



# HARRODIAN

## Curriculum Policy

Harrodian offers a curriculum that is characterised by breadth, balance, coherence, relevance, differentiation and progression and which will lead to success in public examinations. We aim to challenge pupils so that they take pride in their work and attain the highest levels of which they are capable. Pupils are encouraged to have high expectations of themselves and to learn to work both independently and in co-operation with one another.

The curriculum throughout the School is reviewed regularly to ensure that it reflects any changes and particularly those associated with GCSE and A Level qualifications. At the beginning of each academic year parents are provided via the website with a curriculum handbook which provides concise information about the subject content to be studied.

### The General Aims of the Curriculum

- To encourage a set of personal values based on honesty, trust, tolerance, understanding, caring and respect for others.
- To generate a passion for knowledge and learning.
- To stimulate pupils to think for themselves.
- To achieve the best possible exam results for each pupil.
- To enable pupils to develop self-reliance, self-esteem and self-confidence.
- To enable pupils to use leisure time enjoyably and profitably.
- To have an informed perspective about the role of the individual in the community, in society, in Europe and in the World.
- To promote health and fitness.
- To prepare for the future in an increasingly technology dependent world.

### Teaching and Learning

The teaching and learning processes are significant in determining pupil progress through the curriculum. Teachers have high expectations of their pupils and use a range of teaching methods. A shared experience between teachers and learners is developed with the promotion of the view that learning is enjoyable, stimulating, rewarding and confidence-building.

Various curricular areas reinforce and complement each other so that the concepts, skills and attitudes developed in one area may be put to use and provide insight in another, thus increasing pupils' understanding, competence and confidence.

Teachers seek constantly to maintain and improve good standards and to assess expectations and achievements. At all times feedback is given to pupils in order to ensure that they are aware of their achievements and what is required to improve their performance and progress to the next level.

Training and professional development are provided for all staff to ensure that they are informed of current initiatives and developments in their subject areas.

Heads of Department are responsible for preparing schemes of work that ensure that the curriculum is delivered effectively to all pupils including the most able and those with specific learning support needs. Heads of Department are also responsible for their departmental development plans which are reviewed and evaluated on an annual basis.

## **Differentiation**

**The staff of Harrodian are committed to promoting educational opportunities for all pupils in all aspects of the life of the School.**

They believe that the School should be providing a quality of education which recognises every student's right to learning in an environment which is free from any sort of harassment, exemplifies the principle of mutual respect and is sensitive to their learning and personal needs. These key principles lead us to policies which equally establish rights and responsibilities.

The Green Paper (February 2001) entitled 'Building on Success' makes the following important points:

"Schools with effective leadership and a strong sense of individual character and responsibility foster these same qualities in their pupils. Very many secondary colleges now achieve high standards for many of their pupils. Under the leadership of effective Headteachers and management teams, they have moved beyond the old arguments about comprehensive colleges to create a system appropriate for the 21<sup>st</sup> century - embracing without reservation the principles of inclusion and equality of opportunity on which comprehensives were founded, but moving decisively beyond to tailor provision to meet the full range of individual talents, with a powerful sense of individual character and mission ..... Individual empowerment is the key - empowerment of each individual pupil to develop their talents to the full, and empowerment of each individual college to achieve steadily more."

It is on such understandings and developments that we build our intention to provide well for the learning needs of all students.

**We expect the policy on differentiation to result in:**

- a measurable impact on educational achievement
- a measurable impact on self-image and personal development
- a measurable impact on students' attitudes to their own work and chances of success, and a sense of personal pride in real achievement
- early identification of particular skills and talents
- early identification of learning needs
- a sense of mutual respect between adults and students, and between the students themselves
- effective support to improve pupils' literacy, numeracy, ICT skills and command of English
- breadth of curriculum to match pupils' attainment, abilities, aptitudes and aspirations
- providing pupils with learning mentors or other adults to whom they can relate, with whom they can discuss problems about their own learning
- providing study support so that work can be completed out of class, in a supported and friendly environment
- greater parental involvement and family learning, creating opportunities or learning together and supporting achievement in all aspects of students' learning

**To this end, the School will show that it takes seriously its rights and responsibilities for matching learning opportunities and programmes to students' learning needs, by:**

- providing learning opportunities which ensure that all students, regardless of ability, background, race, gender, motivation or aspiration succeed as well as they possibly can whilst at the School
- ensuring that the learning opportunities available prepare all students well for adult life, its work, its learning and its leisure
- creating opportunities for staff to learn, practise and debate all issues which might improve teaching and learning
- creating opportunities for subject team planning to incorporate differentiation into teachers' lessons through the development of an appropriate range of resources, tasks and challenges
- creating a flexible curriculum which provides well for all students by stimulating them to learn and develop their potential
- providing lively and interesting teaching which opens doors to learning
- identifying early students' individual learning needs by means of effective, coordinated baseline assessment, efficient record keeping by subject teachers and systematic use of records to obtain up-to-date information about learning needs and progress against targets
- providing well trained extension support assistance for pupils with special gifts and talents in and beyond the classroom
- ensuring that all teachers know how to provide support for language learning for students with English as an additional language

**Teachers will show that they take seriously their rights and responsibilities for providing teaching and learning which is well matched to students' needs, by:**

- considering at all times when planning their lessons how students of different abilities, aptitudes and talents learn and following the example of the best practice in the School
- providing lively and interesting teaching which stimulates the continuing interest of all students in the subject
- devising a challenging subject scheme of work which helps students to make good progress at a pace which is appropriate to their abilities, aptitudes and talents
- giving unobtrusive guidance to students about how to improve their work
- involving parents in supporting learning by producing short synopses of what will be covered in each term in a course ("Welcome to....." booklets)
- analysing carefully the knowledge and skills required to learn well in planned contexts, so that tasks set are challenging and interesting but not daunting
- analysing the required knowledge of English for particular tasks, and ensuring that the language capabilities of students match the tasks set
- understanding the links between learning styles, language learning needs, tasks set, activities required, resources and learning support for individual students to make good progress.

**It is expected that students will show that they take their rights and responsibilities seriously by:**

- responding well to challenges set and being determined to meet challenges
- finding ways of completing homework at home or in School
- participating in any extra activities made available to them
- expressing their needs for help whenever this is necessary
- making every effort to improve their work.

**References**

- DfEE: Green Paper: Building on Success, February 2001  
Labour Party: Realising the talent of all - our mission for a second term, May 2001
- Ofsted: Educating the very able: Current international research (1998)  
Recent research on gender and educational performance (1998)  
Recent research on the achievements of ethnic minority pupils  
Inspecting (subjects) 11 to 16 with guidance on self-evaluation  
(May, 2001)

## **Pre-Prep Curriculum**

Harrodian Pre-Prep is a place where everyone learns and works in surroundings where there is light, space and colour. Pupils take pride in their School and in what they do, and this is a spur to greater effort and concentration.

### **Overview of Reception Curriculum**

The last year of the Early Years Foundation Stage (EYFS) is referred to as the Reception year. The EYFS prepares children for learning in Key Stage 1 and is consistent with both the National and Harrodian curricula.

Children deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and to each other. 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
- History
- Geography
- Religious Education
- Art
- Design and Technology
- Citizenship

Specialist subject teachers teach:

- French
- Computing
- Music
- Sport

## Prep and Senior Curriculum

The tables below illustrate the curriculum plans for the Prep and Senior Schools (8s to 15s).

C = Core subject – compulsory for all pupils

O = Option Subject

The total number of lessons each week for each subject is denoted as a number.

Each lesson is 55 minutes (with the exception of lesson 5 for the Prep School which is 50 minutes).

### Prep School Curriculum

- In the Lower Prep (8s, 9s and 10s) pupils follow the Key Stage 2 National Curriculum
- In the Upper Prep (11s and 12s) pupils follow the 13+ Common Entrance curriculum in English, Maths, Science, Latin and French. History, Geography and Religious Studies are studied as separate subjects following our own Harrodian curricula.
- Pupils in the Upper Prep (11s and 12s) can also choose between a Latin route or non-Latin route and between Spanish or Italian. Choosing the non-Latin route allows them to choose four additional subjects, the Latin route two. The choices available are Computing, Sport, Art, Drama and Music
- Pupils are taught 6 lessons a day – 3 in the morning from 9.00 to 12.05 and 3 in the afternoon from 1.20 to 4.00

### Prep School Curriculum Plan

	8s	9s	10s	11s	12s
Art	C 1	C 1	C 1	O 1	O 1
Humanities (Geography, History RS)	C 3	C 3			
Science	C 3	C 3	C 3	C 4	C 4
Drama	C 1	C 1	C 1	O 1	O 1
English	C 7	C 6	C 5	C 5	C 5
French	C 2	C 2	C 2	C 2	C 2
Spanish				O 2	O 2
Italian				O 2	O 2
Geography			C 2	C 2	C 2
History			C 2	C 2	C 2
Computing	C 1	C 1	C 1	O1	O1
Latin		C 1	C 1	O 1	O 1
Maths	C 6	C 6	C 5	C 5	C 5
Music	C 1	C 1	C 1	O 1	O 1
PE	C 1	C 1	C 1	C 1/O 1	C 1/O 1
PSHE/Citizenship	C 1	C 1	C 1	*	*
RS			C 1	C 1	C 1
Sport	C 3	C 3	C 3	C 2	C 2

\*Due to the requirements of the 13+ Common Entrance Examinations the teaching of PSHE and Citizenship are undertaken as follows: during form times at the start of the day from 8.35 to 9.00 once a week.

## Senior School (13s to 15s) Curriculum Plan

Pupils in the 13s to 15s are taught 6 lessons a day – 4 in the morning from 9.00 to 13.00 and 2 in the afternoon from 2.15 to 4.00.

Pupils in the 13s follow the Key Stage 3 National Curriculum except in Science subjects (Biology, Chemistry and Physics) and Mathematics where the GCSE curriculum is initiated.

In the 14s and 15s pupils are prepared for GCSE. More able mathematicians are also prepared for Additional 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 from the following list:

Art, Business, Classical Civilisation, Latin, Geography, History, ICT, Media Studies, Music, Physical Education and 3D Design.

All pupils in the 14s and 15s are taught Physical Education and Sport (3 lessons a week). PSHE and Citizenship are taught during form periods at the start of the day from 8.35 to 9.00 once a week.

	<b>13s</b>	<b>14s</b>	<b>15s</b>
English	C 5	C 5	C 5
Mathematics	C 4	C 4	C 5
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	O 1	O 3	O 3
Art	C 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
Media 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/PE	O 1	O 3	O 3
Sport	C 3	C 3	C 3

## 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
- French
- Geography
- Graphic Design
- History
- History of Art
- Italian
- Latin
- Mathematics
- Further Mathematics
- Media Studies
- Music
- Music Technology
- Physics
- Psychology
- Philosophy
- Photography
- PE
- Politics
- Religious Studies
- Spanish
- Extended Project Qualification

In the Lower Sixth students 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 x 55 minute periods per week.

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

### Changing Courses

The School recognises that there can be occasions when a student has, for one reason or another, made a wrong choice of options in the 11s, 12s, 13s, GCSE or A Level and may wish to modify that decision.

A great deal of effort will have been expended in reaching any individual student's choice of courses in advance of the start of the September session 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 student is at. For example, has the student 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 each individual request for a change of course. The final decision will be taken by the Director of Studies, having taken into consideration every other viewpoint. The School's (and in this case it amounts to the Director of Studies') decision will be final.



## Homework

Homework should be motivating and extend or prepare for class work. Homework should enable students to actively reorganise knowledge and use it to ensure comprehension and develop independent learning skills. On occasions homework may involve preparatory work for a new topic (reading, researching).

Parents or tutors doing the homework for a student will not fulfil these aims. Parents are however encouraged to assist students at home in practical ways i.e. reading to and listening to their child read, discussing books with their child, helping with reinforcement by testing spellings and multiplication tables, making sure they have a quiet place to work and have access to all the resources they need.

A homework timetable for each year is devised by the Head of Year in conjunction with the subject teachers. Homework should be completed on the day it is set because this is when the time has been allocated to it. Exceptions may be project work or coursework where more time may be needed. Naturally there will be exceptions to the homework timetable due to School trips and other events in the School.

It is vital that homework is marked quickly (see Marking, Assessment and Reporting Policy) and that students are given feedback on their achievements.

Subject teachers should ensure that homework is written on the board well before the end of the lesson and that students have sufficient time to copy it down correctly into their student planner. For Lower Prep students, staff should check that pupils have written down their homework correctly into their planners.

Form teachers should display their homework timetable in form rooms as a reference to query if students have written “none set”.

Staff can use the student planner to convey to parents their concerns if students fail to have correct equipment or homework. If necessary, parents could be asked to sign the comment.

Student planners should be checked and signed by Form Teachers during form time. The Form Teacher and Parent/Guardian should sign the planner weekly. It might also be useful for Form Teachers to carry out spot checks on students and merits (if applicable) awarded for good use of the planner. Those students not with a planner or using it incorrectly should be sent to the Head of Year. A phone call home should follow.

The amount of homework set should be approximately as follows.

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| 8s | 1 piece of homework (as determined by the homework timetable) of 20 minutes plus 10 minutes Reading and 10 minutes Spelling and Times Tables. A total of 40 minutes homework each night. |
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9s	1 piece of homework (as determined by the homework timetable) of 25 minutes plus 10 minutes Reading and 10 minutes Spelling and Times Tables. A total of 45 minutes homework each night.
10s	1 piece of homework (as determined by homework timetable) of 30 minutes plus 10 minutes Reading and 10 minutes Spelling and Times Tables. A total of 50 minutes homework each night.
11s	2 -pieces of homework, each piece should take 30-35 minutes. 20 minutes of reading each night.
12s	2 pieces of homework, each piece should take 40 minutes. 20 minutes of reading each night.
13s	2 - 3 pieces of homework. Each piece should take 40 minutes.
14s/15s	2 - 3 pieces of homework. Each piece should take 45 minutes.
Sixth Form	1 hour per subject studied that day.

If homework cannot be completed during the prescribed time allocation a parent/guardian should write a note in the student planner.

If homework has been completed within the allocated time, any remaining time should be used to consolidate on the work covered that day for that subject.

The School considers homework to be a vital part of a pupil's learning and, as such, will not tolerate homework that is not handed in, not completed to the best of a pupil's ability or is inadequate. For sanctions related to homework please refer to the School's Behaviour Management Policy.

## **Presentation of Work**

The Harrodian student is expected to take pride in the lay-out, presentation and neatness of every piece of work.

The date should be on the top line of the piece of work together with the pupil's name (if needed) and a neatly underlined title.

Handwriting should be neat as well as legible: use ink pens, with black or blue ink rather than biro, pencil or fluorescent pens. The redrafting of work by pupils will be carried out using purple pens. Diagrams and drawings should be done in pencil.

Mistakes should be crossed out with a single ruled line – Tippex should be avoided.

### **Diagrams**

- Each diagram should have a title written in pen and underlined with a ruler.
- A sharp HB pencil should be used for drawing and a pencil and a ruler should be used to draw lines.
- A pen should be used for writing labels.

## **Graphs**

- Each graph should have a title written in pen and underlined with a ruler.
- Graph axes should be drawn in pencil with a ruler and should be labelled using a pen.
- Graphs should be plotted in pencil using a ruler where necessary.

Person responsible: Director of Studies

Last updated: September 2018

Next update: September 2019