



Hyde Park School

CURRICULUM POLICY

Statement

As stated in our *Ethos and Aims*, the curriculum is designed to engender a love of learning and a keen spirit of enquiry and to ensure that all can be the best that they can be

At Hyde Park School we get to know every child well, nurture them and build their knowledge and understanding so when they leave us at 11 they are ready to begin their secondary education with enthusiasm and confidence.

We are in the heart of London, engaging with the world-class museums, galleries, universities, parks and concert halls that are right on our doorstep: excellence, ambition and love of learning are in the air we breathe.

Our curriculum is wide-ranging and carefully structured to build children's knowledge and skills as they progress through the school. It is enhanced by a diverse selection of extra-curricular activities. Together, it is hoped that they will foster the spiritual, moral, social, cultural, mental and physical development, as well as the general well-being, of each child at the school.

Specifically, the school curriculum provides:

- full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- subject-matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement;
- education which ensures that pupils acquire speaking, listening, literacy and numeracy skills;
- where a pupil has a statement, education which fulfils its requirements;
- personal, social and health education which reflects the school's aims and ethos;
- education which ensures that all pupils have the opportunity to learn, make progress and achieve high standards; and

- preparation of pupils for the opportunities, responsibilities and experiences of adult life.

The Structure of the School

Hyde Park School is divided into an Upper School, a Lower School and an Early Years Department as follows:

Upper School

Forms 4 to 6

Lower School

Forms 1 to 3

Early Years

Reception Class (Marble Arch site)

Nursery Classes (Marble Arch site)

Subjects taught

The **main** subjects in the curriculum for Forms 1 to 6 are:

English

Mathematics

Science

Computing

History

Geography

Religious Studies

Art#

Design and Technology#

#in Form 1 these are combined into the subject *Art & DT*

Music (including singing)

PE (games, gymnastics and swimming)

PSHME

Drama

French

Additional subjects taught in the Upper School:

Mandarin from Form 4

Latin from Form 4

Verbal and Non Verbal reasoning from Form 4.

Philosophy and Current Affairs for Form 6.

Additional subjects provided in the curriculum are:

Piano

Violin

Guitar

Flute

Individual Singing

Additional provision for special lessons are as follows:

Speech and Language sessions (externally sourced at present)
EAL support sessions
SEN support sessions
OT support sessions as necessary (externally sourced at present)

The main subjects are also taught to children in the Reception class but grouped according to the Early Years Foundation Stage's 7 areas of learning:

Prime Areas:

Personal, Social and Emotional Development (PSED)
Physical Development (PD)
Communication and Language (CL)

Specific Areas:

Literacy (L)
Mathematics (M)
Understanding the World (UW)
Expressive Arts and Design (EAD)

Access to the curriculum

All children at the school have access to the main curriculum. Our class teachers and specialist subject teachers offer extra encouragement and remedial help to pupils with learning difficulties to enable them to learn and achieve across the main curriculum. This is coordinated by the Learning Enrichment Coordinator. Gifted and talented children are identified by teachers and monitored by the Gifted and Talented Coordinator. They are given extension work to help them develop at a speed which is more appropriate, enabling them to achieve their potential. There are no disabled children at the school at present but it may be possible to make provision for children with certain disabilities.

Children from overseas are also entitled to access the curriculum. Most overseas children at the school speak English well. If they do not, they are given extra help in the classroom. Some children may need one to one or group 'Extra English' sessions. We have an excellent EAL (English as an Additional Language) program for such children policy which parents are welcome to read.

French pupils get extra English support instead of French lessons.

EAL pupils with significant needs in English development get EAL support instead of French and Mandarin lessons. This was trialled in Early Years during summer term 2014 as well as with a number of pupils in Form 5. This was in place across the school for 2014-15 and continues in 2015-16.

Schemes of Work and Planning

From Form 1 to Form 6, class teachers produce a medium term plan for each subject: i.e. an overall plan for each term in the academic year. They also produce weekly plans. All

these documents are kept on the school server. A summary of these, named “Topic Lists”, is sent home to parents each term,

Teachers make use of their assessments and observations when planning activities. From Form 1, homework is included in planning. Teachers often plan together to ensure continuity and progress and to make use of each other’s expertise.

Learning and Teaching

Teaching methods include whole class, group and individual activities; children are encouraged to participate in discussion and work both collaboratively and independently to build confidence. Teachers vary their questions, instructions and explanations according to the needs of individuals, again to build confidence and to help pupils to feel they are making a valuable contribution.

Pupil Choice

There will be times when sessions are teacher-led and times when children will be the key decision makers. They might decide: the order in which they will complete various tasks; how best to go about a task; which tools to use; where to look to find out what they need to know; etc. The pupils are active learners and develop their initiative. We encourage them to think independently and enable them to become resilient learners.

Assessments

Formative assessment takes place in all lessons utilising the concepts of Assessment for Learning. Learning Ladders are in place for children in forms 1-6 see <https://www.learningladders.info/> for more information.

Pupils are regularly assessed and these assessments are recorded and analysed to ensure that progress is being made. High standards are expected and encouraged. Praise is given freely where due and mistakes are sensitively identified and corrected. There are separate policies on Assessment and Marking.

Homework

Homework is an integral part of the home-school partnership and is thus a key part of the learning process. Homework is given to each class in the Lower and Upper Schools as set out in the homework timetable. Pupils are given clear guidance about how to do the homework and the timescales for return of the homework. Upper School pupils note this in their homework diary.

Homework is a superb opportunity for parents to be informed about what is being taught (and how it is being taught). It also affords parents the opportunity to help their children with weak areas or topics of special interest. Parents are requested to note any assistance given on the homework. Such assistance should allow the pupil to gain a clearer understanding of the topic.

Homework will be marked, discussed and corrected at the first available opportunity.

Trips and Visits

All around our school are wonderful places of learning, knowledge and culture: the Science Museum, the Natural History Museum, Imperial College, the Wigmore Hall, the V&A, the

Royal Geographic Society, the Royal Albert Hall are all within a short distance from the school so we have made them part of our classrooms. We invite researchers, teachers, practitioners and performers to come and spend time with us, and we visit them at every opportunity, heading out of the classroom whenever we can.

Extra-Curricular Activities

We offer a range of ECAs which take place after school and which complement the school curriculum.

These are currently;

Fencing

Street Dance

Fitness/Boot camp

Mandarin

Coding

Mini Engineers

Early Years Music (MA site)

Climbing

Netball

Karate

LAMDA Drama

Yoga

Spanish

Maths

Ballet is also available as an optional extra; sessions take place during the school day.

Children may also have private music tuition on various instruments: piano, violin, guitar and flute.

Communication with Parents

Parents are invited to a Curriculum Evening at the beginning of the academic year. Each member of staff explains what their class will be doing and how parents can be usefully involved. Lower School and Upper School Parents are invited to a formal Parents' Consultation evening each term; they also receive a short written report at the end of each of the Autumn and Spring Terms; parents receive a longer, more detailed written report in the Summer Term. Parents of children in F1-6 receive topic lists at the beginning of each term. Early Years parents receive a written report at the end of the summer term only. Homework diaries provide regular contact and parents can communicate using the messages page each week.

A member of the Senior Leadership Team is on "Door Duty" every morning from 0815-0845 which provides an excellent form of contact with parents. Form teachers dismiss pupils to parents at the end of the day.

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