Hampton Court House

Curriculum Policy

Last Updated: May 2026

Next Review: May 2027

At Hampton Court House, our curriculum is built on a foundation of curiosity, compassion, and critical thinking, designed to nurture both academic excellence and personal growth. We aim to inspire a genuine joy of learning in an environment that celebrates individuality and respects cultural diversity. Our subject diversity and specialist teaching create a dynamic and inclusive learning journey from Early Years through to Sixth Form. With small class sizes and a strong pastoral ethos, every child is known and supported according to their own individual needs, this creates a nurturing environment in which they can flourish. Our vision is to equip students not only with strong academic credentials but also with the humility, courage, and tenacity to thrive as self-aware, globally minded individuals in a complex and evolving world.

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.

We embed the principles of our ethos in everything we do. We strive every day for excellence; for courage, curiosity, 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 to the good practises and behaviours of everyone around them throughout the school from; 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.

Through our innovative curriculum, Hampton Court House learn how to lead themselves, how to lead others, and how to collaborate in teams.

The HCH core values: courage, curiosity, creativity and compassion 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 make connections 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.

Curiosity

- We ask thoughtful questions, regularly pondering the "why" and "how" during lessons, showing a desire to go beyond surface-level understanding.
- We learn beyond the task, taking the initiative to research related information, bring in outside knowledge, or make connections that weren't directly prompted.
- We actively engage in classroom discussions; curiosity is evident when we build on each other's' ideas and explore different perspectives
- We try new approaches, experimenting with different methods to solve problems or express our ideas.

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.

Years 1-4
In Lower Prep children enter exciting new territory through our French language immersion programme. At least 40% of the classroom-based 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 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.

Years 5-6
From Year 5, academic goals are brought into sharper focus. As they progress, pupils are given greater levels of independence and responsibility, and we are present at every step to guide them on their way to maturity. 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 by specialist teachers, as well as a rich programme of fitness and sports, taught individually and in teams.

Years 7-11
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 including geography, history and philosophy, Languages including French, Spanish, Latin and Mandarin, 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 during this year 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, PSHE 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

- 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 Education (PSHE) and Citizenship

Hampton Court House is committed to providing a comprehensive programme of PSHE 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 PSHE 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 PSHE 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 PSHE curriculum has been adapted to include specific areas that are deemed important for our students to learn about after consulting with staff, students and parents.

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. This is across all subject areas from History, English, Philosophy and Latin to the Sciences and Modern Languages. Discussion in class

as well as in a wider context of the school gives the students an understanding of how to not only live and thrive in society but also to have the confidence and skills to enact positive and meaningful change within that society.

Working within a complex social network, such as a school, we emphasise to the students the importance of considering the views of others and we how to take them into account when making decisions, be that on a broad systemic level or on a personal one. 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 enhancements to stretch and challenge pupils.

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.

Curriculum leadership is organised through four Faculties: Arts, Humanities, STEM and Languages. Heads of Faculty provide strategic oversight across their curriculum area, supporting Heads of Department, monitoring curriculum implementation, promoting cross-curricular opportunities, and ensuring consistency in teaching, assessment, feedback and curriculum development.

Each department has 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. Alongside this, each department provides a curriculum overview on a termly basis for years 1-9 that is shared with parents at the start of each term which covers the content covered for each year group.

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 ballet and music.

The Year 1 – 4 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 years 5 & 6 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.

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
EYFS	17	17						
English		5	6	5	5	5	5	5
Maths			5	5	5	5	5	5
Art			2	2	2	2	2	2
Ballet	1	1	1	1	1	1		
Découverte du Monde (Humanities)			2	2	3	3		
Drama			1	1	1	1	1	1
French	1	1	4	5	5	5	3	3
French Culture			1	1	1	1		
Music	1	1	1	1	1	1	1	1
PSHE			1	1	1	1	1	1
Science					3	3	2	2
Sport	1	1	2	2	2	2	3	3
Forest School	2	2	2	2				
Swimming	2	2	2	2				
Computer Science							1	1
Dance							1	1
Geography							1	1
Harmony							1	1
History							1	1
Latin							1	1
Mandarin							1	1

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				
Language A (French / Spanish / FLAM)	2	2	2				
Language B (French / Spanish / FLAM / Latin / Mandarin)	2	2	2				
Geography	2	2	2				
History	2	2	2				
Music	1	1	1				
Philosophy	1	1	1				
PSHE	1	1	4 x20min	4 x20min	4 x20min	4 x20min	4 x20min
Sport	3	3	2	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**
						**4th subject optional*	

Assessment, monitoring and reporting

At Hampton Court House, assessment is designed to serve two primary purposes: to support learning through formative feedback and to provide shared understanding of progress through summative evaluations. Formative assessment is central to our day-to-day practice and is used to identify next steps in learning, guide teaching strategies, and support student reflection. This includes classroom-based observations, homework, ongoing tasks, and targeted feedback that inform both teacher and learner of progress and areas for development.

Feedback practices across the school follow the Lesson Expectations and Feedback Policy. Feedback may be verbal, written, self-assessed or peer-assessed, and is intended to provide clear next steps that support progress and reflection.

Summative assessments, including internal examinations and mock GCSE and A Level exams, are conducted at key points in the academic year. These assessments are not ends in themselves but provide valuable information to support future teaching and learning. They also help students become familiar with examination formats and expectations, equipping them with the skills and confidence needed for success in public examinations.

In addition to formal assessments, we operate a structured reporting system that shares key indicators of student progress. This includes a half-termly review of Attitude to Learning, Attainment, and, where appropriate, predicted grades. These reports are designed to offer clear

and timely insights to students, parents, and staff, enabling effective collaboration and targeted support.

Comprehensive written reports are issued three times per year, providing detailed commentary on each student's academic progress, engagement, and development. To complement this, parents are invited to attend at least one formal consultation evening annually, alongside a welcome meeting in early September to establish expectations and build strong partnerships between home and school from the outset.

Teaching and Learning

Vision for Teaching and Learning

At Hampton Court House, our vision for teaching and learning is to foster a vibrant, inclusive, and intellectually stimulating environment where students are inspired to think independently, inquire deeply, and embrace a lifelong love of learning. We believe in a child-centred approach that respects individuality while promoting academic rigour and personal growth. Through engaging, responsive teaching and a broad, balanced curriculum, we aim to develop resilient, reflective learners who are equipped with the knowledge, skills, and values needed to navigate and contribute meaningfully to the modern world. Our teaching is underpinned by strong relationships, high expectations, and a commitment to nurturing curiosity, compassion, and critical thinking in every learner.

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.

Teaching and learning expectations are further defined within the Lesson Expectations and Feedback Policy. Lessons are expected to include clear learning intentions, retrieval of prior learning, opportunities for application and independent practice, regular checks for understanding, and a review or plenary that informs future teaching.

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 clear feedback on how to improve. Our lessons have clear learning objectives. 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 always insist on good order and behaviour. 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 additional learning 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 for groups of students identified as requiring additional support to access the curriculum.

Homework

At Hampton Court House, we view homework as a purposeful tool to support student progress, rather than a task set for its own sake. Homework is designed to reinforce learning, develop independent study habits, and prepare pupils for future academic demands. In the Prep School, structured homework schedules are provided to help pupils build consistency and routine. In the Senior School, students are encouraged to take greater ownership of their time, balancing academic work with extracurricular commitments to cultivate effective organisational and time management skills. To support this transition, all homework for Key Stage 3 pupils is set with a clear one-week deadline and published on Microsoft Teams, allowing students to plan their workload effectively. At GCSE level, homework is set more frequently at the discretion of subject teachers, in order to consolidate subject knowledge and prepare students for the demands of public examinations.

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. 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.

Homework is communicated through the school's agreed systems, including Microsoft Teams in the Senior School, enabling students and families to access deadlines, resources and feedback consistently.

Rewards and Sanctions

At Hampton Court House, we believe that positive relationships and consistent expectations are fundamental to effective teaching and learning. Staff are expected to take a proactive and positive approach to behaviour management, recognising and rewarding students for excellent conduct both in and out of lessons. Building strong rapport and highlighting positive choices are key strategies for fostering a respectful and engaging learning environment. Establishing clear routines and consistently communicating expectations contribute to the creation of a structured and purposeful classroom climate.

In cases where student behaviour does not align with school expectations or core values, staff are expected to take responsibility for addressing this through the consistent application of the behaviour framework, as outlined in the Behaviour Policy. This includes the use of demerits and targeted interventions via the school’s online behaviour management platform, Epraise.

Our behaviour framework is grounded in the 4Rs—Readiness, Respect, Responsibility, and Results—and the 4Cs—Compassion, Courage, Creativity, and Curiosity. Staff are encouraged to actively reinforce these values by awarding house points on Epraise. Students demonstrating these values may also be acknowledged during assemblies, form time, or within lessons to promote a culture of recognition and motivation.

All teaching staff have access to Epraise and are expected to regularly monitor behaviour and reward data through reports. Parents and pupils are also given access to track progress and

engagement. For further guidance on the use of rewards and sanctions, please refer to the school's 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 the Little Courtyard 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.