

Curriculum Policy

(Reviewer: Graham Moir, August 2026)

Approved by SMT August 2026

All areas of the curriculum promote respect for individuals regardless of age, disability, sex, race, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity and other protected characteristics under the Equality Act 2010. Appropriate adjustments are made to ensure that all pupils can access the curriculum and make progress.

The curriculum aims to:

- enable pupils to acquire knowledge, skills and understanding;
- promote intellectual curiosity and independent learning;
- prepare pupils for the opportunities, responsibilities and experiences of later life;
- support pupils' spiritual, moral, social and cultural development;
- promote fundamental British values;
- ensure equality of opportunity;
- take into account the ages, aptitudes and needs of all pupils, enabling all pupils, including those with SEND and EHCPs, to make progress.

The curriculum's effectiveness is monitored through assessment, tracking, departmental review, pupil progress meetings and reporting to parents (see Monitoring and Assessment Policy).

Throughout the Curriculum, PSHE programmes incorporate age-appropriate Relationships Education, Relationships and Sex Education and Health Education, delivered in accordance with current statutory guidance.

The Deputy Head Academic, alongside other members of the Senior Management Team (SMT), is responsible for overseeing the implementation of this policy. The curriculum is reviewed regularly by SMT and governors to ensure that it remains appropriate to the ages, aptitudes and needs of pupils, complies with statutory requirements and continues to meet the Independent School Standards.

Through the curriculum, pupils are encouraged to develop respect for democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

1. Junior Prep School (JPS) Curriculum including EYFS

1.1 Reception – Year 2

Pupils receive full-time supervised education from the age of 4 to 7 years. Teaching and Learning are central to the purpose of our school, and the curriculum defines what is taught and learnt. The EYFS follows the areas of learning and development laid out by the Department for Education in the Early Years Statutory Framework September 2026.

We value an approach to education that combines the strengths of both traditional and modern teaching methods. Children learn in a calm, well-organised environment where they are encouraged to challenge themselves and achieve their very best. We use a range of teaching approaches to meet

the needs of different learners, helping every child to feel successful and make good progress. We believe that high expectations, alongside the right support, help children to thrive. Our curriculum is broad, engaging and based on the National Curriculum and Early Years Statutory Framework, while offering many additional opportunities to enrich learning. Children are encouraged to achieve high standards across academic, physical and creative areas of the curriculum, developing confidence, resilience and a love of learning along the way.

The curriculum and education that pupils receive at Hurst enables them to acquire a broad knowledge and understanding of the world they live in and prepares them for the next stage of their education and for future life experiences. Pupils are encouraged to be active and independent in their learning, to participate in discussions, to take responsibility and assume leadership roles as they progress through the school. The curriculum is designed to be informing, creative, relevant, stimulating and to enable pupils to grow in understanding about the adult world they will eventually be entering.

All pupils are expected to make good progress relative to their age, ability and starting points. Regular assessments and marking ensure that all pupils are monitored closely. Teachers liaise with the Junior Prep School Head of Learning Support to identify and support children with specific learning needs. Teachers adapt teaching strategies and provide additional help to ensure that all children access the curriculum. The assessment process enables staff to monitor the children's attainment and progress. It also informs planning and future teaching and learning.

Children should be encouraged to learn from their experiences and mistakes, to think about their own behaviour and to consider the needs and feelings of others.

We give all children the support they need to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic wellbeing

Reception – Year 2: Curriculum Overview and Prep (Homework)

A timetable is followed across all year groups, gradually increasing in structure as the pupils progress towards Year 2. The early part of the day is generally set aside for 1 hour of focused work on numeracy and approximately 1 hour of focused work on literacy through the Read Write Inc. (RWI) Phonics programme. Mornings are also generally used to provide pupils with an opportunity to visit the library to improve their reading, as well as to focus more generally on English/literacy.

There is an emphasis on pupil led learning through the second stage of the day, which seeks to draw out and extend the key numeracy and literacy topics covered in the early part of the day. The second half of the day tends to include the more physically demanding activities, such as Woodland School, Dance/Gym, Drama, Swimming, PE and Music, ensuring academic progress and an all-round education. Intervention and additional support are provided both before the official start of the school day, as well as throughout.

Homework in Reception consists of reading each day, alongside the occasional maths practice with Numicon packs. In Years 1 and 2, daily reading at home is expected, as well as the learning of a suitable number (typically 5 – 7) of spellings aligned with the RWI scheme.

Reception – Early Years Foundation Stage

We take the time and care to build strong relationships with each child and their family. We provide a thoughtfully planned, stimulating and nurturing learning environment in which each child feels secure and valued so that they can thrive and optimise their learning.

Our curriculum delivers the areas of learning and development laid out in the Early Years Foundation Stage Framework and uses the 'Development Matters' document as a guide. We work towards the Early Learning Goals to ensure that children have a secure foundation for their learning in Year 1. Additionally, we provide a curriculum that is rich in first-hand experiences and responsive to the children's ever-evolving interests. Through a carefully planned play-based environment, children are encouraged to explore, investigate, create and make meaningful connections in their learning. Using an appropriate blend of adult and child-led learning activities and experiences, we enable every child to progress well through challenging and enjoyable learning opportunities. By holding high expectations for every child to achieve secure foundations in their early learning, while allowing scope for their innate curiosity, independence and creativity to flourish through play, we support children to become resilient, motivated and enthusiastic lifelong learners.

Each child is assigned a Key Person, typically their reception teacher, in accordance with EYFS requirements.

The curriculum is delivered through the following areas of learning and development:

Prime Areas:

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

Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

a) Communication and Language

Children's communication and spoken language skills underpin all seven areas of learning and development. Our setting is a language rich environment, and we promote high levels of oracy throughout the school day in quality interactions with staff, where children are encouraged to speak in full sentences and use a range of vocabulary. Children become comfortable using a rich range of vocabulary and language structures through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate. Children have opportunities to develop their listening and understanding through story times, singing nursery rhymes, circle times, role playing and story mapping. During their self-initiated learning, children are encouraged through sustained shared thinking to develop their speculative language, explanation skills and higher-level vocabulary.

b) Personal, Social and Emotional Development

To provide children with a secure foundation for happy, healthy lives and cognitive development, much of our Early Years curriculum is centred around children's personal, social, and emotional development. This crucial learning takes place through the strong, warm, and supportive relationships that children are supported to build, the interactions they have with peers and adults as they play and learn. Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating and oral hygiene, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

c) Physical Development

During the Foundation Stage, the focus is on developing and improving skills of co-ordination, control, manipulation, and movement in both large and small movements using gross and fine motor control. We support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility through their play and activities both indoors and outdoors. Children benefit from one swimming lesson, one P.E./Games lesson and one dance/gym lesson per week with specialist teachers. We teach children about the importance of physical exercise and healthy diet for good health. Children learn how to manage their own basic hygiene and personal needs successfully. Many aspects of our continuous provision are specifically designed to support the development of fine motor control by exploring and playing with small world, puzzles, arts and crafts and the practice of using small tools. We support children to hold their pencil correctly in a tripod grip and manipulate it confidently to form letters in pre-cursive font.

d) Literacy

Together, children will share an abundance of rhymes, music, poetry, stories, traditional tales, and non-fiction texts selected to delight, engage, and encourage a life-long love of reading. The setting is rich in print to stimulate and encourage decoding, meaning, and mark-making. Our extensive Prep School library will be freely available with our weekly visit to borrow books and share new stories forming a highlight in the timetable. Children will begin working on our 'Read, Write, Inc.' phonics programme to teach letters and sounds at a swift pace. Children will learn how to blend sounds together to read and to segment to write. Discussion activities enable the secure development of comprehension skills, and the gradual introduction of non-decodable words ensures fluency when reading. Children's writing is further developed through extensive oral rehearsal and playful, purposeful contexts for writing activities.

e) Mathematics

Children's mathematical development will arise out of daily experiences in an interesting environment. Oral counting, rhymes, songs, games, and practical work will all combine to allow children to develop and extend their mathematical skills. Children will learn to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small objects and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, we include rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space, and measures. Opportunities are provided to allow the children to look for patterns and relationships, spot

connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

f) Understanding the World

Our learning in Understanding the World involves guiding the children to make sense of their physical world and their community. We offer the children a breadth of experiences and opportunities to increase their knowledge and sense of the world around them – from Woodland and Farm school to educational visits and invitations to members of the community. Wherever possible, we take opportunities to learn from each other and encourage children to share their own unique experiences. We learn about and celebrate a broad range of religious and cultural festivals from around the world. In class, the children listen to a broad selection of stories, non-fiction, rhymes, and poems that foster their understanding of our culturally, socially, technologically and ecologically diverse world. The children also benefit from a weekly French lesson with a specialist teacher, which further develops their awareness of life in other countries.

g) Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. The children have regular opportunities to engage with the arts at Hurst by watching older peers and visiting experts perform, as well as by rehearsing and performing themselves. The children have one music and one drama lesson per week with a specialist teacher. Our curriculum provides extensive opportunities for children to explore and play with a wide range of media and materials. We directly teach methods before engaging with both and allow space for children to apply these skills in their own expressive, unique ways.

The key Characteristics of Effective Learning and Teaching in the Early Years are:

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Through our curriculum and interactions with every child, we seek to foster a learning culture rich in these characteristics.

Years 1 and 2

We continue to take the time and care to build strong relationships with each child and their family. We provide a thoughtfully planned, stimulating and nurturing learning environment in which each child feels secure and valued so that they can thrive and optimise their learning. Our core curriculum in Years 1 and 2 will generally follow the National Curriculum and extend beyond it where applicable to ensure that children are accessing the best possible educational opportunities.

English

In Years 1 and 2, we continue to work through the RWI Phonics programme that is started in the Reception Year. We organise the children into literacy groups based upon their reading and phonic ability. This may mean that children from both Years 1 and 2 are in the same group for a short period of time. Towards the end of Year 1, most children will complete the RWI programme and transition to the Accelerated Reader Scheme. The Big Write scheme will be followed through Years 1 and Year

2, supplemented with additional focus on grammar and comprehension. We have a very well-resourced Prep School library, which pupils use regularly.

Mathematics

Children gain a secure foundation of knowledge, skills, concepts, and the language of Mathematics. They learn to apply their skills with confidence, accuracy and understanding in real life problems and within Mathematics itself. Our Mathematics Scheme provides a framework and interactive resources which we supplement and extend when necessary. Lessons incorporate both whole class and adapted group work as appropriate. Alongside direct teaching there is a high level of interactive, oral, and practical tasks.

PE

The PE programme includes gymnastics, games and swimming, and is taught by a PE specialist. The children have one lesson of swimming and PE each week, in which they learn basic skills, safety, self-expression and teamwork. They learn to master movements and develop balance, agility and co-ordination whilst applying these in a range of activities.

French

Children learn the basis of the French language in weekly sessions, whilst at the same time developing an understanding of the French culture.

Thematic Curriculum

The following subjects are taught through a thematic curriculum over the course of the year, designed to spark curiosity, inspire and ensure that the pupils develop the skills required for Year 3 and beyond:

Science

The children are encouraged to ask questions and recognise that these can be answered in different ways. They learn how to work scientifically, and practise skills required to observe closely, perform simple tests, identify, and classify and how to use observations and ideas to suggest answers to questions. They also gather and record data to help us answer questions. Our science work will cover 'Plants', 'Animals, including humans', 'Living things and their habitats', 'Everyday materials' and 'Seasonal changes'.

Woodland and Farm School (Science)

Much of our Science curriculum is complemented during visits to our woodland environment within the College Campus. 'Woodland School' takes place once a week during the afternoon and all children in Reception, Year 1 and Year 2 attend over the course of the academic year. They are taught Woodland skills and carry out adult led and child-initiated investigations or tasks whilst exploring their environment. In addition, 'Farm School' offers children an opportunity to interact with animals, and to further explore and bring the Science curriculum to life.

Art and Design Technology

Children explore, develop, and evaluate their ideas in art and construction work through a variety of media including clay, paper craft, paint, fabric, and other materials. They will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space. The children also learn about the work of a range of artists, craft makers and designers, describing the similarities and differences and making links to their own work.

Humanities (Geography, History and REP)

- **History:** pupils develop their knowledge, skills and understanding of events and people in the past and compare them with their own lives. History is taught as part of a termly learning journey and children have the chance to go on visits to see, touch and experience aspects of the subject at first hand. The children are taught about changes within living memory, events beyond living memory, the lives of significant individuals in the past and significant historical events, people, and places in our own locality.
- **Geography:** children are encouraged to explore their curiosity and fascination about the world and its people. They develop their knowledge about the world, the United Kingdom and their locality. They learn basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first hand observation to enhance their locational awareness.
- **REP:** the Chaplaincy team lead a weekly assembly with Reception, Year 1 and 2 children in the Chapel. The children learn about the principle Christian Festivals and celebrations from a variety of cultures and religions. This includes attendance at Harvest Festival and Carol services and our performance of the Nativity.

PSHCE

PSHCE provides a thorough approach to the Human and Social Education of our pupils, promoting their spiritual, moral, social, and cultural development, which is reinforced through classroom activities, assemblies, our Children's Charter and rewards system. A focus is placed upon the three central principles of the Hurst Purpose; Work Hard, Do Good, Engage. The PSHCE programme is designed to meet the aims of the school and the school ethos. An emphasis is placed on the development of fundamental British values, the awareness of what it means to be a good citizen and respect for others and the environment. Years 1 and 2, discretely taught topics in PSHCE include 'Be Yourself', 'TEAM', 'Digital Wellbeing', 'It's My Body', 'Think Positive', 'One World', 'Safety First', and 'Aiming High'.

Computing

Children develop their skills within the classroom environment with digital skills embedded within the general curriculum. Children have access to one-to-one devices, stored in school, meaning they learn to take ownership and respect of 'their' laptops. They learn to use technology purposefully and safely to create, organise, store, manipulate and retrieve digital content, develop an understanding of algorithms and create and debug simple programs, recognise common uses of information technology beyond school. Children are taught to use technology safely, respectfully and responsibly, including learning about online safety, digital wellbeing, privacy, cyber security and how to report concerns. Children use laptops, touch screen computers and interactive whiteboards whenever appropriate. They also learn how to operate programmable toys.

Music, Drama and Dance

Children learn how to use their voices expressively and creatively by singing songs and speaking chants and rhymes. They have many opportunities to listen to a range of high-quality live and recorded music. Children sing and make music, both in cross-curricular work and in weekly Music Drama and Dance lessons with specialist teachers. Drama lessons are also designed to develop children's speaking and listening skills.

There are several opportunities throughout in the school year for children to perform in musical, dramatic and dance productions, to which parents are invited.

1.2 Year 3 – Year 6 Curriculum

The educational provision through Year 3 – Year 6 takes the best from traditional and modern methods. Classes are taught in an ordered environment with structured lessons designed to stretch and challenge every child. A variety of teaching methods are used to ensure that every pupil performs to their best ability. We believe that high expectations are the key to high achievement. The curriculum is broad and, although we take the National Curriculum as our base, we extend beyond this in many ways. Subject matter is appropriate for the ages and aptitudes of pupils, including those pupils with an EHCP. Pupils are given the opportunity to work to a very high standard in the intellectual, physical, and creative areas of the curriculum.

The curriculum and education that pupils receive at Hurst enables them to acquire a broad knowledge and understanding of the world they live in and prepares them for the next stage of their education and for future life experiences. Pupils are encouraged to be active and independent in their learning, to participate in discussions, to take responsibility and assume leadership roles as they progress through the school. The curriculum is designed to be informing, creative, relevant and stimulating, and to allow scope for the pupils to develop their talents and interests and help to prepare them for the opportunities, responsibilities and experiences of adult life.

All pupils at Hurst can learn and make progress. Regular assessments and marking ensure that all pupils are monitored closely, and the Head of JPS Learning Support notifies staff of any pupils with specific needs who may need an adapted approach and/or additional help to access the curriculum. The Challenge Grade Review System is a comprehensive resource which enables staff and parents to monitor attainment and progress as pupils pass through the school. In addition, it records significant achievements and enables strategies to be put in place to support pupils at an early stage, if required.

Detailed schemes of work for each department are stored electronically so that all teachers in each department can access them. Our curriculum provides pupils with a wide range of educational experiences:

- **Literacy** skills are predominantly delivered through the English curriculum although all teachers share some responsibility for the teaching of literacy. The marking, spelling and presentation policies reinforce literacy skills in all subjects. Progress and attainment are monitored regularly through assessments but also through the annual formal assessments, results of which are recorded and monitored centrally.
- **Numeracy** skills are mainly delivered through the mathematics curriculum; progress and attainment are assessed regularly at the end of topics. There is also an annual formal assessment of progress in mathematics, the results of which are recorded and monitored centrally. The Maths curriculum enables pupils to use and apply mathematics, understand shape, measures, and data handling, develop a capacity for logical thinking and express themselves independently using number. All pupils are encouraged to explore mathematical problems in a variety of contexts and through a variety of subjects including ICT, DT, science, and geography.

- **Drama** is an important vehicle to aid the development of speaking and listening skills and this is further reinforced by optional Lamda lessons, which some pupils choose to participate in.
- **Linguistics** are taught through French and additionally through the activities programme in other languages where there is sufficient interest.
- **Science** is delivered through the science curriculum. This enables pupils to increase their knowledge and understanding of nature, materials and forces and develop enquiry skills, form hypotheses, conduct experiments and record their findings. Pupils use science laboratories which are very well equipped.
- **Technology** delivers a curriculum that combines **Design and Technology, Computer Science and ICT**. Pupils develop an understanding of the key concepts ranging from program structure and simple algorithms, through to designing and building artefacts and devices using tools and machinery. Technological skills and digital literacy are developed through each subject area where appropriate. Pupils are taught to use technology safely, respectfully and responsibly, including understanding online safety, digital wellbeing, privacy, cyber security and how to report concerns.
- PSHCE and REP (Religion, Ethics and Philosophy) and a comprehensive tutoring programme deliver the **Human and Social Education** of our pupils, promoting their spiritual, moral, social, and cultural development; this is reinforced further by assemblies, the house system and their participation in Chapel services.
- The **PSHCE** and **Hurst4Life** programme is designed to meet the aims of the school and the school ethos. A strong emphasis is placed on the development of moral values, the awareness of what it means to be a good citizen, **Fundamental British Values** and respect for others and the environment.
- The **Physical Education** and **Swimming** curriculum as well as the Games programme enable all pupils to participate in a wide range of sporting and physical pursuits. In PSHCE, science and the tutoring programme, pupils are taught about the need for a balanced diet and healthy eating.
- **Aesthetic and creative education** is delivered through Art and Design where a broad range of media and approaches are explored. The display of artwork is taken seriously and is a focus throughout the school and celebrated in the displays around the school as well as at exhibitions of the children's work. The creative education of our pupils is also delivered through the music curriculum, which focuses on encouraging all the children to think of themselves as musicians. There are a wide range of peripatetic instrumental and vocal lessons available to the children and they are also able to participate in a large selection of choirs and instrumental groups. Drama at Hurst is an important educational experience with timetabled lessons provided from Year 3. Theatre productions enable all pupils to participate in performances throughout the course of the academic year.
- **Careers Education** is covered formally through the tutoring programme. In addition, the PSHCE curriculum enables the children to consider themselves and their strengths and weaknesses and thus relate these to the world of work. In addition, speakers are invited into school to speak to the pupils about various issues including their jobs.

Learning Support (LS)

The Learning Support Department provides support for pupils with specific learning needs. Pupils receiving support generally attend lessons lasting 30 minutes once or twice a week. All staff across

the JPS have access to the SEND/LS register on iSAMS, which is kept up to date; changes are communicated through staff meetings. Throughout the year, the register is updated as new pupils join or individual needs are identified. It provides the teaching team with detailed information on all pupils who require Learning Support. Planning of adapted approaches and activities in lessons is to ensure that subject matter and level is appropriately challenging for all our pupils.

Education, Health and Care Plan (EHCP)

Where a pupil has an Education, Health and Care Plan (EHCP), reasonable adjustments, adapted teaching strategies and appropriate support are provided to ensure access to the curriculum. The Learning Support Department works closely with teachers, families and external professionals to ensure that pupils participate fully in school life and make appropriate progress.

Years 3 – 6: Curriculum Overview and Prep

The timetable is in line with the rest of the College, creating greater fluidity between access to key teaching staff and subject specialists. Most lessons are of one hour in duration and the timetable extends over two weeks, known as Week A and Week B. This enables us to make the best possible use of the College's excellent facilities.

Pupils in Years 3 – 6 follow a curriculum designed to develop, with rigour, the fundamentals of numeracy and literacy. These two subjects therefore make up 40% of curriculum time. In addition, pupils study Science, French, Humanities (which includes Geography, History and REP), Technology, Music, Art, Drama, PE, Swimming, Woodland, Hurst4Life and PSHCE.

Prep in Years 3 and 4 is as follows,

- **Year 3:** 15 minutes reading per day as well as the learning of spellings and times tables.
- **Year 4:** 15 minutes reading per day and 3 preps of 20 minutes each per week.

Years 5 and 6 follow the prep timetable set annually by the Deputy Head Academic. The time allocated to each subject for prep is shown in the tables below.

Year 5 Weekly Prep			Year 6 Weekly Prep	
Subject	Duration / Mins		Subject	Duration / Mins
Maths	40		Maths	50
English	40		English	50
Science	40 (per fortnight)		Science	50 (per fortnight)
Humanities	30		Humanities	50
French	40 (per fortnight)		French	50 (per fortnight)

2. Senior Prep School (SPS) Curriculum

The aim of our curriculum across Years 7 and 8 is to effectively prepare pupils for the Middle School by laying the foundations of the GCSE course in each subject. Our curriculum is designed to be broad, ensuring that pupils build up the required skills and knowledge to ensure that they can choose to continue any subject (or chosen subject in the case of French, Spanish and Latin) into Shell.

All pupils receive a full-time, supervised education which gives them experience in linguistic, mathematical, scientific, technological, human, social, physical, aesthetic, and creative fields. They acquire speaking, listening, and numeracy skills and are encouraged to respect other people through the PSHCE and tutorial programmes. Pupils have access to accurate, impartial and up-to-date careers guidance, including information about a broad range of education, training and career pathways.

Heads of Departments responsible for Schemes of Work across Years 7 and 8 ensure that they are co-ordinated with those in the JPS and Middle School, as well as being suitable for the ages, aptitudes and needs of all pupils, including those with an EHCP. Opportunities for the effective application of digital technology to enhance studies are identified and lesson planning considers the differing needs of individual pupils.

Within the SPS, pupils follow a curriculum which covers English Language, English Literature, Mathematics, Science (which includes Biology, Chemistry and Physics), Geography, History, REP, Computer Science, Music, Art, DT, Drama, PE, and PSHCE. In addition, pupils choose two languages from French, Latin and Spanish. These subjects are taught over 46 periods a fortnight of approximately one-hour. In addition, there are several Games sessions, Tutorials and PSHCE lessons (which incorporates careers guidance) per fortnight.

Learning Support (LS)

The Learning Support Department provides support for pupils with specific learning needs. Pupils receiving support generally attend lessons lasting 60 minutes once or twice a week. Pupils who require Learning Support, additional small group support in Mathematics or English, or additional support due to having English as a Second Language (EAL), do not follow the full curriculum to fit these extra lessons into their timetable.

All staff across the SPS have access to the SEND/LS register on iSAMS, which is kept up to date; changes are communicated through staff meetings. Throughout the year, the register is updated as new pupils join or individual needs are identified. It provides the teaching team with detailed information on all pupils who require Learning Support. Planning of adapted approaches and activities in lessons is to ensure that subject matter and level is appropriately challenging for all our pupils.

Education, Health and Care Plan (EHCP)

Where a pupil has an Education, Health and Care Plan (EHCP), reasonable adjustments, adapted teaching strategies and appropriate support are provided to ensure access to the curriculum. The Learning Support Department works closely with teachers, families and external professionals to ensure that pupils participate fully in school life and make appropriate progress.

Prep

Both Years 7 and 8 follow prep timetables set annually by the Deputy Head Academic. The time allocated to each subject for prep is shown in the tables below.

Year 7 Weekly Prep		Year 8 Weekly Prep	
Subject	Duration / Mins	Subject	Duration / Mins
Maths	50	Maths	50
English	50	English	50
Science	50	Science	50
Latin	20	Latin	30
DT	30 (per fortnight)	DT	30
Geography	30 (per fortnight)	Geography	40 (per fortnight)
History	30 (per fortnight)	History	40 (per fortnight)
REP	30 (per fortnight)	REP	40 (per fortnight)
French	20	French	30
Spanish	20	Spanish	30

3. Middle School Curriculum

Our aim is to provide a broad curriculum that enables all pupils to learn and progress so that they are effectively prepared for their GCSEs, as well as opportunities, responsibilities, and experiences of life post Hurst. All pupils of compulsory school age receive a full-time, supervised education which gives them experience in linguistic, mathematical, scientific, technological, human, social, physical, aesthetic, and creative fields. They acquire speaking, listening and numeracy skills and are encouraged to respect other people through the PSHCE and tutorial programmes. Pupils have access to accurate, impartial and up-to-date careers guidance, including information about a broad range of education, training and career pathways. Careers guidance includes information about a wide range of education, training, apprenticeship and employment pathways and is delivered in accordance with current statutory guidance.

Heads of Departments responsible for Schemes of Work ensure that they are co-ordinated and suitable for the ages, aptitudes and needs of all pupils, including those with an EHCP. Opportunities for the effective application of digital skills to enhance studies are identified and adaptive lesson planning considers the differing needs of individual pupils.

Shell (Year 9)

The Shell curriculum forms the first year of a three-year GCSE curriculum. Pupils follow a compulsory curriculum of English Language and English Literature, Mathematics, Biology, Chemistry, Physics and PSHCE, as well as choose five subjects from Geography, History, REP, French, Spanish, Latin, Computer Science, DT, Art, Drama, Music, Dance and PE. In addition, pupils can opt into one of our bespoke Explore STEM or Explore Global Perspectives programmes and can access Learning Support or EAL support without the need to discontinue a subject. Pupils also benefit from several supervised study periods bringing their total number of lessons to 50 per fortnight, each of approximately one-hour.

Pupils are set separately for English, Mathematics and the Sciences, and where possible and applicable, for French, Spanish and Latin.

The Shell curriculum also contains several Games sessions and tutorials (which include careers guidance), as well as separate Performing Arts, Electives and Activities programmes.

Remove and Fifth (Years 10 and 11)

Pupils in Remove and Fifth follow a core curriculum comprising English Language and Literature, Mathematics, the three Sciences and PSHE. They then complete their timetable by choosing another three subjects from the same list as for Shell, with the addition of Photography. Those who opted into one of the Explore strands in Shell can choose to continue this into Remove and Fifth, with the aim of obtaining a Higher Project Qualification (HPQ). Again, pupils can access Learning Support or EAL support without the need to discontinue a subject. Pupils also benefit from several supervised study periods bringing their total number of lessons to 50 per fortnight, each of approximately one-hour.

Pupils are set separately for English, Mathematics and the Sciences, and where possible and applicable, for French, Spanish and Latin.

The Remove and Fifth curriculum also contains several Games sessions and tutorials (which include careers guidance), as well as separate Service, CCF, Electives and Activities programmes.

Learning Support (LS)

The Learning Support Department provides support to pupils with specific learning needs. Pupils receiving support generally attend lessons lasting 60 minutes once or twice a week.

All staff across the Middle School have access to the SEND/LS register on iSAMS, which is kept up to date. Throughout the year, the register is updated as new pupils join or individual needs are identified. It provides the teaching team with detailed information on all pupils who require Learning Support. Planning of adapted approaches and activities in lessons is to ensure that subject matter and level is appropriately challenging for all our pupils.

Education, Health and Care Plan (EHCP)

Where a pupil has an Education, Health and Care Plan (EHCP), reasonable adjustments, adapted teaching strategies and appropriate support are provided to ensure access to the curriculum. The Learning Support Department works closely with teachers, families and external professionals to ensure that pupils participate fully in school life and make appropriate progress.

Prep

Shell, Remove and Fifth follow prep timetables set annually by the Deputy Head Academic. The time allocated to each subject is as follows:

Shell:

- English and Maths: up to 50 minutes per week.
- All other subjects: up to 30 minutes per week.

Remove and Fifth:

- All subjects: up to 60 minutes per week.

Note: no school or other engagement should be arranged for pupils during prep time without special permission from a member of the Senior Management Team or a Head of Year.

4. Sixth Form Curriculum

Our aim is to provide a broad curriculum that enables all pupils to learn and make progress so that they are effectively prepared for A Levels and BTECs, as well as the opportunities, responsibilities, and experiences that come post Hurst. All pupils of compulsory school age receive a full-time, supervised education which gives them experience in linguistic, mathematical, scientific, technological, human, social, physical, aesthetic, and creative fields. They acquire speaking, listening and numeracy skills and are encouraged to respect other people through the tutorial and PSHCE programmes. Pupils have access to accurate, impartial and up-to-date careers guidance, including information about a broad range of education, training and career pathways.

Heads of Departments responsible for Schemes of Work ensure that they are co-ordinated and suitable for the ages, aptitudes and needs of all pupils, including those with an EHCP. Opportunities for the effective application of digital skills to enhance studies are identified and adaptive lesson planning considers the differing needs of individual pupils.

Pupils in the Sixth Form usually choose three A level subjects to study (four if they wish to study Further Maths), or the Double BTEC Sport Science Programme together with one A level at the start of Lower Sixth (Year 12). The subjects on offer within our Sixth Form curriculum are Art & Design – Fine Art, Art & Design – Photography, Biology, Business, BTEC-Sport (double or single award), Chemistry, Classical Civilisation, Computer Science, Design & Technology, Drama, Economics, English Literature, French, Further Mathematics, Geography, History, Latin, Mathematics, Music, PE, Physics, Politics, Psychology, REP, Sociology and Spanish. Many pupils will also take the Extended Project Qualification (EPQ) in addition to their subjects or, alternatively, an area of personal interest or activity outside the main programme of study.

A Tutorial programme is included to prepare pupils for life beyond the College (which includes PSHCE and UCAS preparation), as well as separate Service, CCF, Electives and Activities programmes, Games Sessions and Service afternoon continue. Bespoke subject specific Highly Selective University (HSU) programmes run across the Sixth Form for those considering applications to the more selective Universities.

To matriculate into the Sixth Form at Hurst with a reasonable prospect of achieving A level success, our experience suggests that pupils require particular grades at GCSE level. The exact requirements are set out in the Sixth Form Options booklet, however as a guide, pupils will require a grade 7/8/9 at GCSE in the subjects that they intend to study in the Sixth Form at Hurst. Where a pupil wishes to start a new subject which they have not studied before, they need to have achieved a 7/8/9 in a GCSE subject closely related to it (e.g. for Economics, a pupil should have at least a grade 7 in Mathematics at GCSE level). Students should also have a minimum of a grade 4 at GCSE in Mathematics and English. However, we recognise the need to be flexible and to operate on an individual pupil basis, working closely with each student on their choices, to establish what will be the best programme of study for them.

Most subjects are taught for 11 lessons per fortnight, with some subjects having an extra 12th lesson, each lesson being approximately one-hour in length. Maths with Further Maths has 17 lessons per fortnight in Lower Sixth and 18 lessons in Upper Sixth.

Learning Support (LS)

The Learning Support Department provides support to pupils with specific learning needs. Pupils receiving support generally attend lessons lasting 60 minutes once or twice a week.

All staff across the Sixth Form have access to the SEND/LS register on iSAMS, which is kept up to date. Throughout the year, the register is updated as new pupils join or individual needs are identified. It provides the teaching team with detailed information on all pupils who require Learning Support. Planning of adapted approaches and activities in lessons is to ensure that subject matter and level is appropriately challenging for all our pupils.

Education, Health and Care Plan (EHCP)

Where a pupil has an Education, Health and Care Plan (EHCP), reasonable adjustments, adapted teaching strategies and appropriate support are provided to ensure access to the curriculum. The Learning Support Department works closely with teachers, families and external professionals to ensure that pupils participate fully in school life and make appropriate progress.

Prep

Sixth Form pupils are normally set Prep on a weekly basis, and they should aim to do one hour of work outside the classroom for every hour spent in it, with the majority of this being through formally set prep. All pupils have study periods during the school day and arrange their own prep schedule (supported by their tutor where required). All pupils are given at least two school days to complete prep. The quantity of work which individuals can produce within a given time frame will vary, and Teachers use their professional judgment to monitor this.

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