



**BLenheim
SCHOOLS**

CURRICULUM POLICY

HALL SCHOOL WIMBLEDON

CURRICULUM POLICY

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1. Scope and status

Hall School Wimbledon (HSW) is a small, non-selective and inclusive independent school for pupils in Years 4 to 13. The school is part of Blenheim Schools. This policy explains the intent, design, implementation and evaluation of the curriculum across the Junior School, Senior School and Sixth Form.

The policy is supported by subject curriculum maps, schemes of work, medium-term plans, assessment arrangements and the annual options and reporting information published by the school. It applies to curriculum provision in school, online and during curriculum-related visits or activities.

The curriculum is designed with regard to the Education (Independent School Standards) Regulations 2014. It takes account of pupils' ages, aptitudes and needs, including those with special educational needs and/or disabilities (SEND), and provides all pupils with the opportunity to learn and make progress. Where a pupil has an Education, Health and Care plan, the school supports the provision specified in that plan.

2. Curriculum intent

HSW teaching philosophy

At Hall School Wimbledon, we acknowledge the individual and adapt the curriculum to the needs of our learners. We aim to develop each individual's unique learning mindset to create conscious learners who celebrate their strengths and have a clear understanding of how to do even better.

HSW offers a broad, ambitious and carefully sequenced curriculum. Ambition is understood as meaningful progress from each pupil's starting point, not as a single destination or measure of success. The curriculum builds secure subject knowledge, disciplinary understanding, communication, creativity, physical development and the personal capabilities pupils need for their next stage.

Conscious Learners: Future Ready is the through-school approach that connects learning, character, careers and transition from Key Stage 2 to Year 13. It is organised around three connected strands: Know Yourself, Build Yourself and Launch Yourself. Through subjects, form time, PSHE, careers education, enrichment and transition work, pupils develop self-awareness, apply capabilities with others, use feedback, gather evidence and make informed choices.

The intended outcome is a pupil who knows how they learn, can explain and apply their strengths, responds constructively to challenge and feedback, collaborates responsibly, makes well-informed route-neutral choices, and takes increasing ownership of progress and transition.

3. Aims and principles

The curriculum aims to:

- provide a broad, balanced and coherent entitlement across linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- enable pupils to acquire speaking, listening, literacy and numeracy skills and to read confidently across the curriculum;
- secure strong subject knowledge and increasingly independent application, reasoning, problem-solving and creativity;
- maintain high expectations while adapting teaching, resources, pacing and support so that all pupils can access the same ambitious learning goals;
- develop self-knowledge, self-confidence, resilience, respectful relationships and responsibility for learning;
- promote Belonging, Kindness, Collaboration, Ambition and Curiosity through visible daily behaviours;

- prepare pupils for public examinations and other qualifications appropriate to their needs, interests and aspirations;
- provide accurate, current and impartial careers learning and guidance so that pupils can make informed choices about education, training and employment;
- promote respect for other people, the protected characteristics and the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance;
- prepare pupils for the opportunities, responsibilities and experiences of adult life in modern Britain; and
- ensure that assessment, feedback and quality assurance lead to demonstrable improvement in learning and curriculum provision.

The curriculum does not promote partisan political views. Where political issues are brought to pupils' attention, teaching supports a balanced presentation of opposing views appropriate to pupils' ages and understanding.

Values in learning

Value	Curriculum expression
Belonging	Pupils are known, included and able to participate in a safe learning community.
Kindness	Pupils listen, communicate respectfully, support others and consider the impact of their choices.
Collaboration	Pupils contribute, share responsibility, lead when appropriate and resolve disagreement constructively.
Ambition	Pupils accept meaningful challenge, set precise goals, improve deliberately and carry learning forward.
Curiosity	Pupils ask purposeful questions, investigate reliable information, test assumptions and connect ideas.

4. Curriculum design and entitlement

Breadth and balance

Area	How the entitlement is secured
Linguistic	English language and literature, reading, writing, speaking and listening, and modern foreign languages.
Mathematical	Mathematics, numeracy across subjects, reasoning, problem-solving and appropriate financial understanding.
Scientific	Scientific knowledge, practical enquiry, evidence, analysis and the application of scientific method.
Technological	Computing, digital literacy, design, making, programming and responsible use of technology.
Human and social	History, geography, religious studies, PSHE, RSE, citizenship, economics and careers learning.
Physical	Physical education, games, health, fitness and opportunities for participation and teamwork.
Aesthetic and creative	Art, design, music, drama, photography and creative work within and beyond individual subjects.

English is the principal language of instruction. Modern foreign languages are taught as curriculum subjects, and pupils who use English as an additional language receive support appropriate to their proficiency and needs. Literacy, numeracy, reading, vocabulary, oracy, digital competence, careers links and personal development are reinforced across subjects.

Planning and sequencing

Subject leaders define the knowledge, concepts, skills and vocabulary pupils should learn and the order in which they will encounter them. Curriculum maps make progression visible across year groups and key stages. Schemes of work and medium-term plans identify prior learning, intended outcomes, assessment points, adaptive approaches, resources and links to wider life and careers.

Curriculum plans are reviewed at least annually and when examination specifications, statutory requirements, cohort needs or credible new knowledge require change. Pupils and parents receive timely information about material changes to pathways, options or qualifications. The school draws on national curriculum programmes and recognised qualifications where appropriate, while retaining the flexibility of an independent school to design provision around its pupils.

The shape of the day

The 2026-27 core day runs from 08:30 to 16:00. After 16:00, pupils may take part in extra-curricular clubs, academic interventions and further enrichment activities. Individual Sixth Form programmes include taught lessons, directed study and independent study within the same working day.

Time	Junior School and Years 7-8	Years 9-13
08:30-09:00	Form time	Form time
09:00-10:30	Periods 1 and 2	Periods 1 and 2
10:30-10:50	Break	Break
10:50-12:20	Periods 3 and 4	Periods 3 and 4
12:20-13:40	Lunch, then Period 5	Period 5, then lunch; Sixth Form follows its timetable
13:40-14:20	Period 6	Period 6
14:20-14:40	Break	Break
14:40-15:20	Period 7	Period 7
15:20-16:00	Period 8; core school day ends	Period 8; core school day ends
After 16:00	Extra-curricular clubs, academic interventions and further enrichment	Extra-curricular clubs, academic interventions and further enrichment

5. Teaching and learning

Common expectations

Teachers use secure subject knowledge and positive relationships to create purposeful classrooms with high expectations. The precise lesson structure varies by subject and phase, but teaching normally includes:

- retrieval or recall that reconnects pupils with relevant prior learning;
- a clear learning objective and learning journey so pupils understand what they are learning and why it matters;
- explicit teaching of key subject vocabulary and support for reading, speaking and writing;
- concise explanation, modelling and guided practice before increasingly independent application;
- live checks for understanding, responsive questioning and opportunities to correct misconceptions;
- meaningful challenge through visible AMBITION tasks, available to all pupils and completed in pink; a two-tier approach is recommended where it supports learning but remains at the teacher's professional discretion;
- independent practice, reflection and an opportunity to respond to feedback; and
- appropriate connections to prior and future learning, other subjects, wider life and careers.

Curriculum maps, key materials and assessment information are available in pupils' books and/or through Google Classroom as appropriate. Home and independent learning are purposeful, proportionate to age and course demands, and used to practise, consolidate, prepare or extend learning.

Adaptive teaching

Adaptive teaching preserves ambitious goals while adjusting instruction, scaffolding, pacing and response routes in light of pupils' starting points and live formative assessment. It is not a lower-expectation parallel curriculum. Staff use the HSW 6 as a common reference:

- know the pupils and use available learning, pastoral and assessment information;
- regulate first so that pupils are emotionally and physically ready to learn;
- reduce unnecessary cognitive load through clear routines, chunking, vocabulary and uncluttered resources;
- scaffold with models, prompts, organisers, rehearsal and staged success criteria, then remove support as independence grows;
- check understanding live and respond to misconceptions; and
- use flexible grouping and pairing for a clear learning purpose.

Feedback and pupil response

Feedback is timely, precise and designed to move learning forward. It may be verbal, live, whole-class, peer, self-assessed or written. Teachers review pupils' work regularly and use professional judgement to select the form of feedback with the greatest likely impact.

Departments plan detailed feedback for at least one core task in each unit of work. The detailed explanation may be verbal, dialogic, whole-class, digital, recorded, practical or written, according to the subject and task. At each planned core feedback point, teachers also provide a concise, retrievable record in red pen using WWW, EBI and NEXT STEP. This record captures the essential strength, the key knowledge or skill for development and an immediate improvement task; it does not need to reproduce the full detailed feedback. Pupils receive protected time to respond, redraft, correct or extend in purple, and teachers check the impact of that response.

6. Curriculum by phase

Junior School: Years 4-6

The Junior School comprises one mixed-age Key Stage 2 class of pupils in Years 4, 5 and 6. For English, mathematics and science, pupils are taught in two groups: Years 4 and 5 together, and Year 6 separately. This structure enables teaching to respond to pupils' ages, starting points and next-stage needs while preserving the benefits of a close mixed-age community.

The wider curriculum includes history, geography, computing, religious studies, PSHE including relationships and health education, PE and games. Specialist teachers provide one French lesson and one Spanish lesson each week, alongside specialist lessons in music, art, design technology and drama. The remainder of the curriculum is taught by the Key Stage 2 teaching team, securing continuity alongside subject expertise.

Teaching prioritises reading, fluency, vocabulary, number confidence, practical enquiry, creativity, physical development and positive learning habits. Pupils learn to explain their thinking, work with increasing independence and reflect on improvement. Assessment is used to identify next steps early and to support a smooth transition into Year 7.

Senior School: Years 7-9

In Years 7 to 9 pupils follow a broad subject curriculum including English, mathematics, science, humanities, modern foreign languages, computing and technology, religious studies, creative and performing arts, PE and games, and PSHE. Curriculum maps build systematically from prior learning and retain breadth before GCSE choices are made.

In Years 7 and 8, modern foreign languages are allocated two lessons each week: one French lesson and one Spanish lesson. In Year 9, pupils receive two French lessons and two Spanish lessons each week. Religious Studies is taught for one lesson each week, enabling Design Technology to have a discrete place in the curriculum.

During Year 9, pupils and families receive impartial information and individual guidance about Key Stage 4. Decisions consider interests, attainment, progress, support needs and future possibilities. The school seeks to construct a viable timetable around pupil preferences rather than requiring choices from fixed option blocks, although courses are subject to sufficient demand, staffing, timetabling and any published entry criteria.

Key Stage 4: Years 10-11

All pupils follow a core curriculum of English Language and English Literature, Mathematics and Science, together with PSHE and games. Pupils study either Combined Science or, where appropriate and selected, Separate Sciences. The standard programme leads to nine GCSE qualifications: pupils taking Combined Science normally choose four elective GCSEs; pupils taking Separate Sciences normally choose three. Programmes may be adapted where this is in an individual pupil's best interests.

The annual GCSE Options Booklet sets out the current elective offer, course content, assessment arrangements and the options process. Further Mathematics may be offered as an additional qualification to pupils who meet the published academic criteria. Curriculum time includes preparation, retrieval, assessment, feedback and structured revision, without narrowing teaching solely to examination technique.

Sixth Form: Years 12-13

Sixth Form programmes are bespoke and built around the needs, interests and intended destinations of the current cohort. The 2026-27 curriculum offer is set out below; individual programmes vary by pupil and include appropriate supervised or independent study, guidance and targeted support.

Year group	2026-27 curriculum offer
Year 12	Computer Science; Geography; Mathematics; Travel and Tourism; form time; games; Enterprise and Entrepreneurship; PE; PSHE; Photography; Sociology; Physics; Applied Science.
Year 13	Mathematics; form time; games; PSHE; Psychology; Business Studies; Art and Design; Philosophy; Physics; Applied Science.

Courses develop depth of knowledge, independent study, academic literacy, research, organisation and application. Each pupil receives ongoing guidance about university, further education, apprenticeships, employment, enterprise and other suitable pathways. Live application and transition deadlines take priority within the careers and tutor programme.

7. Personal development, RSE, SMSC and careers

PSHE, relationships, sex and health education

The school provides a planned, age-appropriate PSHE curriculum across Years 4 to 13. It includes relationships and sex education (RSE), physical and mental health, online safety, personal safety, financial and economic understanding, citizenship, study and transition skills, and preparation for adult life. Discussion, reflection and pupil participation are central, while leaders also use suitable evidence to evaluate pupils' knowledge, understanding and progression.

RSE is inclusive, accessible and taught in accordance with current statutory guidance and the school's separate RSE policy. Parents may request withdrawal from some or all sex education taught within RSE, but not from Relationships Education, Health Education or relevant content within the science curriculum. In the primary phase, a request to withdraw from sex education beyond science is granted. In the secondary phase, the Head considers the request after discussion with the parent and, where appropriate, the pupil; except in exceptional circumstances,

the request is respected until three terms before the pupil turns 16. From that point, if the pupil wishes to receive sex education, the school makes arrangements for this. Purposeful alternative education is provided during any agreed withdrawal.

Religious Studies and withdrawal

Parents who wish their child to be withdrawn from Religious Studies should make a written request to the Head. The school will discuss the request with the parent, clarify the educational and inclusive nature of the curriculum, and agree the scope of any withdrawal. During an agreed withdrawal, the pupil will be appropriately supervised and will complete purposeful alternative work.

Spiritual, moral, social and cultural development

SMSC development is promoted through subjects, PSHE, assemblies, form time, pupil leadership, debate, service, trips, performances, sport and enrichment. Pupils learn to distinguish right from wrong, understand and respect the law, appreciate other cultures and faiths, contribute to the school and wider community, and develop respect for people with protected characteristics. Pupil voice, including the School Council, enables pupils to contribute meaningfully to school life.

Careers and future readiness

Careers education is a planned entitlement from Key Stage 2 to Key Stage 5 and is informed by the Gatsby Benchmarks. It is delivered through PSHE and form time, subject curriculum links, careers roadmaps, events, visits, employer and provider encounters, workplace experiences and individual guidance. Information is current, accurate, impartial and route-neutral; no pupil is discouraged from a suitable education, training or employment pathway.

Pupils progressively learn about their interests and strengths, subject-career connections, labour-market information, qualifications, applications and decision-making. Current provision includes structured profiling and research, Year 10 work experience and reflection, personalised post-16 guidance in Year 11, careers and further/higher education encounters, Year 12 work experience, and individual support with post-18 applications and transition. SEND and other vulnerable pupils receive tailored guidance and appropriate support for placements and transitions.

Enrichment and co-curricular learning

A broad co-curricular programme extends the taught curriculum through sport, creative and performing arts, academic and practical clubs, trips, visiting speakers, competitions, enterprise, leadership and contribution to the community. The programme supports participation, enjoyment, teamwork, confidence and the discovery of new interests. Access is monitored so that pupils with additional needs can participate successfully.

8. Inclusion and access

The school maintains high expectations for every pupil and makes reasonable adjustments so that the curriculum is accessible. Planning takes account of prior attainment, SEND, English proficiency, social, emotional and mental health needs, attendance patterns and other barriers to participation. Staff use the pupil profile, assessment evidence and advice from the Deputy Head Inclusion, learning support team, pastoral staff, families and external professionals where appropriate.

Support may include pre-teaching, explicit vocabulary, chunked instructions, models, visual organisers, assistive technology, alternative recording methods, additional rehearsal, reduced writing load, supervised study or short-term personalised provision. Scaffolds change the route into learning, not its intellectual purpose, and are reduced as independence develops. Flexible support for pupils experiencing emotionally based school avoidance is planned to maintain curriculum entitlement and support successful reintegration.

Pupils who are ready to move beyond the core outcome receive meaningful extension through deeper reasoning, application, independence, connection and creation. AMBITION is available to all pupils; it is not reserved for a fixed group. The school reviews participation, progress and outcomes to identify unequal access or unintended barriers.

9. Assessment, feedback and reporting

Purposes and approach

Assessment identifies what pupils know, understand and can do; informs teaching and curriculum planning; supports feedback and pupil reflection; evaluates progress from starting points; and enables reliable reporting to pupils and parents. It includes live formative assessment, classwork, low-stakes retrieval, practical and oral work, key assessments, standardised measures where appropriate, internal examinations, mocks and public examinations.

Assessment is valid for its intended purpose and proportionate to pupils' ages and courses. Departments identify common assessment points and criteria, moderate standards where appropriate and use results alongside professional judgement. Assessment information is reviewed at the published data points and is used to plan reteaching, adaptation, intervention, stretch and curriculum improvement.

Recording and reporting

Phase	Attainment information used in reports
Key Stages 2 and 3	Mastered, Secure, Developing or Emerging. Pre-Key Stage is used in Key Stage 2 only where appropriate.
Key Stages 4 and 5	Current, target and/or mock grades using the relevant qualification scale; UCAS predicted grades are included at Key Stage 5 where appropriate.
All phases	Attitude to Learning reflects the consistency of behaviour, effort, classwork and home learning; tutor and/or subject comments identify strengths and next steps.

The annual Assessment and Reporting Calendar sets data, examination and reporting points for each year group. Parents receive written information about progress and attainment in accordance with that calendar and at least annually. Mock examination reports are issued for examination cohorts, and parents' meetings and direct communication provide further opportunities to discuss progress. Reports are evidence-based, concise, constructive and written in accessible language.

Pupils are taught to understand success criteria, evaluate the quality of their work, act on feedback and identify a precise next action. Conscious Learners evidence may include reflection, project artefacts, research, applications and portfolios; it is assessed developmentally for the quality of knowledge, application, evidence, reflection and action rather than for personality, confidence style or preferred destination.

10. Monitoring and responsibilities

Governance and leadership

- Blenheim Schools and the school's governance arrangements ensure that HSW maintains a written curriculum policy supported by appropriate plans and schemes of work, that applicable standards are met, and that leaders have appropriate resources and capacity.
- The Head is accountable for the quality of education and for the effective implementation of this policy.
- The Deputy Head Academic is the policy owner and leads whole-school curriculum coherence, teaching and learning, assessment, reporting and quality assurance.
- The Senior Leadership Team and phase leaders ensure that curriculum implementation meets the needs of pupils in the Junior School, Senior School and Sixth Form.

Curriculum and programme leaders

- Heads of Department and subject leads maintain current curriculum maps, schemes of work, assessment arrangements and subject development plans; support staff; review standards; and evaluate the impact of improvement actions.
- The SENDCo and learning support team advise on access, reasonable adjustments and provision for pupils with SEND, EAL and other additional needs.

- The PSHE/RSE lead ensures coherent, age-appropriate provision, suitable resources and effective monitoring across phases.
- The Careers Leader maintains a stable, impartial and current programme, coordinates encounters, work experience and personal guidance, and evaluates access and destinations.
- Designated Conscious Learners leads coordinate Know Yourself, Build Yourself and Launch Yourself so that reflection, application and future readiness form one coherent entitlement.

Teachers, tutors, pupils and parents

- Teachers and tutors plan from agreed curriculum documents, know their pupils, adapt responsively, assess accurately, provide purposeful feedback and communicate concerns promptly.
- Pupils attend, participate, complete work to the best of their ability, act on feedback, use support appropriately and take increasing responsibility for their learning and choices.
- Parents support attendance, routines and home learning, engage with curriculum and reporting information, share relevant information and raise questions through the appropriate school contact.

Quality assurance

Leaders evaluate curriculum intent, implementation and impact through a proportionate cycle of curriculum review, learning walks, lesson visits, work and portfolio scrutiny, assessment and destination information, moderation, pupil voice, parent feedback, staff dialogue and departmental review. Monitoring focuses on what pupils learn, remember, apply and improve, including the experience of pupils with additional needs. Actions have a named owner, timescale and subsequent impact check.

11. Related policies and review

This policy should be read alongside the following, where applicable:

- subject curriculum maps, schemes of work and departmental assessment arrangements;
- the annual Assessment and Reporting Calendar and reporting guidance;
- the Marking and Feedback Policy;
- the PSHE and RSE policies and curriculum;
- the SEND, EAL, Equality and Accessibility policies;
- the Safeguarding and Child Protection and Online Safety policies;
- the careers programme, careers development plan and published careers information; and
- the current GCSE Options Booklet and Sixth Form course information.

The Deputy Head Academic reviews and formally approves this policy annually and sooner if legislation, statutory guidance, school structure or curriculum provision changes materially. The review draws on quality-assurance evidence and the impact of current practice.

Relevant framework

- The Education (Independent School Standards) Regulations 2014, as amended;
- the Equality Act 2010;
- the Children and Families Act 2014 and SEND Code of Practice: 0 to 25 years;
- Relationships Education, Relationships and Sex Education and Health Education statutory guidance effective from 1 September 2026; and
- current Department for Education guidance on careers education and the Gatsby Benchmarks, used as a framework for good practice.

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