

Hill House International Junior School



Curriculum Policy

Vision

The curriculum at Hill House seeks to inspire a lifelong love of learning. It works to nurture in pupils the self-belief and respect for learning and knowledge that will make them want always to know more and to take opportunities to find out new things. It works to guide pupils appropriately at every stage of their life at the school and at its core is a belief in every individual's academic and wider personal potential. It offers depth and breadth of provision and ensures that all children are able to access an exceptionally broad range of personal development opportunities within and beyond the core academic curriculum. It understands that different pupils have different needs and aptitudes and ensures this is at the heart of curricular planning. It seeks never to lose sight of the richness of a young life and of the importance of a child's school experience to shaping up a young person's approach to the world. It seeks to kindle creative fires in a young person's mind that will last a lifetime.

Hill House aims:

- To prepare its pupils to be truly global citizens
- To embed a values-driven love of learning in pupils
- To ignite the curiosity for lifelong learning
- To prepare its pupils effectively for senior school transfer and to be academically suited to their chosen school
- To equip pupils with appropriate knowledge and skills across the curriculum
- To meet the individual learning needs of all pupils at all stages of their schooling
- To achieve excellence in all aspects of teaching and learning
- To provide breadth, balance and outstanding learning opportunities for pupils through a carefully designed and managed curriculum
- To develop in its pupils their capacity for intellectual, physical, spiritual, social, artistic and moral growth
- To make the children aware of the skills they require to pursue particular future career and academic opportunities
- To develop access to the curriculum through a variety of approaches to learning and teaching, including the effective use of technology

AIMS

- Pupils will be encouraged to reach the highest personal standards in their work
- Pupils will be intellectually and creatively challenged in their learning
- In Social Studies/ PSHE, pupils will be encouraged to respect people, paying particular regard to the nine protected characteristics set out in the 2010 Act listed below:
 - Age.
 - Disability.
 - Gender reassignment.
 - Marriage and civil partnership.
 - Pregnancy and maternity.
 - Race.
 - Religion or belief.
 - Sex.
 - Sexual orientation.
- Teachers will use a variety of differentiated activities to enable every pupil, including those at an educational disadvantage, to make the best possible progress
- Identified SEN pupils will receive appropriate support from the learning enhancement department
- Pupils will be encouraged to add to their knowledge in and out of school
- Pupils will be taught appropriate learning skills across various subjects and disciplines
- Teachers will recognise that different pupils have differing learning styles and teach to support all types of learner
- Teachers will encourage intellectual curiosity in their pupils
- Innovative ideas will form an ongoing part of curricular development and bold, imaginative teaching and learning will be encouraged
- A culture of regular review and curriculum development will exist in all areas
- Teaching and learning will meet and exceed the standards required to be outstanding
- Teachers will acknowledge the importance of physical, moral and social development in a child's educational journey
- It will be clear that pupils' successes and academic and personal progress are connected to their time at Hill House

OUTCOMES

- Pupils will transfer to a senior school which will continue to meet their educational needs and to provide the best chance of on-going success across the curriculum
- The education offered at Hill House will meet statutory requirements as delineated in the Independent School Standards
- The pupils' learning will have equipped them with a moral and social vision for the world in which they will live as adults
- Pupils will have developed a desire to learn that lives within, and beyond, the curricular experiences they go on to enjoy

ROLES

Pupils will learn to:

- Be inquisitive
- Be creative
- Participate fully in lessons, enjoying their own and others' successes
- Be self-motivated, as well as willingly collaborative
- Complete assignments carefully and on time
- Develop realistic expectations
- Respond appropriately and effectively if they are presented with difficult situations
- Enjoy working to the best of their ability
- Seek help when required
- Develop confidence and self-esteem
- Take growing responsibility for their own success
- Aim to become independent learners
- Be respectful of authority
- Be respectful of others with both shared and alternative talents
- Have their own opinions and voice them with discernment
- Be resilient and show initiative
- Be tolerant and understanding towards other cultures and beliefs in a diverse world
- Take an active interest in the world around them
- Support each other in their learning through good behaviour

Teachers will undertake to:

- Plan their work carefully to promote progression and consistency
- Review planning to ensure that the curriculum matches pupils' potential and abilities and needs
- Meet the individual learning needs of pupils through differentiation and using IEPs effectively
- Recognise differing learning styles and use a variety of adapted activities
- Be conscientious in adhering to the school's assessment system
- Mark pupils work regularly and give constructive feedback to enable progress
- Follow schemes of work and review them regularly
- Incorporate the school's moral values and vision in their teaching being ever mindful of embedding these within the context of modern British values
- Innovate, collaborate, share best practice and enjoy opportunities for continuing professional development to ensure learning and teaching is outstanding

Subject Leaders will undertake to:

- Support, encourage and direct their colleagues
- Identify relevant CPD for their teams
- Monitor the work being done in each department via lesson observations and book scrutiny
- Moderate results
- Constantly strive to find ways to maintain high standards
- Contribute to annual reviews
- Use Blue Sky to ensure their teams work to improve their professional subject expertise and engage with whole school academic targets
- Motivate the pupils in their subject by ensuring their teachers offer a supportive, dynamic atmosphere in their classrooms
- Work with SLT to ensure that classrooms are outstanding learning environments

The Academic Director and Directors of Studies undertake to:

- Make the effective delivery of the curriculum their principal aims
- Motivate and support staff to offer outstanding learning experiences

- Work to ensure the curriculum offers outstanding opportunities for pupils and that staff believe in the vision it offers of a young learner's life
- Review the curriculum annually as part of the school's self-evaluation process
- Report progress regularly, and no less than half-termly, to the Proprietors
- Ensure that the curriculum fulfils all statutory requirements under the Independent School Standards Regulations
- Request proper budgetary support for the work of departments and for new developments and ensure innovation is at the heart of teachers' practice
- Provide relevant CPD that is beneficial to staff
- Ensure pupil progress is tracked at all areas of the school
- Ensure a coherent programme of standardised testing is in operation across the school
- Ensure Teaching and Learning priorities are resourced, developed and embedded

The Proprietors undertake to:

- Satisfy themselves that statutory requirements are being met as delineated in the Independent School Standards Regulations
- To review the curriculum policy annually
- Consider carefully the Academic Director's and Directors of Studies' reports and recommendations regarding the curriculum
- Provide appropriate funding for the on-going work of departments
- Make budgetary plans to support agreed initiatives

Monitoring and Review

The Senior Leadership team will review the Curriculum Policy annually as part of the school's annual self-evaluation process. The Proprietors, if they are satisfied that their responsibilities are being met, will endorse the Curriculum Policy when the review is complete.

Authorised by	resolution of the Proprietors
Signed on behalf of the Proprietors	Edmund Towend
Date	20 September 2018

Effective date of the policy	20 September 2018
Review Date of this Policy	20 September 2019