



Curriculum, Teaching and Learning Policy

This policy is made available to all parents, prospective parents, staff and prospective employees of Hurlingham School on our website, and a hard copy can also be viewed at our School Office.

1. Introduction

At Hurlingham we believe that learning should be a rewarding and enjoyable experience for everyone; all pupils have an entitlement to make progress every day and this should be fun.

We recognise the importance of delivering a curriculum to ensure our children learn the skills and knowledge required by the National Curriculum and 11+ entrance examinations. The children also have much to learn outside their formal lessons; extra-curricular clubs, the House System and various pupil committees including the School Council are just some of the ways in which we aim to enrich their experiences, and we consider these to be an important part of the curriculum. This also includes what the children learn from the way they are treated and are expected to behave.

We aim to deliver exciting and challenging teaching and learning experiences for the children, and ensure they **all** have access to the whole curriculum. *See Equal Opportunities Policy.*

Through scrutiny of curriculum maps, subject policies, schemes of work and lesson plans, the proprietor ensures that a written policy on the curriculum, which meets the Aims of the school as outlined below, is drawn up and implemented effectively. These documents take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

2. Aims

2.1 We aim to deliver a full school curriculum by:

- enabling all children to learn and make progress, developing their skills to the best of their ability so that they become confident, resourceful, enquiring and independent learners, evaluating their own performance, and understanding what they need to do next in order to improve
- promoting a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for future learning, encouraging them to think for themselves, to learn to select and use methods and resources and to be discriminating
- enabling children to acquire skills in literacy, numeracy, speaking and listening, including information technology as a tool when appropriate, so that these abilities facilitate successful participation in everyday life and foster excellent communication with others, including those who speak other languages
- giving children experiences in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- enabling children to develop their aesthetic, critical and creative thinking skills, providing them with opportunities to solve problems in a variety of contexts, and to question and respond to challenges
- teaching children about their world, both natural and man-made, including how their environment and society have changed over time
- promoting an appreciation of scientific discoveries and the scientific method
- encouraging children to be fit and healthy

- promoting participation in, and enjoyment of, creative aspects of the curriculum, encouraging children to develop their imagination, spontaneity and individuality
- developing children's self-esteem and encouraging them to respect the ideas, attitudes, values and feelings of others, showing respect for different cultures in order to provide them with effective preparation for the opportunities, responsibilities and experiences of life in British society
- teaching children to be positive, responsible citizens, understanding their community and feeling a valuable member of it, so that they can live and work co-operatively with others, and make correct judgements in order to stay safe. The lessons they experience in personal, social, health and economic education reflect the School's aims and ethos, and encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- enabling children to have an awareness of their own spiritual and moral development, so that they understand right from wrong, and the importance of truth and fairness, allowing them to grow up committed to equal opportunities for all
- in everything we do, consideration is given to the age of the pupils and ensuring that activities are appropriate to each child's educational needs in relation to personal, social, emotional and physical development and communication and language skills

2.2 To achieve these aims the curriculum is planned to be:

- **Broad** so that it provides a wide range of knowledge, skills and experiences
- **Balanced** so that each subject has sufficient time to contribute effectively to learning
- **Relevant** so that learning links pupils' experiences to application in the real world
- **Coherent** so that topics can be linked to make the whole learning experience more meaningful
- **Progressive** so that what is taught builds systematically upon what has already been learned
- **Differentiated** so that the tasks set are matched to the aptitude and ability of each pupil
- **Accessible** so that there is equality of opportunity for all

3. Active promotion of Spiritual, Social, Moral and Cultural Development

SMSC at Hurlingham recognises, celebrates and actively promotes the vital importance of pupils'

- understanding of how citizens can influence decision-making through the democratic process;
- appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- understanding that the freedom to hold other faiths and beliefs is protected in law;
- acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; understanding of the importance of identifying and combatting discrimination.

Spiritual Development

As this is not a faith school and we welcome children of any faith, all faiths or no faith, we actively encourage students to develop their own belief systems and understanding of their place within the context of the wider world, whether faith based or not. In RPE and PSHEE lessons in particular, and across the curriculum in general, we encourage students to discuss these belief systems as comfortably and freely as they can. Whatever a student's beliefs, Hurlingham's ethos is core within the school. We actively promote mutual respect and tolerance of those with different faiths and beliefs. Discriminatory or extremist opinions and behaviours are challenged as a matter of routine.

We encourage respect for all pupils and other people in our community. Particular regard is given to the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation) of others, as well as embracing children's choices that enable them to be true to themselves. Children are encouraged to utilise their individual talents, contribute to the broader community and respect the various environments- including the natural environment- in which they live and study. We encourage all

children to develop a sense of awe and wonder towards their natural surroundings and to think philosophically about their circumstances.

A critical and informed awareness of Current Affairs is actively encouraged throughout the School, and copies of children's publications such as *First News* and *The Week Junior* are distributed to classes in Key Stage Two. Political matters are discussed when appropriate, but pupils are not encouraged by teachers or others to support particular political viewpoints.

Moral Development

Moral Development focuses on actively promoting students' own sense of right and wrong, based on an awareness of human rights and common humanity in all communities around the world. In PSHEE, we teach respect for the Civil and Criminal Law of England, and any teaching of religious law makes clear the difference between this and state law. Pupils are taught to acquire a respect for public institutions and services, such as the Houses of Parliament and the democratically elected government of the United Kingdom. The "Golden Rules", School Council and various pupil committees are starting points for this and are displayed in every classroom. All activity, teaching and discussion actively promotes the fundamental British values of democracy; rule of law; individual liberty; mutual respect and trust of those with different faiths and beliefs; respect for other people and has regard to the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation).

Social Development

Social Development is seen through active promotion of social skills, working together both in and out of the classroom, contributing to lesson discussions and communicating with teachers and peers effectively and cogently. We also encourage the children to make a positive contribution to their lives both within the school and the broader community. We raise money for good causes, often chosen by the children themselves, and the House system actively encourages and facilitates this, with each House running a fundraising event each year.

Cultural Development

The school's ethos is to expose all children to a range of cultural encounters, and actively encourage them to recognise the value and richness of cultural diversity in Britain and worldwide; thus promoting respect and a culture of tolerance and diversity. When encouraging respect, appreciation and acceptance of all diversity, parity is given to a range of possible lifestyles in line with the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation) of others. Children are taught to recognise that individual liberty is fundamental to British values and is actively promoted across the school. Discriminatory or extremist opinions or behaviours are challenged as a matter of routine.

Practical application of SMSC is manifested in a variety of forms. For example:-

Spiritual Development is actively promoted through a range of assemblies and Circle Times that encompass stories from the major religions and no religion whilst including time for reflection, thought and the school creed; investigations into belief systems and practices; explicit philosophical discussions in, for example, asking what it means to be intelligent and the different natures of multiple intelligences, or the best way to solve certain conundrums such as spending a million pounds) and more implicit sensations of "awe and wonder" across the curriculum. For example, in English Literature one Year Five group have lengthy discussions about "fate", synchronicity and predestination through reading Louis Sachar's *Holes*, whilst another develop a sense of awe and wonder towards mathematics and the number system through problem-solving activities generated by Blue Balielt's *Chasing Vermeer*.

Pupils at Hurlingham come from a variety of different religious and cultural backgrounds including Christianity, Judaism, Islam and Hinduism as well as families of an agnostic or atheist background. Children are given the freedom to express their own ideas through discussion, written work and

drama and are encouraged to listen and respond to the views of others which may be different from their own. Through RPE lessons, children in Lower School learn about the common themes between religions by relating them to their own experiences and practices. In Middle and Upper School the children learn more specific details about different religions and begin to form their own opinions and questions about faith. In all three sections of the school, children are encouraged to debate in the context of how religion fits into modern British society and to think philosophically and ethically about a broad range of religious topics. With this understanding children learn that many cultures have common themes and that all are to be respected and celebrated regardless of difference. Children learn the differences and similarities between their own cultural traditions and those of others around them. The peaceful, harmonious impact of the playground demonstrates the effectiveness of our curriculum and school ethos at a fundamental level.

Moral Development is a core element of our PSHEE programme and the scheme of work for this subject highlights the various moral components contained within it. For example, many year groups explore “stories for thinking” and dramas that culminate in moral cliffhangers; classes discuss what they would do if they were one of the characters in the story. The children experience core texts from major world religions, including Bible stories from the Old or New Testament, in some assemblies. These core texts not only broaden general knowledge of the narratives but also teach ethics and codes of behaviour, which are appropriate to children of all faiths. The morals of the stories are applied to the context of everyday life, teaching the children how to be kind to, and tolerant of, other people.

Social Development is fundamental to everything we do. Much of this happens implicitly through playtimes and other recreational activities, although an early assembly in every academic year is a reminder of the four principles in the FISH! Philosophy of how to make a pleasant and coherent society: Be There, Make Their Day, Play and Choose Your Attitude. These values are also reflected in our Golden Rules and School Creed. All pupils learn about democracy in action through their PSHE and a democratic approach to decision-making is modelled and followed by all classes being involved in such institutions as the School Council and various pupil committees such as the Environmental Action Team. Community responsibility is encouraged through a range of school appointments such as Form Captains, Librarians, Sports Captains and House Captains. The Citizenship programme is partly arranged through mixed-age “family groups” such as the four school houses- Swan, Heron, Mallard and Kingfisher- and, together with pupil committees, these facilitate leadership and mentoring roles for older pupils whilst enabling all children to play a part in the development of their school. Residential trips provide another very valuable extra dimension to pupils’ social learning as these place emphasis on teamwork, personal development (especially in terms of risk-taking, courage, initiative and problem-solving) and consequent individual achievement.

Cultural Development is embraced through the study of different groups of people in Religious Education and Geography. An awareness and appreciation of cultural events within the London community and a respect for local, national and international public institutions and services are core reasons behind our programme of day trips to venues around the capital. A wide variety of theatre trips is arranged, as well as various excursions to places of national significance including the Houses of Parliament (as part of the children’s studies into the value of democracy and the importance of participation in the democratic process), museums and galleries. Appreciation of writers, artists and their craft is also celebrated and children have the opportunity to meet various authors, poets and illustrators. Recent visitors have included Ronda and David Armitage, Morris Gleitzman, Gillian Cross, James Carter, Giles Andreae and Chris Bradford. Additionally, Hurlingham works with children from a variety of types of families including single parents, same- sex parents and married and unmarried couples. With this broad diversity, comes a true tolerance and harmony between various cultural traditions, heritages and backgrounds.

4. Organisation and Planning

At Hurlingham the starting points for our curriculum include the National Curriculum, the Primary Frameworks for mathematics and literacy, and the requirements of the 11+ examinations. However, teachers are not bound by these requirements and are free to collaborate in designing schemes of

work that take an alternative route towards developing the same set of skills, where it is appropriate to do so.

The curriculum for the children in our Reception classes follows the Early Years Foundation Stage early learning goals. *See Foundation Stage Policy.*

In Lower, Middle and Upper School the curriculum is taught through discrete subjects, including PSHE, and topic areas are linked where relevant. A year group may concentrate in one term on a history topic, then switch to a greater emphasis on geography next term. Over the course of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects. Our whole school curriculum map indicates the broad objectives and the links between subjects. *See Appendix-Curriculum Map. For further detail see individual subject policies.*

Units of work are planned, usually over half a term's duration. These are called Medium Term Plans and contain the detail of the work to be covered, with a progression of learning objectives. Our Short Term Plans are written on a weekly or daily basis for Maths and English. These set out the learning objectives for each session, and identify the activities and resources to be used in the lesson. These plans also indicate how the work will be differentiated and how the pupils will be assessed.

The children are taught in mixed ability for most subjects, with the exception of maths, where setting takes place from Form II upwards and English in Forms V and VI. This enables the teaching to focus on a particular level of ability.

5. Children requiring special provision

The curriculum at Hurlingham is designed to provide access and opportunity for all children through differentiated lessons. However, if we think it necessary to adapt the curriculum further to meet the needs of an individual child, then we do so, consulting with his/her parents when appropriate. This may include learners with difficulties and/or disabilities (LDD), children with special educational needs (SEN), children with English as an additional language (EAL), or children who are more able, gifted or talented in some way.

If a child requires special provision, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice. If a child requires special provision, his/her teacher consults with the Head of Learning Support /English as an additional language (LDD/SEN/EAL), or the Head of Gifted & Talented Provision, who will make an assessment of this need. The Form Teacher will be given support to provide resources and educational opportunities which, in most instances, will meet the child's needs within the normal class organisation. If a child's need is greater than that which we can provide within this normal classroom context, there are established courses of action to support the child with their learning. *See Learners with difficulties and/or disabilities Policy, More Able Pupils, including Gifted & Talented Policy.*

6. Effective Teaching and Learning

We understand that people learn best in different ways and we use a range of teaching and learning styles to cater for the differing needs of our children and to utilise the different strengths of our teachers. We believe that effective teaching and learning must be based around the stage of development and levels of experience that children have already acquired.

We want to provide a stimulating learning environment at Hurlingham, which sets the climate for learning and promotes high quality work by the children. *See Display and Learning Environment Policy.*

6.1 Effective teaching is when teachers challenge and inspire pupils, expecting the most of them. Effective teachers will be:

- demonstrating enthusiasm and excitement for teaching
- creating a positive and supportive atmosphere based on praise
- treating children with respect and as individuals, listening to them sensitively
- promoting children's self-esteem, by valuing their contributions and encouraging them to participate
- ensuring their expectations of the children are high
- demonstrating good subject knowledge and competency in teaching the relevant skills, using teacher modelling
- building upon the children's previous skills and knowledge, setting clear objectives that are easily understood, so the children know what they must do to be successful learners
- recognising the importance of being flexible and adaptable within a lesson, responding to the children's understanding
- communicating clearly and teaching using a variety of strategies, including effective questioning, teacher modelling and high quality verbal feedback and marking,
- managing pupils well, being consistently firm but fair *see Behaviour and Sanctions Policy*
- assessing pupils' work thoroughly and using assessments to help and encourage pupils *see Assessment, Recording and Reporting Policy*
- using time, support staff and other resources effectively, so that the learning environment is well organised and stimulating

6.2 Effective learning is shown when children are able to learn in different ways. These include:

- participating actively throughout the lesson
- working co-operatively in small groups and pairs, using methods such as, think-pair-share and talk partners, to enhance discussion and understanding
- asking and answering questions
- using first hand, multi-sensory experiences
- working independently, using their own judgement to make decisions
- investigating and solving real-life problems
- researching and finding out
- being creative and using initiative to design and make things
- debating, taking part in role parts and presenting orally
- using multi-media: watching television, using computers, digital cameras, IWB, data loggers
- working outside and visiting places of educational interest
- participating in physical activity
- evaluating their own learning using success criteria and AfL methods

6.3 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on their learning. We want children to realise that they have learnt effectively by:

- knowing that they have succeeded through the use of success criteria
- feeling good about their achievements
- feeling confident to do more
- explaining what they have learnt
- applying their learning to new situations
- teaching another child

7. The Role of the Arts

We believe that all children need extensive experience of as many forms of art as possible, both in terms of appreciating others' work (including that of professional artists) and being creative themselves. This is because our school aims and strategic priorities emphasise the self-expression, confidence and socialisation that ensue from pupils enjoying activities which develop their abilities to be independent, creative thinkers. Music and Art, Craft and Design feature on all timetables throughout the school on a weekly basis; Dance is also timetabled regularly within the PE curriculum and Drama has a weekly slot for Key Stage Two classes. Additionally, all children

participate in at least three performances to audiences of adults and children every year and timetables are suspended in preparation for these to facilitate appropriate time for Dance and Drama rehearsals. Significant planning opportunities are built in to all such activities to facilitate leadership by pupils. Ballet is offered as an optional lesson: around half the pupils in the school choose to participate in this weekly, their lessons culminating termly in a series of recitals to parents. The school also offers tuition to pupils who wish to learn a musical instrument.

Our extra-curricular programme places similar emphasis on a diverse range of arts experiences. At least three choirs, three drama groups, two dance and one lower school music group are always available and further weekly “clubs” on offer vary each term according to demand expressed by the children themselves in School Council, but regularly include subjects such as photography, media, ceramics, design, textiles, film and media.

We invite published authors into school each term to run workshops, frequently with staff and parents as well as pupils. Each class enjoys at least one day trip per term, often to theatres or storytelling venues. Visiting theatre companies come to school, as do professional musicians to run workshops on particular instruments. Our first artist in residence was with us for a fortnight in early 2012: all children witnessed her creation of a mural in the playground, the theme of which had been agreed with the pupils beforehand.

With the exception of Chamber Choir, in which a place is gained through audition, all extra-curricular arts opportunities are available to each and every child in the year group concerned, regardless of ability. Within timetabled lessons, however, extension opportunities for those pupils identified as Gifted and Talented in the subject in question are provided.

8. Assessment

We believe that effective assessment provides information to inform teaching and learning, and is therefore an essential part of the teaching process. At Hurlingham, assessment takes many forms, both formative (AfL) and summative, and can be formal or informal. Teachers use assessment to track the progress of individual pupils, in mathematics, English and science. We use information collected from assessments to allow us to guide our future planning. We give our children regular feedback on their learning so that they understand what it is that they need to do to improve.

At Hurlingham, we believe that parents have a fundamental role to play in helping children to learn. We support this role by sharing assessment information with the parents at parents’ evenings and through twice yearly reports. We aim to give parents clear and accurate information on their child’s attainment and progress, so that teachers, children and parents are working together to raise standards. *See Assessment, Recording and Reporting Policy*

9. Monitoring and Review

The Headmaster has responsibility for the leadership of the curriculum, teaching and learning, and monitoring the effective delivery of this policy. This is done by:

- supporting teaching and learning through the effective allocation of resources and the best use of school facilities
- ensuring staff professional development promotes good quality teaching and learning
- monitoring the quality of teaching and learning through lesson observation and the scrutiny of planning and assessment data
- reviewing annual departmental actions plans and guiding the Heads of Department in the development of the curriculum, teaching and learning

The Headmaster alongside the Head of the Foundation Stage and the Heads of Section, has responsibility for developing and updating the curriculum and ensuring that there is progression and appropriate coverage.

The Heads of Department are responsible for monitoring planning and also the teaching and learning, keeping up to date with curriculum developments and providing INSET when necessary. *See relevant job descriptions.*

We are aware of the need to review this Curriculum, Teaching and Learning 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 the school.

Date of Policy: Autumn 2009

Date of last review: June 2017

Date of next review: June 2018