



Hope House School

Curriculum Policy

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Introduction

This policy was written by Garrie-John Barnes, former Headteacher and revised by Principal (Su Wood) in consultation with the staff leadership team and has been ratified by the Governing Body.

It will be reviewed annually and distributed to all individual members of staff and governors by email. Additional hard copies are available for parents, prospective parents and other outside agencies as appropriate from the school office. It is also available on the school website.

What is the curriculum?

The curriculum is **the totality of pupils' learning experiences**. In essence this comprises the taught, learned and assessed curriculum delivered through the planned schemes of work at Hope House School.

We believe that the curriculum should be broad, balanced, and relevant and meet the needs of all pupils whatever their ability.

We believe that the curriculum should be taught from a Biblical worldview exhibiting Christian perspectives both implicitly and explicitly where appropriate.

We believe too that children will learn important lessons in a wide range of contexts and to this extent we see the curriculum of the school as much more than its syllabus alone.

Our pupils will learn:

1. From the effective teaching of schemes of work (syllabus) and timetabled lessons for both inside and outside the classroom.
2. From the opportunities and experiences provided for learning outside the more formal classroom setting e.g. pupil council meetings, day visits and annual residential visits, parties and celebrations e.g. in the recent life of the school we have celebrated the Queen's Diamond Jubilee and London 2012 Olympics.
3. From the culture of the school expressed through what is seen to be valued and appreciated by staff, pupils, parents, governors, church and the wider community. This may be 'learned' by pupils through the school's implementation of its reward and sanctions system for instance or by how the pastoral care of pupils is implemented.
4. Pupils will also learn much from conflict resolution and the implementation of the Anti-bullying policy. Other examples include lunchtime clubs provision and the social opportunities provided through the work of the Friends of Hope House School and through the wide range of opportunities offered by the HHC 180 youth programme.

These experiences, events and approaches contribute significantly to the nature and culture of the school. Hence, our curriculum arises from the totality of our life as a learning community.

We also aim to build self-esteem, self-confidence, leadership and team work skills in our pupils through a range of strategies and contexts some examples of which include:

- Delivery of PowerPoint presentations
- Individual and group presentations in assemblies
- Concert rehearsal, production and performances
- Work experience and careers education programmes
- Speaking and listening activities
- Pupils serving as School Council representatives, House Captains and Head Boy and Head Girl
- Outdoor activities undertaken on residential trips
- Visiting speakers

The taught curriculum closely follows the National Curriculum, the Early Years Foundation Stage curriculum and the wider curriculum through which the Christian ethos and aims of the school are more explicitly expressed e.g. assemblies, RE and PSHEE lessons.

Our aim is that pupils have a range of learning experiences that challenge, stimulate and promote independent thinking and learning.

Through such opportunities we aim for our pupils to grow and develop as more mature, self-confident, self-aware, caring and compassionate individuals who will be able to use and apply the lessons they have learned, take on more responsibilities and make a valuable contribution not only to the school community, but to society at large.

Christian perspectives

At Hope House School we believe that the spiritual, moral, social and cultural development of our pupils is of paramount importance and make provision for planned Christian perspectives to be taught through the curriculum where relevant and appropriate. These are made apparent in individual subject schemes of work.

The National Curriculum is closely followed, some aspects of which are taught from a Christian viewpoint. Whilst some lessons do not have explicit Christian perspectives in mind, opportunities invariably arise naturally within lessons often derived from pupils' own questions. This provides staff with further opportunities to foster and nurture children's spiritual development as key aspects of the Christian faith, and indeed other faiths, are discussed and explored together in balanced and non-partisan manner.

Aims of the curriculum

The aims of the curriculum are:

1. To promote high standards in reading, writing and mathematics
2. To allow children to develop knowledge and understanding of themselves and others
3. To enable pupils to acquire skills in science
4. To enable pupils to become more confident in the use of ICT skills
5. To promote physical development and the need for a healthy lifestyle
6. To promote cognitive development and problem solving skills
7. To enable pupils to be aware of the importance of and participate in the Arts and culture
8. To enable pupils to develop moral sensibility through the teaching of Christian values and principles
9. To encourage pupils to explore the Christian faith for themselves
10. To actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.
11. To develop the personal and social skills of each pupil
12. To provide equality of access and the opportunity for all pupils to make progress
13. To prepare pupils for the opportunities, responsibilities and experiences of adult life

Planning and assessing the curriculum

The curriculum is planned to ensure continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achieving.

Through the provision of rich and varied activities, we aim to:

- Encourage the best possible progress and the highest attainment for all pupils
- Enable pupils to make connections across different areas of learning
- Help pupils to think creatively and solve problems
- Develop pupils' capacity to learn and work independently and collaboratively
- Enable pupils to respond positively to opportunities, challenge and responsibility
- Enable pupils to acquire and develop a broad range of knowledge, skills and understanding
- Provide opportunities for pupils to reflect on and evaluate the quality of their own learning and assess their own progress with reference to National curriculum
- Provide opportunities for pupils to reflect on and evaluate the quality of the work of their peers and assess their progress with reference to the National curriculum
- Set pupils challenging and achievable targets for both their personal development and academic work.

Organising the curriculum

In the **Early Years Unit** children learn through the areas of experience as outlined in the EYFS curriculum.

In the **Primary department** the curriculum is taught though discrete subjects and linked to topic areas where appropriate. Units of work are planned; usually over a half term and

medium term plans contain the detail of work to be covered. Long-term plans outline the areas of learning to be covered over a year or over two years if a cycle is in place for the subject in question. Where appropriate individual lesson plans outline the learning outcomes for each lesson.

Timetabled subjects and areas of learning include Literacy, Numeracy, Science, French, Information Communications Technology, History, Geography, Religious Education, Physical Education, Music, Art, Design and Technology and Assembly.

The core subjects of Literacy and Numeracy are usually taught in the first half of the school day. Science and foundation subjects usually taught in the afternoons.

In the **Senior department** the curriculum is taught through a range of discrete subjects. Long, medium and short-term plans are in place for individual subjects taught and we aim to provide pupils with opportunities to experience and learn skills from a range of subject disciplines including:

- linguistic
- mathematical
- scientific
- technological
- human and social
- physical
- aesthetic and creative

We aim to ensure that the needs of the whole child are met and thus the provision of a well-rounded, broad and balanced curriculum is essential so that the aims of the school can be realised.

We ensure that timetables in the primary and senior departments reflect a broad and balanced curriculum for all pupils regardless of age, gender, ability or social background. To this end the curriculum is differentiated by outcome and task as appropriate.

Timetables are constructed through consultation between the Headteacher, Principal and school staff on an annual basis.

Learning Outside the Classroom

A range of rich and varied experiences are planned and provided for pupils to learn outside the classroom context and is a key feature of the curriculum at Hope House School.

Roles and responsibilities

The Headteacher is responsible for the leadership of the curriculum working in conjunction with the Governing body to oversee its development.

The Headteacher delegates responsibility to class teachers and subject leaders as appropriate. Class and subject teachers ensure that the curriculum is taught and that the aims are achieved for their class or subject. Class teachers monitor the progress of each pupil and ensure that there is appropriate challenge support and intervention.

Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve the highest standards possible. Knowledge and skills are taught in ways that suit pupils' ability and as such the curriculum is appropriately differentiated.

When planning the curriculum teachers set high expectations and provide opportunities for all pupils to achieve and fulfil their potential regardless of ability, gender, race or disability.

We recognise that pupils bring to school different experiences, interests and strengths which will influence the way they learn and plan our approaches to teaching and learning accordingly so that all pupils can take part in lessons fully and effectively.

Teachers respond to pupils needs by:

1. Creating effective learning environments
2. Securing their motivation and concentration
3. Providing a range of teaching strategies through audio, visual and kinaesthetic approaches so that all learning styles are catered for
4. Providing equality of opportunity through teaching approaches
5. Using appropriate assessment for learning approaches
6. Setting targets for learning and personal development