



CURRICULUM POLICY

(Updated Summer Term 2025)

Nisi Dominus Frustra - Without the Lord, everything is in vain

MISSION STATEMENT

- * A Rose Hill School child's learning experience is one of aspiration, adventure, and achievement in a nurturing, caring school.

AIMS

Working with **integrity** your child will:

- * Be inspired to develop **confidence** to thrive in all areas of our rich curriculum.
- * Foster the skills and talents which enable them to **organise** their learning and plan to achieve success.
- * Demonstrate **persistence** to flourish in the face of challenge.
- * Show **resilience** and learn from difficult situations.
- * **Get along** with others, work collaboratively and accept everyone.

Policy Statement & Aims

- To deliver a curriculum that values knowledge and truth
- To nurture responsible global citizens
- To provide rich, deep, immersive and cross-curricular learning opportunities
- To cultivate positive character traits, enhancing future employability
- To enable pupils to develop a breadth of essential skills for success in modern senior schools and universities
- To help pupils identify their strengths, interests and career options through a careers programme presented in an impartial manner, which enables pupils to make informed choices and fulfil their potential
- To give all pupils the chance to shine
- To provide subject matter appropriate for the ages and aptitudes of all pupils, including those who speak English as an Additional Language and those with an EHCP
- To provide personal, social and health education which reflects the school's aims and ethos
- To provide pupils with adequate preparation for the opportunities, responsibilities and experiences of life in British society
- To provide a curriculum which promotes personal development through inter-personal relationships, persistence, organisation, confidence, resilience and integrity – the Rose Hill 5 Keys to Success
- To provide for pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills
- To recognise the importance of play for EYFS pupils and incorporate learning in maths, literacy, understanding of the world and expressive arts and design
- To establish a supportive partnership in which parents, carers, governors and staff share responsibility for the education of our pupils

ORGANISATION

The school is divided into four areas, each led by a member of the Management Team, known as Heads of Area:

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|----------------------------------|-------------------------|
| The Early Years Foundation Stage | - Nursery and Reception |
| Lower School | - Years 1 and 2 |
| Middle School | - Years 3, 4 and 5 |
| Upper School | - Years 6, 7 and 8 |

Pupils from Nursery to Year 4 receive most of their teaching, including PSHE, from their class teacher(s). Specialist teaching is provided for games/PE, swimming, French, art, computing, design technology and music.

Pupils in Years 5-8 rotate around specialist teachers for the entire curriculum. Please see the Curriculum Plan (2b) for subject allocations.

Each subject area is led by a Head of Department. Heads of Department hold responsibility for the delivery of the subject and work closely with Heads of Area. All teachers are responsible for the implementation of this policy. Departmental handbooks provide further detail on how the aims of this policy are met within specific subject areas.

The Assistant Head (Academic) oversees the delivery of the curriculum, across the school.

IMPLEMENTATION

The school follows Compass, our bespoke framework for learning. This broadly follows the requirements of the National Curriculum for all subjects in Years 1-8 and Common Entrance syllabus for maths, English, science, French and Latin in Years 6-8. Children in Nursery and Reception follow the [Early Years Foundation Stage 2025](#), with attention to elements of Compass. However, Compass goes beyond the constraints of both aforementioned curricula, and is delivered through four key strands – Philanthropy, Adventure, Curiosity and Enterprise, (PACE) providing opportunities for pupil to apply the knowledge they acquire through the curriculum in different ways, developing essential skills for lifelong success. The strands aim to develop those skills as follows PACE;

People (Philanthropy) – empathy, thoughtfulness, awareness, proactivity, generosity

Adventure – outdoor learning, risk taking, leadership, collaboration, communication

Curiosity – critical thinking, enquiry, analysis, synthesis, interpretation

Enterprise – decision making, problem solving, innovation, creativity, strategic thinking, negotiation, presentation

The curriculum not only includes the formal programme of lessons but also the vast range of co-curricular activities, trips and visits which serve to enhance the educational experience provided. Each subject area has specified time and resources to make its contribution to the curriculum as a whole (see *2b Curriculum Plan*). Cross curricular links are pursued where possible and desirable, and lessons are given a real-world context. The Creative Curriculum, delivered in Years 1-4 is a particularly strong example of this. The curriculum also includes the “hidden curriculum”: those things that pupils learn from the way they are treated and expected to behave.

Particular to EYFS

Four guiding principles should shape practice in early years. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates.

The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND). The learning and development requirements The EYFS learning and development requirements for group and school-based providers are made up of the seven areas of learning and development, as set out in the educational programmes described below.



In Reception year, teachers and practitioners will also utilise the early learning goals which summarise the knowledge, skills and understanding that all young children should have gained by the end of the EYFS.

The areas of learning and development

There are seven areas of learning and development that set out what providers must teach the children in their settings. All areas of learning and development are important and interconnected.

Three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas.

These are the **prime** areas:

- Communication and language
- Physical development
- Personal, social and emotional development

Providers must also support children in four specific areas, which help strengthen and develop the three prime areas, and ignite children's curiosity and enthusiasm.

The **specific** areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

In addition, children will have weekly modern foreign languages lessons, IT lessons, specific music and singing lessons and bespoke PE and swimming lessons.

All pupils have entitlement to the whole curriculum. This is achieved through the following elements of our educational provision:

1. High Quality Teaching and Resources

Inclusive of:

- Good teacher subject knowledge and pedagogy
- Detailed departmental handbooks
- Coherent and progressive curriculum planning, inclusive of programmes of study (Knowledge Ladders) and schemes of work
- Effective classroom management skills
- Engaging and informative displays
- Modern, high-quality teaching aids and experiences
- High expectations for the presentation of work
- Integrated use of technology as a tool for learning
- Outdoor learning opportunities
- Provision of additional learning support for those where it applies

(For further detail please consult the Teaching and Learning Policy, Assessment, Recording and Reporting Policy, SEND Policy, Equal Opportunities Policy, EAL Policy, Able, Gifted and Talented Policy)

2. A Broad and Balanced Curriculum

Inclusive of:

- Continuous and progressive schemes of work
- Challenging and engaging learning activities
- Regular, meaningful prep



- Award and scholarship preparation
- Opportunities to develop leadership skills
- Opportunities to nurture and develop the eight 'Intelligences'
- Careers education
- A varied co-curricular programme and supporting specialist staff

3. Assessment, Recording and Reporting Systems

Inclusive of:

- Informative baseline assessment
- Regular teacher assessment against Rose Hill expectations and the Early Years Foundation Stage Profile
- Verbal and written feedback related to classwork and prep
- Relevant examination structures
- Annual monitoring of curriculum, teaching and learning, marking and feedback
- Centralised tracking and monitoring of pupil achievement and progress
- The identification of 'Intelligences' in each and every pupil
- Regular reporting to parents, including Parents' Evenings and the Tapestry online Journal for EYFS
- Co-curricular timetable sessions are assessed and parents get written and verbal feedback, including identifying and promoting talents

ROLES AND RESPONSIBILITIES

Each and every teacher is responsible for the implementation of this policy. However:

- The Head has overall responsibility for curriculum delivery
- The Assistant Head (Academic) has responsibility for overseeing the implementation of this policy
- Heads of Department oversee subject planning and delivery in all areas of their departments
- Subject coordinators in the PrePrep should liaise with Heads of Department over curriculum delivery
- Teachers are responsible for subject planning, organisation, delivery and pupil assessment

MONITORING AND EVALUATION

The quality of the curriculum is monitored and controlled by:

- The Management Team through Staff Performance Development and lesson observations
- The Heads of Department through lesson observation and liaison with the Director of Studies
- Through discussion and feedback at Departmental and Staff meetings
- Through assessment of the implementation by individual staff
- Through the annual department review enabling ongoing improvement to be built into the School Development Plan
- Class Teachers, Form Tutors and Subject Teachers through evidence of pupil assessment and record keeping
- Through analysis and evaluation of data provided by assessments at the end of relevant key stages
- Tracking information is evaluated and analysed to monitor progress for pupils including specific groups and trends

HOMEWORK (PREP)

The benefits of homework include repetition and over-learning, pre-learning and independent learning. Organisation skills are also developed over time.



From Reception year, pupils are set weekly home-learning tasks appropriate to their age and ability:

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|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reception | Reading books (when the child is ready) |
| Lower School | Reading books, twice weekly literacy and numeracy activities including spellings and times tables. A maximum of once task per evening and two at the weekend. |
| Middle School | Reading books, twice weekly literacy and numeracy activities, once weekly French and science. A maximum of two tasks per evening, and at the weekend. |
| Upper School | Twice weekly English and maths. Once weekly science, geography, history, RS, Latin and French. A maximum of two tasks per evening and at the weekend. |

Pupils are encouraged to follow the schedule of homework activities, with the support of their parents. However, no pupil should be pressurised or sanctioned for failing to complete homework as the school recognises the additional strain this can have on busy, working family lives.

If parents have any concerns about homework, they should contact their child's form tutor in the first instance.

*For further detail please consult the
Educational Visits Policy
Gifted and Talented Policy
PSHE (inc. Careers)
Early Years Framework, 2025*

Revised and updated by Emma Neville
Autumn Term 2025