St Hilda's School
HARPENDEN
Caring, Curious & Confident

CURRICULUM POLICY

Name of Policy	Curriculum Policy
Reviewed by	Dan Sayers Jan Radgman Katy Griffin Key Stage 1 and 2 Teachers
Review Date	September 2026
Next Review Date	September 2027
To be Read in Conjunction with	
Legislation Referenced	

Unless otherwise stated, all Policies of St Hilda's School apply to the school in its entirety. This comprises all staff and pupils in the Early Years Foundation Stage (EYFS), the Junior School (Key Stage 1) and the Senior School (Key Stage 2).

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1. INTRODUCTION

St Hilda's School is a non-academically selective, independent day school for girls aged 2 to 11 years. Although a girls' school, St Hilda's will take a maximum of 4 boys into each of the Pre-Nursery (Puffins) and Nursery (Kittiwakes) classes in any one academic year in order to accommodate sibling requirements. The school's ethos is supported by a broad and balanced curriculum which encourages independent thought as well as valuing care and consideration for others, both in the school's community and in the wider world.

We welcome all pupils irrespective of race, religion, culture or disability. Christian teaching and an appreciation of British Values is essential to the life of the school and our core values are those of tolerance, respect for others, integrity, industry and achievement. Our aim is to achieve the highest standard of education in a happy, safe and purposeful working environment, instilling in all pupils a love of learning, independent thinking and good manners. We strive to nurture each pupil's individuality, developing talent and ability to the full.

St Hilda's School offers full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 2011), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. The School also actively promotes British Values (Dfe non-statutory advice, November 2014). The principal language of instruction is English.

All staff show due regard to the current KCSIE and Safeguarding regulations, incorporating these into planning and delivering their area of the curriculum ensuring that pupils are safe.

All pupils have the opportunity to learn and make progress. Subject-matter is appropriate for the ages and aptitudes of pupils, including those pupils with an Individual Education Plan (IEP) or Education, Health and Care Plan (EHCP). Where a pupil has an EHCP, our education will fulfil the requirements of the statement. It is the responsibility of local authorities rather than the school to ensure that an annual review of each EHCP is carried out. However, the school will ensure that the annual review takes place in a timely manner, in accordance with the *SEND Code of Practice (January 2015).*

St Hilda's School is committed to ensuring that pupils acquire speaking, listening, literacy and numeracy skills.

The quality of pupils' personal development is considered an important educational outcome. The school provides personal, social and health education which reflects its aims and ethos, and which helps prepare pupils for the opportunities, responsibilities and experiences of adult life.

St Hilda's School is committed to developing the Spiritual, Moral, Social and Cultural (SMSC) awareness of its pupils and ensuring that the Personal, Social, Health and Citizenship curriculum in its widest sense takes full account of these aspects of personal development.

The school places particular emphasis on helping all pupils develop self-knowledge, self-esteem and self-confidence as well as teaching pupils how to safeguard themselves. The school emphasises the importance of pupils being able to distinguish right from wrong, and to acting consistently within their beliefs and with a view to the consequences of their own and others' actions. The importance of respect for the law and the acceptance of responsibility for personal behaviour underpin the ethos of the School.

Pupils are encouraged to show initiative and to understand how they can contribute confidently and positively to community life. Pupils are also encouraged to become effective users of community services and facilities as appropriate to their age and maturity. The School provides pupils with a broad general knowledge of public institutions and services in England and assists them to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.

St Hilda's School aims to enable pupils to gain insights into the origins and practices of their own cultures, and into those of the wider community. It is the school's policy to ensure that all pupils appreciate racial and cultural diversity and that discrimination in any form is avoided and resisted.

Teachers aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. Within an environment where all abilities and talents are celebrated, encouraged and nurtured, a creative and stimulating curriculum is promoted in order to develop each pupil as an individual, prepared to meet the challenges of the 21st century.

2. RATIONALE

The aims and philosophy of the School provide the context for the Curriculum Policy. The curriculum is defined as the total learning experience offered by the school. It develops and refines attitudes and values, as well as concepts, knowledge and skills.

3. AIMS

At St Hilda's, we aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The National Curriculum sets out what most pupils should be taught at each key stage. However, teachers teach the knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve.

For pupils whose attainment falls significantly below the expected levels at a particular key stage, a much greater degree of differentiation may be necessary. Learning needs are identified and barriers to learning and assessment are removed as far as possible. However, after all reasonable measures to remove barriers to learning and assessment have been taken, it may still be necessary to discount certain scores when required to make a judgement regarding that pupil's achievement.

For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers plan suitably challenging work. As well as drawing on materials from later key stages or higher levels of study, teachers may plan further differentiation by extending the breadth and depth of study within individual subjects, or by planning work that draws on the content of different subjects.

The curriculum goes beyond the national framework. It is designed to offer pupils the opportunities, challenges and encouragement to fully develop their potential.

In line with the ISI Regulatory Requirements, Part 1, paragraph 2 and St Hilda's School's stated Aims and Objectives (see School Improvement and Development Plan), the specific aims of the curriculum are as follows:

- To provide a broad education which guarantees linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative experiences.
- To promote literacy, speaking, listening and numeracy skills.
- To promote the spiritual, moral, social, cultural and health and well-being of students.
- To provide equal opportunities for all students which ensure that all students can learn and make progress for their appropriate ages and aptitudes, including those pupils with an EHCP.
- To prepare students for the opportunities, responsibilities and experiences of adult life by providing advice and activities appropriate to their age and needs.
- To promote differentiation, ensuring that all students can access the curriculum according to their appropriate needs. This means identifying individual aptitudes, whether SEN, EAL or More Able, and ensuring that support and provision is made available accordingly. Learning Support and provision may be through 1:1 or group support, a Learning Support Teacher assisting in lessons, and ensuring that all tasks are carefully tailored and adapted to the needs of all pupils. (Please see Learning Support Policy and School Provision Map for processes of identification, support and provision).
- To ensure that all pupils have the opportunity to learn and to make progress.

4. MONITORING AND EVALUATION

The school regularly monitors the curriculum. The many aspects of the school curriculum are kept under review by the Headmaster, the Deputy Headteachers, Heads of Department and other member of staff with specific areas of responsibility defined within job descriptions.

5. LOCATION OF DOCUMENTATION

Copies of the Curriculum Plans for each year group are compiled by the Deputy Heads. Each Head of Department possesses a Departmental Folder which contains a Subject Plan and Subject Policy. Medium Term Plans are reviewed at the start of each term by the Deputy Heads. The Medium Term Plans are stored on the Staff Drive.

6. CURRICULUM

Our aim is to provide a sound and comprehensive education for pupils between the ages of rising 3 and 11 years.

6.1 Early Years Foundation Stage (Nursery and Reception)

The curriculum is planned around the following Areas of Learning within the EYFS Framework:

Prime Areas:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

In addition to this Nursery and Reception pupils receive lessons in Computing (Reception only), French, Music and Physical Education led by specialist teachers.

6.2 Key Stage 1 and 2

Key Stage 1 (Junior School)

*Lessons taught by specialist subject teachers

- English
- Mathematics
- Science
- Computing*
- French*
- Humanities
- Physical Education*
- Religious Education
- Art and Design and Technology*
- Music*
- PSHCE
- Outdoor Explorers*
- Drama*

Key Stage 2 (Senior School)

Most lessons are taught by specialist subject teachers.

- English
- Mathematics
- Science
- Computing
- French
- Latin (from Form IV)
- Humanities
- Physical Education
- Religious Education
- Art and Design and Technology
- Music
- Drama
- PSHCE

- Verbal and Non-verbal Reasoning (from Form II)
- Outdoor Explorers

6.3 Physical Education Curriculum

St Hilda's ensures the following:

- All pupils have two hours of PE timetabled per week.
- All pupils have access to PE and extra-curricular sports and (for the older pupils) competitions.
- All pupils are taught swimming and water safety as a life skill.

This policy will be reviewed annually, by the Senior Management Team, in line with the school's review schedule for policies.