



HEATHSIDE SCHOOL
HAMPSTEAD

Curriculum Policy

Introduction

At Heathside, our aim is for our pupils to become independent learners, who are able to explore their ideas within a curriculum which is relevant and engaging. As well as wanting our pupils to “know things”, we also encourage them to weigh evidence, reflect on outcomes and apply their learning elsewhere.

The school is non-selective and takes account of the ability of every pupil, ensuring that each is challenged and his/her talents are fostered. When pupils leave Heathside, we want them to be knowledgeable independent thinkers who are well-prepared for the next stage of their education and, going forwards, into their adult lives.

Our Schemes of Work have been developed by subject coordinators. They enable the delivery of a creative curriculum which takes into account the ages, abilities and needs of all our pupils, including more able children, pupils on our SEND Register, pupils with Individual Education Plans, or those with other needs such as having English as an Additional Language or responsibilities as a young carer.

The curriculum shadows the National Curriculum and offers a balanced range of subjects which allows pupils to acquire skills in:

- English
- Mathematics
- Science (Biology, Chemistry and Physics) (STEM for primary students)
- French
- Spanish
- Latin
- Art (Art & Design for prep pupils)
- Drama
- Geography
- History
- Classical Civilisation
- Music
- Physical Education
- Personal, Social, Health & Education (PSHE)
- Computer Science

Alongside the core curriculum, pupils are also able to benefit from a wide range of extra-curricular activities.

At Heathside, we endeavour to bring the curriculum to life through cross-curricular, practical, real-life, fun and challenging activities that extend our pupils' thinking and skills.

Blended Learning

To ensure that Heathside is prepared for any possible lock down situation, a blended learning approach will be taken. All homework for years 6-8 will be uploaded to the google classroom for the appropriate year group or subject, and if necessary, lesson material, which will mean that learning is ready to be online again at any time. If the highly unlikely event of another lock down, teaching will continue to follow the normal timetable, with lessons being delivered live by teachers through Google Meet to students at home, with work set through the Google classroom. For the younger pupils, material will be uploaded to google classroom when appropriate, and if a lockdown occurs, lessons will revert to being online through Google meets and Google Classroom.

Extra-Curricular Activities

Through our Physical Education curriculum, pupils are able to develop both physically and socially. All pupils participate in weekly games, and alongside this, there are regular sports fixtures. Those naturally interested in sport are encouraged and fostered to develop their sporting talents to a high level.

The School Council develops leadership skills, teaches pupils about democratic processes and gives all pupils a voice in the running of the school.

We have popular and well-attended clubs in a range of subjects including Art & Design and Science, as well as a wide range of sporting options.

We also have a thriving Chess Club, which is run by external experts alongside other interest based clubs such as photography.

At Heathside, we make as much use of the many resources around us as possible, to enhance our delivery of the curriculum. This includes regular visits to the school by external professionals, making much use of nearby Hampstead Heath, and frequent other off-site visits.

For years 6-8, “drop down Wednesdays” offer an additional range of activities, from 13+ mentoring and stretch lessons, to self defence classes.

Throughout the year, we also seek to emphasise particular topics and annual important events such as:

- PSHE Kindness & Friendship Week

- Science Week
- Writing & Reading Week
- World Book Day
- Prose & Poetry Performance
- Black History Month
- Shakespeare Week
- Maths Week
- Sport Relief Week

Homework / Independent Learning

We view homework as an important aspect of our pupils' learning and development. Our aim is to provide opportunities for pupils to think and work independently, away from the classroom, and to extend their knowledge. Homework also helps parents to have direct knowledge of their child's learning.

However, we do not seek to overburden our pupils with homework at the expense of family time; we believe the balance between study and home life is an important one which needs to be maintained.

Monitoring and Assessment of the Curriculum

Teachers use a variety of methods to assess the progress of their pupils. Of course, at the most basic level, a primary assessment tool is the marking of pupils' work and the feedback given, which seeks to praise pupils on their understanding of learning objectives, as well as providing guidance and encouragement about how things could be improved, and targets for future progress. The requirements for teachers' marking can be found in our marking policy.

Regular book scrutinies are conducted throughout the year, to ensure that all pupils are receiving appropriate and timely feedback and guidance on the work they have completed during lessons and at home.

Alongside the day-to-day marking, all pupils are required to undertake some formal assessments during each year. For more information on this, please see the Assessment Policy.

Our Schemes of Work are also assessed regularly, to ensure they are up-to-date, remain relevant and continue to be in line with any changes to the National Curriculum and 13+ curriculum. All scrutiny of student books / Schemes of Work is carried out by the most experienced members of our senior team.

For further information, see assessment policy.

Values and Inclusivity in The Curriculum

We actively seek to include fundamental values within our curriculum, including:

- Democracy
- The Rule of Law
- Individual Liberty
- Rights and Responsibilities
- Respect
- Tolerance

It is our policy to respect those with different faiths or no faith. Throughout the year, we celebrate world events such as Christmas, Hanukkah, Eid, Diwali and Santa Lucia.

Equally, pupils at Heathside can be confident that all similarities and differences in regard to fluidity of gender identity will be accepted, respected and celebrated.

Curriculum Policy – EYFS

Play and Exploration

The EYFS at Heathside has a play-based approach to learning and development. Well-planned and purposeful play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge. Through play, children explore and develop learning experiences which help them make sense of the world. They develop thinking skills, independence and self-discipline. Children have opportunities to be creative, experiment and test ideas.

Teaching and Learning

Teaching and learning opportunities ensure children develop physically, linguistically, intellectually and emotionally. It builds on what children already know and can do and inspires a confident disposition to learning through meaningful, imaginative, challenging and enjoyable experiences. We value the development of the whole child and children at Heathside are highly resilient. Specialist Lessons include: Gymnastics, Mindfulness, French, Music, Swimming, P.E. and Forest School (from Upper Nursery) Extra-Curricular clubs include: Capoeira, Science, Chess, Art and Craft, Dance, Creative Movement and Spanish.

Planning the Curriculum

The curriculum is planned around observations of children, their strengths, interests and needs, as well as the teachers' understanding of what necessary skills will help each child to achieve their objectives. Indoor and outdoor play-based activities encourage child-initiated as well as adult-led activities.

- We meet the varying needs of children through:
- Planning opportunities that build on children's knowledge and experience
- Using a range of teaching and learning strategies based on children's needs
- Provide a stimulating environment to motivate children's learning where the contribution of all children is valued
- Use resources which reflect diversity and are free from discrimination and stereotyping
- Valuing the local community and environment as a source of learning opportunities
- Using displays, resources and equipment that reflect the community in which the children live including role-play areas
- Provide activities relating to a wide range of religious, ethnic and cultural celebrations
- Planning challenging activities according to children's level of development
- Monitoring children's progress and take appropriate action to support as necessary
- Please also see school SEN Policy

Key Stage 1 and 2 - The Cornerstones Curriculum

Here at Heathside we are using the Cornerstones Curriculum Maestro resource that gives a broad and balanced, knowledge and skills-based curriculum that enables teachers to plan efficiently and identify any gaps in the national curriculum coverage.

Every project features a weekly plan that develops over the course of a week. Each lesson is linked to an essential skill and the national curriculum programme of study. The resources available to teachers include videos, presentations, reading texts, picture cards, and display banners, amongst other things.

Additionally, literacy is integral to all the topics covered, giving children the opportunity to use their reading, writing and language skills across the curriculum.

Subjects in the Cornerstones Curriculum

The areas of the curriculum that are covered are:

- Geography
- History
- PSHE
- Science
- Computing
- Design and Technology

There are also additional links with subjects that are taught discretely at Heathside:

- Art and Design
- English
- Maths
- Music
- PE

The Cornerstones Learning Pathway

Engage

- Set the scene and provide the context for learning
- Spark children's curiosity using interesting starting points

Develop

- Teach facts and information for deeper understanding and knowledge
- Demonstrate new skills and allow time for consolidation

Innovate

- Provide imaginative scenarios that encourage creative thinking
- Enable children to apply previously learned skills

Express

- Provide environments for reflective talk
- Create opportunities for shared evaluation

Maths across the curriculum

KSI Maths

Heathside follows the National Curriculum as a guideline and we use a range of resources including Galore Park, Maths on Target, Hamilton Trust and White Rose Maths to challenge our more able students. The classwork and homework are differentiated for different abilities. The children work through written activities, maths problems and interactive whiteboard games for one hour per day. Once a week the pupils are tested on their mental arithmetic.

KS2 Maths

In years 3, 4, 5, and 6 maths becomes focused on the subject areas that are required for the 11+ exams. Alongside covering the national curriculum and Galore Park, syllabus questions taken from 11+ papers are studied both in class and for homework. KS2 classes are organised into three small groups.

KS3 Mathematics

In years 7 and 8 the pupils follow the Common Entrance syllabus for mathematics. This comprehensive and flexible syllabus is designed to prepare both pupils who will be taking the Common Entrance exam at the end of year 8.

Across Key Stage 3, the mathematics syllabi at Heathside promote the learning of mathematics by discovery and experimentation rather than by rote. This fosters a deeper understanding of the mathematical concepts the pupils will be studying. Regular half-termly assessments facilitate the oversight of the progress the pupils are making in their mathematics lessons.

English across the curriculum

KS1 & 2 English

The KS1 & 2 English curriculum has been planned in detail with progression for both reading and writing across each year group outlined clearly for teachers. The English curriculum follows the national curriculum guidelines and is assessed according to Heathside internal guidelines with clear moderation documents to support all teachers. The non negotiables for teaching English at Heathside to ensure the consistency of learning across the school are as follows:

Key Stage One: Year 1 & 2

- The learning objective will always be displayed at the beginning of the lesson. It will be specific about the skills the children are going to learn in that lesson, e.g. To start my sentence with a capital letter.
- All lessons will be differentiated to ensure every child is able to access the lesson and make progress.

Reading

- Children will read to an adult at least twice a week
- Children encouraged to talk about what they have read
- Phonics to be taught daily
- The class novel should be read daily

Writing

- All units will have a 'hook'. This can be a book, an extract, video clip etc.
- WAGOLs to be used throughout a writing unit
- Start to look at the simple features of texts
- Teachers to use modelled writing before children carry out their written pieces
- A good balance of fiction, non-fiction and poetry will be taught
- Handwriting to be taught weekly and practised a couple of times during the week
- Children should be doing a piece of writing each week.
- Children to complete an independent piece of writing fortnightly for their Writing Portfolios.
- Children taught to use success criteria to assess their work

Key Stage Two: Year 3 – 6

- The learning objective will always be displayed at the beginning of the lesson. It will be specific about the skills the children are going to learn in that lesson, e.g. To punctuate direct speech correctly in a story.
- All lessons will be differentiated to ensure every child is able to access the lesson and make progress.

Reading

- Children should be changing their home readers weekly (or fortnightly for longer books).
- Adults to listen to children read by asking them to read aloud in lessons, particularly in reading lessons
- Reading strategies for reading unknown words should be taught
- Comprehension skills to be taught weekly
- The class novel should be read daily

Writing

- All units will have a 'hook'. This can be a book, an extract, video clip etc.
- WAGOLs to be used throughout a writing unit
- At the beginning of a unit, children should be looking at the features of a text and building success criteria
- Children should be taught how to use the success criteria to assess their own work and to set themselves targets
- Teachers to use modelled writing before children carry out their written pieces
- A good balance of fiction, non-fiction and poetry will be taught
- Children should be aware of the purpose of their writing and the intended audience
- Grammar and punctuation skills are taught in context.
- Handwriting to be taught weekly and practised a couple of times during the week
- Spelling rules to be taught weekly
- Children should be doing a piece of writing each week. This doesn't need to be a full piece of writing; it could be a setting description or the opening to a story.
- Children to complete an independent piece of writing fortnightly for their Writing Portfolios.

KS3 English

In KS3 students have **5 lessons of English per week** covering the key skills and topics to prepare them fully for the demands of GCSE. Each year students complete a program of study that mirrors that of KS4 at the same time as providing a rich, in-depth study of the texts and practice and mastery of skills required by the national curriculum.

Literature and language

3 lessons per week cover a key literature or language component. Across the year every student will study a 19th century prose text, a 20th or 21st century/modern prose text or play, a poetry anthology consisting of poems ranging from the 14th century to the present day and from a variety of cultures, nationalities and genres, as well as a Shakespeare play. Language components are spread throughout the year, as well as being incorporated within the literature schemes and cover writing to describe, writing to argue and narrative writing. The language components also cover a range of short form non-fiction texts from the 19th, 20th and 21st centuries. Each scheme incorporates the explicit practice of spoken language and listening through speeches, debate, discussion and talk.

Writing for accuracy

1 lesson per week is dedicated to mastering writing accuracy with a focus on learning, applying and practicing the rules of grammar, punctuation, paragraphing and structure and creative and effective use of a range of writing strategies.

Vocabulary

1 lesson per week is dedicated to vocabulary acquisition, usage and spelling to ensure children develop and apply an increasingly broad range of exact, accurate and expressive vocabularies in their academic studies, and verbal communication. This is a cross-subject approach so children maintain a constant acquisition and application of new tier 2 and tier 3 vocabularies from a range of disciplines to improve the richness and technical mastery of their word knowledge.

In addition, there are 3 morning periods per week dedicated to reading for pleasure covering a range of texts to support pupil's literacy and their knowledge of, and interest in, the world around them.

Science across the curriculum

KS1 and 2 Science

Science at KS1 and 2 is taught through the cornerstones curriculum, with an additional "STEM" lesson per week for all students to address any aspects of the science KS1 & 2 curriculum not covered by the chosen cornerstones topics.

KS3 Science

Science in KS3 is broken down into topics to cover the KS3 national curriculum and the 13+ curriculum in Biology, Chemistry and Physics. Students cover 6 topics per year (2 per science subject).

PSHE, SRE & British Values

PSHE in KS1 & 2 is mapped through the cornerstones curriculum. Across the school, pupils have dedicated PSHE lessons each week plus cross curricular links are mapped into all other subjects through the schemes of work.

For further information, see the PSHE policy.

Key Stage 3

Ethos

The Key Stage 3 national curriculum is followed in years 7-8. All students will have a solid KS3 foundation with the 13+ knowledge base being embedded alongside skills and cross curricular links. Strong curriculum links have been mapped across other Dukes schools to ensure smooth transition for those pupils continuing on the non-selective route.

A Heathside High Learner

Pupils in the High School will be encouraged to develop the following learning traits:

- **Impartial** – Consider situations, whatever they may be, without prejudice
- **United** – A strong belief in collaboration will help everyone's learning
- **Caring** – All members of Heathside will care about each other
- **Adventurous** – Curiosity and a desire to try new things should always be encouraged
- **Brave** – Never be afraid to take measured risks or make mistakes. Everyone can learn through their mistakes
- **Determined** – In life, we don't always succeed at the first attempt. We must be prepared to try again.

- **Challenging** – We should always feel free to challenge ourselves and each other to gain a better understanding
- **Knowledgeable** – we can apply our knowledge we have acquired across a range of disciplines and subjects

13+ CE Curriculum

Through years 7 and 8, alongside the National Curriculum we ensure that any pupils taking the 13+ exam are catered for. This will include practising past papers outside of lesson time and extra sessions with subject teachers to ensure that all of the 13+ CE syllabus is covered.