



Curriculum Policy

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Summary of changes and reviews

Version	Date	Summary of amendments	By
1.0	1/10/21	New policy that amalgamates previous subject policies and homework policies.	SD
1.1	1/09/22	Updates to opening paragraph stresses academic ambitions. Alternations made to Pre-Prep homework, STEM, Art and Drama provision. Removal of Catch-Up curriculum and Covid -19 statements.	SD
2.0	September 23	Introduction of HCS Programme and Upper School Homework	SD
2.1	September 24	Reviewed. Electives added by NW. Minor changes made to homework provision.	SD



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CURRICULUM POLICY

What is a Hatherop Education?

A Hatherop education is one that provides a rich experience in an environmentally outstanding and unique setting. A Hatherop education offers opportunities to participate in life-enhancing extra curricular activities, progressive and rigorous academic teaching and a chance to reach and realise individual potential. Throughout their education, Hatheropians develop a strong sense of their morality and impact on the wider world. A Hatherop education centres around valuing each individual, learning to be sensitive and tolerant towards others and growing in integrity and responsibility, both individually and more globally. Hatheropians are ultimately able to face the challenge of adult life with justifiable self-confidence achieved at an age-appropriate pace. The curriculum offered is academically ambitious and strives to accelerate progress whilst being non-selective in essence. The tenants of Ambition and Character are interwoven in all we do.

The aims of Hatherop Castle School are:

- To provide a happy, stimulating and safe environment in which children can thrive and enjoy the adventure of childhood.
- To challenge and support each child to achieve amazing things academically, in the visual and performing arts and on the sports field.
- To constantly innovate and evolve to ensure that every child experiences the best possible education.
- To promote learning in all its forms across every aspect of school life.
- To successfully prepare all children for their first choice of senior school.
- To develop considerate, tolerant and confident human beings.
- To give the children an understanding of their own and other people's cultures and beliefs.

Our aims underpin the curriculum and educational provision of the school.

Hatherop learners:

- are happy, enjoy the adventure of childhood and thrive on friendship, respect and tolerance in a healthy, positive and purposeful community.
- are increasingly curious, aspirational, self-disciplined, resourceful, responsible, independent and confident learners, hungry to make the most of opportunity and true to themselves and others, and with a growing passion for lifelong learning.
- learn how to achieve their individual potential and to be happy in their own skin, celebrating their strength and have the awareness of areas of development and are prepared to work at these.
- take advantage of opportunities and benefit from the confidence and the support to achieve amazing things.
- are confident and well-prepared leavers, who are able to move on to next stage, prepared, confident and excited for the wider world and to make a difference.

We aim to sustain:



- teachers that have a knowledge of each learner’s needs, providing an inspiring, challenging and supportive environment, who continually develop themselves and remain excited and passionate about teaching.
- a stimulating, balanced, engaging and relevant curriculum and opportunities to develop the whole child.
- confident partnership with parents, in which parents are welcome to enjoy learning and school life.
- a school that is proud to be part of the community.

Our Hatherop values, which have been devised by our pupils and the wider community, build young learners and leaders. These values enable the children to live the school’s ethos:

Happiness: All members of our community should act and behave so we all can be happy.

Adventure: We play and learn with a sense of adventure

Teamwork: We work and play collaboratively and understand that we can excel and achieve more when we work as a team.

Honesty: We learn from making mistakes and we want all members of our community to show honesty towards each other.

Encouragement: We actively encourage everyone to strive for excellence in work and play.

Respect: Every member of the Hatherop community is treated with respect and kindness.

Opportunity: We make the most of every opportunity.

Perseverance: We do not give up when we find something hard or challenging.

Delivering our aims with a 21st Century Curriculum – The Four C’s

Critical Thinking, Collaboration, Communication and Creativity; these are the core principles that provide the foundation to delivering our aims in a 21st Century Curriculum. Success in this challenging and fast-moving century requires pupils to know how to keep well and safe as well as understand how to learn and access learning independently. Pupils must develop strong critical thinking, interpersonal and communication skills in order to develop the capacity to master knowledge and skills, whilst understanding by analysing, synthesising and evaluating information from a wide variety of subjects and sources. If they can recall, reflect, be resilient, resourceful and reciprocal, they will, according to Professor Guy Claxton, succeed in an increasingly fluid, interconnected and complex world.

Pupils build the learning power, language to express it and study skills they need to work towards articulating this learning, using a variety of learning techniques, such as resourcing and mind-mapping to build independence and be in a position to bring knowledge to problem-solving as preparation prior to the lesson. Well-established planning and homework habits, working at the best pace for them, participating, presenting their work and behaving appropriately, proof-reading for accuracy, persevering, learning through feedback and responding to next steps marking take the pupils forward and build best work ethic.

Our curriculum enables children to fulfil their potential, prepares them for the world they live in and will live in, and starts them on the road to the world of work and understanding their responsibility as global citizens This is achieved through:

- an effective personal, social and health wellbeing programme;



- pupils acquiring speaking, listening, literacy and numeracy skills and knowledge;
- the incorporation of British values of democracy, the rule of law, individual liberty, respect and tolerance of those of different faiths and cultures;
- a curriculum which gives pupils experience in a linguistic, mathematical, scientific, technological, human and social, economic and entrepreneurial, physical and aesthetic and creative education;
- cross-curricular initiatives such as STEAM projects that bring different aspects of the curriculum together.

The Parents' Curriculum

In order for parents to engage with enthusiasm and knowledge in their children's learning, we teach them about:

- being safe on and offline;
- wellbeing;
- reading methods;
- building learning power;
- how best to support their children's independence; and
- planning and preparing the next stage of their child's education

The curriculum and inclusion (see [Teaching and Learning Policy C013](#))

At Hatherop all pupils have the opportunity to learn and make progress. This is achieved through effective teaching, learning, assessment and monitoring.

Organisation and planning (see [Schemes of Work](#))

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis.

Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic. We draw and build upon National Curriculum, Creative Curriculum and Gloucestershire Pink Curriculum guidance and ISEB Common Entrance and scholarship syllabi.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson and how we are going to differentiate.

The role of the subject leaders (see [subject leader job description](#))

The role of the subject leaders is to:

- provide a strategic lead and direction for each subject;
- support and advise colleagues on issues related to each subject;
- monitor standards and expectations of teaching and learning, pupils' progress and the provision in the appropriate subject area; and
- provide efficient resource management for each subject.



The school gives subject leaders support each term, so that they can carry out their duties. It is the role of each subject leader to keep up to date with developments in their subjects, at both national and local level. This is facilitated by individual teachers taking an overview of one or more subjects, according to expertise, training and interest. The subject leader reviews the way subjects are taught in the school, and plans for improvement. This development planning links to whole-school objectives. Each curriculum team leader reviews curriculum plans and decides curriculum content in conjunction with the Deputy Head Academic, who works alongside subject co-ordinators, and sees that progression is planned into schemes of work.

Wellbeing

Feeling safe, well and happy is central to successful learning. Excellent pastoral care systems, the Personal, Social and Health aspects of the PSHE Education, whole school approaches such as keeping safe, anti-bullying and partnership with parents and guardians and taking opportunities to listen to children are key to pupil wellbeing. PE and sport, understanding of diet and nutrition, daily mealtimes and snacks, drinking healthily with a focus on water intake develop physical health. Acquiring emotional intelligence through a focus on building self-knowledge through experience and learning, and providing support with mental health strategies such as mindfulness build emotional resilience. Ensuring a culture of reward and encouragement within a framework of working together helps to establish self-esteem and confidence. Pupils come to understand the importance of a balanced lifestyle as a key fundament to their academic success and personal development.

Leadership

All pupils are taught to take responsibility for themselves, their belongings and care about others. They are encouraged to do their best, understand that everyone is different and appreciate that difference, and learn that they will keep growing and changing. As they master this responsibility and gather this increasing self-knowledge, they will have opportunities to lead others and make a difference in the wider world through service opportunities and enterprise.

HCS Programme

Pupils from Prep 3 to Prep 8 from September 2023 will take part in our bespoke HCS programme which has been designed to enrich our pastoral support within the curriculum. HCS will be a taught subject aimed at broadening our PSHE (Personal, Social and Health Education) as well as co-curricular provision. This syllabus has been written to develop our pupils' emotional literacy, give opportunity to practice the skills needed to manage challenge and difference and to ultimately shape our pupils into members of society who make valuable contributions; Hatheropians to be proud of who live our school values. The hope is to further support student mental health and well-being, giving them practical strategies to utilise into adulthood. This will replace Hobbies in the timetable.

Pupils from P3 to 8 will once a week have discrete teaching in one of the following three pillars:

Happiness

Activities tailored to developing: A Kindness Curriculum of Collaboration, Compassion, Empathy, Mindfulness, Breath work, Yoga, Gratitude, Honesty, Humility, Humour, Positivity, Self-Acceptance, Perspective and Trust, Bee-Keeping, Lego Therapy and Cooking.

Character

Activities tailored to developing: Life skills, Respect, Confidence, Communication/Speaking and Listening, Drama, Opportunities to be out of their comfort zones, 'Working with Boys' programme, 'Girls on Board' programme, social justice – bystander and allyship, risk taking/managing risk, team building, etiquette and manners, D of E.



Society and Service

Developing our Eco Committee, Careers, School Shop, Outreach and care in the community, Young Enterprise, Volunteering, Sports Leaders Qualifications, First Aid Qualification, Charity work.

There are separate Middle School and Upper School curriculums, neither of which repeat, with each designed around a year groups' age and developmental stage.

Electives

'Real World Ready for their next step in education and beyond'

The Elective Programme offers our Prep 7 and 8 pupils the opportunity to go beyond the Prep School Curriculum and explore exciting avenues of study with the aim of developing lateral thinking skills, scholarly independence, intellectual flexibility and the ability to discuss complex ideas.

The programme comprises of a series of bespoke subject-specific modules, or electives, which are organised into potential pathways and interest that best prepare our pupils to be 'real world ready'. The electives programme is designed to allow pupils the freedom and space to be challenged in avenues that are not possible in other educational establishments at this age. We want the pupils to persevere when met with complexity, and to celebrate furthering their understanding of what lies ahead.

The pupils are encouraged to choose from one of the nine options available at the start of each term. The modules are made up of a range of different expertise with the pupils taking part in this initiative every Monday afternoon. The electives programme concludes each term with an 'Elective Exhibition' to parents.

Michaelmas Term 2024 Elective Offering:

How to build a computer	Child Development	Music and Theatre Studies
Business Studies	Sports Psychology	Politics
The Repair Shop	Dry Stone Walling	Modern Embroidary

Curriculum subjects

All subjects are supported by schemes of work and planning to ensure their differentiated delivery to the pupil. The needs of each pupil are supported through teaching to a variety of learning styles, namely visual, auditory and kinesthetic. The curriculum and planning is adapted to the needs of each individual child, including those with special needs, those with EHCP plans, the most able and those who have English as a second language. See school SEND, Aspire and EAL policies for further detail.

The school timetable demonstrates the subjects taught and the hours of curriculum provision per subject per week.

As a guide, subjects in the Prep School have the following lesson allocation out of the 30 lesson week. Each lesson is 50 minutes long:

Subject	Prep 3 and 4	Prep 5	Prep 6, 7 and 8
English	5	5	5
Maths	5	5	5
Science	3	3	3



Homework	<p>One English and Maths homework is given each week of approximately 30 minutes.</p> <p>This is supplemented by Reading/Spelling/Mental Maths tasks given on a daily basis and online.</p> <p>Homework begins as optional but gradually becomes compulsory to prepare pupils for Prep 5 and above.</p>	<p>One English and Maths homework is given each week of approximately 40 minutes.</p> <p>Homework is not optional.</p>	<p>One homework is given each week in Science, French, and Humanities.</p> <p>Two homeworks are given each week in English and maths.</p> <p>A longer Humanities project forms part of their final assessment in the subject and is reported with their CE grades in prep 8.</p>
History	1	1	2
Geography	1	1	2
RS/TPE	1	1	1
MFL	2	3 (x1 Latin)	3 (x1 Latin)
Games	4	4	4
Drama	1	0	0
P.E	1	1	0
Music	1	1	1
STEM	1	1	0
Art	1	1	1
Computing	1	1	0
PSHEE	1	1	1
HCS	1	1	1
Electives	0	0	1

Homework at Pre-Prep

Pre-Prep	
Reception	<p>Weekly suggested activity linked to the week's learning sent home to parents.</p> <p>Weekly letter formation practice of the graphemes covered in the week. Children are encouraged to foster a love of reading whilst the school teaches the 'mechanics'; weekly visits to the library to self-select a book. Sound cards sent home to practise. As and when children are ready, reading books aligning with phonics teaching sent home.</p>
P1	<p>Expectation of 25 minutes of 'book talk' across the week. A weekly suggested home learning task linked to the week's learning and a spelling list (differentiated) to be learnt for a weekly dictation. One Library book (child's choice) and one more traditional 'reading scheme' book to be shared each week to reinforce tricky words.</p>
P2	<p>Expectation of 25 minutes of 'book talk' across the week. A weekly suggested home learning task linked to the week's learning and a spelling list (differentiated) to be</p>



	learnt for a weekly dictation. One Library book (child’s choice) and one more traditional ‘reading scheme’ book to be shared each week to reinforce tricky words.
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Occasional preps will be set by subject staff not allocated a prep slot. This will invariably be some form of research for subjects such as Technology or Art.

Pupils are also encouraged to free read at all spare times in pastoral or rest and read time and at other times when they are free.

Music practice should be considered an extra every night in accordance with the music staff’s requirements.

Supervised Prep at school

Hatherop Castle School offers a supervised Prep session after school that runs in parallel to after school activities and paid for clubs. Upper school pupils are actively encouraged to stay from 4.45-5.30pm if they do not want to complete their homework at home and want support. A later prep will run from 5.30-6.10pm for boarders and those children staying on to 6:10pm only. Pupils should not do both prep sessions unless they are in the upper school and preparing for examinations. Younger children staying to Late Crèche can complete any prep with the member of staff on Crèche duty.

Boarders are able to continue with homework or private study if required after supper and have access to a quiet room in the Fyfe Room.

Rest and Read and pastoral and prep times throughout the timetable can also be used as independent learning time for children to work on individual targets and also affords curriculum time to run intervention groups or work on personal targets.

Prep 3 – Weekly homework based on targets.

Prep 4 and Prep 5 – English and Maths homework sent home weekly.

	Monday	Tuesday	Wednesday	Thursday	Friday
Prep 6	English	Maths *Science to be set for all children Thursday	No Prep	Science	No Prep
Prep 7	Maths	Humanities	French	English *One Prep 7 class to be set Science prep for Friday	Science
Prep 8	English	Maths	Humanities	French	Science

The Early Years Foundation Stage (“Early Years”)

In the Early Years we follow the principles embodied in our Early Years Policy. Throughout the Early Years we aim to cover and extend the experience of the children beyond the Early Years Foundation Curriculum. We ensure that pupils below compulsory school age are offered a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional, and physical development and communication and language skills.

The prime areas of learning:

- communication and language;
- personal, social and emotional development; and



- physical development.

The specific areas of learning:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

Characteristics of effective learning:

- playing and exploring;
- active learning; and
- creating and thinking critically.

In preparation for Reception, Pre-Reception children begin to learn Phonics (Little Wandle Foundations for Phonics) and use White Rose Maths (Foundations.) CLPE is being introduced across the Nursery.io

[Pre- Prep: The Creative Curriculum Statement](#)

Topics

The Pre-Prep has a Creative Curriculum topic-based approach. Topics are chosen and discussed by all staff to ensure there is no repetition or gaps in the curriculum , although in the second half of the Michaelmas term, a joint topic is delivered across the Early Years. ‘Sparkle and Shine’ is based around a number of celebrations and festivals including Bonfire Night, Christmas, Thanksgiving, Davali and Christmas and it is felt that a spiral approach benefits the children. Each Topic stems from a rich class text which is explored using a CLPE approach in English and further enhanced through all other subjects, excluding Phonics and Maths (unless there is a clear learning opportunity, such as a Toy Shop when learning about money in Maths.) Long term plans are now set for the next three years with checks for repetition and coverage ongoing. Flexibility is still encouraged and teachers may use their judgement to direct learning according to the needs and interests of their current cohort. Examples of topics include:

	Michaelmas	Lent	Trinity
Reception	Roots, Shoots and Muddy Boots Sparkle and Shine	The Frozen World If you go down to the woods today	Ready, Steady. Grow! The Blue Planet
Prep 1	Toys The Jolly Postman	Faraway Tales Wild	Space A Pocket Full of Poems
Prep 2	Ancient Egypt The Polar Express	Moth Hummingbird	Castles Poetry

There is a topic overview which tracks the coverage of objectives from Reception to Prep 2. Each Topic will have a medium term plan produced by the class teachers and includes opportunities to enhance the learning experience beyond the classroom E.g. storytelling in the story circle, setting inspiration for writing in the forest school area, grandparents toy workshops, scavenger hunts for human features in Hatherop Village or forces experiments at Hatherop Park. Weekly plans are produced each week to ensure that the current cohort’s needs are being met and to allow for flexibility E.g. to follow the children’s interests or to spend greater time embedding a learnign objective. In this sense, the Medium Term Plan is a working document, continually updated. All planning is saved on Sharepoint. The English curriculum advocates



learning through a text using CLPE resources where natural links exist. Using the C-P-A (Concrete, Pictorial, Abstract) approach to learning maths using White Rose Maths scheme (supplemented and condensed in areas to support the CE curriculum) supports all to assimilate the curriculum at an individual depth.

Pre Prep class timetables are set with lesson 'topic' allocations, we will teach flexibly through a topic approach. We will aim for 7 topic lessons to cover the subjects with the following proportions 40% Science, 15% History, 15% Geography, 15% Art/Tech/STEM, 15% RE. These need not be covered in these proportions every week but across a term or a topic this is the spread we are aiming for. A degree of topic content will also be covered through the English allocation.

The Prep School

Core subjects

English: Our high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. It is for this reason that the English curriculum advocates learning through a text using CLPE resources. Reading also enables pupils both to acquire knowledge and to build on what they already know. Pupils develop competence in communication (speaking, listening, reading and writing), and learn to apply these skills to other areas of learning.

Mathematics: Mathematics is a creative and highly inter-connected discipline. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. Our high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. Pupils develop competence in Mathematics, and learn to apply these skills, particularly involving number, space, shape and data handling to other areas of learning. Using the C-P-A (Concrete, Pictorial, Abstract) approach to learning maths using White Rose Maths scheme (supplemented and condensed in areas to support the CE curriculum) supports all to assimilate the curriculum at an individual depth.

Science: Science is vital to the world's future prosperity and continues to change lives. All pupils are taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They are encouraged to understand how science can be used to explain what is occurring, investigate, predict how things will behave and analyse causes. They are encouraged to consider how they might make a difference and solve some of the world's greatest challenges one day by using their knowledge, creativity and thinking skills to think outside the box. They are invited to see themselves as game changers in various projects and maybe one day they will be!

The Technologies

Computer Science, Design and Technology, Engineering and cross-curricular Science, Technology, Engineering, Mathematics (STEM) projects: Our computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this



knowledge and understanding, pupils will become increasingly equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – preparing them for the future workplace and as active participants in a digital world. Pupils develop competence in Information and Communication Technology and experience in other areas and learn to apply these skills to other areas of learning.

Our use of electronic resources, interactive whiteboards, and personal computers allows us to develop the technologically literate generation of both pupils and staff. A growing e blended learning environment combining e-learning and traditional methods leads to more self-paced and differentiated learning. Despite the challenges of internet connection in this remote rural setting, resources are increasingly used to develop multi-sensory learning and differentiation for the individual.

The process of creating, having ideas, designing and making before evaluating is repeated through a variety of projects for each year group. These projects develop key skills and knowledge.

Making sense of the world

As global citizens, our pupils will develop a sense of themselves by participating in cosmopolitan democracy and discovering how they can contribute to building a better world. They are encouraged to have a say in the life of the school and to contribute to wider society, developing a sense of agency and of their own rights and responsibilities.

Social, moral, spiritual and cultural education: Social education can only be partly pinned down to the social teaching in PSHE Education; it is in every day and in all encounters as well as understanding how people interact with one another through a myriad of subjects. A spiritual experience or response can come through many subjects of experiences as can opportunities to discuss what is right or wrong, the rule of law, school rules and responsibility for behaviour as well as the challenge of individual liberty and choice. Religious Studies teaches different religions, traditions and cultures and promotes respect, sensitivity and tolerance for them, but every relevant opportunity to discuss and understand the implications of what living alongside different religions and cultures is promoted through having relevant and topical discussions in any discipline.

Community, Democracy and Inclusion: Our school is at the very centre of our community and plays an important part in fostering a stronger community spirit in the locality. As well as the local community, we want our pupils to understand that they are part of the national and global communities. We want them to think globally and act locally, embracing, valuing, respecting and celebrating difference.

Modern Foreign Languages: As part of our mission for all to be conscientious and informed citizens, they will study at least one foreign language. The knowledge of another’s language and culture is the most important way to begin to know a country and people. The study of a foreign language:

- sensitizes students to world cultures, simultaneously making them aware of their own culture within that context;
- introduces pupils to the differences in structures, grammar, and syntax that distinguishes two language, and to the intimate links between language and cultural meaning; and
- contributes to the development of pupils’ critical, analytical and writing skills.

The Humanities: Understanding how people, their actions and the environment have influenced and continue to influence society is the basis of the Humanities curriculum. Gaining a coherent knowledge and understanding of Britain’s past and that of the wider world, history should inspire pupils’ curiosity to know more about the past. Through studying History, pupils should learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to



understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The study of Geography should equip pupils with a fascination for and knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The curriculum extends to such initiatives as Forest School and the Travel Policy.

Entrepreneurial and economic literacy: Through a variety of means, pupils will be given an opportunity to understand economic difference in the world. Research, debate and discussion of world events allow pupils to reason, hypothesise and synthesise information, thinking about such issues as sustainability, poverty, hunger and more. Their charity work allows them to make links and seek opportunity for enterprise, seeing this as a chance to work together and make money, consider who to give it to, explore difference and prepare for the world of work. Through a variety of experiences, pupils resolve difference, learn to adapt to change, work together, solve problems, learn through failure, persevere and become resilient.

Enrichment, HCS Programme and the Co-Curriculum: Learning outside the classroom and beyond the timetable is indispensable for developing the whole person. We provide our children with a wide range of experiences, including a range of indoor academic and leisure pursuits, outdoor education, a variety of fitness and sporting activities to enable them to enjoy and value healthy living and activities to promote expression, confidence and creativity.

Expressive and Creative Arts

The Expressive and Creative Arts are central to our curriculum. Drama and Art are timetabled for every year group over the year and by engaging in experiences within the expressive arts, pupils learn to recognise and show feelings and emotions, both their own and those of others. By providing aesthetic and creative education, pupils are able to develop their own creativity and empathy through a huge range of experiences in any discipline. They have many opportunities for performance on stage, in choirs, in ensemble and in dance to practise and perform. Performing and expressive arts help develop their sense of identity at all levels, personal, social and cultural. Pupils experience and learn to value local, national and global culture.

Physical Education

Children have an instinctive delight in movement and as a school we aim to foster and develop this. We believe that by offering a broad range of physical activities, all children will be able to participate in, enjoy and achieve some degree of success. Participation and effort are rewarded as well as success. At Hatherop, we believe in increasing each child's own self esteem through the development of their physical confidence whilst also improving and maintaining their strength, flexibility, mobility and endurance, thus promoting sound growth and development.

The personal qualities of commitment, fairness and enthusiasm are developed and encouraged. As our lives are basically very sedentary and leisure time is for ever increasing, we aim to encourage a commitment to a physically active lifestyle in all our children.

Preparing for the World of Work

In preparing pupils for the next stage of the learning journey, we follow our Hatherop values in ensuring pupils:



- Are **happy** and enjoy learning;
- Are enthusiastic and confident in taking up the **adventure** of learning;
- Are able to work independently but also work effectively and enthusiastically in a **team**;
- Are **honest** in their endeavours;
- Are able to **encourage** and support the endeavours of others;
- Are capable of **respecting** other people, their ideas and values;
- Are able to identify and take up different **opportunities**, embracing challenges and making the most of their time in school;
- Are able to **persevere** when they face difficulties, to know where to turn for help and to be reflective about their efforts.

By living and promoting these values throughout our curriculum, we are preparing pupils for the next stage.

The curriculum also covers the knowledge and skills required for the next stage. Across English, Maths, Science and MFL, pupils are prepared for Common Entrance and/or school entrance exams. We ensure that pupils have the necessary knowledge and skills to access their learning and communicate effectively whether through spoken or the written word. We also ensure that pupils develop a breadth of knowledge and skills across the Humanities, Technology, Sport and the Arts to ensure that pupils can make links between subjects, develop a deeper and wider understanding of the world around them and develop their own interests.

Opportunities to develop leadership are present across the school, for example, school council representation or sport captaincy, but particularly in the Upper School. Older pupils are also given responsibilities as prefects across all aspects of school life including choir, boarding, sport, as well as the positions of head of school. Older pupils take a greater role in leading assemblies, supporting whole school events such as Sports Day and Prize Giving, taking part in chapel services and showing prospective parent tours around the school. In the classroom, pupils are given opportunities to lead their own learning, presenting their ideas and projects to others. School projects which prepare them for the next stage include Business Enterprise, Leadership Challenges and Lego Robotics. The Cumulus expedition trips are a valuable opportunity for pupils to develop Hatherop values. By facing various challenges and experiences, pupils develop skills and knowledge which can be used both inside and outside the classroom.

Pupils have opportunities to learn about life after school from outside speakers such as Ben Fogle and his 'Cool Conversation'. Speakers have visited the school to talk about various charity work, including the Salvation Army and local foodbanks. Past pupils, such as Charlie Leech in October 2018, have visited to discuss with the pupils the challenges they have faced at senior school. Every term, staff from senior schools such as Radley, Cheltenham Ladies College and Wycliffe, have also visited and spoken at chapel services.

In Prep 8 we plan to provide opportunities for pupils to learn more about future careers through our Post-CE programme.

Monitoring and Review

The Deputy Head and SLT team are responsible for monitoring the way the school curriculum is delivered and reviewed. This is overseen by the Wishford Executive.

Members of the Wishford Board oversee the quality of education, liaising with the Deputy Head to confirm the school's judgements, and the SEND coordinator, monitoring the ways in which special needs are addressed.



The Deputy Head is responsible for the day-to-day organisation of the curriculum. The quality of planning, delivery of lessons and learning outcomes is monitored on a regular basis through learning walks, work scrutiny and lesson observation, including peer observation for best practice.

The Senior Leadership Team, Director of Learning and Subject Leaders support monitoring the way subjects are taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are used and managed and advise on what is needed.

This policy is monitored by the senior leadership of the Wishford Schools group and will be reviewed every two years, or before if necessary.

NB This policy is influenced by the educational philosophies of Howard Gardner (Multiple Intelligences in which all children are likely to find the capacity to build strength), Professor Guy Claxton (character and the language of learning) and the psychology of Daniel Goleman (EQ - Emotional Intelligence) and Carol Dweck (Growth Mindset as opposed to fixed mindset and beliefs about innate ability). Expert opinion on 21st Century learning environments and this changing age have also been sought).

