



HARRODIAN

Curriculum Policy

1. Statement of Intent:

We aim to provide a curriculum which covers a broad range of subject disciplines, delivered through teaching that will enable all pupils to make good progress according to their abilities, and that such progress is purposefully assessed as part of a continuous process which feeds back into lessons.

[\(The Independent School Standards, Guidance for Independent Schools, 2019\)](#)

1. Purpose, Vision and the Harrodian Pillars

Purpose

Our purpose is to deliver a well-rounded education that balances academic rigour with personal development, preparing pupils to excel in their studies and lead fulfilling lives.

Vision Statement

Our vision is to inspire a community of learners who embrace our pillars in their journey towards becoming individuals who are ready to make a positive impact in the world.

Pillars

Our Harrodian Pillars are integral to our School culture. They are:

- | | |
|-----------------------|---|
| ● Ambition | Inspiring pupils to aim high and strive for excellence |
| ● Compassion | Encouraging empathy and kindness in a supportive community |
| ● Curiosity | Fostering a love of learning and a desire to explore |
| ● Inclusivity | Promoting diversity and ensuring equality for all |
| ● Independence | Empowering self-reliance and confidence |
| ● Resilience | Building perseverance and adaptability in facing challenges |

2. Context

Harrodian is an all-through (ages 4 - 18), co-educational independent day school in South West London.

Structure

Harrodian offers a seamless educational journey from ages 4 to 18, all under one roof on our London campus. Our structure is divided into distinct phases to support the developmental and academic progression of our pupils:

- **Pre-Prep (Reception, PP1 - PP3):** Laying the foundation for learning, focusing on key skills in literacy, numeracy, and personal development.
- **Lower Prep (8s, 9s, 10s):** Building on core knowledge with an emphasis on fostering curiosity and independent learning.
- **Upper Prep (11s and 12s):** Preparing pupils for more specialised study with a broad curriculum that bridges into senior education.
- **Senior School (13s, 14s, 15s):** Guiding pupils through their formative academic years, culminating in GCSE examinations.
- **Sixth Form (Lower and Upper):** Offering A-Level courses and preparing pupils for higher education and future careers.

Please note:

Year groups are named using the start age of pupils, until the 6th Form where they take on Lower and Upper Sixth titles, as below.

Children from Reception to the 15s are referred to as 'pupils', while those studying in the Sixth Form are 'students'. For the purpose of this policy, all children and young people will fall under the term 'pupils'.

Reception – EYFS	11s – Year 7
PP1 – Year 1	12s – Year 8
PP2 – Year 2	13s – Year 9
PP3 – Year 3	14s – Year 10
8s – Year 4	15s – Year 11
9s – Year 5	Lower Sixth
10s – Year 6	Upper Sixth

To provide clear progression and tailored support throughout a pupil's educational journey, Harrodian operates an overarching academic structure, which groups curriculum years in the following way:

- **Lower School (Reception - Year 6)**
- **Upper School (Year 7 - Upper Sixth)**

This structure enhances the school's ability to focus on the distinct developmental and academic needs of each phase, ensuring smooth transitions, consistent oversight, and a cohesive approach to learning across all key stages.

**** See appendices for additional information.***

3. Curriculum Aims

Our curriculum aims to:

- Provide a broad, balanced, education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills in-line with our Purpose, Vision and Pillars.
 - Support pupils' spiritual, moral, social, and cultural development.
 - Prepare pupils for adult life in British society.
 - Foster a love of learning and encourage intellectual curiosity.
 - Ensure pupils make good progress according to their abilities.
 - Promote physical development and healthy lifestyles.
 - Nurture the talents of all and celebrate success.
 - Support the development of pupils' employability skills (in accordance with the Gatsby Benchmarks).
- **Legislation and Guidance**

This policy aligns with the [Independent School Standards \(2019\)](#), [Non-association independent schools inspection handbook \(2024\)](#), [National Curriculum programmes of study](#), and [Early Years Foundation Stage \(EYFS\) statutory framework](#).

It also reflects requirements for inclusion, equality and safeguarding as set out in the [Special Educational Needs and Disability Code of Practice 2014](#), [Equality Act 2010](#) and [Keeping Children Safe in Education \(2024\)](#).

4. Roles and Responsibilities

The **Headteacher** is responsible for ensuring that this policy is adhered to, and that:

- The needs of individual pupils will be met by the curriculum, (ensuring the curriculum is inclusive and accessible to all).
- Long- and medium-term plans for the curriculum are planned in collaboration with Senior Leaders, Heads of Department and subject leaders.
- Teachers are supported with the planning and implementation of the curriculum, ensuring their workload is manageable.
- The amount of time provided for teaching the required elements of the curriculum is adequate.
- The School's procedures for assessment meet all legal requirements.
- The proprietor is advised on whole-school developmental priorities in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND.

Senior Leadership - Head of Studies - Lower School (Warren Rodricks), Head of Teaching and Learning - Upper School (Taryn Oldacre), Head of Curriculum and Assessment - Upper School (David Sanders).

Academic (Senior) Leaders are responsible for ensuring that:

- Requests to withdraw children from curriculum subjects are managed systematically and appropriately.
- The curriculum remains broad, balanced, and aligned with educational standards, meeting the needs of all pupils, including those with SEND and EAL, and that any issues are promptly addressed to maintain consistency across the School.
- Regular reviews and updates are conducted to ensure the curriculum reflects best practices, emerging trends, and feedback from staff, pupils, and parents.
- Formal department reviews and audits are undertaken to monitor and uphold high educational standards across all subjects and year groups.
- Improvement strategies are developed and implemented through Departmental Development Plans, based on data analysis, observations, and feedback.
- Continuous professional development opportunities are provided, fostering a culture of reflective practice and lifelong learning among teaching staff.
- Teachers are supported in curriculum planning and delivery, ensuring they have the necessary resources and manageable workloads.
- Assessment frameworks are fair, transparent, and compliant with regulatory requirements, effectively tracking and supporting pupil progress, with assessment data used to inform teaching, learning, and curriculum adjustments.
- Open communication with pupils, parents, and staff is maintained regarding curriculum matters, fostering collaboration and inclusivity.
- External agencies and inspectors are engaged effectively to maintain compliance with legal standards and ensure thorough preparation for inspections in line with the Non-association Independent Schools Inspection Handbook.
- Contributions are made to the School's strategic planning by identifying key priorities in curriculum development and teaching methodologies that align with the School's vision and mission, and collaboration with the Headteacher and senior leaders is undertaken to implement initiatives that enhance academic standards and pupil outcomes.

Other key Senior Leaders: Head of Seniors (Rob Stewart), Head of 6th Form (Alison Heller), Head of Pre-Prep (Fiona Walker).

Heads of Department are responsible for:

- The overall provision of the curriculum at the School.
- Developing a curriculum that provides pupils with a range of opportunities and the skills they need to prepare for later life.
- The strategic leadership and management across their curriculum areas, developing and implementing plans, policies, targets and practices within the context of the School's aims and policies.

- Managing staff within their curriculum areas, providing appropriate support, challenge, advice and information as necessary.
- Implementing the School's schemes of work.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this to the Headteacher.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources available for pupils in need so that everyone can have full access to the curriculum.
- Ensuring that curriculum planning and implementation are inclusive, catering to the diverse needs and abilities of all pupils, including those requiring additional support.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Planning lessons that are reflective of the School's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Working closely with the Head of Learning Enrichment and Teaching Assistants (Lower School only) to ensure that individual needs are met.
- Celebrating all pupils' academic achievements.
- Monitoring and reporting on the progress of all pupils.

5. Monitoring Arrangements

Curriculum effectiveness is monitored through:

- Regular review by the Senior Leadership Team
- Lesson observations and work scrutinies
- Pupil progress tracking and assessment data
- Feedback from pupils, parents and staff

Approved by:	Senior Leadership Team
Last reviewed:	May 2025

Appendix

Pre-Prep and Lower Prep Curriculum (Lower School)

Reception Curriculum

The Reception year is aligned with the [Early Years Foundation Stage \(National\) curriculum](#).

The Harrodian Reception curriculum is organised into seven areas of learning.

- Personal, social and emotional development
- Communication and language
- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design
- Physical development

Pre-Prep 1, 2 and 3

Pupils in Pre-Prep 1 and 2 follow the Key Stage 1 [National Curriculum](#) and those in Pre-Prep 3 the Key Stage 2 National Curriculum.

The following subject areas form part of the weekly timetable: and are taught by the class teacher:

- Literacy
- Numeracy
- Science
- Humanities
- Art
- Design Technology
- Citizenship / PSHE

Specialist subject teachers teach:

- French
- Computing
- Music
- Physical Education

Lower Prep Curriculum

- In the Lower Prep (8s, 9s and 10s) pupils follow a curriculum that includes English, Maths, Science, French, Geography, History, Religious Studies (These latter 3 subjects being taught as Humanities in the 8s and 9s), Computing, Art, Music, Drama, Latin and Physical Education. Heads of Department are responsible for designing their curriculum and may choose whether to align fully or partially with the National Curriculum (Key Stage 2).
- Pupils in the Lower Prep will also have one timetabled form period each week. This lesson is used for Personal, Social, Health and Economic Education (PSHE) and Citizenship.
- Pupils are taught 6 lessons a day – 3 in the morning from 8.55 to 12.05 and 3 in the afternoon from 1.20 to 4.00.

Subject allocation is as outlined in the table below

Subject	8s	9s	10s
Art	1	1	1
Humanities (Geography, History RS)	3	3	
Science	3	3	3
Drama	1	1	1
English	7	6	5
French	2	2	2
Geography			2
History			2
Computing	1	1	1
Latin	1	1	1
Maths	6	6	6
Music	1	1	1
Physical Education/Sport	4	4	4
PSHE/Citizenship	1	1	1
RS			1

Upper Prep, Senior and Sixth Form Curriculum (Upper School)

Upper Prep School Curriculum

- In the Upper Prep (11s and 12s) English, Maths, Science, History, Geography, Religious Studies and Physical Education are studied as separate subjects following our own Harrodian curriculum. Heads of Department are responsible for designing their curriculum and may choose whether to align fully or partially with the National Curriculum (Key Stage 3).

- Pupils must choose two languages from: French, Spanish, Italian and Latin and commit to a two-year programme of study. From GCSE, they will choose one of these language options.
- The Latin course in the 11s and 12s is an ideal foundation from which to pursue GCSE/A Level Latin in our Senior School.

- **C denotes a Core Subject taught to all pupils**
- **O denotes an option subject**
- **R denotes a half-termly carousel (rota)**
- **Numbers denote the number of lessons per subject per week**

Please note that this will change when the pre-existing Upper Prep curriculum carousel ('R') is phased out in September 2025

Subject	11s	12s
Art	C 1	R 1
Science	C 4	C 4
Drama	C 1	R 1
English	C 5	C 5
French	C 2	C 2
Spanish	O 2	O 2
Italian	O 2	O 2
Geography	C 2	C 2
History	C 2	C 2
Computing	C1	R 1
Latin	O 2	O 2
Maths	C 5	C 5
Music	C 1	R 1
Physical Education/Sport	C 3	C 3
PSHE	*	*
RS	C 1	C 1

*Timetabled PSHE lessons are taught during one lesson every two weeks, delivered by a DSL, Head of PSHE, Head of Year or Head of Section. In addition, there are planned one-off sessions delivered by external providers and planned form lessons at the start of the day from 8.30 to 8.55.

Senior School (13s to 15s) Curriculum

13s Curriculum

The 13s (Year 9) curriculum at Harrodian is designed to serve as a pivotal year of transition, bridging the gap between Upper Prep and the focused study required in the GCSE years. Centred around '**GCSE Readiness**', the curriculum equips pupils with the foundational knowledge, skills, and attitudes essential for success in their future academic endeavours.

Core Subjects (English, Maths, Biology, Chemistry, Physics, History and Geography): pupils begin engaging with key GCSE content while also exploring broader aspects of the National Curriculum. This approach ensures they develop a solid understanding of core principles and are well-prepared for the rigours of GCSE studies. Assessment is tailored to gauge pupils' readiness for GCSE, focusing on attainment, progress, and mastery of key concepts.

Optional Subjects: The Year 9 curriculum provides pupils with opportunities to explore a wide range of optional subjects (listed in the table below), allowing them to make informed decisions about their GCSE choices. Whether continuing with a subject into Years 10 and 11 or trying a subject for the first time, pupils benefit from a curriculum that supports both short-term exploration and long-term academic goals. Optional subjects are assessed based on engagement and mastery of subject specific skills, fostering a passion for learning and personal growth.

Language pathways: Pupils must choose 1 language from the 'languages block', which has a lesson allocation of 3 periods per week. For talented linguists, there is an option to study French, plus one other language, as below. This pathway offers 2 periods of French alongside their other language choice, but only allows for 1 additional option from the options subjects above.

Pupils studying 1 language: Choose from French / Spanish / Italian (3 periods) + 3 Optional subjects (1 period each)

Pupils studying 2 languages: Choose from Spanish / Italian (3 periods) + French (2 periods) + 1 Optional subject (1 period)

Holistic Development: Beyond academic preparation, the Year 9 curriculum encourages the development of critical thinking, problem-solving, and communication skills and includes one lesson of Citizenship per week as well as a range of other co-curricular opportunities. Pupils are guided to become independent learners with a growth mindset, prepared to navigate the complexities of their educational journey with resilience and enthusiasm. Within Citizenship, pupils participate in our Youth Philanthropy Initiative (YPI), where they engage with local charities and not-for-profit organisations.

By focusing on a coherent flow from Upper Prep through to GCSEs, the Year 9 curriculum at Harrodian ensures that all pupils are supported in making the most appropriate choices for their academic futures, while also experiencing a broad and enriching educational experience.

14s and 15s Curriculum

In the 14s and 15s pupils are prepared for GCSE. More able mathematicians are also prepared for the AQA Level 2 (GCSE Equivalent) Further Mathematics. All pupils are required to take the core subjects (English, English Literature, Mathematics, Biology, Chemistry, Physics and one Modern Foreign Language – either French, Spanish or Italian, together with 3 option subjects (see the table below).

Some pupils are prepared for Separate Science GCSEs (3 GCSEs) whilst others are prepared to sit the Combined Award (2 GCSEs). Decisions as to which route a pupil will follow are made after the summer examinations in the 13s.

All pupils in the 14s and 15s are taught Physical Education/Sport (3 lessons a week).

Senior School (13s to 15s) Curriculum Plan 2024-2025

- **C denotes a Core Subject taught to all pupils**
- **O denotes an option subject**
- **Numbers denote the number of lessons per subject per week**

Subject	13s	14s	15s
English (Language and Literature)	C 5	C 5	C 5
Mathematics	C 4	C 4	C 4
Biology	C 2	C 2	C 2
Chemistry	C 2	C 2	C 2
Physics	C 2	C 2	C 2
French	O 3	O 3	O 3
Spanish	O 3	O 3	O 3
Italian	O 3	O 3	O 3
History	C 2	O 3	O 3
Geography	C 2	O 3	O 3
RS	C 1	O 3	O 3
Art	O 1	O 3	O 3
Business	O 1	O 3	O 3
Classical Civilisation	O 1	O 3	O 3
Drama	O 1	O 3	O 3
Computing	O 1	O 3	O 3
Latin	O 1	O 3	O 3
Greek		O 3	
Media Studies	O 1	O 3	O 3
Film Studies	O 1	O 3	O 3
Music	O 1	O 3	O 3
3 D Design	O 1	O 3	O 3

Sport Science/Physical Education	O 1	O 3	O 3
Physical Education /Sport	C 3	C 3	C 3
PSHE	*	*	*
Citizenship	C 1	*	*

*In the Senior School PSHE (including Fundamental British Values) and RSE is delivered during form times by form tutors. In addition, there are “whole lesson” PSHE sessions arranged each academic year, some of which are delivered by external providers.

Sixth Form and A Level Curriculum

Tuition is available at Advanced Level in the following curriculum areas:

- Art and Design
- 3D Design
- Biology
- Business
- Chemistry
- Classical Civilisation
- Drama and Theatre Studies
- English Literature
- English Language
- Film Studies
- French
- Geography
- Graphic Design
- History
- History of Art
- Italian
- Latin
- Mathematics
- Further Mathematics
- Media Studies
- Music
- Physics
- Psychology
- Philosophy
- Photography
- PE
- Politics
- Religious Studies
- Spanish
- Extended Project Qualification

In the Lower Sixth pupils typically study 4 (or in some cases 5) A Level courses. In the Upper Sixth pupils usually continue with at least 3 A Levels.

In the Lower Sixth pupils typically study 4 (or in some cases 5) A Level courses. In the Upper Sixth pupils usually continue with at least 3 A Levels.

The standard teaching allocation for A Level courses is 6 periods per week.

Pupils in the Lower and Upper Sixth also participate in compulsory Physical Education/Sport lessons (3 lessons a week).

PSHE (including Fundamental British Values) and RSE are delivered during form times by form tutors. Pupils will also be taken off timetable for additional PSHE and RSE lessons, some of which are delivered by external providers.

Changing Courses

The School recognises that there can be occasions when a pupil may, for one reason or another, wish to change their options or drop a subject.

A great deal of effort will have been expended in reaching any individual pupil's choice of course in advance of the start of the academic year and any alterations to those well-discussed and researched decisions may not be undertaken lightly. The following points will be reviewed before any changes can be made:

- The implications for change at the stage the pupil is at. For example, has the pupil considered the implications for future courses both at the School and in Higher Education or employment?
- What are the opinions of the relevant Heads of Departments?
- Have the parents been fully consulted and do they approve of the change?

There may be a wide range of further considerations affecting a request for curriculum modification, including pastoral support requirements and SEN identified by the Learning Enrichment department. The final decision will be taken by relevant SLT as outlined below. The flow chart summarises the procedure that is followed when curriculum modification is being considered for any pupil in the Upper School:



