1. INTRODUCTION

Hanford is a boarding and day school for girls aged 7 to 13. Our curriculum is broadly based, encompassing the ISEB/Common Entrance syllabus and, where appropriate, Scholarship whilst, in accordance with the school’s aims, having regard to the ages, aptitudes and needs of each girl. There is a focus upon enhancement and extension, of working outside and beyond the syllabus, to enable each girl to fulfil her potential.

We strive to ensure that the girls are happy, have the opportunity to discover whether they can excel and are prepared for their next school, and for life beyond, in a safe and secure environment.

2. AIMS OF THE SCHOOL

The aims of the school, as set out in the website are:

- **Fulfilling Potential** - To recognise the breadth of academic capabilities and requirements and enable each girl to do the very best that she can.

- **Nurturing Talent** - To provide the opportunity, encouragement and support for each girl to pursue and expand her interests both within and beyond the classroom.

- **Valuing Individuality** - To recognize that each girl develops at her own speed, with her own interests, abilities and needs; and to maintain the flexibility to respond accordingly.

- **Encouraging Respect** - To help the girls to look beyond themselves, to learn about living with others, being part of a wider group and taking care of each other's needs.

- **Cherishing Childhood** - To provide the time, the opportunity and the environment for free play.

In order to achieve these aims, it is essential that Hanford supports the learning and development of all pupils across the curriculum.

3. OVERVIEW OF THE CURRICULUM

The curriculum is designed to provide a balanced programme of education for all pupils at the school, with an emphasis, especially in Years 3 and 4, on enabling them to acquire skills in speaking and listening, literacy and numeracy. The range of subjects, activities and experiences aims to enable the girls to make the very best of their talents and interests and
help them to prepare effectively for the opportunities, responsibilities and experiences of adult life in British society and the wider world.

Each department produces plans and a scheme of work, which gives an outline of the subject matter that is appropriate for the ages, aptitudes and needs of our pupils. Allowances are made for learners with difficulties and/or disabilities. The programmes devised for pupils with specific learning needs or disabilities are based upon the concept of as much inclusion in as wide a range of subject areas as possible.

Our curriculum and staffing levels ensure that we provide full-time supervised education for our girls which will give them the opportunity to learn and make progress and to increase their understanding and develop skills in the subjects taught as well as to experience the following aspects of education:

- Linguistic (English, French and Latin)
- Mathematical (Maths and Science)
- Scientific (Biology, Chemistry and Physics)
- Technology (ICT)
- Human and Social (History, Geography, Scripture and Current Affairs)
- Physical (PE and Games)
- Aesthetic and Creative (Art Appreciation, Music, Drama, Art, Pottery and Handwork)

Subjects taught throughout the school
The following subjects are offered throughout the school: Art, English, Geography, French, Handwork, History, ICT, Mathematics, Music, PE, Science and Religious Studies.

Additional subjects
Art Appreciation, Current Affairs and Pottery are introduced in Year 6 and continue through to Year 8. General Knowledge is taught in Year 6 and is followed by Critical Thinking in Years 7 and 8. After an introductory period of Junior Science, the Science lessons are divided into Biology, Chemistry and Physics. Latin is taught to the majority of girls either from Year 5 or Year 6 onwards.

The Enrichment and Activities Programme
This programme enables the girls to discover their talents beyond the confines of a more traditional education.

Time is set aside to provide opportunities:
- for the girls to develop new enthusiasms
- for the girls to learn and develop essential life and other skills which are part of the character curriculum
- to broaden the ‘academic’ curriculum
to extend and deepen the curriculum
for group initiatives and skills as necessary

We try to reflect the needs and wishes of the girls in designing a suitable range of activities.

At the beginning of every term, with the guidance of her Form Tutor, each girl chooses from the activities on offer. Subject to the usual practical constraints, the Deputy Head timetables the activities.

The Character Curriculum
The character curriculum, which is unique to Hanford, supports the aims of the school by developing the pupils’ skills and attitudes. In particular, it fosters and develops in pupils:

- independence, encouraging them to take responsibility for their behaviour; to show initiative and leadership; also to develop creativity, intellectual curiosity and self-motivation, taking an interest in their work and having the ability to think and learn for themselves;
- resilience, enabling the pupils to develop persistence and adaptability thereby increasing their self-knowledge, self-esteem and confidence; to assess and take risks;
- empathy, encouraging pupils to respect and understand others, to develop tolerance and an appreciation of different cultural traditions and to contribute to the life of the local community, to their society and to the wider world.
- essential life skills, including the application of intellectual, physical and creative effort, including attention to detail; the development of their ability to communicate effectively, including the ability to give a balanced presentation of opposing views; to work as part of a team.

3. CLASSES

Our classes are small and, depending upon the learning needs of the girls, they are set for the core subjects and languages from Year 6. Those girls who show that they have the potential to become a scholar are taught as a group for academic subjects. Where possible, the girls are taught by specialist teachers for all subjects from Year 5.

4. ASSESSMENT AND EXTERNAL EXAMINATIONS

There is a comprehensive system in place which ensures that pupils’ work is regularly assessed and the information obtained used to plan teaching so that pupils can progress. As a result, the teachers have a good understanding of the aptitudes, needs and prior attainment of their pupils which enables effective planning to meet their needs.
Before a pupil arrives, relevant information and reports are requested to assist with effective assessment. Shortly after a girl’s arrival, an assessment is completed and, if necessary, appropriate support is provided. The Learning Support Department has suitable learning support policies and procedures which both identify children with learning support needs and give them the support they need.

The girls are assessed formally every half term and end of term for effort and attainment. Assessment also takes place at the end of modules in certain subjects.

Standardised tests are undertaken annually. Years 3, 4 and 5 have internal assessments. Pupils from Year 6 take school examinations in November and June (and in February/March for those in Year 8). The vast majority of girls are prepared for the 13+ Common Entrance examinations but many girls are also prepared for Common Pre-tests, individual school assessment days, entrance and scholarship examinations.

5. MARKING POLICY AND REWARDS

Hanford’s Marking Policy aims to ensure that the marking of all written work produced by the girls:

- is, as far as possible, done promptly;
- offers encouragement;
- provides guidance for improvement and sets targets/goals for future development;
- reflects their particular learning needs; and
- includes a numerical mark or grade where appropriate.

For good work and other achievements, “Pluses” and “V.G.s” may be awarded. The policy allows for flexibility throughout the school, although each department is expected to offer recommended guidelines.

Pupils are rewarded for the number of pluses they achieve by being given certificates at the end of term.

Progress and Excellence Certificates are also awarded at the end of term at the discretion of subject teachers.

If a pupil completes an exceptional piece of work, they will take it to the Headmaster and their work will be posted on the website and a copy kept on file. Similarly, if a pupil completes a piece of work which is exceptional for them, they will also take it to the Headmaster and the parents will be notified.
6. EQUAL OPPORTUNITIES

All girls at Hanford have equal opportunities and equal access to the curriculum, giving
them all the opportunity to learn and make progress, regardless of race, disability, religion
or belief.

Disabilities
In accordance with the statutory requirements Hanford aims to make the curriculum
accessible to all girls as far as is reasonably practicable. Hanford has an Accessibility Plan
which is available to parents on request.

Discrimination
Hanford does not discriminate against pupils contrary to Part 6 of the Equality Act.

7. DIFFERENTIATION

In accordance with Hanford’s aims, a variety of teaching methods and materials are used
in all subjects to suit the individual needs of each girl.

8. PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION

PSHE topics are covered in Biology, Scripture, Current Affairs and across the curriculum,
reflecting Hanford’s aims and ethos. They are encouraged to respect other people, paying
particular attention to the protected characteristics set out in the Equality Act 2010.

The provision for spiritual, moral, social and cultural education and the active promotion
of fundamental British values are also covered in these sessions.

The girls are taught to respect and value democracy, the rule of law, individual liberty and
mutual respect and tolerance of those with different beliefs. They are enabled to acquire a
broad general knowledge of and respect for public institutions and services in England.
(See also Religious and Political Education below).

Pupils in Years 7 and 8 are given impartial advice to enable them to start to think about
future GCSE choices and possible careers. This is part of the PSHE programme, but is also
discussed wherever opportunities arise elsewhere in the curriculum. Particular emphasis is
placed upon developing their understanding of their own strengths and how these will
lead to careers and be useful in the world of work.
9. RELIGIOUS EDUCATION

Lessons in religious education are provided for all forms. Older pupils also receive lessons in critical thinking. Integral to the provision of religious education at Hanford is the teaching of the ability to distinguish right from wrong and mutual respect and tolerance for those with different faiths and beliefs.

Weekly Sunday services and services during the week are all part of life at Hanford. Outside speakers are welcomed.

Parents have the right to withdraw their children from any aspect of religious education.

10. SEX EDUCATION

Hanford provides sex education in the basic curriculum for all girls, and our sex and relationship education policy is available to parents. It has regard for the government’s guidance in Sex and Relationship Education Guidance (0116/2000). In accordance with the law the biological aspects of human reproduction remain compulsory for all girls, but parents may withdraw their children from any other part of the sex education provision without giving reasons.

11. POLITICAL EDUCATION

The promotion of partisan political views in the teaching of any subject is forbidden by law. Hanford ensures that political issues are, wherever reasonably possible, brought to the pupils’ attention, and that they are offered a balanced presentation of opposing views.

12. PE AND GAMES

In accordance with Hanford’s aims, all girls take part in Hanford’s extensive Physical Education and Games programme. Girls may be excused for medical reasons. Games include athletics, cross country, gymnastics, hockey, netball, pop lacrosse, rounders and swimming. Girls may also opt to have extra lessons in riding and tennis.

13. EXTRA-CURRICULAR ACTIVITIES

In accordance with Hanford’s aims, all girls take part in Hanford’s wide and varied programme of cultural and other activities which take place outside the formal curriculum. Activities include plays, concerts, cultural visits, camping and outward bound activities and overseas trips. Girls may also opt to have extra lessons in music and dance. In certain
circumstances, arrangements can also be made for girls to learn another language or undertake another activity if desired.

14. PREP

During each day of the week, all forms in the senior school have two 30 minute prep sessions, which are supervised by members of the teaching staff and, where appropriate, members of the Committees. The subject allocations are detailed in the school’s academic timetable. In the majority of cases, these prep sessions provide the children with the opportunity to work independently. In certain circumstances, however, a teacher may choose to teach in a prep session.

15. LEARNING SUPPORT

Hanford is an inclusive school which aims to ensure that all girls have the opportunity to learn and make progress. Those with learning needs, including those on EHC plans, are supported by the Learning Support department. These pupils will have details of their additional needs laid out in an Individual Education Plan, which is shared with their parents and all staff. Their progress is closely monitored to ensure that the appropriate support is put in place and that they are meeting their individual targets. For further information, a separate Learning Support Policy is available from the School Office or via the website.

16. REPORTING

Termly reports are sent to parents, with the exception of the spring term when only the Sixth Form parents receive full reports. Effort Grade reports are sent to parents every half term. An extended grade report is sent to parents of pupils in all years, apart from the Sixth Form, at the end of the spring term.

Certificates are given to the hardest working girls in each form, every half and end of term, to acknowledge the effort grades.

Parent/teacher meetings are held annually for each year group.

17. CONCERNS AND COMPLAINTS

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the Director of Studies and, if they are not satisfied with the response, with the Headmaster. If the issue is not then resolved parents should make an official
complaint in writing to the Headmaster. A formal complaints procedure is available to parents on request.

18. CURRICULUM AUDIT

In 2014, Hanford carried out an audit of the curriculum, which involved a survey of staff, parents and pupils, as to the nature and extent of the current curriculum. The findings of this audit are reflected in this curriculum policy.

19. MONITORING AND REVIEW

This policy will be reviewed annually, or earlier if necessary.

Rory Johnston
Headmaster

May 2017