HOLMEWOOD HOUSE SCHOOL

CURRICULUM POLICY

'Kindness, aspiration & self-belief'

Policy Holder	Deputy Head
Date Approved	February 2026
Approval	SLT, E&P Committee
Date for next review	February 2027

AIMS

The school's curricular aims are:

- to provide a broad and balanced education for all pupils
- to ensure that all pupils have the opportunity to learn and make progress through access to a coherently planned sequence of learning steps, challenges and successes
- to develop pupils' academic ambition and foster the foundations of a lifelong love of learning
- to provide pupils with extensive opportunities for cultural, physical, and spiritual development, including sport and the creative and performing arts
- to maintain a consistent high quality of well-planned and forward-thinking teaching and learning experiences
- to equip pupils with knowledge and valuable cultural capital, as well as support the development of a wider and more comprehensive interpersonal and intrapersonal skill set
- to prepare pupils for both informal and formal assessments and examinations, as age appropriate
- to ensure that all pupils are able to transition into, out of, and through the school successfully
- to prepare pupils for the opportunities, responsibilities and experiences of life in British Society
- to support pupils' spiritual, moral, social and cultural development while actively promoting habits for positive mental health
- to promote actively the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and the associated principles
- to embody our school values: Kindness, Aspiration, and Self-Belief
- to strategically enrich learning with opportunities for collaboration, cooperation, creative problem solving while championing diversity and respect

GENERAL PROVISION

A full-time supervised education is provided for pupils aged 2+ to 13+, which gives pupils age appropriate experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. Children aged between 2 and 4 may attend the school for regular but limited sessions until they are ready for full-time attendance. Provision for our Early Years pupils is consistent with the needs of those children.
The subject matter of the curriculum is appropriate for the ages and aptitudes of pupils.
All pupils are enabled to acquire skills in speaking, listening, literacy and numeracy, mainly in English and Mathematics lessons, but also as a cross-curricular provision. This leads to a rich and varied curriculum with a strong emphasis on celebrating cultural differences while promoting and not undermining British values.
All pupils have the opportunity to learn and progress. This learning and progress are recorded and reported to parents on a regular basis. Feedback may be requested at any time by parents about the progress of a child.
Adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life is offered to all pupils by means of the academic, pastoral, co-curricular provision of the school. In particular, pupils are prepared for a smooth and successful transfer to their senior schools at Year 7 or Year 9.

BREADTH

Plans and schemes of work for each subject in the curriculum illustrate how each area of educational experience is woven into the curriculum.

Linguistic

This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. English is the main medium of instruction but other languages are taught: French, Spanish, Latin, Greek and Mandarin (taught individually and as an activity) but there is also a strong cross-curricular element in this area whereby all other subjects nurture linguistic skills in one way or another.

Mathematical

This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. The knowledge and understanding of mathematics is developed in a variety of ways, including practical activity, exploration and discussion. There is a numerical element in other subjects, most particularly Science, DT and Geography, but also Art and Music.

Scientific

This area is concerned with increasing pupils' knowledge of nature, materials and forces and with developing the skills associated with science as a process of rational enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings. There also scientific elements in Geography, and DT.

Technological skills

These include the use of ICT, developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and the evaluation of processes and products.

Human and social

This area is concerned with people and with their environment, and human action, now and in the past, has influenced events and conditions. History, Geography and TPR make a strong contribution to this area, as does the school's SMSC policy.

Physical

This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils also acquire in P.E. and Sport, along with My Heart My Mind a knowledge and understanding of the basic principles of fitness and health.

Aesthetic and creative

This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects in all subjects, but some make a particularly strong contribution, including art, music, dance, drama, and literature because these require a wide range of personal, imaginative and creative responses.

EQUAL OPPORTUNITIES

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.

Disabilities: In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school's Accessibility Policy is on the H drive and parent portal.

DIFFERENTIATION/ADAPTIVE TEACHING

A variety of differing teaching and learning methods and materials are used in all courses to suit pupils' different needs. We host regular pupil improvement meetings to share strategies for selected individuals and track progress through a variety of methods. In doing so, we are able to feel confident that we meet the needs of our individuals. Staff have a training session on meeting an identified a Special Educational Need at least once a term and there are weekly Pupil Improvement Group meetings which drill down into specific characters' needs for the staff who teach them.

SUBJECTS OFFERED

The following gives an overview of the subjects offered to different year groups. A detailed account of the curricular provision within each subject is given within the departmental handbook for that subject.

EARLY YEARS FOUNDATION STAGE (Pre-Nursery, Nursery and Reception classes)

The EYFS Framework sets the UK standards for development, learning and care for children from birth to five. It is built around four principles

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

The Pre-Nursery, Nursery and Reception classes follow the Early Years Foundation Stage curriculum, which is based on the 'Development Matters' document, and leads through to the Early Learning Goals, which embody the basic expectations for our children by the end of Reception.

It focuses learning on seven key areas –

- **Personal, Social and Emotional Development** – helping to build confidence, independence and respect;
- **Communication and Language** – developing speaking and listening skills;
- **Physical Development** – relating to developing physical skills and understanding;
- **Literacy** – beginning to read and write;
- **Mathematics** – focusing on number work and mathematical thinking and ideas;
- **Understanding the World** – helping children to investigate and think about their place in the world;
- **Expressive Arts and Design** – helping to develop children's imagination and creativity.

The staff also reflect upon the characteristics of effective learning for each of the children; the key characteristics are 'playing and exploring', 'active learning' and 'creating and thinking critically'.

The school fully supports the principle that young children learn most effectively through play; care is taken to ensure that the children are able to make the progress necessary through both child-initiated and planned, structured activities. Attention is clearly given to the children's previous knowledge and experience as well as their growing interests.

Continuous assessment is central in the Early Years classrooms. The children's skills are assessed when they first join the school, and then regularly throughout the EYFS; this in part forms the basis for future planning. Staff use the Foundation Stage Profile as a way of recording the children's developing progress through Nursery and Reception.

Parents are a key feature in a child's learning, and the school works hard to build positive links with them, both by keeping them informed about the way in which the children are learning and how well they are progressing, and also through regular and open contact with them.

PRE PREP – YEAR 1 and YEAR 2

The curriculum for children in Years One and Two encompasses Literacy, Numeracy, Science, Art, Design Technology and Music, Physical Education, Swimming, French, History, Geography, Information Technology and My Heart My Mind.

Year 3 and Year 4

The subjects taught are: English, History, My Heart, Drama, French, Mathematics, Science, Geography, TPR, Computing, Music, Choir, Art, DT, Swimming and Physical Education.

Year 5

As for Years 3 and 4 except that 2 lessons of WoLLoW (World of Languages, Languages of the World) is now introduced.

Year 6, 7 and 8

As for Year 5 except pupils no longer study WoLLoW, and instead choose between Latin/Spanish and in some instances, where prompted by school, additional Mathematics and English. Science is now split and Biology, Chemistry, and Physics are taught as separate subjects. Swimming is taught within the PE timetable rather than as a stand alone lesson.
Creative and performance subjects are taught in forms. Art, DT and Drama each have a double period a week and Computing, My Heart and Music are singles.

In Year 6, we hold lessons in Sets for Mathematics, English, Spanish, French, Latin (1 set), Sciences, and Humanities. Set 1 are pupils who are the most able and are potentially heading towards a goal of Scholarship. Sets 2-5 are for those who are working towards our Holmewood Horizons curriculum. For the Humanities, all sets, other than Set 1 are working on an Enriched Humanities Curriculum, as we do not do Common Entrance in the Humanities subjects.

Year 6 and 7 have a double Enrichment lesson per week which focuses on Pre-Tests in Year 6, followed by Active Citizenship in Year 6&7 (once the pre-tests are done)

In Year 8, Enrichment is a single lesson. The programme of study starts with Leadership skills, and the programme evolves to include a Personal Enrichment Project which requires researching and developing a theme of interest selected by the children.

Currently, we are phasing out Common Entrance. Our current Year 8s will complete Common Entrance, but after this, we will have a bespoke curriculum, named Holmewood Horizons in place for our learners.

My Heart My Mind

Personal, Social, Health and Citizenship Education provides a vital foundation for the personal development of young people in preparing them for adult life. We aim to educate the child as a whole person and build this into the curriculum by having 'Circle Time' in the younger years when children can share and discuss issues, feelings and concerns. My Heart My Mind is taught in Form time or as a separate subject in the Senior School. (*The MHMM policy and scheme of work provide more detail*)
There is a School Council and a Green Council that comprises one representative from each class in the school. The Councils discuss issues that are raised by pupils and the representatives feed information back to their classmates.

Theology, Philosophy And Religion

Is provided and the policy is set out in the TPR Departmental Handbook.

Sex And Relationships Education

There is a separate policy for SRE which sets out the curriculum in age appropriate sessions. It is also covered in great detail in the MHMM policy.

Political Education

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law.

Pe And Games

The policy is set out in the Physical Education Departmental Handbook.

EXTRA-CURRICULAR ACTIVITIES

The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. Many of the clubs and co-curricular activities in place are linked to our taught subjects in order to provide excellence in breadth and access, but not all. Clubs provision changes termly, so please see the brochure for further information.

SPECIAL EDUCATIONAL NEEDS

The curriculum is designed to provide access and opportunity for all children who attend the school. If it is necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

If a child has a learning difficulty and/or disability our school does all it can to meet these individual needs. If a child displays signs of having a specific learning difficulty, the teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more complex, the Learning Strategies Department provide extra support and the appropriate external agencies are involved, if necessary. The Learning Strategies Department are consulted about a pupil and make additional and more formal assessments based on a Record of Concern from the teacher.

The school provides an Individual Educational Plan (IEP) for each of the children who receive Learning Support, this is in the form of a Pupil Passport. This sets out the nature of the learning difficulty and outlines how the schools will aim to address the need. It also sets out targets for improvement so that we can review and monitor the progress of each child at regular intervals.

Should a child's needs extend beyond the reasonable adjustments possible in school, we will liaise with parents to share our concerns and in rare instances, support with transitioning to 1:1 provision (paid for by the family) or in very rare instances, transition the child out of the school to a more suitable learning environment.

Any child with an Educational Health and Care plan (EH&C) will follow an adapted curriculum tailored to their needs with "in class" support if necessary. The school's Head of Learning Strategies responsible for liaising with Kent Education Authority and ensuring a review of the EH&C takes place annually *(see also current SEND Policy)*.

Children with an ability to develop to a level significantly ahead of their year group are placed on the school's More Able register and, where appropriate, invited to attend the Scholarship Readiness Programme (Years 6-8) (see *also Scholarship Readiness Programme Awards and Bursary Policy and More*

Able Policy). We seek to extend and challenge all children with quality first teaching strategies and enrichment opportunities.

ENGLISH AS AN ADDITIONAL LANGUAGE

In order to cope with the academic and social demands of the school, pupils must be fluent English speakers. The school may recommend that some children, whose first language at home is not English, receive individual tuition in English as an additional language. A qualified EAL teacher is able to provide appropriate screening, support and advice to staff about enabling pupils with English as an additional language to access the curriculum. Please see the English as an Additional Language Policy for further information.

CONCERNS AND COMPLAINTS

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's form teacher, the divisional head or with the Deputy Head Learning and Teaching.

MONITORING AND REVIEW

This policy will be monitored by the Director of Studies and the Deputy Head Learning and Teaching who will report to the Head on its implementation on a regular basis.