORTITER IN RE SUAVITER IN MODO

Curriculum Policy

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HAMPTON COURT HOUSE

FORSIT IN RE SUAVITER IN MODO

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Curriculum Policy

Overview of the Years

Early Years

Children first join the school aged three in the Nursery. The Nursery provides a highly stimulating and welcoming environment for children to learn through interaction with each other and adults. They learn through play with songs and games and through the enthusiasm of their teachers. This is done in a variety of languages, English, French and Spanish.

We work in small groups and one-on-one with each child at the younger end of the school to ensure that pupils moving into Year 1:

- a. are able to read and enjoy reading;
- b. are able to write and enjoy writing;
- c. enjoy school and are confident in their abilities.

There is no rigid timescale to achieve the above. It happens for the most part naturally and without pressure.

Lower Years (Years 1 to 4)

When the above is achieved children move into a **French partial immersion environment** throughout Years 1 to 4, which means that approximately half of the lessons are taught in French, including mathematics, humanities and drama.

Middle Years (Years 5 to 8)

In Year 6, all pupils sit internal **11+ examinations**, set by the Independent Schools Examinations Board, in English, mathematics and science. Some pupils at this time elect to sit 11+ examinations for other independent schools (e.g. Latymer, Godolphin & Latymer) or are 'screened' by senior schools (e.g. Eton, Westminster) before being offered conditional places via 13+ Common Entrance or Scholarship.

All Year 8 pupils sit ISEB **13+ examinations** in English, mathematics, biology, chemistry, physics, history, geography, French, Latin and Mandarin.

Upper Years (Years 9 to 11)

Year 11 sees pupils complete their batch of **GCSEs**. Key subjects include: English Language, English Literature, Mathematics, Biology, Chemistry, Physics, History, Geography, French, Spanish, Latin, Art, and Psychology.

Sixth Form

We offer the A levels most sought after by universities. They are based on the list of 'facilitating subjects' in the Informed Choices report, www.russellgroup.ac.uk/Informed-Choices, created by the Russell Group of leading universities. These subjects are recommended by the top universities, including Oxford and Cambridge, because they give you excellent preparation for further study at these world-class universities.

A Level subjects on offer

English Literature	Biology	Mathematics
French	Chemistry	Further Maths
Spanish	Physics	Geography
Art	Computing	History
Photography	Economics	Psychology

Principles

Hampton Court House recognises that there are different kinds of intelligence. The school ensures that the children have a range of learning experiences that challenge, stimulate and promote thinking and learning. In particular, we stress the value of learning from mistakes – not only in one’s work but also those made in social situations. Indeed, the continual development of life skills – emotional intelligence and the ability to adapt and to think for oneself – is at the heart of all the school’s dealings with its pupils.

The curriculum ensures that the education of all students includes linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative elements. The school places particular emphasis on languages, music, art, drama, computing, and social awareness. Improvements in Design & Technology and Sporting facilities and provision feature highly in our development plans.

Linguistic: Hampton Court House places a particular emphasis on languages from the first moment a child enters the school. Children in Nursery enjoy activities in English, French and Spanish. At least half of lessons up to Y4 are taught in French. Older students study French, Spanish, Mandarin and Latin and take at least one of those to GCSE. Furthermore, the school seeks to employ teachers (whatever their discipline) who speak more than one language. Pupils and staff at Hampton Court House speak other languages during the day as a matter of course.

Grammar, punctuation, spelling, and overall quality of English, are all vitally important to us at HCH. We believe in engaging students in the discussion of the development of the language, and allowing them to make informed decisions about their own uses of it.

We expect all teachers to be excellent models of their native language, and gently to correct students as needed throughout their education.

Mathematical: Mathematics is taught by specialist mathematicians from Year 5 upwards and they oversee the teaching of Mathematics in the lower years. The emphasis is on making calculations routine, understanding and appreciating relationships and patterns in number and space and developing the children’s capacity to think logically and express ideas clearly.

The value of learning mathematics in school is to learn to think analytically and to be able to apply logical deduction in the solution of problems. Their knowledge and understanding of mathematics is developed in a variety of ways, including practical activity, exploration and discussion.

Scientific: Science is taught at HCH by subject specialists from Year 2 upwards. The purpose is in increasing students’ knowledge and understanding of nature, materials and forces and in developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological: Technological skills include information and communication technology (ICT); developing, planning and communicating ideas; working with equipment, materials and components to produce products that the children are proud of; and evaluating processes and products. These ideas are embedded throughout the curriculum.

Computer Science is taught from Y5 upwards by enthusiastic specialists. The emphasis has been shifted away from merely using programmes into programming itself. The computing course is one of the most outstanding features of the HCH curriculum, and the extra-curricular after school is extremely well attended.

Human and Social: This area is concerned with people and with their environment and how human action, now and in the past, has influenced events and conditions. History and Geography and Perspectives (which incorporates religious studies and ethics) obviously play a large part in this. This is woven more deeply into the fabric of the day through daily assemblies which feature current affairs, social debates, and historical and cultural reference points.

Physical: The weekly Sports lessons develop students' physical control and co-ordination as well as their tactical skills and imaginative responses. It helps them to evaluate and improve their performance. Students acquire knowledge and understanding of the basic principles of fitness and health. The younger students go swimming every week.

The School provides daily sports clubs at lunchtimes, so every student can participate in Sport every day if they so wish.

Aesthetic and creative: The processes of making, composing and inventing are alive and well at HCH. There are aesthetic and creative aspects to all subjects, but some make a particularly strong contribution, including ICT and the study of literature, music, art and drama because they call for personal, imaginative, and often practical responses.

Music and drama are central to the school's curriculum from Nursery to Year 11, and it is a stated aim of the Arts and Media group that each child performs or presents in some way in front of the school every year.

Personal, Social, Health, Economic Education (PSHEE) and Citizenship

Hampton Court House is committed to providing a comprehensive programme of PSHEE for all its students that is appropriate to their age and needs. Responsibility for developing and implementing this programme rests with the Head and is specifically overseen by the Head of Pastoral Care.

Certain central tenets are integral in the structure of the school: the way we interact and treat each other and activities based on our diverse cultural heritages.

Our Lifeskills lessons allow children to explore emotions, ways to express emotions and strategies to cope with emotions as well as promoting an awareness of the emotions of others and how our behaviour affects others. Our structured activity sessions are specifically tailored to the needs of the various groups, from working with a child who is developing coping strategies to facilitating turn taking and initiation.

The Aims of the Curriculum

The main aim of the curriculum is to embed the principles of our ethos in all our endeavours.

- We foster the habit of curiosity and the lifelong love of learning.
- We value scientific, artistic and sporting pursuits.
- We believe in truth and empathy - and therefore in reacting appropriately to wrongdoing.
- We take responsibility for our lives. This means accepting and learning from our mistakes (and not blaming others for them).
- We believe that having a sense of humour and understanding the viewpoint and feelings of others are essential for a happy and harmonious life.
- We believe that by speaking a foreign language, we enrich our lives and deepen our understanding of other cultures.
- We value differences. For this reason we actively seek a mix of staff and pupils which reflects a range of cultural, social and religious backgrounds.
- We promote an active engagement in media and current affairs, believing that it is a moral imperative to have an opinion on the events and decisions which shape our world.
- We recognise that sometimes adults (as well as children) make mistakes. We try to ensure that our communication channels are always open so that within the school there is always someone ready to listen with an open mind.
- Each member of the Hampton Court House community strives to be honest, considerate, compassionate and generous.
- We believe in questioning our beliefs.

In particular, this means our curriculum seeks:

1. To enable children to become cultured and sensitive members of society.
2. To promote high standards in reading, writing, scientific enquiry, mathematics and languages.
3. To enable pupils to develop moral sensibility through carefully taught values, and also through honest pupil-teacher interaction.
4. To develop the personal and social skills of each child.
5. To promote spiritual development by means of providing time for reflection, and by introducing children to music and literature. Pupils of faith are encouraged to talk about their faith to others, in class assemblies, in order to promote tolerance and understanding.
6. To promote physical development and an awareness of the importance of a healthy lifestyle.
7. To provide equality of access and the opportunity for all pupils to make progress.
8. To prepare pupils for the opportunities, responsibilities and experiences of adult life.



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Structure of the Curriculum

The curriculum is taught through discrete subjects. Each subject teacher is a member of a department combining similar subjects. The members of the department meet most weeks to discuss progress, cross-curricular links and activities, differentiation strategies and Gifted and Talented enhancements.

Mid and long term planning is carried out via periodic review of the curriculum summaries for each subject, and on-going review of the Topic by Topic. Both of these are explained on page 8.

The schemes of work should set out the range of topics for each subject to be taught over each term, how individual topics are to be taught, what resources will be used, and what opportunities will be taken for assessing pupils' learning and progress.

Each department has also written a handbook detailing the principles and vision of the department. The handbooks also detail: textbooks and resources used; assessment and evaluation outlines; advice on applying school policy in the context of the subject; a department development plan.

The School supplies a template which may be used as a tool in the short term planning of lessons. This planning includes how the work will be differentiated, how it will be assessed, and what the pupil outcomes will be.

Children are set into group in many subjects in higher years. This enables the teaching to focus on a particular level.

The Early Years is guided by and compliant with the EYFS Framework and goes beyond this significantly in some areas such as the early introduction for foreign languages, and early reading programme, the Forest School provision, and specialist teaching in art, ballet and music.

The Lower Years programme is probably the most distinctive for the fact it combines a very traditional rigorous knowledge-based curriculum, with the innovative approach of teaching half of the curriculum in French by native French speakers. This is skilful done by the teachers who check understanding carefully throughout the lessons, and does not require support in French from parents. The curriculum does differ from the National Curriculum regarding the order in which things are done, but by the end of Year 4 the curriculum more than covers the National Curriculum.

Units of work in the Middle Years are generally planned, in the first instance, by adhering to the syllabuses of the Independent Schools Examination Board, which in themselves reflect the framework of the National Curriculum and the Literacy and Numeracy strategies.

The Upper Years and Sixth Form are guided greatly by the requirements of the GCSE and A level specifications but these form part of the curriculum and at no point do the pupils cease all enriching but non-examinable courses, as these are seen to be essential for long-term and continuous growth, health, and social and intellectual wellbeing.

Curriculum Statements

Curriculum Summaries

Curriculum summaries are published on the school website. The outline for parents and prospective students the substance of the curriculum on a term by term basis.

In the Y5 and up, curriculum summaries are updated annually and in Year 4 and below the curriculum summary is published each half term.

Topic by Topic

In order to reconcile our desire to follow a truly independent curriculum and the need to demonstrate the progress our students are making, we have been writing our own Topic by Topic curriculum statements for Year 5 upwards since January 2012. Each topic has levelled success criteria against which we can record level the student achieved during that topic. We tie this into our grading structure, like this:

Date	Topics	Resources	Success Criteria
	Introduction of tan as a scale factor from adjacent to opposite side (and inversely, from opposite to adjacent); relation to similar triangles. Can I suggest using simple tables to look up tan values, rather than enter the world of “mysterious black box calculations”	Worksheets 0601a 0601b 0601c Textbook Pages:	6 – 7 Recognise that the ratio of the sides is fixed by fixing the angle. 8 – 9 Calculate the opposite side give the adjacent and angle. 10 – 11 Calculate the adjacent side give the opposite and angle. 12 – 13 Two step problems, such as in 0601c 14 – 15 Work out for themselves, how to find the angle given the opposite and adjacent.

We can, where appropriate, grade work, as well as marking/correcting it. This means that students know how they are progressing relative to our curriculum. If they are consistently getting a particular grade then they can reasonably expect that grade in their reports. If they are inconsistent then they can expect the mean grade. It will also inform our teaching; if for example most of the students were getting 8s or 9s in a topic, the teacher may choose to revisit this topic, with extension material for those already at the 10 or 11 level.

There are many different approaches to how best to implement this curriculum statements, and departments have the flexibility to use the approach that works best for their subjects and students.

Please refer to the School’s *Assessment and Feedback Policy*.

Timetable

Lower and Early Years

Per week in Nursery to Year 4:

Subject	N	R	Year 1	Year 2	Year 3	Year 4
Maths	5	5	5	5	5	5
English	5	5	5	5	5	5
French	5	5	4	5	5	5
Humanities			1	2	2	3
Art	2	2	2	2	2	2
Science				1	2	2
Music	1	1	1	1	1	1
Drama	1	1	1	1	1	1
Music History			1	1	1	1
History of Art				1	1	1
Swimming	2	2	2	2	2	2
Sport	3	3	2	2	2	2
Ballet	1	1	1	1.5	1.5	1.5
Activities	8	5	2	1		
Circle Time	5	5	5			
Homework Club			4	4	4	4

C.N.E.D.

We are one of the few UK school's approved by the French government to run the C.N.E.D. programme for native French speakers.

5 periods per week instead of French for Y1 to Y5

4 periods per week instead of French for Y6 to Y11

Middle and Upper Years

Per week in Years 5 to 9:

Subject	Year 5	Year 6	Year 7	Year 8	Year 9
Maths	5	5	4	4	4
English	5	5	4	4	4
French	5	4	4 ²	3 ²	4
Computer Science	1	2	2	2	2
Humanities	3	3			
Perspectives			2 ¹	1	1
History			2 ²	2	2
Geography			2 ²	2	2
Latin	2	2	2 ²	2 ²	2
Spanish					2
Mandarin	2	2	2 ²	2 ²	
Art	2	2	1.5	1.5	1.5
Biology			1.5	1.5	1.5
Chemistry			1.5	1.5	1.5
Physics			1.5	1.5	1.5
Science	2	2			
Music	1	1	1	1	1
Drama	1	1	2	1	1
Music History	1	1	1	1	
Sport	2.5	2.5	2.5	2.5	2.5
Lifeskills (PSHE)	1.5	1.5	1.5	1.5	1.5
Independent Learning	2	2			

Per week in GCSE years:

- Maths and English have 4 or 5 periods each
- Science has 2 lessons per discipline
- Each GCSE choice has 3 periods per subject
- The remaining periods are Sport and non-examinable courses in Cultural Studies and Performing Arts.

¹ Each group will take two of the three Humanities subjects (History, Geography, Perspectives) each term for two periods each week.

² New students joining Year 7 will not take Mandarin, but rather will have an additional period of French and of Latin.



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Grading and Tracking

There are two main purposes to the data we record:

- To track what progress is being made in order to inform decisions about future teaching and learning;
- To make predictions about what progress should be expected, in order to assess how effective we are being.

Early Years – Nursery and Reception

The Early Years teachers use their daily observations to inform their teaching for the following day. They also complete an Early Years monitoring profile for each child, recording their individual progress.

Internal Grades – Years 1 to 4

The Attainment grades track the student's progress on a 1 – 5 scale based on continual assessment of class work, and homework where appropriate, in a wide range of skills sets in the following categories:

- Work Habits
- Social and Emotional Development
- English Reading
- English Writing
- Oral English Language
- French
- Maths
- Science
- Humanities
- Handwriting

The Hampton Court House grade scale

- 1 Performance is consistently strong and above standard
- 2 Performance is commendable, at or above standard
- 3 Performance meets year level standard
- 4 Performance is inconsistent; skills need strengthening
- 5 Performance is weak and below standard

Internal Grades – Years 5 to 11

We record Effort and Attainment grades for each pupil each half term. The Attainment grades track the student's progress through the curriculum based on continual assessment of class and homework, by linking success criteria within the curriculum to the attainment grades.

We also record Assessment grades at Christmas and End of Year, based on the student's performance in an examination.

Effort Grades

Grade effort using the scale below

- Excellent
- Good
- Satisfactory
- Unsatisfactory
- Zero Effort

Attainment Grades – Tracking

We have a grading scale with an expected mean of 10.5 and standard deviation of 1.5. The vast majority of grades being in the 6 to 15 range.

This means that the majority of grades should be 10s and 11s, fewer 9s and 12s, fewer still 8s and 13s and so on. No-one should be given a grade of 16 or above without first discussing the reasons with the Deputy Head, a reason for giving above a 15 could be that the student independently chose to do research above and beyond the curriculum. Similarly no-one should be given a 5 or below without being the subject of conversation at our weekly staff meetings.

Someone *consistently* getting 10s should be confident of at least a B at GCSE standard; someone *consistently* getting 11s and 12s should be expecting an A, etc.

The key here is *consistently*, of course students are not entirely consistent, topic by topic and term by term, so we should expect these grades to fluctuate, which is why they are not prediction grades. The grade we give should be based purely on this term's work, and not influenced by how they have done previously.

The grades are tied to the curriculum structure. This means that we can point to the subject's curriculum and the grade awarded and say "This grade was awarded because the student can do this, this and this, but not that, that and that." The list above should be used as a guide in creating that structure within the curriculum, but then the curriculum takes precedence.

Attainment Grades – Predictions

Our students sit external exams at three stages, 11+, 13+ and GCSE. We will include a third grade, this time of the A*, A, B, C, D, E kind, as our prediction of how they will perform in the next external exam. This grade will take into account past and present performance as well as our expectations of future performance.

Although the GCSE grading is changing the new levels are not well understood by all so the School will continue to report in terms of A*-E for now, but show equivalency in Y11.

We make predictions in Y8 up to 13+ and then GCSE predictions in Y10 from Christmas and throughout Y11.

Internal Grades – Sixth Form

Sixth Formers receive grades similar to those in Y5-Y11 but the attainment grading scale needs recalibrating as getting an A and GCSE does not mean you are on track to get an A at A level.

HCH Sixth Form is selective and students will only be taking A level course here if they were getting A*-B at GCSE (i.e. 10 or higher on our internal scale). Therefore the expected grade range at Sixth Form should be higher up the scale:

We use a grading scale centred around 12 in our Sixth Form. This means that the majority of grades should be 12s and 13s, fewer 11s and 14s, fewer still 10s and 14s and so on. Someone *consistently* getting 12s should be confident of at least a B at A level standard; someone consistently getting 13s and 14s should be expecting an A, etc. A student with an 8 or below may fail to reach C grade standard, whereas students with 17 or above are working beyond the expectations of the course.

Standardized Grades

CAT

We introduced a CAT system in January 2012 to predict GCSE performance in order to measure Value Added and to highlight underperforming students. We administered MidYIS to Y7 to Y9 in the first year and then Y7 (plus any joiners to Y8 to Y9) in subsequent years.

Starting in Autumn 2014 we will use CEM's InCAS for baseline data for all Primary aged students. The Early Years will use ASPECTS in Nursery and PIPS Baseline in Reception.

External Exams

We have a few common reference points throughout the School: KS1 SATs, 11+, 13+ and GCSE. This gives us feedback on how our children are progressing on a national scale. KS3 SATs are not appropriate for our students, as they have taken 13+ in the previous year.

KS4-KS5 Value Added

The GCSE results can be used to create expected grades for the A levels and this is shared with teachers after the first half term, once they have had time to form their own impressions.

What we do with the data

Once we have our baseline (CAT) data we can plot the attainment grades students are achieving against those the CAT data predicts, and look for students who are 'underperforming'. These graphs are reviewed annually by the Deputy Head and the Form Tutor.

Reporting Cycle – Nursery and Reception

Parents and carers are in day-to-day contact with form tutors and receive notes in the *Almanack* regarding their child's progress in reading etc.

Parents receive newsletters each month and meet the form teachers each term to discuss their child's progress and Early Years profile.

Reporting Cycle – Years 1 to 4

Parents and carers are in day-to-day contact with form tutors and receive notes in the *Almanack* regarding their child's progress in reading etc. Grade Cards are sent home at the end of each term, with written feedback in the main subject areas.

Reporting Cycle – Years 5 to 13

Half term

At each half term, a simple grade card is sent home to parents via email.

The grade card comprises an effort grade, an attainment grade and where relevant a predicted grade.

End of term

At the end of each term, a fuller report will be sent home in hard copy. Grades will be awarded as they are at half term. The text should contain "what the class did", "what the individual achieved" and "what the individual can do to improve".



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Teaching and Learning

Vision for Teaching and Learning

The ultimate aim of education is to improve the students' life chances and life choices. Inspirational teaching expands children's knowledge, skills and interests. Lifelong learning is founded upon these three pillars and these are built by their teachers in partnership with their parents. It takes a village to raise a child.

Teaching and Learning in the Classroom

We appreciate that people learn best in different ways. At our school we provide a rich and varied learning environment that allows students to develop their skills and abilities to their full potential. 'Students learn and flourish when they are healthy, protected from harm and authentically engaged and stimulated.'

Through our teaching we aim to:

- enable students to become confident, resourceful, enquiring and independent learners;
- foster students' self-esteem and help them build positive relationships with other people;
- develop students' self-respect and encourage students to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- cater for the needs of individual students;
- personalise learning;
- enable students to understand their community and help them feel valued as part of this community;
- help students grow into reliable, independent and positive citizens;
- Enable achievement and provide challenge appropriate to the ability, interests and needs of each student.

Effective Learning

We ensure the best possible environment for learning by developing a positive atmosphere in which students feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level).

All teaching is structured to maximise learning opportunities, and lessons are planned in accordance with the following principles:

- the teaching should build on previous learning;
- it should give students the 'big picture' of the lesson;
- the lesson should be presented in a range of styles;
- it should allow opportunities for the students to build up their own understanding through various activities;
- it should allow opportunities for the students to review what has been learnt;
- it should have built-in opportunities for feedback to the students, celebrating success and reviewing learning strategies;
- the teaching should indicate what the next step in the learning will be.

We offer opportunities for students to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- watching television and responding to musical or tape-recorded material;
- debates, role-plays and oral presentations.

We encourage students to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Assessment and marking are an integral part of the teaching and learning process. Informal formative assessment takes place continuously in the classroom and comprises of:

- well understood learning objectives which are shared with the students
- sharing or creating learning outcomes with the students to make them partners in their learning;
- plenaries being used as assessment opportunities:
 - effective teacher questioning;
 - observations of learning;
 - analysing and interpreting evidence of learning to inform future planning;
 - sensitive and positive feedback to students;
 - individual target setting: SMART (specific, measureable, assessable, realistic and given in time);
 - students understanding how well they are doing and how they can improve.

Effective Planning

When teaching we focus on motivating the students and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group.

We base our teaching on our knowledge of the students' level of attainment. Teachers make ongoing assessments of each student's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their students. Our prime focus is to develop further the knowledge and skills of the students. We strive to ensure that all tasks set are appropriate to each student's level of ability. When planning work for students with special educational needs we give due regard to information and targets contained in the students' Pupil Profiles (PPs). Teachers modify teaching and learning as appropriate for students with additional and different needs. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We strive to meet the needs of all our students, and to ensure that we meet all statutory requirements related to matters of inclusion. We have high expectations of our students, and we believe that their work here at Hampton Court House should aspire to the highest possible standards.

We review the progress of each student at the end of term, and give him/her clear feedback on how to improve. Our lessons have clear learning objectives. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the students' work. We evaluate all lessons so that we can modify and improve our teaching in the future.

Effective Ethos, Classrooms and Learning Environment

Each of our teachers makes a special effort to establish good working relationships with all students in the class. We treat the students with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We praise students for their efforts and, by so doing, we help to build positive attitudes towards the school and learning in general. We insist on good order and behaviour at all times. When students misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

We aim to provide a learning environment which:

- is welcoming;
- is challenging and stimulating;
- is peaceful and calm;
- is happy and caring;
- is organised and well-resourced;
- makes learning accessible;
- is encouraging and appreciative;
- provides equal access and inclusion;
- provides a professional working atmosphere.

We ensure that all tasks and activities that the students perform are safe. When we plan to take students out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. Parents/guardians are informed, and their permission obtained before the visit takes place.

Our school is an attractive learning environment. We ensure that all students have the opportunity to display their best work at some time during the year. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the students.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. We conduct all our teaching in an atmosphere of trust and respect for all.

Learning outside the classroom – educational visits & offsite activities

Integral to our curriculum is a wide range of educational experiences that extend beyond the classroom door. The Hampton Court House curriculum offers a series of educational journeys that deepen the students' understanding of the world around them. Trips extend students' knowledge of past and present. We encourage international travel even at the youngest age, by inviting parents to join us on trips to France with their young children. Our experience is that students forge strong bonds of friendship during the trips, and their respect for one another grows as a result of sharing the experiences.

The Second Master is responsible for facilitating these opportunities and ensuring they are accessible to all. Please refer to the *Trips and Offsite Visits Policy*.

Children with Special Educational Needs and Disabilities (SEND)

Our curriculum is designed to provide access and opportunity for all children in the School. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the Parents.

If a child has a special need, our school complies with all legislative and best practice requirements to meet these individual needs. If a child displays signs of having special needs, the teacher makes an assessment in consultation with the Head of Learning Support of this need and in most instances is

able to provide resources and educational opportunities that meet the child's needs within the teaching group. If a child's need is more severe, consideration is given to involving appropriate external agencies and special support teachers. We always provide additional resources and support for children with learning difficulties and/or disabilities. This includes providing an individual pupil profile (PP or IEP) for each child on School Action or School Action Plus, which is reviewed on a regular basis. The provision in this respect is co-ordinated by the Head of Learning Support, who is also the SENCo, in consultation with heads of department.

The IEP/PP sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. Where a student has a statement, the SENCo liaises with the child's teachers to ensure that the education he or she receives fulfils its requirements and participates fully in the annual review.

Learning Support requirements will, where possible, form part of discussions during the admissions process. Please refer to the *Admission Policy*. Should a student be in receipt of a statement, we will endeavour to give them an education that meets their needs as specified by their statement.

English as an Additional Language (EAL)

We are committed to providing students with the necessary support and teaching who require English as an additional language. To this end there is a policy in place and established practices implemented by the school.

Homework

Homework must be set in accordance with the published homework schedule, set by the Deputy Head in consultation with the Heads of Department and Form Tutors.

- **Sixth Form**

Sixth Form students should expect 5 hours of homework per subject per week.

- **Upper and Middle Years**

A homework schedule is published in the *Almanack* detailing which homeworks are to be set, and how long they should take.

- **Lower Years**

Year 1 homework will be set for a maximum of 20 minutes per night.

Year 2 homework is set at 25 minutes maximum per night.

Year 3 homework is set at a maximum of 30 minutes per night.

Year 4 pupils will have homework for two subject areas. The total time spent will not exceed 40 minutes per night.

All pupils should record homework tasks in their *Almanack*.

Homework should generally be well defined tasks which can be completed with the published timeframe in a single sitting. Though occasionally it may be appropriate to set a longer project over several weeks. Homework must always be a useful, relevant task with enough scope to stretch the more able students; it should not consist of merely repetitive tasks.

All homework must be marked (or assessed in the case of a learning homework) and returned to the student within a week of the due date, preferably sooner.

Marking will include the highlighting and, where appropriate, correction of mistakes.

It is not necessary to give students grades as part of their feedback; however the feedback should indicate how to improve the work.

Please refer to the School's *Assessment and Feedback Policy*.



HAMPTON COURT HOUSE

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Rewards and Sanctions

Merits

Merits should be awarded reasonably frequently. Examples of reasons include: work that is exceptional by the standards of the student; work that is outstanding by the standards of the class/curriculum; inspirational behaviour beyond day-to-day expectations.

Copy

This is for a truly exceptional piece of work. A physical copy of the piece of work will be stored for posterity, and a digital copy posted on the website.

Sanctions

Sanctions for poor work are at the discretion of the class teacher. Shoddy work will not be accepted, the student may be asked to redo all or a section of the homework.

Refer to the School's *Behaviour Policy* for sanctions for poor conduct.

Plagiarism

Teachers can easily identify copied homework and always follow this up – it is perfectly reasonable to also impose a sanction on the pupil who has allowed their work to be copied, as well as the plagiariser. Students who copy work should be given another piece to do in supervision, not the same one again; so should the person from whom he or she copied.

All plagiarism is taken seriously, and can have extremely serious consequences if it takes place in examinations or formally assessed pieces of work.



HAMPTON COURT HOUSE

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Notes on the Early Years

EYFS

The School embraces the principles behind the EYFS Framework, though has questioned some of the interpretations of it in the past. We believe the revised Framework is easier to reconcile with our own practice.

Circle Time is a daily routine to remind pupils of the things they did the day before, share news that has happened in the meantime and discuss the day ahead. The children also share chants and rhymes, songs, read a story, and participate in movement games and relaxation activities. Circle time provides a time for listening, developing attention span, promoting oral communication, and learning new concepts and skills.

Languages

The Early Years Unit is, we believe, an exciting area of the school, where children effortlessly develop a perfect ear for languages, such as French and Spanish.

In particular, we aim to show that familiarity with a range of languages is perfectly possible, so long as the use of different languages forms a usual, even unremarkable, part of the school day. The children quick learn to differentiate between English, Spanish and French, even though along children may not always answer in the 'correct' language. Typical examples of this may be:

FRENCH ASSISTANT: Alex, qu'est-ce que tu fais?

ALEX (age 4): (replying immediately) I'm trying to open this box.

In such cases, the comprehension is perfect and the child barely realises he is interpreting a foreign language.

Another example might be during registration, which may be taken in Spanish:

SPANISH TEACHER: Buenos días.

CHILDREN: Buenos días.

SPANISH TEACHER: ¿Cómo estás?

CHILDREN: Muy bien.

SPANISH TEACHER: ¿Dónde está Alex?

ALEX: Estoy aquí.

SPANISH TEACHER: ¿Dónde está Charlotte?

ALEX: Elle n'est pas là, Monsieur.

With time, such discrepancies iron themselves out. Children inevitably develop perfect accents (which is not always the case with children who start French or Spanish later in their school career).



HAMPTON COURT HOUSE

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Responsibilities

1. The Headmaster is ultimately responsible for the implementation and development of the Curriculum Policy and the School's Ethos.
2. The Deputy Head oversees the curriculum at a strategic and operational level.
3. The Head of Pastoral Care is responsible for ensuring the SMSC and PSHE elements are embedded throughout.
4. The Second Master is responsible for facilitating the enhancement of the curriculum through curricular and cross-curricular trips and offsite visits, and the provision of extra-curricular activities.
5. Heads of Department monitor the way their subjects are taught throughout the school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used.
6. The Head of Sixth Form, the Head of Early Years and the Director of Junior Studies are all consulted in the development and have specific responsibilities in the implementation of this policy.
7. The Form Tutors assist the Deputy Head in ensuring this policy is implemented well across their year groups, through reviewing long and medium term planning and through reviewing students' progress. They are responsible for the co-ordination of cross-curricular and extra-curricular activities, ensuring that the balance on the curricula is maintained when lessons are missed.

All of the above are expected to:

- provide strategic lead and direction;
- support and offer advice to colleagues;
- monitor student progress in specific subject area or activities;
- provide efficient resource management.

Monitoring and Review

We are aware of the need to review the Curriculum Policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of Hampton Court House.

The Senior Leadership Team undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, no later than one year from the date shown on the front cover, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.