



Hampton Court House

**Curriculum Policy**

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# Curriculum Policy

## Overview of the Years

### Early Years

The Early Years 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.

The Early Years follow the learning and development requirements set out in the Early Years Foundation Stage Framework.

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. 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, Mandarin, Computing, Art, and Psychology.

### Sixth Form

We offer the A levels most sought after by universities. They are based on the list of 'facilitating subjects' 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 to increase students' knowledge and understanding of nature, materials and forces and develop the skills associated with science as a process of inquiry: 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 club 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 co-ordination and strength as well as their technical and tactical skills and imaginative responses. It helps them to evaluate and improve their performance. Students acquire knowledge and understanding of the basic principles of anatomy, physiology, fitness and health. Nursery to Year 2 go swimming every week, and Years 3-4 for one term a year.

The School provides sports clubs on most lunchtimes and after school, so students can participate in sport most days 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 life skills 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.

Through our PSHEE and our Assemblies programmes students are educated about equality and discrimination, including the 9 protected characteristics: Age; Disability; Gender reassignment; Marriage and civil partnership; Pregnancy and maternity; Race; Religion or belief; Sex; and Sexual orientation.

## 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, creativity 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.

## Preparing for life in modern Britain

The fundamental values of democracy, the rule of law, individual liberty, mutual respect, and tolerance are actively promoted across the curriculum. In some subjects these links are very obvious such as clear moral or cultural themes in literature, in English, modern languages or even in Latin.

These themes are also strong in less obvious places, for example the birth of democracy was also the birth of mathematics. The ancient Greek fascination with mathematics was inseparable from their system of direct democracy and their study of rhetoric: the art of convincing other people.

This emphasis on presenting an argument and considering the views of others is a strong theme across the school in both the sciences and humanities. The cultural studies and perspectives courses in the Middle and Upper Years explicitly bring in diverse views on religion and ethics and challenge students to engage in active debate.

The students in Years 5 and above also experience democracy in action through the student council. Elected councillors experience the challenge of weighing different views and hearing differing opinions whilst making recommendations to the school's senior leadership on a range of policy matters.

Careers guidance is also integrated into the curriculum (see [Careers Advice Policy](#)) with younger students exploring the types of jobs people do and what it means to have a career. Older students have the services of a dedicated careers adviser.

Careers/university advice and guidance is disseminated through partnerships and connections with Dukes Education and Dukes Consultancy. Presentations, one-to-one meetings, personal statement help and Oxbridge application support is available for all students in the upper years and sixth form.



## 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. The schemes of work 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 groups 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 of 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 almost half of the curriculum in French by native French speakers. This is skilfully 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.

The Upper Years and Sixth Form are guided 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 Summaries

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

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

## Timetable

### Lower and Early Years

Periods 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	3	4	5	5	5	5
Humanities			4	2	2	2
Art	2	2	2	2	2	2
Science				1	2	2
Music	1	1	1	1	1	1
Drama (French)	1	1	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		
Form Time	5	5	4	5	4	4
Homework Club			4	4	4	4

### CNED

We offer French lessons tailored to students who are already fluent French speakers using mostly the CNED (Centre National d'Etudes à Distance) resources, and are following the programmes set out by the French Ministry of Education for the subject of French.

This not only enables the students to reach a native-like level of proficiency, but also to have the opportunity to study all the books/ poems that a French school system would bring them. The objectives are indeed both linguistic and cultural. Following our CNED lessons also allows our French speaker to join/ rejoin a French school system at any time.

5 periods per week instead of French for Y1 to Y6

4 periods per week instead of French for Y7 to Y11 (sometimes only 3 periods in Year 11)

## Middle and Upper Years

Periods 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	5	4	4	4
Computer Science	1	2	2	2	2
Humanities	3	3			
Perspectives			1	1	1
History			2	2	2
Geography			2	2	2
Latin	2	2	2	2	2
Spanish					2
Mandarin	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 (French)	1 (French)	1	1	1
Sport	3.5	3.5	3.5	2.5	2.5
Lifeskills (PSHE)	0.5	1.5	1.5	1.5	1.5
Independent Learning	3	2			

Per week in GCSE years:

- Maths and English have 4 periods in Year 10 each and 5 periods in Year 11.
- Science has 2 lessons per discipline in Year 10 and 3 lessons per discipline in Year 11.
- Each GCSE choice has 3 periods in Year 11 and 4 periods in Year 10
- The remaining periods are sport and non-examined courses in cultural studies and performing arts.

## Assessment, Grading and Tracking

The two primary purposes of assessment are:

- Formative, that is to determine useful next steps, and
- Summative, that is to produce accurate shared meaning.

Research has shown time and again that these purposes are rarely compatible. The best explanation for this is that formative assessment seeks to reveal current weaknesses so that they may be addressed, whilst the aim in summative assessment is to optimise one's grade through playing to one's strengths.

Sporting analogies are helpful as the science of sports coaching has developed very rapidly in recent years. A match is a form of summative assessment; in a match, the player will play to his or her strengths and attempt to hide any weakness. In practice, the coach will drill the player on every type of shot to reveal and address the weaknesses, and the player will not hide these weaknesses as he or she knows that this is part of improving as a player.

This is not to say that nothing formative can be learnt from a summative assessment, only that it would be inefficient to combine the two purposes. Also, frequent grading tends to encourage a fixed rather than growth mindset.

As a result, most assessments will not be graded as the purpose is to determine useful next steps and inform decisions about future teaching and learning, for both the teacher and the students.

Some assessments will be flagged as summative pieces. These will be carefully marked and the results shared with parents.

Effort, and predicted grades where appropriate, will also be reported to parents as detailed below.

### Early Years – Nursery and Reception

The EarlyYears teachers use their daily observations to inform their planning and teaching. They also use these observations to understand each child's progress in the seven areas of learning. This is tracked on Tapestry, an online learning journal.

In addition to the online learning journal, Nursery and Reception parents will receive a written report on their child's progress at the end of the academic year.

### Lower Years – Years 1 to 4

Pupils in the Lower Years, and their parents, receive feedback mostly through an ongoing dialogue with the teachers and form tutor. The pupils sit termly summative assessments in English, French and mathematics which are reported and tracked.

### Years 5 to 13

#### Effort Grades

The students receive grades in each subject for participation, contribution and, where appropriate, effort in homework, using the scale below

- Excellent
- Good
- Satisfactory

- Unsatisfactory
- Zero Effort

## **Assessment Grades**

As detailed above, students will receive assessment grades based on the publicised summative assessments. Where there is an end of term assessment, that will form a substantial part of the aggregated assessment grade.

## **Predictions**

Our students sit external exams at four stages, 11+, 13+, GCSE, and A level. We will include a third grade 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.

- 11+ predictions are made only in the Christmas Reports.
- 13+ predictions are made in Y8 from the Christmas Reports up to 13+.
- GCSE prediction ranges are made throughout Y10 and Y11.
- A level prediction ranges are made throughout Sixth Form.

## **Standardised Grades**

### **Cognitive Ability Testing**

We use a CAT (cognitive ability testing) system to predict GCSE performance in order to measure Value Added and to highlight any potentially underperforming students. We administer MidYIS in Y7 and Y9 in the first year and then Y7 (plus any joiners to Y8 to Y9) in subsequent years.

From 2021 we will use CEM's InCAS for baseline data for all primary aged students. The Early Years will use ASPECTS in Nursery and BASE in Reception.

### **External Exams**

We have a few common reference points throughout the School: Y1 national Phonic Screening, KS1 and 2 SATs in English and Maths, 11+, 13+, GCSE and A level. This gives us feedback on how our children are progressing on a national scale.

### **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'.

### **Reporting Cycle – Nursery and Reception**

Parents and carers are in day-to-day contact with form tutors. 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. At the end of the first half term a simple grade card is sent to parents by email.

The grade card comprises three effort grades (concentration, participation, and effort on homework) and an attainment grade (as a grade). Which grades to include in each half term is shown on iSAMs on the page where grades are entered.

Grade Cards are also sent home at the end of each term. What written reports are required will depend on whether there has been a recent parents' evening. Staff should see the [Report Writers' Guide](#) for more details.

At the end of the school year a full written report is provided in each subject area.

When to expect a report is communicated to parents on the website.

## Reporting Cycle – Years 5 to 13

### **Half Term**

At each half term, a grade card is sent to parents by email.

The grade card comprises three effort grades (concentration, participation, and effort on homework) and an attainment grade and/or a predicted grade range. Which grades to include in each half term is shown on iSAMs on the page where grades are entered.

### **End of Term**

At the end of most terms, a fuller report will be sent by email (hard copies can be requested). 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".

What written reports are required at the end of term will depend on whether there has been a recent parents' evening. Staff should see the [Report Writers' Guide](#) for more details.

At the end of the school year a full written report is provided in each subject area.

When to expect a report is communicated to parents on the website.

# Teaching and Learning

## Vision for Teaching and Learning

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:

- 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, measurable, 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 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 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, in so doing, 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.

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. 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.

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.

The SLT is responsible for facilitating these opportunities and ensuring they are accessible to all. Please refer to the [Trips and Off-Site 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 will comply with all legislative and best practice requirements to meet these individual needs, guided by [SEND Code of Practice 2015](#).

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 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 coordinated 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 Education, Health and Care plan, 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.

Fuller details of our support for children with Special Educational Needs and Disabilities can be found in the [SEND Policy](#).

Learning Support requirements will, where possible, form part of discussions during the admissions process. Please refer to the [Admission Policy](#).

## English as an Additional Language (EAL)

We are committed to providing students who require English as an additional language with the necessary support and teaching.

Teachers will make reasonable adjustments to their teaching, and specialist EAL support is available. Please see the EAL section of the website for more information.

## Homework

Homework must be set in accordance with the published homework schedule, set by the Head of Teaching and Learning 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, except on evenings where there is ballet.

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

Homework should generally be well-defined tasks which can be completed with the published time frame 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](#).

## 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.

### 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.

## Responsibilities

1. The Headmaster is ultimately responsible for the implementation and development of the Curriculum Policy and the School's Ethos.
2. The Head of Teaching and Learning oversees the curriculum at a strategic and operational level.
3. The Deputy Head (Pastoral Care) is responsible for ensuring the SMSC and PSHE elements are embedded throughout.
4. The Deputy Head (Pastoral Care) along with the Head of Primary and Head of Secondary are responsible for facilitating the enhancement of the curriculum through curricular and cross-curricular trips and off-site 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 Early Years is consulted in the development and has specific responsibilities in the implementation of this policy.
7. The Form Tutors assist the Head of Teaching and Learning 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 areas 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.