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Inspired Education Group UK

# Hilden Grange School Curriculum Policy

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

**Review date:** June 2024

**Submission:** July 2024

**Policy actioned from:** September 2024– August 2025

**Next review date:** June 2025

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

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

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

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

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

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

Our curriculum aims to:

1. Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
2. Support pupils' spiritual, moral, social, cultural, mental and physical development.
3. Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
4. Develop pupils' independent learning skills and resilience, and to encourage self-initiated learning.
5. Prepare the children for the opportunities, responsibilities and experiences of secondary education and leading into adult life.

### **Aims**

Hilden Grange seeks to:

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

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

- Breadth – to include a well-proportioned balance of all subjects appropriate to the Key Stage and cohort.
- Balance – is shown by the time allocation, curricular and extra-curricular activities, including day and residential off-site visits.
- Appropriateness is shown by class size, setting for some subjects, differentiation within the lessons, use of resources, length of lessons and the number of lessons allocated to each subject in a given week.

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

Each Head of Department is responsible for reviewing their curriculum annually to reflect current and national trends.

### **Practice**

- Hilden Grange aims to prepare pupils for entrance to senior schools as well as scholarships.
- All pupils have a core curriculum of English, Mathematics, Science, French (Oral French is introduced in Year 2), Spanish, PSHEE, Geography, History, Religious Studies, Computing, DT, Art, Music, Drama, Language Studies (Year 6), Latin (from Year 7), PE, Games.
- Pupils with specific learning difficulties may receive one-to-one or small group intervention. In-class support is given. (See Special Educational Needs Policy).
- We believe in the need to challenge all our pupils, creating opportunities for them to excel. (see Challenge for All Policy)
- Long term plans are shared with parents on a termly basis.
- Internal systems of monitoring and assessment and marking are in place (See Assessment, Recording, Reporting, Monitoring and Marking Policies).
- All pupils are prepared for the opportunities, responsibilities and experiences to help navigate their next stage of their school career.

The school seeks to meet the needs of its pupils. Hilden Grange strives to provide a positive, caring environment in which the children are made to feel good about themselves.

Establishing a positive rapport with the pupils, building their confidence, encouraging them to express their individuality, developing their world view and value system as well as finding their own place within society, are as important as teaching the academic curriculum. Hilden Grange endeavours to encourage each child's self-confidence and self-esteem, which is vital for all productive learning.

### **The Co -Curricular Policy**

#### **Aim**

To pursue areas of interest beyond the curriculum.

#### **Practice**

- Children in the school are encouraged to join extra-curricular clubs which include music (choir, orchestra, wind and string groups), art, drama (club and school play), chess, general knowledge, dance and a variety of sports clubs.
- Matches are played against local schools in a range of sports; all of the children represent the school.
- Hilden Grange is also represented in competitions and matches with local schools.
- The choir competes in local festivals and the school production is a major annual event.
- There are on site visits in addition to external visits to galleries, museums and other places of historical interest; geography fieldwork; an adventure week in Norfolk, and foreign visits to Spain or France adds breadth and a rich variety to the curricular and co-curricular programmes.
- Private individual music lessons are held on a rotating basis over the term.
- Pupils also pursue interests outside school. Hilden Grange supports this as much as possible providing they do not compromise attendance. Hilden Grange encourages its pupils to see their lives in a holistic manner.