HANFORD PREP

# Curriculum Policy



**Executive Summary**

This policy outlines the educational framework and objectives of the School. It provides a comprehensive overview of the subjects taught and the additional subjects offered. The policy highlights the school's aims and its educational philosophy, emphasizing the commitment to delivering a well-rounded and inspiring curriculum. This document serves as a guide for ensuring that the curriculum meets the needs of all students and supports their academic and personal development.

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# Introduction

Hanford is a boarding and day school for pupils aged 7 to 13. Our curriculum is broadly based, in accordance with the school's aims, having regard to the ages, aptitudes and needs of each pupil, including those pupils with an EHC plan. There is a focus upon individual support, enhancement and extension, of working outside and beyond the core curriculum, to enable each pupil to fulfil her potential.

The curriculum is delivered through teaching that enables all pupils to make good progress according to their abilities and such progress is properly assessed as part of a continuous process which feeds back into lessons.

We strive to ensure that the pupils are happy, have the opportunity to discover where they can excel and are prepared for their next school, and for life beyond, in a safe and secure environment.

## Vision and Aims of the School

At Hanford Prep our **vision** underpins everything we do.

**Fulfilling Potential**: To recognise the breadth of academic capabilities and requirements and enable each pupil to do the very best she can.

**Nurturing Talent**: To provide the opportunity, encouragement and support for each pupil to pursue and expand her interests in and beyond the classroom.

**Valuing Individuality**: To recognise that each pupil develops at her own speed, with her own interests, abilities and needs.

**Encouraging Respect**: To help pupils to look beyond themselves, to learn about living with others, being part of a wider group and taking care of each other's needs.

**Cherishing Childhood**: To provide the time, the opportunity and the environment for free play.

**Encouraging Spirituality:** We are a Christian school and our pupils understand Christian values, enjoy Chapel services and learn to live among each other, whatever their faith, with tolerance and understanding.

The aims of the school, as set out on the website are:

To deliver a forward-thinking, transformative education that respects tradition while boldly embracing the future. Grounded in excellence, driven by character, and powered by innovation, we prepare every pupil to be not just successful, but significant - leaders, creators, and changemakers in a fast-evolving, globalised world.

As such, we aim to deliver a personalised, innovative education that equips pupils with the knowledge, practical skills, and mindset to thrive in their senior school and beyond. The Academic and Futures pillar sets out the following priorities:

- Provide individualised academic pathways with tutoring, mentoring, and coaching to enable every pupil to reach her potential.
- Maintain academic rigour while promoting interdisciplinary, inclusive, and self-directed learning.
- Develop critical thinking, problem-solving, creativity and intellectual curiosity across all subjects.
- Offer real-world design and project experiences to build technical skills, resilience and a maker's mindset.
- Strengthen reflective learning habits through feedback, goal-setting, and pupil-led review
- Encourage pupils to discover and pursue their own academic interests, preparing them for success in senior school and beyond.

In order to achieve these aims, it is essential that Hanford supports the learning and development of all pupils across the curriculum.

# Our Educational Philosophy

Our purpose is to enable our pupils and staff to live fulfilling, happy and varied lives by means of a well-rounded and inspirational education.

# Overview of the Curriculum

The curriculum is designed to provide a balanced programme of education for all pupils at the school.

**Years 3 and 4** are taught English, Mathematics and Humanities by their class teacher through a cross-curricular, thematic approach, allowing meaningful links to be made between subjects. All other subjects are taught as discrete lessons by specialist teachers.

**Years 5 to 8** are taught by specialist subject teachers in small classes or sets for some subjects. Most subjects broadly follow National Curriculum guidelines with additional topics and skills taught where appropriate.

The range of subjects, activities and experiences aims to enable the pupils to make the very best of their talents and interests and help them to prepare effectively for the opportunities, responsibilities and experiences of adult life in British society and the wider world.

Each department produces development plans, a scheme of work and a curriculum overview (medium term plan), which gives an outline of the subject matter that is appropriate for the ages, aptitudes and needs of our pupils. Cross-curricular links are made wherever possible.

Provision is made for learners with difficulties and/or disabilities, either in small group sessions or on a one-to-one basis. The programmes devised for pupils with specific learning needs or disabilities are based upon the concept of as much inclusion in as wide a range of subject areas as possible. Likewise, any pupil who shows that she has the potential to become a scholar is given extension work and/or extra lessons as appropriate, as well as the opportunity to participate in extra-curricular activities designed to develop her aptitude.

Our curriculum and staffing levels ensure that we provide full-time supervised education for our pupils which will give them the opportunity to learn and make progress and to increase their understanding of concepts and development of skills in the subjects taught as well as to experience the following aspects of education:

- Linguistic (English, French and Latin)
- Mathematical (Maths and Science)
- Scientific (Biology, Chemistry and Physics)
- Technology (Computing)
- Human and Social (History, Geography, Religious Studies (including Philosophy in Year 8), and PSHE.
- Physical (PE and Games)
- Aesthetic and Creative (Art Appreciation, Music, Drama, Art, Pottery and Handwork)

The following subjects are offered throughout the school: Art, English, Geography, French, Handwork, History, Computing, Mathematics, Music, PSHE, PE, Science and Religious Studies.

After an introductory period of Junior Science, the Science lessons are divided into Biology, Chemistry and Physics. Latin is taught to the majority of pupils in Years 7 and 8. Art Appreciation and Pottery are introduced in Year 6 and continue through to Year 8.

Communication, numeracy, Computing, and study skills are developed across the curriculum. In Years 7 and 8 study skills are taught across the curriculum, in accordance with the demands of the subject. We also run study skills workshops for our Year 7 and 8 students. All forms in the senior school have two 30-minute prep sessions five days a week, which provide the pupils with the opportunity to work independently.

## The Co-Curricular Programme

This programme enables the pupils to discover their talents beyond the confines of a more traditional education.

Time is set aside to provide opportunities:

- for the pupils to develop new enthusiasms
- for the pupils to learn and develop essential life and other skills
- to broaden the 'academic' curriculum
- to extend and deepen the curriculum
- for group initiatives and skills as necessary

It is designed so that every pupil undertakes a particular activity for half a term which enables each pupil to make progress according to her age, aptitudes and needs.

# Assessment and Examinations

Baseline assessments are undertaken at the start of the academic year and used to inform teaching adaptations and school-wide priorities through the Academic Development Plan. Standardised tests are undertaken once a year to show progress.

Within lessons pupils' work is regularly assessed, and the information obtained used to plan teaching so that pupils can make good progress. Assessment also takes place at the end of modules in certain subjects. As a result, the teachers have a good understanding of the aptitudes, needs and prior attainment of their pupils which enables effective planning to meet their needs.

Before a pupil arrives, relevant information and reports are requested to assist with effective assessment. The Learning Support Department has suitable learning support policies and procedures which both identify children with learning support needs and give them the support they need. A separate Learning Support Policy is available from the School Office or via the website. Pupils for whom English is not their first language receive additional English classes as appropriate. A separate EAL Policy is available from the School Office or via the website.

Every half term and at the end of term teachers award effort and attainment grades based on on-going assessments. These are reported to parents.

Years 3, 4 and 5 have internal assessments for core subjects. Pupils from Year 6 sit assessments in November and June (and in February/March for those in Year 8). Year 8 pupils sit End of Year Assessments in June combined with a project presentation. Many pupils are also prepared for Common Pre-tests, individual school assessment days, entrance and scholarship examinations.

# Marking Policy and Rewards

Hanford's Marking Policy aims to ensure that the marking of all written work produced by the pupils:

- forms an essential part of the continuous process of assessment;
- always informs progress;
- offers encouragement;
- provides guidance for improvement and sets targets/goals for future development;
- reflects their particular learning needs

For good work and other achievements, pluses are awarded and are linked to the six school virtues — Curiosity, Service, Respect, Integrity, Empathy and Resilience.

The policy allows for flexibility throughout the school, although each department is expected to offer recommended guidelines. Pupils are rewarded for the number of pluses they achieve by being given certificates at the end of term.

Progress and Excellence Certificates are also awarded, usually at the end of term, at the discretion of subject teachers. During the term, Excellence Certificates or Head's Commendations may also be awarded for exceptional work or other outstanding achievements.

# Equal Opportunities

All pupils at Hanford have equal opportunities and equal access to the curriculum, giving them all the opportunity to learn and make progress, regardless of race, disability, religion or belief.

## Disabilities

In accordance with the statutory requirements Hanford aims to make the curriculum accessible to all pupils as far as is reasonably practicable. Hanford has an Accessibility Plan which is available to parents on request.

## Discrimination

Hanford does not discriminate against pupils (in accordance with Part 6 of the Equality Act).

## Adaptation

In accordance with Hanford's aims, a variety of teaching methods and materials are used in all subjects to suit the individual needs of each pupil.

# Personal, Social, Health and Citizenship Education (PSHE)

The PSHE programme at Hanford aims to:

- Promote pupils' emotional wellbeing and resilience
- Teach the principles of healthy friendships and respectful relationships
- Provide age-appropriate understanding of puberty, growing bodies, and personal hygiene
- Develop pupils' awareness of online safety and digital citizenship
- Encourage respect, diversity, and inclusion
- Support pupils in making safe and informed choices
- Foster self-confidence, empathy, and responsible decision-making

PSHE topics are also partly covered in subjects such as Biology and Religious Studies and across the curriculum, reflecting Hanford's aims and ethos. They are encouraged to respect other people, paying particular attention to the protected characteristics set out in the Equality Act 2010.

The provision for spiritual, moral, social and cultural education and the active promotion of fundamental British values are also covered in these sessions. A separate policy is available.

The pupils are taught to respect and value democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They are enabled to acquire a broad general knowledge of and respect for public institutions and services in England which prepares them effectively for the opportunities, responsibilities and experiences of life in British Society. (See also Religious and Political Education below).

Pupils in Years 7 and 8 are given impartial advice to enable them to start to think about future GCSE choices and possible careers. This is part of the PSHE programme but is also discussed wherever opportunities arise elsewhere in the curriculum. Particular emphasis is placed upon

developing their understanding of their own strengths and how these will lead to careers and be useful in the world of work.

## Religious Education

Lessons in religious education are provided for all forms. Integral to the provision of religious education at Hanford is the teaching of the ability to distinguish right from wrong and mutual respect and tolerance for those with different faiths and beliefs. Weekly Sunday services and chapel services on Mondays and Fridays during the week focus on moral behaviour and celebrate the pupils' achievements. Outside speakers are welcomed.

Parents have the right to withdraw their children from any aspect of religious education.

## Relationships and Sex Education (RSE)

Hanford provides relationships and sex education in accordance with the statutory guidance. RSE is an integral part of the PSHE curriculum. It is taught in an age-appropriate, inclusive and sensitive manner as part of the PSHE programme taught by the designated PSHE teachers.

RSE is compulsory for all secondary age pupils. Parents have the right to withdraw their child from the non-statutory components of RSE e.g. Sex Education, but not if it forms part of the Science Curriculum. Parents can identify what RSE is being covered by referring to the PSHE scheme of work which is shared with all parents in the Autumn Term.

The RSE policy was produced in consultation with the whole school community, including parents, and is available on the website. It is reviewed annually or more often if necessary.

## Political Education

The promotion of partisan political views in the teaching of any subject is forbidden by law. Hanford ensures that political issues are, wherever reasonably possible, brought to the pupils' attention, and that they are offered a balanced presentation of opposing views.

## PE and Games

In accordance with Hanford's aims, all pupils take part in Hanford's extensive Physical Education and Games programme. Pupils may be excused for medical reasons. Games include athletics, cross country, gymnastics, hockey, netball, pop lacrosse, rounders and swimming. Pupils may also opt to have extra lessons in riding, dance and tennis.

## Extra-Curricular Activities

In accordance with Hanford's aims, all pupils take part in Hanford's wide and varied programme of cultural and other activities which take place outside the formal curriculum.

Activities include plays, concerts, cultural visits, camping and outward-bound activities and overseas trips. Pupils may also opt to have extra lessons for a variety of activities. In certain circumstances, arrangements can also be made for pupils to learn another language or undertake another activity if desired.

# Reporting

Termly reports are sent to parents along with a comment from the Form Tutor. Effort and Achievement Grade reports are sent to parents every half term. Certificates are awarded for effort and attainment in each form, every half and end of term.

Parent/teacher meetings are held annually for each year group. There are also optional Virtual Parents' Meetings with tutors in the autumn and spring terms.

Further details are available in the School Reporting Policy.

# Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the Curriculum Leads and, if they are not satisfied with the response, with the Head. If the issue is not then resolved, parents should make an official complaint in writing to the Head. A formal complaints procedure is available to parents on request.

We constantly review and monitor the curriculum to ensure that we provide an inspirational and adventurous education.

# Appendix 1: Summary of Changes in Issue 3

- School Aims now reflect the Sherborne Strategic Framework.
- Latin is no longer taught in Year 6.
- Prep is now five days a week, rather than three.
- In class assessments are now sat in November, instead of formal exams.
- Update to sections on PSHE and RSE.