



HILL HOUSE SCHOOL

## **Curriculum**

### **Our Mission**

We educate, develop and inspire the whole pupil, now, and for life.

### **Our Values**

We are ambitious for our pupils.

We celebrate both outstanding academic performance, and success in all areas of school life.

We value participation, perseverance and the embrace of challenge.

We promote traditional characteristics such as respect, decency and integrity.

We strive to give pupils of all backgrounds the chance to benefit from the many opportunities provided by Hill House.

### **Our Aims**

To provide full and enriching opportunities, a curriculum of balance and substance.

To instil in pupils a lifelong love of learning, ambition and resilience in facing the challenges they will meet.

To offer a supportive and friendly community, where everyone is known and treated as an individual, within a framework of encouraging and disciplined pastoral care.

To enable our children to become confident, capable and compassionate people, who will develop into adults with independent minds and a proper sense of values, service and responsibility.

To be an innovative yet traditional, co-educational, 3-18 northern day school.

## **Overview**

The Academic Committee and Senior Management manage and review the curriculum. This includes management of option blocks for GCSE and A level. Each Department maintains a Departmental Handbook with Schemes of Work and other useful information. This includes provision for Religious Studies, PSHE and Careers.

The Curriculum involves students in the following areas of learning and experience:

- Aesthetic and Creative
- Human and Social
- Linguistic
- Mathematical
- Moral and Spiritual
- Physical
- Scientific
- Technological.

## **Balance**

Hill House School offers a well-balanced curriculum which is intended to meet the needs of all students and the mission statement above. Pupils should acquire speaking, listening, literacy and numeracy skills. The curriculum contains relevance, progression and differentiation. It gives effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

## **Early Years**

There is an appropriate curriculum and assessment process for pupils in Foundation Stage in line with statutory demands.

## **Teaching and Learning**

A wide range of teaching and learning styles are used within the school's Teaching and Learning Policy. Senior staff monitor and regularly assess the delivery of the curriculum. There is a formal system of appraisal and lesson observation, and an informal system of lesson observation by senior staff and colleagues.

## **Assessment**

A system is in place which monitors progress, reports to parents, and involves students in their own learning. A system of rewards is used throughout the school.

## **Significant Groups of Pupils**

- Students with mild SEN are given additional support by Learning Assistants under the direction of the Head of Learning Support. Students with SEN will have individual education plans, statements or EHC plans.
- Students with English as an additional language are catered for appropriately
- Students who perform a caring role at home receive the support they need to achieve educationally while taking into full consideration the impact of their caring responsibilities.

## **More Able Pupils**

There are 4 types of provision at Hill House School for more able pupils

- A) Extension work set within the classroom environment by the Teacher.
- B) Additional opportunities to enhance and explore abilities through the Activities Programme.
- C) Additional opportunities to enhance and explore abilities through the involvement of Outside Agencies.
- D) Acceleration by Year Group/Partial Acceleration by Subject.

## **British Values**

The curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. It gives effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

## **PSHE**

Personal, social, health and economic education reflects the school's aim and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act. Further details are available in the PSHE Scheme of Work.

## **Careers**

Up-to-date careers guidance is presented in an impartial manner, enables pupils to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential; Further details are available in the Careers Scheme of Work.