



CURRICULUM POLICY

Aim

At Hazelwood School, we aim to help each child to achieve his or her full potential by providing a broad and balanced curriculum. Through our adaptive and people-centred curriculum, we aim to foster academic excellence and holistic growth. By recognising individual needs and learning styles, we provide equitable learning opportunities, encouraging every pupil to reach their full potential academically, socially, and emotionally.

Our curriculum is designed to promote holistic development, encompassing spiritual, moral, social, cultural, mental, and physical wellbeing, in line with the school's Wheel. This approach ensures that every pupil is prepared for future challenges with compassion, courage, and respect.

Our curriculum does not discriminate against pupil's contrary to the Equality Act, based on any protected characteristics listed within section 4 of the Act. On the contrary, issues relating to equality, diversity and inclusivity are explored positively in an age-appropriate way both inside and outside the curriculum.

Safeguarding of our pupils is paramount, and our curriculum delivery is woven through with ongoing review and, if necessary, adjustment, of approach/content and pastoral care to optimise the safety of pupils in our care. We incorporate e-safety into our teaching both in ICT and computing lessons and via other subjects when such technology is introduced.

In this Policy we outline the processes for curriculum design, planning and delivery.

Curriculum

1. At Hazelwood we provide full-time supervised education for learners of compulsory school age which gives learners experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
2. In order to achieve this, the curriculum for the learners in Years 1 to 8 is based upon the National Curriculum and/or Common Entrance and/or GCSE syllabi and comprises:
 - The core subjects: English (linguistic), mathematics (mathematical) and science (scientific)
 - The foundation subjects: History and Geography (human and social), Graphic Design (Years 6-8) and Food Technology (Years 3, 4 & 5 and Years 7 & 8 Electives) (technological and creative), Information Technology (Years 1-6) (technological), Physical Education (Years 1-6) (physical), Games (Years 1-8) (physical), swimming (Years 1-5), (physical) Music (creative), Drama (creative), Design Technology (creative and aesthetic) and Art (aesthetic).
 - Religious Education (Years 1-6) and Philosophy & Theology (Years 7 and 8) in accordance with the Christian philosophy of the School (human and social).
 - Personal, Social, Health and Economic Education (PSHE) (human and social).

- French, taught from Reception upwards (including cultural awareness) (linguistic, human and social)
- Classics (Year 6-8) (linguistic, human and social)
- Spanish (Years 5-8) (linguistic)
- A varied Electives Programme (Year 7 & 8), giving pupils the opportunity to explore specialist areas of interest and possible career options, including the opportunity to work with industry experts.
- Exam techniques, study skills and careers guidance (Years 6-8) in preparation for the next steps in life as well as more immediate transfer exams at 11+ and 13+ including verbal reasoning and non-verbal reasoning.
- E-safety delivered through ICT, computing, via subjects when such technology is introduced.
- Enquiry-led 'BOX' lessons (Year 3 & 4) (technological and creative)

Coherent provision is made for the integration of cross-curricular skills. Opportunities for cross-curricular learning are developed wherever possible, incorporating the school's 'BOX' philosophy for developing wider skills and character attributes required for success in the 21st century.

3. Each subject of the curriculum has a Departmental Handbook stating:

- the aims and objectives for teaching and learning in that subject
- the plans and schemes of work to be followed by each year group including differentiation, as appropriate, for pupils of varying ability and those with an Education, Health and Care (EHC) Plan, SEND Support Plan or Emotional Behaviour Plans / support. Plans outline teaching strategies to consider in delivering the curriculum.
- methods of assessment and recording
- resources available.

In this way the subject matter is planned and delivered as appropriate to the ages and aptitudes of the learners, including those with an EHC plan.

Further, the Learning Support Department provides guidance regarding specific strategies for learners with special learning requirements. (See planning below also.) Teaching staff are provided with a summary of the learner's specific requirements and suggested pedagogy to satisfy the learner's needs (Quality First Teaching). Supplementary to this there may be additional learning support lessons on a 1 to 1 or group basis where skills such as literacy, numeracy etc may be supported outside of the classroom. Additional support may be listed in a child's SEND Support Plan, where a SEND Support Plan is in place.

4. Learners acquire speaking, listening, literacy and numeracy skills. Speaking and listening skills for example are covered in English, French, Spanish and drama. Literacy features particularly in English although additional skills are acquired in the broader sense of the word through Religious Studies, Philosophy and Theology, PSHE, and History for example. Numeracy skills are featured in Mathematics, but additionally in Science and some topic work for example. The principal language of instruction is English. The Learning Support Department oversees pupils with English as an Additional Language (EAL). All children who have EAL are recorded on the EAL register. Where support and intervention is required, this is put in place accordingly.
5. PSHE and RSE learning. At Hazelwood we believe that compassion, courage and respect should be the cornerstone of all teaching and learning and that healthy relationships are key to enjoying a happy and fulfilling life. Consequently, Hazelwood pupils' personal and social development is at the core of our educational policy and these themes underpin our whole school

approach. As part of this, for example, all staff undertake annual safeguarding training including various issues relating to pupil. Through this we effectively maintain and enhance our learners' wellbeing, enable our learners to make informed choices and empower them. There is a PSHE curriculum followed from Years 1 to Year 8 inclusive. Where appropriate, age-appropriate careers material is covered. Requirements for RSE are covered separately within its own policy.

Organisation

6. Learners are taught in mixed ability classes with appropriate differentiation and ability group teaching in Mathematics from Year 3. Children are grouped by ability for a wider range of subjects from Year 7.
7. The School has a Deputy Head with responsibility for the Early Years Foundation Stage (EYFS) who has overall responsibility for the curriculum in the EYFS, a Senior Assistant Head Academic and Assistant Head (Curriculum Design) who also oversees the curriculum design in Years 1 to 8. These people report directly to the Head.
8. The Head of Year 8 organises an annual leavers' programme which supports elements of the PSHE curriculum in aspects such as our Careers Programme, how to write a CV, financial awareness and other areas which will help to prepare them for the opportunities, responsibilities and experiences of young adult life. This is in addition to the planned PSHE programme.

Planning

9. Curriculum planning is a crucial activity in which staff play a part as individuals, but also as team members. The latter may be as a member of a larger department or, crucially, as a teacher with a subject interest that will coalesce with somebody else's subject. Opportunities should be taken at all times to seek cross-curricular coherence, even within a curriculum planned along discrete subject lines. Teachers' lesson planning should have regard to the following:
 - a) The School curriculum as planned and published in any department curriculum documentation.
 - b) Guidance provided by the Learning Support Department or the National Association for Able Children in Education (NACE) programme to ensure that work is appropriately differentiated for children at both ends of the learning needs spectrum.
 - c) The requirements of senior school entry exams at 11+ and 13+.
 - d) E-safety recommendations.
 - e) The National Curriculum and/or Common Entrance programme of study, GCSE syllabi, or a tailored programme of study based upon these.
 - f) The teacher's own views.
10. Further adjustments should be made as required in response to pupil under-performance or safeguarding concerns. The curriculum is planned to ensure effective continuity and progression within and between the EYFS and Key Stages 1, 2 and 3. For the EYFS see separate EYFS Curriculum Policy.
11. Three levels of planning are used:
 - a. **Long Term Planning**
Each subject has a Head of Department (HOD) who is responsible for the development of departmental information and who ensures effective coverage of the key skills for that subject throughout the school from Year 1. The Policy reflects the School's overall aims and objectives and the HOD monitors the skills being taught in each subject area. The HOD/Senior Assistant Head Academic monitors the topics being taught by each year group's teachers, ensuring the content is organised into manageable and coherent units of work and identifies links between aspects of different subject. These are summarised by the Senior Assistant Head Academic in the form of Curriculum Maps, which are shared with parents.

b. **Medium Term Planning**

Teachers produce medium term plans with the support of the HOD and Senior Assistant Head Academic as required. These medium-term plans are produced at termly or half termly intervals following specified formats.

Medium term plans set out, for example:

- specific learning objectives and context
- key questions and skills
- possible learner tasks and activities, including suggested extension activities
- resources which may be used
- cross-curricular links, including links to SMSC, British Values and EDI, where appropriate

During, and at the end of a topic, teachers are encouraged to reflect upon and evaluate the medium-term plans in order to monitor progress and inform future planning.

c. **Short Term Planning**

Teachers are responsible for keeping daily or weekly lesson plans and associated records to ensure effective day-to-day teaching and to inform future planning. These should include, as appropriate (unless already covered in the Medium-Term Plan), details of:

- lesson content
- class organisation
- specific resources to be used
- differentiation
- skills e.g. thinking skills
- how progress will be tracked during the lesson

During / after the lesson, learners' progress should be assessed, and future planning adjusted accordingly.

Learning, Teaching, Assessment and Progress

12. The School and Nursery aims to engender positive attitudes to learning by fostering a climate of enquiry where ideas are respected and can be freely shared. Through the delivery of our curriculum, we seek to ensure that learners:

- acquire knowledge, skills and understanding progressively and at a good pace
- are able to achieve standards commensurate with their potential
- are competent and increasingly independent learners
- can concentrate, co-operate and work productively with others
- are actively involved in a dynamic process of thinking and discovering for themselves
- are able to assess their own work or that of their peers during self and peer review
- and make progress appropriate to their potential.

13. To achieve this teachers are expected to ensure that their lessons and/or activities:

- have clear aims and purposes which are shared with the children
- cater appropriately for the learning of learners of differing abilities, interests and learning styles; resources and learning tasks will be suitably differentiated to match individual learning needs. E-safety is included as appropriate and any adjustments in response to safeguarding concerns are included.
- create and sustain learners' interest and motivation
- strive to ensure the full participation of all learners
- signal high expectations to all learners and set high but attainable challenges
- incorporate regular feedback to learners through thoughtful marking and discussion with learners
- make observations to determine the next steps and inform future plans

- help learners to form useful assessments of their level of attainment and what needs to be improved
 - involve teaching strategies which:
 - suit the subject matter as well as the learners
 - ensure learners apply themselves with purpose and self-confidence
 - encourage learners to display and develop learning skills such as observation and information seeking; looking for patterns and deeper understanding; communicating information and ideas in various ways; posing questions and solving problems, and applying what has been learned to unfamiliar situations, thinking skills.
 - encourage learners to demonstrate independence and autonomy
 - ensure that learners can make progress in accordance with their potential.
14. Further, teachers are expected to assess their own performance and make appropriate revisions and adjustments to facilitate the progress of learners. Pupils' progress is reviewed at termly academic tracking meetings, where pupils who are not making expected progress are noted on the academic 'watch list', along with actions or interventions to support each child.

ICT (technological)

15. All teachers are expected to integrate technology ICT and /or iPads into their teaching where appropriate. Use of the ICT facility and programme of study to be undertaken are agreed with the Head of Computing and Graphics. Online safety is incorporated into ICT, via lessons (Years 1-6), and/or into subject lessons where technology is introduced, and during anti- bullying or other PSHE-related initiatives.
16. Google Classroom is used by staff and pupils to share resources and complete pieces of work. Parents also have access to the information shared through this platform on MySchool Portal.
17. Pupils in Years 7 and 8 create and maintain their own online portfolio of work as a record of their best pieces of assessed work. This can also include examples of work or achievements in which they are particularly proud.

Curriculum Monitoring

18. As part of our school self-evaluation process and for purposes of accountability, the teaching and learning provision at Hazelwood is systematically monitored by the HOD, Senior Assistant Head Academic and the Head. The aim of monitoring is to raise standards by ensuring best efforts, encouraging reflective teaching, and thus continually improving provision. The results of the observations are shared with the Governor's Education Committee at the appropriate termly meetings.
19. The Head gains information about the quality of teaching through formal monitoring of teachers in a process of focused observation. The Senior Assistant Head Academic and HODs gather information and evidence about teaching and learning. This may be through HOD Days, the scrutiny of planning, learning walks, by looking at samples of children's work, by classroom observation and by analysis of standardised test results where appropriate. This information is used to inform the annual action plan produced by co-ordinators for every subject as part of HOD Days.
20. Scrutinies of learners' written work are completed using HOD Day Work Scrutiny Template. The intention is to be as constructive as possible and to help enhance standards of learner performance. The scrutiny of children's work is also the responsibility of the Senior Assistant Head Academic, working with the Head of Year and HOD. A brief written report of each scrutiny is submitted to the Senior Management Team when completed.
21. Action plans and associated budget requests for the development of teaching and learning in each subject are drawn up during the summer term. Members of the Senior Management Team, in consultation with the whole staff, identify areas for development from the 5 Year Development Plan, whilst considering, arising whole school development issues. Timescales and costs are

set out, together with success criteria, in a common format.

22. The Head monitors the School Development Plan so that budget, training, and staffing implications can be assessed. Development issues are prioritised and the HOD is guided, if necessary, towards the more relevant targets that they have identified. Thus, all monitoring feeds into the School Improvement Plan which makes provision for raising standards and for developing teaching and learning at Hazelwood School. During the year, the Senior Assistant Head Academic or HOD may meet with the Heads of Year (Lower School) regarding year group priorities and work collaboratively to achieve the agreed goals and targets in their action plans.

Access and Inclusivity

23. We are committed to ensuring that all learners, regardless of ability, gender, race, religion, cultural background, physical disability, or any other protected characteristic, have equal access to the curriculum and that respect for such groups is fostered in the process.
24. Wherever practical, provision will be made for learners that have special educational needs and/or disabilities, or indeed an EHC plan of Special Educational Needs to reduce barriers to learning and ensure participation and inclusion in lessons. They may have sensory difficulties, physical difficulties, cognitive limitations, emotional and behavioural difficulties. Children who need support due to EAL will also be provided for. It is the responsibility of the teacher in addition to the Learning Support Department to ensure that any special materials/equipment needed for a lesson are available to these children. In addition, children who have been recognised as More Able will benefit from appropriate differentiation to ensure challenge.

Ratified by the Education Committee on the 13 November 2024