



# Hilden Grange School

## Curriculum Policy

**Policy reviewed by** J Davie and S Sowerby

**Review date:** June 2021

**Submission:** July 2021

**Policy actioned from:** September 2021– August 2022

**Next review date:** June 2022

**Reviewer's Signature:** J Davie and S Sowerby

**Head Teacher's Signature:** M. Gough

Please note: 'School' refers to Hilden Grange School; 'parents' refers to parents, guardians and carers.

### **This policy also applies to the Early Years, Foundation Stage**

**Objective:** To set out details of the curriculum offered at Hilden Grange School including EYFS and Key Stages 1-3.

It is the policy of the Hilden Grange School that every child matters. Therefore, in terms of the curriculum, every child shall be entitled to and shall take up a curriculum which is balanced and delivers a general education suited to all pupils across the full age and ability range.

Pupils' education is to:

1. provide the spiritual, moral, cultural, mental and physical development of the children;
2. prepare the children for the opportunities, responsibilities and experiences of secondary education and leading into adult life.

### **Aims**

Hilden Grange seeks to:

1. ensure continuity, breadth and balance;
2. monitor the range of subjects taught and to make decisions about new subjects being included so as to provide the following experiences:
  - Aesthetic and Creative
  - Ethical – Fundamental British values and relationships.
  - Linguistic – four dimension of language, listening, reading, speaking and writing.  
Mathematical – numerical, spatial, scientific and practical.
  - Physical – co-ordination of mind and body.
  - Scientific – observation, enquiry, technology and environment.
  - Social and political – society and its institutions.
  - Spiritual – values of school, society and religion.

When considering the breadth, balance and appropriateness of the curriculum, the following factors need to be considered:

- Breadth – to include PSHEE, Art, Computing, DT, Drama, Music, PE and personal development through student council, assemblies.
- Balance – is shown by the time allocation, curricular and extra-curricular activities, including day and residential off-site visits.
- Appropriateness is shown by class size, setting for some subjects, differentiation within the lessons, length of lessons and the number of lessons allocated to each subject in a given week.

The curriculum is developed through Long and Medium Term Plans in the EYFS, Pre-Prep and Prep departments, taking into account the EYFS Statutory Framework, the National Curriculum, Common Entrance Syllabi and any other required syllabus for each subject including additional material which could be of interest, relevance or importance.

#### **Practice:**

- Hilden Grange aims to prepare pupils for entrance examinations at 11 and 12 as well as scholarships for entrance to senior schools.
- All pupils have a core curriculum of English, Mathematics, Science, French (Oral French is practised throughout the Pre-Prep department), Language Studies, Spanish, PSHEE, Geography, History, Religious Studies, Computing, DT, Art, Music, Drama, Classical Studies (Year 6), Latin (from Year 7), PE, Games.
- Pupils with specific learning difficulties may receive one-to-one tuition by peripatetic teachers as well as intervention from learning assistants. In the Pre-Prep, in-class support is given. (See Special Educational Needs Policy).
- We believe in the need to challenge all our pupils creating opportunities for them to excel. (see Challenge for All Policy)
- Long and medium term plans are regularly reviewed and updated.
- Internal systems of monitoring and assessment and marking are in place. (See Assessment, Recording, Reporting, Monitoring and Marking Policies).
- Pupils are prepared for the opportunities, responsibilities and experiences of secondary education and adult life through PSHEE, and the pastoral system.

The school seeks to meet the needs of its pupils. Hilden Grange strives to provide a positive, caring environment in which the children are made to feel good about themselves. Establishing a positive rapport with the pupils, building their confidence, encouraging them to express their individuality, developing their world view and value system as well as finding their own place within society, are as important as teaching the academic curriculum. Hilden Grange endeavours to encourage each child's self-confidence and self-esteem, which is vital for all productive learning.

## **The Co -Curricular Policy**

### **Aims:**

1. To pursue areas of interest which may help to enliven subjects taught on the curriculum.
2. To give opportunities or to further opportunities which are not easily made available on the curriculum which may include the learning of a musical instrument.
3. To enjoy taking part in activities with others.

### **Practice:**

- Children in the School are encouraged to join extra-curricular clubs which include Music (choir, orchestra, wind and string groups), Art, Drama (club and school play), Chess, General Knowledge, Debating, Dance, Gymnastics and a variety of sports clubs.
- Matches are played against local schools in a range of sports; all of the children represent the school.
- Hilden Grange is also represented in competitions and matches with local schools.
- The choir competes in local festivals and the school play is a major production every year.
- There are visits to theatres, art galleries, museums and other places of historical interest; geography fieldwork; an adventure weekend in Norfolk, and foreign visits to Italy and France add breadth and rich variety to the curricular and co-curricular programmes.
- Private individual music lessons are held on a rotating basis through a particular day so different lessons are missed each week for the instrumental or singing lesson.
- Pupils also pursue interests outside school. Hilden Grange supports this as much as possible providing they do not compromise attendance. Hilden Grange encourages its pupils to see their lives in a holistic manner.