



Hazelwood School

## CURRICULUM POLICY

---

### Aim

Hazelwood provides a broad, balanced, and adaptive curriculum that enables every pupil to achieve their potential academically, socially, morally, and emotionally. Our curriculum reflects the principles of the Hazelwood Learning Wheel, placing wellbeing, people-centred practice, flexible learning, real-world relevance, and purposeful use of technology at the heart of teaching and learning.

We deliver a sequenced and ambitious programme of study that promotes curiosity, confidence, and character. Through high expectations, adaptive teaching, and strong pastoral care, pupils develop the knowledge, skills, and values needed to thrive and contribute positively to society.

We comply fully with the Equality Act 2010 and ensure inclusive access for all pupils, including those with SEND, EAL, or higher ability. Safeguarding and online safety are embedded across the curriculum, and our approach is reviewed regularly to ensure pupils are safe, supported, and appropriately challenged.

### Curriculum

Hazelwood provides full-time, supervised education across all required areas, including linguistic, mathematical, scientific, technological, human and social, physical, and creative, as outlined in the Independent School Standards Regulations (ISSR 2(2)(a-f)).

The curriculum draws on the National Curriculum, Common Entrance, and GCSE syllabi, adapted to meet the needs and interests of pupils from Reception to Year 8. It is deliberately sequenced to ensure progression of knowledge and skills, coherence between subjects, and strong preparation for the next stage of education.

Pupils study a wide range of subjects, including:

- **Core subjects:** English, Mathematics, and Science.
- **Foundation and specialist subjects:** History, Geography, Graphic Design (Years 6–8), Food Technology (Years 3–5 and 7–8 Electives), Computing, PE and Games, Music, Drama, Design Technology, and Art.
- **Religious Education (Years 1–6)** and **Philosophy & Theology (Years 7–8)** delivered within the Christian ethos of the school while promoting understanding and respect for all faiths and worldviews.
- **Languages:** French (from Reception), Spanish (Years 5–8), and Classics (Years 6–8).
- **PSHE and RSE:** promoting wellbeing, character, and values, with explicit links to British Values and SMSC development.
- **Enquiry-led and project-based learning:** including BOX lessons (Years 3–4) and the Industry Insights electives (Years 7–8) which connect learning to real-world contexts.
- **Digital and AI literacy** and **online safety** taught both discretely and through wider curriculum integration.

Cross-curricular links, adaptive teaching, and collaborative projects allow pupils to develop the 4Cs — Creativity, Communication, Collaboration, and Critical Thinking. Subject leads ensure that planning and assessment build on prior learning, providing appropriate stretch, challenge, and support for every pupil.

### Organisation

Teaching and learning are structured for clear progression from EYFS to Year 8, with continuity between phases. Pupils are mainly taught in mixed-ability classes with flexible grouping; Mathematics is set from Year 3. Subject specialism increases through the school, with wider specialist provision and electives in Years 7–8.

### Curriculum leadership and oversight

- **Deputy Head:** Leads the EYFS and Reception curriculum and ensures developmentally appropriate, high-quality provision aligned with whole-school aims.
- **Director of Curriculum Innovation & Strategic Learning:** Leads curriculum design, coherence and review from Reception–Year 8, aligned to the Learning Wheel.
- **Assessment Lead:** Leads whole-school inclusion and assessment, coordinates the academic tracking cycle, and works with the SENDCo and EAL leads to ensure access, reasonable adjustments, and stretch.
- **Heads of Department:** Oversee subject planning, assessment and development, ensuring progression and resourcing.
- **Form Tutors:** Provide day-to-day academic and pastoral oversight and maintain close communication with parents and specialist staff.

This structure ensures joined-up academic, pastoral, inclusion and assessment processes so every pupil is known, supported and appropriately challenged.

### Planning

Curriculum planning at Hazelwood is structured and sequenced to ensure continuity, progression, and appropriate challenge from EYFS to Year 8. All planning reflects the Hazelwood Learning Wheel and values of compassion, courage, and respect.

- **Long-Term Planning** refers to the *whole-school curriculum overview* and departmental maps that set the direction of learning and show progression of knowledge, skills, and key concepts across year groups.
- **Medium-Term Planning (MTP)** provides detailed overviews of each term or half term. These outline learning objectives, key questions, weekly sequencing, assessment opportunities, and adaptive approaches. For high-frequency subjects such as English and Mathematics, medium-term plans are expanded to include lesson-level detail.
- **Short-Term Planning** captures teacher reflections and responsive adjustments made in light of pupil progress, feedback, or assessment for learning. These may take the form of annotated MTPs, digital notes, or weekly planning records rather than separate documents.

The **Assessment Lead** advises on differentiation, assessment, and provision for SEND, EAL, and higher-attaining pupils. All planning is reviewed by Heads of Department and the **Director of Curriculum Innovation & Strategic Learning** to maintain coherence and alignment with school priorities.

All planning documents are reviewed by Heads of Department and the Director of Curriculum Innovation & Strategic Learning to maintain alignment with whole-school priorities and the Learning Wheel.

### Learning, Teaching, Assessment and Progress

Teaching at Hazelwood aims to inspire curiosity, confidence, and a lifelong love of learning. Classrooms are purposeful, inclusive, and flexible, reflecting our Learning Wheel strands of wellbeing, people-centred practice, real-world relevance, and effective use of technology.

**High-quality teaching** is characterised by:

- clear learning goals shared with pupils;
- adaptive approaches that respond to prior knowledge and learning needs;

- modelling, guided practice, and opportunities for independent application;
- questioning and dialogue that promote critical thinking and creativity;
- feedback that is timely, specific, and actionable.

Teachers maintain high expectations for all pupils, offering challenge and support so that each child can achieve their potential. Lessons encourage collaboration, reflection, and productive struggle, helping pupils build resilience and self-belief.

Assessment is ongoing and used to inform next steps in teaching and learning. Formative assessment, self- and peer-review, and summative measures combine to give a clear picture of progress. The Assessment Lead oversees the assessment cycle and tracking, ensuring consistency and that data informs planning and interventions.

Pupils' progress is reviewed termly through departmental and academic tracking meetings led by Heads of Department and the Assessment Lead. Where pupils are not making expected progress, teachers and leaders agree actions and provide targeted support.

This approach ensures that assessment is purposeful, supports wellbeing, and drives continual improvement in both teaching and outcomes.

### **ICT (technological)**

Technology at Hazelwood is used purposefully to enhance learning, creativity, and communication. It is embedded across the curriculum and supports our Learning Wheel strand of *Harnessing AI* by preparing pupils to use digital tools safely, confidently, and responsibly.

All pupils have regular access to digital devices and online resources that enrich learning through research, collaboration, and problem-solving. Teachers use technology flexibly to model concepts, share feedback, and extend learning beyond the classroom.

**Computing and Digital Literacy** are taught as discrete subjects and integrated through wider learning. From the early years onwards, pupils develop the knowledge and skills to:

- use technology safely and respectfully;
- understand algorithms and basic coding;
- evaluate digital information critically; and
- apply AI and digital tools to real-world problems in age-appropriate ways.

**Online Safety** is woven through the curriculum and reinforced through PSHE, assemblies, and pastoral support. Pupils are taught to recognise risk, protect personal information, and act as responsible digital citizens. All practice reflects the school's *Safeguarding* and *Online Safety* Policies and current *Keeping Children Safe in Education* guidance.

Staff use Google Classroom and other approved platforms to share learning, resources, and feedback. Pupils in Years 7–8 maintain digital portfolios that showcase progress, creativity, and reflection across subjects.

Technology is reviewed regularly to ensure that its use remains safe, inclusive, and aligned with the school's values and curriculum aims.

### **Curriculum Monitoring**

Curriculum quality at Hazelwood is continually reviewed to secure high standards and ensure that teaching and learning remain purposeful, inclusive, and aligned with the school's aims.

Monitoring focuses on the **impact** of teaching and curriculum design on pupil progress, engagement, and wellbeing. It draws on a range of evidence including lesson observations, learning walks, pupil voice, planning reviews, and work scrutiny.

## Responsibilities

- The **Director of Curriculum Innovation & Strategic Learning** oversees the whole-school curriculum review process, ensuring coherence and alignment with the Learning Wheel and School Development Plan.
- The **Assessment Lead** monitors attainment and progress through academic tracking, identifying pupils who require additional support or challenge.
- **Heads of Department** evaluate planning, assessment, and outcomes within their subjects and identify priorities for development.
- **Deputy Head (EYFS & Reception)** monitors early learning outcomes and ensures that EYFS and Reception provision align with the wider curriculum.

Findings from monitoring, inform departmental action plans, professional development priorities, and updates to schemes of work. Summary outcomes are shared with the Senior Leadership Team each term. An annual written curriculum report is presented to the Education Committee, with findings informing governance oversight of curriculum quality and school improvement priorities

This systematic review process ensures that the curriculum continues to evolve, maintaining high standards while reflecting the school's values and the needs of its pupils.

## Access and Inclusivity

Hazelwood is committed to ensuring that every pupil can access the full curriculum and participate fully in school life. Teaching and learning are designed to remove barriers, celebrate diversity, and enable each child to flourish.

The school complies fully with the **Equality Act 2010**, ensuring that no pupil is treated less favourably on the grounds of any protected characteristic. Inclusion is planned proactively through adaptive teaching, personalised support, and close collaboration between teachers, parents, and specialist staff.

The **Assessment Lead** leads whole-school inclusion and assessment, supported by the **SENDCo**, **EAL Lead**, and classroom teachers. Together they ensure that:

- pupils with additional needs or disabilities receive appropriate adjustments, interventions, and support;
- EAL learners are provided with language and curriculum support to enable full participation;
- more-able pupils experience suitable challenge and enrichment; and
- teachers apply adaptive approaches that respond to differing strengths, interests, and readiness to learn.

All staff share responsibility for promoting equality, fostering respect, and embedding inclusive values in everyday practice.

The school's **SEND, Inclusion, and Equality, Diversity & Inclusion Policies** provide further detail on procedures, reasonable adjustments, and ongoing evaluation of provision.

**Ratified by the Education Committee via email on 13 November 2025**