



Hampton Court House

Curriculum Policy

Last Updated: January 2024
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Curriculum Policy

Overview of the Years

We embed the principles of our ethos in everything we do. We strive every day for excellence; for courage, commitment, creativity and compassion. The curriculum is not just something that happens in the classroom and the exercise book, it is borne out in everything a child at HCH experiences. Our children learn constantly through exposure and modelled behaviours; they learn from the very best that human thought has produced; they learn vital social and emotional lessons from everyone who inhabits the school: support staff, governors and peers, as well as their teachers. We are deeply mindful of the learning imparted to our pupils through everyday contact, and so we hold ourselves to the very highest values and standards.

At HCH, we believe in the intrinsic value of deep learning. In the words of Andreas Schleicher (2017), Director for Education and Skills, OECD: 'In top performing education systems, the curriculum is not mile-wide and inch-deep, but tends to be rigorous –that is, provides a high level of cognitive demand. It's also more focused – with a few things that are taught well and in great depth and in a way that is coherent.'

It is this focus, for example, which enables pupils at Hampton Court House to achieve fluency in French by the end of the Middle Years.

Our curriculum at Hampton Court House has the following aims at its core:

- We foster the habit of curiosity and the lifelong love of learning.
- We believe in truth and empathy, and in holding ourselves accountable.
- We value differences. For this reason, we actively seek diversity, and inclusivity, in our school community and curriculum.
- We promote an active engagement in global and current affairs and focus on social responsibility.

Through our innovative curriculum, Hampton Court House learn how to lead themselves, how to lead others, and how to collaborate in teams. They learn to ensure that their life's impact is for the moral good and virtue of society.

Woven throughout our curriculum are the HCH values – courage, compassion, commitment, creativity. The HCH core values are not just words: they underpin everything we do.

Courage

- We see problems as challenges, to be solved in partnership.
- We meet challenges with strength and resilience.
- We demonstrate our adherence to our values, in every situation.
- We remain optimistic and purposeful.

Compassion

- We add value to our intellectual ideas by recognising and understanding our emotional impact.
- We evaluate our proposed solutions through the lens of others' experiences.
- We consider the real-life impact of our decisions, especially on those who need us most.
- We look after our own physical and mental health so we can be at our best for others.

Creativity

- We recognise that creativity is the act of turning new and imaginative ideas into reality.
- We foster our ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions.
- We know that creativity is a skill that can be developed and a process that can be managed.
- We are willing to take risks and progress through discomfort to get to the finish line.

Commitment

- We show commitment to our learning by being punctual and prepared to learn.
- We practise and persevere in order to make progress.
- We act on feedback.
- We participate and behave so that we, and others, can learn.

Early Years

The Early Years provides a highly stimulating and welcoming environment for children to develop and grow with each other and with adults. They learn through play with songs and games and through the enthusiasm of their teachers. They achieve a solid grounding in communication and language, in physical, social and emotional development. All of this is complemented by specialist arts, Forest School and French provision. This rich curriculum helps children to gain real experiences, to learn about nature, to take supervised risks, and to learn in an atmosphere of care and delight.

Our goal is to help children to develop a lifelong love of learning and to empower them to lead extraordinary lives, and the Early Years are the foundation of that educational journey.

Lower Prep (Years 1 to 4)

In Lower Prep children enter exciting new territory through our French language immersion programme. At least half of the learning is conducted in French, while the remainder of lessons are taught in English.

Naturally embraced by the children, this formative stage of their education provides deep and multi-layered benefits: it not only opens their minds to new cultural perspectives and personal accomplishments, it also opens the door to myriad future opportunities to travel, study and work. In the Lower Years, the curriculum expands in dynamic new directions, incorporating topics as diverse as Digital Literacy and Ballet alongside core subject areas.

With the all-important class teacher relationship complemented by expert subject specialists in English, the arts and sport, the children develop their knowledge and competence at more complex levels, providing an outstanding foundation for future progression.

Prep (Years 5 to 6)

From Year 5, academic goals are brought into sharper focus, and we are present to guide our pupils at every step. As they mature, pupils are given greater levels of independence and responsibility. We encourage bold exploration through creative projects and develop their sense of adventure with residential trips and outdoor learning activities.

This is complemented with a broad and balanced menu of Humanities, Languages, Creative and Performing Arts and Computing, as well as a rich programme of fitness and sports, taught individually and in teams.

Senior (Years 7 to 11)

In Years 7 to 9, pupils study a wide range of subjects, which include a core curriculum of English, Mathematics, Science and French. Again, this is complemented with a broad and balanced menu of Humanities, Languages including Spanish, Latin and Mandarin, Project Qualification, Creative and Performing Arts and Computing, as well as a rich programme of fitness and sports, taught individually and in teams.

During year 9 the focus switches to GCSEs with the core subjects of English, Mathematics and Science starting their GCSE courses in the January of year 9 and the optional subjects they wish to study at GCSE being selected in the second half of the year. Year 10 and 11 will see students embark on the full range of opted subjects alongside the core, PSHEE and fitness and sports.

Sixth Form

We offer a core of the most popular A levels alongside student led choices for less widely offered subjects based upon future career and university ambitions. An underlying principle for curriculum from earlier years is that decisions at sixth form and beyond are not prohibited by choices made at earlier points in the school.

Overall, our curriculum aims to ensure that:

- Pupils have an experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.
- Subject-matter is appropriate for the ages and aptitudes of pupils, including those pupils with a statement.
- Where a pupil has a statement or EHCP, the education at HCH fulfils its requirements
- Pupils acquire speaking, listening, literacy and numeracy skills
- The personal, social and health education reflects the school's aims and ethos
- Appropriate careers guidance is given to pupils
- For all pupils, including those above compulsory school age, the programme of activities is appropriate to their needs
- Pupils are adequately prepared for the opportunities, responsibilities, and experiences of adult life.

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 PSHEE 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.

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 students in Years 5 and above 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 with younger students exploring the types of jobs people do and what it means to have a career.

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.

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.

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 Prep 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. 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 Upper Prep generally reflect the framework of the National Curriculum with stretch and challenge provided throughout the lessons.

The Senior Years and Sixth Form are ultimately 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 a termly basis. They outline for parents and prospective students the substance of the curriculum.

Timetable

Pre-Prep and Prep

Periods per week in Nursery to Year 6.

Subject	N	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
English	5	5	6	5	5	5	5	5	
Maths			5	5	5	5	5	5	
Art	1	2	2	2	2	2	2	2	
Ballet	1	1	1	1	1	1			
Digital Literacy / Computing					1	1	1	1	
Drama	1	1	1	1	1	1	1	1	
EYFS	7	6							
Forest School	2	2	2	2					
French	3	3	4	5	5	5	3	3	
Harmony			3	2	1	1	1	1	
Humanities			1	2	2	2	1	1	
Latin								1	1
Mandarin								1	1
Music	1	1	1	1	1	1	1	1	
Philosophy								1	1
PSHE					1	1	1	1	
Science					2	2	3	3	
Sport	2	2	2	2	3	3	3	3	
Swimming	2	2	2	2					

FLAM

We offer French lessons tailored to students who are already fluent French speakers using the FLAM (Français Langue Maternelle) resources 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 both linguistic and cultural. In years 1-9, FLAM lessons run in parallel with the mainstream French curriculum, replacing it for those students following the programme.

Senior and Sixth Form

Periods per week in Years 7 to 13

Subject	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13		
English	5	5	4	5	5				
Maths	5	5	4	5	5				
Biology			2	2	2				
Chemistry			2	2	2				
Physics			2	2	2				
Science	3	3							
Art	2	2	2						
Computing	1	1	1						
Drama	1	1	1						
French/FLAM/Spanish	4(2/2)	4(2/2)	4						
Geography	1	1	1						
History	1	1	1						
Spanish / Latin / Mandarin	2	2	2						
Music	1	1	1						
Project Work	1	1							
PSHE	1	1	1	1	1			2	2
Sport	3	3	3	2	2				
Option 1				3	3	6	6		
Option 2				3	3	6	6		
Option 3				3	3	6	6		
Option 4				3	3	6	6		

Assessment, monitoring and reporting

The two primary purposes of assessment are:

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

During the year most assessments will be formative that will feed through to a narrative identifying next steps. Summative assessments, including mock GCSE and A level exams will be used to help identify future teaching and learning needs, and also prepare students for public exams.

In addition, a graded system of Attitude to Learning, Attainment and where appropriate, predicted grades, are shared on a half termly basis.

Full written reports are completed twice a year. There will be at least one parent teacher consultation evening in addition to a meeting in early September to set the scene for the year ahead and a tutor summary is sent home every half term apart from HT5.

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.

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;
- 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;
 - 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 each half-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 an 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.

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 for each department. 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.

Rewards and Sanctions

Staff are to take a positive approach and reward students for excellent behaviour inside and outside of lessons. Building rapport is key as well as rewarding and calling attention to the right choices. We encourage staff to set a clear routine for lessons to ensure students are aware of expectations for the best possible learning environment.

If students do not fall in line with our expectations and the school values then staff are expected to take ownership of behaviour through consistent use of the behaviour chart found in the behaviour policy. Staff can implement demerits and interventions through our online behaviour platform – Epraise.

With our values of the 4R's (Readiness, Respect, Responsibility, Results) and 4C's (Compassion, Courage, Creativity, and Curiosity) we encourage staff to reward students through house points on Epraise. Students who exhibit positive behaviours through our ethos are acknowledged in assemblies, form time, or publicly in lessons.

We encourage staff to be generous with their House Points and fair with their demerits. All staff have access to Epraise and run regular reports to monitor sanctions and rewards. Parents and pupils also have logins to be able to track their own points. For more details on rewards and sanctions, please refer to the behaviour policy.

Responsibilities

1. The Principal is ultimately responsible for the implementation and development of the Curriculum Policy and the School's Ethos.
2. The Deputy Head Academic oversees the curriculum at a strategic and operational level.
3. The Deputy Head Pastoral is responsible for ensuring the SMSC and PSHEE elements are embedded throughout.
4. The Deputy Head Pastoral along with the Head of Prep, Head of Senior and Head of Sixth Form 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 Faculty/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 classroom teachers assist the Head of Teaching and Learning in ensuring this policy is implemented well across their teaching groups, through reviewing long and medium term planning and through reviewing students' progress.

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.