



HILL HOUSE SCHOOL

## **Curriculum**

### **Mission Statement**

Hill House School exists:

- ▶ To provide high quality independent education in a supportive, congenial and family-based community.
- ▶ To help develop the academic and other talents of each student in order to educate the whole person, within a framework of encouraging, and disciplined pastoral care.
- ▶ To make the pursuit of excellence and the provision of outstanding opportunities central to every aspect of the school's work.
- ▶ To enable our children to be confident, capable, considerate and compassionate people, who develop into adults with independent minds and a proper sense of values, service and responsibility.

### **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 of very high ability receive differentiation in lessons, and can be placed on the school's Gifted and Talented Register.
- 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.

## **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.

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