

SHS A03: CURRICULUM POLICY

This policy is applicable to all pupils, including those in the EYFS.

Introduction

St Hugh's' curriculum encompasses all the activities planned to promote learning, personal growth and development, including the various extra-curricular activities that the school organises in order to enrich the children's experiences. It also includes the 'hidden curriculum' – what the pupils learn from the way members of the school community interact with each other and are expected to behave. We want our pupils to grow into positive, responsible people who can work and cooperate with others, while at the same time developing their knowledge and skills that enable them to achieve their true potential. We value the breadth of the curriculum that we provide. We aim to foster creativity in our pupils and to help them become independent learners.

Aims

The aims of our school curriculum are:

- To enable all pupils to learn, and develop their skills, to the best of their ability;
- To promote a positive attitude towards learning and to engender a curiosity about their world, so that pupils enjoy coming to school, and acquire a solid base for lifelong learning;
- To teach pupils the basic skills of literacy, speaking and listening skills, numeracy and information and communication technology;
- To enable all pupils to be creative and to develop their own thinking;
- To enable pupils to take responsibility for and become increasingly independent in their learning;
- To enable all pupils to be resourceful and resilient in their learning;
- To enable all pupils to learn cooperatively and collaboratively;
- To help pupils understand Britain's cultural heritage and fundamental British values;
- To appreciate and value the contribution made by all ethnic groups in Britain's multi-cultural society;
- To provide effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society;
- To enable pupils to be responsible citizens with a strong sense of community;

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- To help pupils to have an awareness of their own spiritual development, and to distinguish right from wrong;
- To help pupils to understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To provide personal, social and health education (PSHE) which encourages pupils to respect and care for themselves and others, and to become responsible and well- informed members of society;
- To provide full-time supervised education for pupils of compulsory school age which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

Curriculum Provision in Pre-Prep (EYFS – Year 2)

EYFS

The curriculum for the early years is integrated into the scheme of work followed throughout the school and incorporates the Early Years Framework for children's learning on entering compulsory education.

The content of the curriculum includes:

Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language Development
- Physical Development

Specific Areas:

- Literacy
- Mathematics
- Understanding the World (which includes Science, History, Geography, Religious Studies, ICT and French).
- Expressive Arts and Design (which includes Art, Craft, Music, DT and Drama).

In Nursery, each term, a broad theme is adopted to include the seven Areas of Learning. Planning is carried out on a half-termly basis to take into account the children's interests and experiences, and weekly 'continuous provision' ensures a stimulating nursery environment is provided.

In the Reception classes a whole-term thematic approach is also used, alongside the planning of key literacy and numeracy skills to be taught.

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In both Nursery and Reception, however, response to the immediate interests of the children is considered crucial for an appropriate, relevant and inspiring curriculum for all children and this is factored into planning.

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Years 1-2

In Years 1 & 2, we adopt an inter-disciplinary topic approach to curriculum planning. We develop the curriculum carefully, so that there is coherent and full coverage of all Early Learning Goals and subject skills, and that there is planned progression in all curriculum areas.

The curriculum is broad and teaching is tailored to meet the needs of the children: academic work and creative play are both central to the children's development.

Gradually, we place increasing emphasis on the more formal elements of literacy and numeracy, as well as encouraging the all-round development of each individual. Science, History and Geography are taught through a creative curriculum. Art, Music, ICT, French, RS, Sport and Drama are also an integral part of the curriculum in the Pre-Prep.

Weekly circle times are held to deliver the PSHE programme which follows the Family Links Nurturing Programme. Family Links is a national organisation committed to promoting emotional health and wellbeing in schools so that all children can aspire, flourish and achieve. All pupils from EYFS to Year 2 attend a Wellbeing session six times a year and there is also a weekly Wellbeing Club. These sessions are delivered by specialist/ trained staff.

Forest School provides an opportunity for those in EYFS-Year 2 to learn in an outdoor environment where the children develop other associated skills and discover more about the world around them. The Forest School activities are often linked directly to classroom learning.

Curriculum Provision in Middle School (Years 3-4)

Thinking and Learning is at the heart of the curriculum in Middle School. Equipping the children with skills essential to being successful learners throughout life such as independence, resilience, creativity and problem solving, ensures that they are able to apply themselves most effectively to whatever tasks are presented to them and are able to be ambitious in their achievements.

The children follow a broad curriculum, which includes the following subjects: English, Maths, Science, French, History, Geography, RS, ICT, Art, DT, Drama, Music, PSHE, Pre-Test Preparation (PTP), PE and Games. These subjects are taught by a combination of Middle School teachers and specialist subject teachers.

The introduction of setting in both Maths and English in Middle School enables children to progress at their own pace through the syllabus.

From Year 3, pupils also cover Current Affairs within Form Time on a weekly basis. Pupils are able to discuss issues that arise in the news with their teacher and peers.

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In Year 4 we aim to develop the children's thinking and reasoning skills by introducing them to Verbal and Non-Verbal Reasoning. This is delivered through a range of paper exercises, games and puzzles which take place in Cognitive Skills sessions.

The Forest School initiative offers all children in Middle School the best possible opportunities for learning and success in an outdoor environment. PSHE follows the 'Jigsaw' scheme of work and is delivered by class teachers. Children attend half-termly Wellbeing sessions delivered by a specialist.

Pupils in Middle School also benefit from a self-directed, cross-curricular, independent learning project linked to the Ashmolean Museum and 'Take One...' initiative during the Spring term. In Year 4, children benefit from a programme of events throughout the academic year called Lumos. The programme consists of trips to and visits from subject specialists at Senior Schools and Universities in addition to visits from and tours given by St Hugh's Heads of Department, with one event planned per half-term. The outcome is a more confident, knowledgeable and academically inspired group of children as they enter Upper School. Children embed knowledge learnt in a weekly timetabled 'Lumos' lesson.

Children have dedicated reading times throughout the week. We aim to encourage our pupils to become fluent, independent, and critical readers, who question and reflect on what they have read and who enjoy reading for pleasure. To this end, the children in Middle School are using the Accelerated Reader scheme. This is a computer-based program, which monitors and manages independent reading practice. It regularly tests vocabulary, decoding and comprehension through book-based quizzes.

Curriculum Provision in Upper School (Years 5-8)

In Upper School, pupils are given the opportunity to experience an even wider range of subjects: French, History, Geography, RS, ICT, Art, Drama, Design Technology, Music, Latin, PSHE, Current Affairs, Pre-Test Preparation (PTP), Sport as well the core curriculum subjects of English, Mathematics and Science. Indeed, as a preparatory school, we pride ourselves on the breadth as well as the depth of the curriculum we offer.

Pupils are placed in ability sets/groups for English and Maths from Year 5. Setting for French and Latin begins in Year 6.

Year 5 and 6 pupils continue with the Accelerated Reader scheme, but are expected to rely and less and less on the programme, with the aim of becoming entirely independent readers by Year 7. To support this aim, children have dedicated time to read for pleasure and discuss their reading during English lessons.

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From Year 3, Jigsaw, the mindful approach to PSHE, is our chosen teaching and learning programme and tailor it to our pupils' needs. The Jigsaw Programme covers all areas of PSHE for the primary and relevant secondary year groups, including statutory RSE and Health Education. The themes of each of the six units which are taught across the school (the learning deepens and broadens every year and at each stage is delivered age appropriately) are:

- Being Me in My World – Understanding my own identity and how I fit well in the class, school and global community;
- Celebrating Difference – Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act;
- Dreams and Goals – Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society;
- Healthy Me – Includes drug and alcohol awareness, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise;
- Relationships – Includes understanding friendships, family, intimate relationships, conflict and resolution and communication, bereavement and loss;
- Changing Me – Includes relationships and sex education in the context of coping positively with change.

The programme seeks to actively promote fundamental British values.

Pupils in Year 7 & 8 are provided career guidance through the Jigsaw scheme. Visitors to the school play an important role in helping pupils to develop an understanding of how the institutions and services of our society relate to their lives and what opportunities there might be for them to contribute, either as a volunteer or in a future career. Visits from local police, fire service and charity representatives give pupils an understanding of the emergency services and raise awareness of the role of the not-for-profit sector. The school's evening events programme includes a wide variety of people, for example diplomats, explorers and musicians. Previously the school has used Andrew Wright from 'School Speakers' and Alex Hibbert, the polar explorer to deliver sessions to pupils that promote good mental health, confidence and resilience.

All children attend either three or six Wellbeing sessions in the year depending on their age, based around the school's core values of kindness, respect, independence, curiosity, collaboration and courage, and incorporating the PSHE themes above. These sessions are delivered by a specialist. Over the course of the sessions, pupils learn how to regulate their emotions, cultivate a positive mindset and develop a range of functional coping strategies. In addition, the children continue to be taught First Aid in Year 8 during their Leavers' Programme.

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Curriculum Provision in the Senior School (Year 9) [from 2026-27]

In Year 9, pupils study almost the same subjects as in Years 7-8. Science is split into Biology, Chemistry and Physics, and pupils make a choice between continue to study Latin, or taking up Spanish as a new subject.

During the Spring Term of Year 9, pupils choose the subjects they wish to study for Key Stage 4 in preparation for their GCSEs. Their personal curriculum consists of core compulsory subjects (English Literature, English Language, Maths, and Triple or Double Award Science) and up to five optional subjects. They are encouraged to take at least one Humanities subject (Geography, History and RS), at least one language (French, Spanish and Latin), and have a range of other subjects to choose from in addition (Art, Business Studies, Computer Science, Design Technology, Drama, Food Preparation and Nutrition, Geography, Global Citizenship, Music, Physical Education, and Textiles).

We fully expect children to undertake a wide range of GCSE options, possibly including one completed earlier than the usual time at the end of Year 11, as well as co-curricular pursuits that will support interests such as photography, debating, and charitable work.

Technology will be systematically embedded across all subject areas in the Senior School to equip pupils with the skills necessary for independent research, sixth-form study, university life, and future employment. The curriculum will foster critical thinking, encouraging pupils to evaluate their initial responses and refine their understanding through deeper inquiry. Pedagogical approaches such as flipped learning will be employed, promoting pupil responsibility for pre-lesson preparation. This model supports active engagement during lessons, where knowledge is discussed, critically analysed, and applied. Learning will be positioned as a dynamic process aimed at achieving deeper understanding and synthesis, rather than a finite outcome.

The School aims to ensure that subject matter is appropriate for the ages and aptitudes of pupils, including pupils with Special Educational Needs or Disabilities (SEND), pupils with English as an Additional Language (EAL), pupils with an Education, Health Care Plan (EHCP), and pupils identified as More Able and Talented (MAT).

Timetable and Time Allocation (Reception to Year 8)

The timetable is spread over 5 days for all pupils from Nursery to Year 8. For Years 3-8, the day is split into lessons of 20 minutes with most subjects being taught in double or triple periods.

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Pupils in Pre-Prep and Middle School have a timetable structured to meet the needs of their age phase. All pupils from Years 3 to 8 are expected to represent the school in matches.

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Reception to Year 4 (number of minutes per subject per week)

Subject	Reception	Year 1	Year 2	Year 3	Year 4
Literacy		180	180	340	300
Phonics	160	140	140		
Handwriting	20	30			
Numeracy	120	280	280	300	300
Topic	240	45	40	120	80
Science	within Topic	45	70	100	100
ICT	30	45	60	60	60
French	30	30	30	80	80
RS	within Topic	30	30	40	40
PSHE	30	30	30	40	40
Art	within Topic	60	60	60	60
DT		(alternate wks)	(alternate wks)	60	60
Library / Reading	60	30	30	80	60
Music	30	30	30	40	60
Drama				40	40
Sport	120	180	200	300	240
Matches					160
Forest School	60	60 (alternate wks)	60 (alternate weks)	60	
Play to Learn	340	90-150mins			
Pre-Test Preparation					40

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Upper School (number of minutes per subject per week)

Subject	Year 5	Year 6	Year 7	Year 8
English	240	240	260	260
Maths	300	260	240	240
Science	140	160	180	180
French	120	120	120	140
Latin	80	80	120	120
Geography	80	80	80	80
History	80	80	80	80
Religious Studies	60	60	80	80
Pre-Test Preparation	60	40		
Reading Time	40	40	20	
Art	60	60	60	60
DT	for half a term 50/50 split Art/DT	60	60	60
Drama	40	40	20	30
Music	60	40	20	30
Performance			40	
ICT	40	60	40	60
PSHE	40	40	40	40
Sport	240	240	240	240
Matches	160	160	160	160

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Senior School (Year 9 from 2026-27)

English Lang	90
English Lit	150
Maths	210
Biology	60
Chemistry/skills	90
Physics	60
French	120
Spanish or Latin	120
Geog	60
Hist	60
Religious Studies	60
PSHE	60
Art	60
DT / Nutrition / Textiles rotation	60
ICT	60
PE	60
Drama	60
Music	60
Sport	240
Matches	160

Extra-Curricular Provision

In addition to the set curriculum, all pupils are encouraged to take part in an extensive programme of extra-curricular activities. These aim to develop the pupils' confidence, skills and interests in a non-academic environment such as cultural, sporting and artistic activities. During break times, lunchtime and after school, pupils may choose to follow activities of their choice.

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Pupils receiving academic support or individual specialist music tuition are withdrawn from classes for tuition on a rotation basis and parents are informed in advance of these sessions.

From Year 9 onwards, pupils will benefit from a rich and balanced co-curricular programme designed to complement the knowledge and skills-based curriculum. Opportunities will be provided for pupils to explore and showcase their talents across a broad range of disciplines including Academia, Art, Music, Drama, and Sport.

In the early years of Senior School, pupils will participate in a structured physical education programme featuring sports such as Tennis, Padel, and Swimming. Social and recreational sports, including Badminton and five-a-side Football, will be available from the outset to encourage inclusive participation and physical wellbeing.

Additionally, pupils will have access to a diverse range of outdoor and adventure activities within the local area, including Fishing, Rock-Climbing, Sailing, Horse Riding, and Cycling. These experiences are designed to foster resilience, teamwork, and a lifelong appreciation for active and healthy lifestyles.

Setting and streaming

We place pupils in ability sets/groups for subjects to ensure that pupils are working at the pace and level of challenge appropriate for them. This begins with some initial grouping in Phonics in Pre-Prep and continues throughout the school in an increasing number of subjects. By Year 6 pupils are placed in sets for English, Maths, French and Latin.

The structure of setting arrangements enables flexibility to meet the needs of individuals and cohorts within individual subjects. For instance, a subject may choose to structure a year group with one higher set and two parallel lower sets. The aim of such arrangements is to optimise pupil progress.

In Years 7 and 8, pupils preparing for an academic scholarship are placed in a separate stream and follow an extended syllabus. This separate stream ensures that pupils have covered the appropriate material and are ready to sit their exams in time for their academic scholarship.

The decision to place a pupil in a particular set is made to enable them to receive the best support relative to their ability in the subject. At times, a class teacher will feel that a pupil would be better served by changing set; this may follow assessments sat by the entire year group but the decision to move a child will not be based solely on such data. Moving a pupil to a different set takes place when the teacher and the Head of Department consider that the pupil will be better supported in their learning by moving at a different pace, with a different member of staff, or in a different cohort.

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When a pupil changes set, the Head of Department will inform the parents and then discuss the proposed change with the pupil so that they understand the reasons for moving set.

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While setting and streaming are used in other parts of the school to support targeted teaching, the Senior School will adopt a different approach. Due to smaller cohort sizes, pupils will be taught in mixed-ability groups, allowing for a more personalised and flexible learning environment. This structure enables teachers to differentiate effectively within the classroom, ensuring that all pupils are appropriately challenged and supported. The emphasis will be on inclusive teaching strategies that foster collaboration, confidence, and high expectations for every learner.

The curriculum is differentiated according to the specific strengths and weaknesses of each pupil. When more specialist intervention is required, pupils are referred to the Learning Success. Staff have access to all relevant information about a child's learning needs. There is a close partnership between teaching staff and the support departments, and advice and strategies are given to support differentiation.

Homework

Homework is a key element in encouraging pupils to think positively about raising their achievement and the school expects homework to be set as appropriate.

Homework is set for the following reasons:

- To help pupils make more rapid progress in learning;
- To enable pupils to develop the skills needed to learn independently;
- To reinforce skills and concepts introduced in the classroom;
- To prepare children gradually for the methods of study used at senior schools;
- To allow pupils to take their learning beyond the boundaries of the classroom and involve their own interests in taking greater responsibility for their learning.

In Pre-Prep, reading books are taken home as a matter of course and other small tasks are also set at the discretion of the class teacher. In Year 1, from the spring term, weekly spellings (using the Year 1 Common Exception Words) are set and there is an option for pupils to complete maths tasks online. In Year 2, spellings to learn are set each week which are then tested the following week. There is also the optional online maths tasks assigned to each pupil.

When pupils reach Year 3 they embark on an engaging mix of supportive tasks and those with the freedom to develop a concept or an idea beyond that covered in class. Typically, Year 3 and 4 pupils will be given:

- One Maths task a week
- One English task (in addition to spellings and reading)
- One night of computer-based homework (TT Rockstar)
- Weekly project work during the Spring Term linked to the 'Take One...' initiative

In the Summer Term, Year 4 are set Pre-Test Preparation (PTP) homework once a week to complete.

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In Upper School, prep is set for pupils on four nights of the week (Monday, Tuesday, Thursday and Friday) in the following subjects:

- Year 5: English, Maths, French and Pre-Test Preparation;
- Year 6: English, Maths, Science, French, Latin, Humanities and Pre-Test Preparation;
- Years 7 and 8: English, Maths, Science, French, Latin, Geography, History and Religious Studies;

The amount of time allocated for prep increased gradually between Year 5 and 8, as shown below:

- Year 5: 30 minutes per evening;
- Year 6: 45 minutes per evening;
- Year 7: 60 minutes per evening;
- Year 8: 75 minutes per evening.

All pupils are expected to read every day and to practise their times tables and spellings on a weekly basis.

Homework in the Senior School is designed to support independent learning, reinforce classroom teaching, and develop effective study habits. Tasks may include written assignments, reading, research, or preparation for presentations and discussions. Pupils are expected to complete homework to a high standard, with regular feedback provided to support their progress and understanding.

- Year 9 homework will be set in English, Maths, Science, French, Latin, Geography, History and Religious Studies
- Pupils will receive 75 minutes per evening (except on their match day)

Homework is set in accordance with the homework timetable, which is organised by the Deputy Head (Academic) at the start of the academic year. Each pupil will have a school planner to record homework daily. In addition, teachers will provide homework instructions through the pupils' relevant Class Teams.

Homework should be purposeful and related to ongoing class work. Each pupil should have a reading book. It is recognised that pupils in the same class will take varying times to complete homework tasks; differentiation will be carefully considered when setting homework.

Homework for Years 3 to 9 can be completed at school, partially or fully, through attendance of the Late Stay club. The teachers on duty will supervise and assist children with their prep if required. Work is also set over the holiday periods, as and when appropriate.

Curriculum and life-long learning

We want to produce effective and life-long learners – not just children who have learned a lot. We believe that learning is learnable. Therefore, alongside all that we already teach, we are also focusing

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on discrete aspects of learning because we wish to produce robust, dynamic and creative learners, who learn from their mistakes. These transferable learning skills will be useful however the world develops: employers are actively seeking these skills, and we believe we need to teach them overtly. The key principles are based on the concept of Building Learning Power (BLP), which the school has adapted to suit its own needs and called 'St Hugh's Learning Skills'.

In Pre-Prep and Middle School, children are being taught to "think about thinking" and understand that they need to "learn how to learn". Important characteristics of learning have been linked to certain animals to make it more memorable and accessible for them. There are also visual reminders to which the children and staff can refer. The children are encouraged to focus on one (or more) characteristics in many of the tasks they undertake and work to targets which refer to these learning skills. As the children move through Middle and Upper School, they develop a deeper understanding of the vocabulary and skills themselves. Further skills are added in Upper School and, in addition to the learning skills being discussed and referenced in class, children are encouraged to reflect on the skills used to complete tasks.

In Years 5 and 6, we further develop the children's thinking and reasoning skills using online sites to deliver verbal and non-verbal reasoning exercises, through weekly Pre-Test Preparation (PTP) lessons. These also help pupils approach pre-testing with greater confidence. Pupils also receive coaching on interview technique.

In Years 7 and 8 pupils follow a programme of Study Skills which aims to further develop them as independent learners, make them more efficient in their revision and learning and ultimately prepare them for entrance examinations.

From Year 9 onwards, pupils are encouraged to cultivate a mindset of lifelong learning through a broad and enriching programme that extends beyond the classroom. Participation in the Duke of Edinburgh's Award scheme plays a central role in this journey, fostering independence, resilience, and a commitment to personal growth. Through a wide range of co-curricular opportunities—including music ensembles, competitive and social sports, and outdoor pursuits such as sailing, cycling, and climbing—pupils develop essential life skills and a sense of responsibility. These experiences are designed to inspire curiosity, build confidence, and instil habits of self-directed learning that will serve them well into adulthood.

Curriculum and Inclusion

The curriculum at St Hugh's is designed to be accessed by all pupils who attend the school. If it is necessary to modify some pupils' access to the curriculum, in order to meet their individual needs, then this is done only after their parents have been consulted.

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If a pupil has special needs, St Hugh's does all it can to meet these individual needs. We pay due regard to the SEND Code of Practice and follow our own SEND Policy. This process is carefully overseen by the Head of Learning Success who liaises with members of staff who are responsible for the individual pupils' needs at that stage in their education. In Nursery to Year 4 this is the Assistant Head Lower School including EYFS, and in Upper School the Deputy Head (Academic) in conjunction with the relevant Heads of Department.

We are committed to meeting the needs of pupils with disabilities. All reasonable steps are taken to ensure that these children are not placed at a disadvantage compared to non-disabled children. Teaching and learning is appropriately modified for children with disabilities, for example they may be given additional time to complete certain activities, or the teaching materials may be adapted. If a pupil with an EHC Plan joins the school, they will be provided with an education which meets the requirement of the EHC Plan.

Provision for those with EAL (see separate policy) is dependent on the language level of the individual. Reasonable provision will be made in collaboration with the class teacher and Head of Learning Success. This may take the form of differentiated work and activities, booster groups and individual 1:1 sessions. All children in our school follow the curricular requirements of the school.

We also provide appropriate support to those who are More Able and Talented (see separate policy). A range of strategies are also employed to identify our more able and talented pupils. The process of identification is ongoing and begins when the child joins our school. Teaching and learning is planned in such a way that we enable each child to reach for the highest level of personal achievement. We develop strategies for independent learners and provide a broader intellectual stimulation for those who have academic gifts. Children with talents in any domain will be identified and Heads of Department will keep 'watch lists' so that such pupils may have the benefit of specialist programmes and enrichment opportunities. Our scholarship programme is inclusive and rapidly expanding with many pupils applying for scholarships in Art, Music, Drama, DT and Sport. Pupils who are applying for, or (in Year 9 and above) have achieved, scholarships have additional opportunities for independent study and are given extra tuition, support and extension activities.

Teaching

The teaching at the school will adhere to the Teachers' Standards and:

- enable pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subject taught;
- encourage pupils to apply their cognitive, physical or creative abilities, foster an interest in their work, and nurture their capacity to think and learn independently;
- implement well-planned lessons, employing effective pedagogical strategies, providing appropriately challenging activities and managing classroom time effectively;
- demonstrate a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure these are taken into account in the planning of lessons;

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- demonstrate excellent knowledge and understanding of the subject matter being taught;
- encourage pupils to cultivate independent thinking and develop resilience, autonomy and the skills required to become successful learners;
- utilise effectively classroom resources of an appropriate quality, quantity and range;
- undergo regular monitoring and evaluation to maintain the high quality of planning, delivery and consistency of provision of the curriculum;
- demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to track the progress of individual pupils, establish their level of attainment and inform future planning;
- utilise effective strategies for managing behaviour and encouraging pupils to behave responsibly;
- will not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs and does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

Organisation, Planning and Monitoring

Heads of Department are responsible for drawing up and reviewing the planning documents for their subjects. These outline the programmes of study for the year, state the objectives and may also contain guidelines for the teaching of these.

Individual teachers are responsible for the planning of the lessons they teach, although this may be done in collaboration with colleagues to ensure a consistent approach and appropriate differentiation. They are responsible for reviewing the efficacy of each lesson and using this to inform the planning of future lessons. This self-reflection ensures that the programme of study is delivered in such a way that meets the needs of individual pupils.

Medium Term Plans provide clear guidance on the objectives and the methodology used to deliver each topic or area of the curriculum.

Curriculum planning will not undermine fundamental British values.

The Role of Pre-Prep Subject Coordinators

The role of the subject coordinator is to work within Pre-Prep and EYFS to:

- maintain and update aims and objectives for the subject in the Pre-Prep
- prepare and maintain long and medium term planning in Pre-Prep
- monitor and observe teaching and learning
- manage continuity and progression
- act as a source of professional advice
- order and manage resources in conjunction with Head of Pre-Prep

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- liaise regularly with the Head of Department
- encourage staff to integrate the policies on the subject into other areas of the curriculum
- keep abreast of educational thought

The Role of Middle School Subject Coordinators

The role of the subject coordinator is to work within Middle School to:

- maintain and update aims and objectives for the subject
- prepare and maintain long and medium term planning
- manage continuity and progression
- act as a source of professional advice
- order and manage resources in conjunction with Head of Middle School
- liaise regularly with the Head of Department
- encourage staff to integrate the policies on the subject into other areas of the curriculum
- keep abreast of educational thought

The Role of the Head of Department

The role of Head of Department is to:

- oversee the curriculum and planning for the subject
- provide a strategic lead and direction for the subject;
- monitor standards being achieved;
- help identifying and providing suitable resources for More Able and Talented pupils
- monitor pupil progress in that subject area;
- observe the teaching and teachers' planning of the subject throughout the school;
- support and advise colleagues on issues related to the subject;
- provide efficient resource management for the subject;
- oversee the quality of teaching and learning for the subject;
- maintain a departmental development plan.

St Hugh's provides Heads of Department non-contact time each term, so that they can carry out their duties. It is the role of each Head of Department and Subject Coordinator to keep up to date with developments in their subject, at both national and local level. It is their duty to review the way the subject is taught at St Hugh's, and plan for improvement. The development planning links to whole school objectives. Each Head of Department reviews the curriculum plans and ensures that progression is planned into the schemes of work.

The Head of Department monitors the way that a subject is taught throughout the school. They examine all subject plans and ensure that appropriate teaching strategies are used. They also have responsibility for monitoring the way in which resources are stored and managed. Furthermore,

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Heads of Department have a responsible to monitor that the curriculum in their areas does not undermine fundamental British values.

Overall responsibility for the Curriculum

The Headmaster has overall responsibility for the curriculum. Together with the Deputy Head (Academic) and the Academic Leadership Team, he oversees curriculum planning and provides guidance to Heads of department through INSET and Heads of Department meetings (other aspects of this monitoring of the curriculum are detailed in the Assessment Policy).

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