HATHEROP CASTLE
PREP SCHOOL & NURSERY

Curriculum Policy

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CURRICULUM POLICY

What is a Hatherop Education?

A Hatherop education provides rich learning experiences within a unique and inspiring environment. Pupils benefit from ambitious academic teaching, exceptional co-curricular opportunities and the support to discover and fulfil their individual potential. The curriculum combines Ambition and Character, encouraging pupils to develop confidence, integrity, responsibility and a strong sense of their impact on the wider world.

At Hatherop, every child is valued as an individual. We foster respect, tolerance and kindness, helping pupils grow into self-assured young people who are well prepared for the next stage of their education and beyond.

Our Aims

We aim to:

- Provide a happy, stimulating and safe environment where children can thrive and enjoy childhood.
- Challenge and support every pupil to achieve highly across academics, sport and the arts.
- Continually innovate to deliver the best possible education.
- Promote a love of learning in every aspect of school life.
- Prepare pupils successfully for their chosen senior schools.
- Develop considerate, tolerant and confident individuals.
- Build understanding and appreciation of different cultures, beliefs and perspectives.

Hatherop Learners

- Enjoy being part of a positive, respectful and supportive community.
- Are curious, ambitious, resilient and increasingly independent.
- Understand their strengths and areas for development and strive to improve.
- Embrace opportunities and challenge themselves to achieve their potential.
- Leave Hatherop confident, well prepared and excited about the future.

Our Commitment

We seek to maintain:

- Inspiring teachers who know each pupil well and provide appropriate challenge and support.
- A balanced, engaging and relevant curriculum that develops the whole child.
- Strong partnerships with parents and families.
- A school that plays an active and valued role within its community.

Hatherop Values

Our values, developed with pupils and the wider community, underpin all aspects of school life:

- **Happiness** – creating a community where everyone can flourish.
- **Adventure** – approaching learning and life with curiosity and enthusiasm.
- **Teamwork** – working together to achieve more.

- **Honesty** – acting with integrity and learning from mistakes.
- **Encouragement** – supporting one another to strive for excellence.
- **Respect** – treating everyone with kindness and consideration.
- **Opportunity** – making the most of every experience.
- **Perseverance** – showing resilience when facing challenges.

Working in Partnership with Parents

We believe that strong home-school partnerships enhance learning. Throughout the year, workshops, information evenings and coffee mornings help parents support their children's development. Topics may include online safety, wellbeing, reading approaches and preparation for future educational transitions.

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

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 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

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.
- keep up-to-date with developments in their subjects, at both national and local level.

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 Head of Teaching and Learning and Deputy Head.

Wellbeing and Personal Development

Pupil wellbeing is fundamental to learning and achievement. Through strong pastoral care, PSHE education, safeguarding, anti-bullying initiatives and close partnerships with parents, we ensure that every child feels safe, supported and valued.

Physical wellbeing is promoted through sport, healthy eating and active lifestyles, while emotional wellbeing is developed through self-awareness, resilience-building and age-appropriate mental health strategies. A positive culture of encouragement and recognition helps pupils build confidence, self-esteem and an understanding of the importance of maintaining a healthy balance in life.

Leadership and Responsibility

We encourage all pupils to take responsibility for themselves, their belongings and those around them. They learn to value differences, understand their own strengths and continue growing as individuals.

As pupils mature, they are given opportunities to lead, serve others and make a positive contribution to the school and wider community. Through leadership roles, service projects and enterprise initiatives, they develop confidence, initiative and the skills needed to make a meaningful difference in the future.

Electives and Castle Quest

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

The Elective (7/8) and Castle Quest (5/6) Programme offers our Prep 5 to 8 pupils the opportunity to go beyond the Prep School Curriculum and explore and 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 is comprised 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.

Example Offering:

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

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 (P6) 4 (P7/8)
Maths	5	5	5 (P6) 4 (P7/8)
Science	3	3	3
History	1	1	1
Geography	1	1	1
RS/TPE	1	1	1
Current Affairs	0	0	1
Verbal / Non - Verbal	0	1	0
MFL	2	2	2
Games	4	4	4
Drama	1	0	1
P.E	1	1	0
Music	1	1	1
STEM	1	1	0
Art	1	1	1
Computing	1	1	0
PSHEE	2	2	2
Castle Quest	1	1	0
Electives	0	0	1

Homework

Homework begins in the Pre-Prep as 'Suggested Learning for Home.' As pupils move through the school, homework builds to include all subjects at the end of Prep 7 and 8. Teachers work in partnership with parents to establish bespoke homework schedules where necessary. All homework has purpose, whether it be consolidation, or to further learning.

All homework is mapped and shared with parents in curriculum booklets. Please see the link for a full break-down of homework across the school.

Pupils are also encouraged to free read at all spare times in pastoral or DEAR 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. 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.

DEAR 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.

The Early Years Foundation Stage

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 has been introduced across the Nursery to support their topic based learning.

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	The Story Tree 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 outdoor classroom, 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 learning 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, however we teach flexibly depending on the topic. 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 English curriculum develops confident readers, writers, speakers and listeners. Through high-quality literature and CLPE-based learning, pupils build communication skills, broaden their understanding of the world, and grow culturally, emotionally and intellectually.

Mathematics

Mathematics develops logical thinking, problem-solving and confidence with number, shape, space and data. Using the White Rose Maths scheme and a Concrete-Pictorial-Abstract approach, pupils build strong foundations and apply mathematical thinking across the curriculum.

Science

Science inspires curiosity about the natural world. Pupils develop scientific knowledge and investigative skills, learning to explain, predict and analyse phenomena while considering how scientific innovation can address future global challenges.

Technology and Innovation

Computing, Design Technology and STEM
Pupils learn computational thinking, programming and digital literacy while exploring design, engineering and STEM projects. Technology is integrated throughout learning, encouraging creativity, problem-solving and the practical application of knowledge. Design and make projects help pupils develop skills in innovation, evaluation and critical thinking.

Understanding the World

Citizenship and Personal Development
Pupils are encouraged to become responsible global citizens, understanding their rights and responsibilities while contributing positively to school and wider society.

Social, Moral, Spiritual and Cultural Education
Through PSHE, Religious Studies and wider curriculum opportunities, pupils explore values, beliefs, diversity, responsibility and respect for others.

Community, Democracy and Inclusion
As members of local, national and global communities, pupils learn to value diversity, celebrate differences, and understand the importance of active participation and inclusion.

Modern Foreign Languages
Learning a foreign language develops communication skills, cultural awareness and an understanding of different perspectives, while strengthening analytical and linguistic ability.

Humanities (including Current Affairs)

History and Geography help pupils understand people, places and societies past and present. They develop critical thinking, enquiry and analytical skills while exploring the relationships between people, environments and cultures. Opportunities are enhanced through initiatives such as Forest School and the Travel Policy.

Enterprise and Economic Awareness

Pupils explore economic and social issues through research, discussion, charity work and enterprise activities. These experiences encourage teamwork, resilience, problem-solving and an understanding of sustainability and global citizenship.

Enrichment and Co-Curricular Opportunities

Learning extends beyond the classroom through academic clubs, outdoor education, sport and creative activities. These experiences build confidence, creativity, wellbeing and a lifelong love of learning.

Expressive and Creative Arts

Art, Drama, Music and Dance play a central role in school life. Through creative expression and performance opportunities, pupils develop imagination, empathy, confidence and an appreciation of local, national and global cultures.

Physical Education

We promote a lifelong enjoyment of physical activity through a broad programme of sport and exercise. Pupils develop fitness, confidence, resilience and teamwork while learning the values of commitment, fairness and perseverance.

Preparing for the Future

Our curriculum prepares pupils for the next stage of their education and beyond. Through the Hatherop values of happiness, adventure, teamwork, honesty, encouragement, respect, opportunity and perseverance, pupils develop the character, knowledge and skills needed to thrive.

Academic preparation for Common Entrance and senior school entry is complemented by leadership opportunities, enterprise projects, robotics, expeditions and public speaking. Pupils take on responsibilities across school life, helping them grow into confident, capable and compassionate young people ready for future challenges.

Monitoring and Review

The Head of Teaching and Learning, 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 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.

SLT, Head of Teaching and 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.