



DANES HILL SCHOOL

Curriculum Policy

This policy applies to the Prep School and Pre-Prep School, including EYFS

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1. Introduction

1. 1 **Belonging at heart, brilliance in every child.** Childhood should be joyful, inspiring, and full of possibility. Our school is a contemporary, inclusive community designed for modern families — a place where every child is celebrated, encouraged to grow, and supported to blend curiosity, kindness, and creativity with academic excellence. We work in partnership with families to nurture confident, kind individuals ready to thrive, contribute, and make their mark on the world.

1. 2 Our curriculum aims to deliver a rich, ambitious, coherent education that develops the whole child through four school values:

- **Growth**
- **Passion**
- **Courage**
- **Respect**

1. 3 These are not add-ons - they sit at the heart of learning, teaching, and culture. They shape behaviours, attitudes, learning dispositions, and the competencies children develop from ages 2 - 13.

1. 4 Intent Principles

We intend for all children to:

a) Develop strong personal character

Understanding themselves as learners, building resilience, curiosity, empathy, and confidence.

b) Engage in deep, purposeful learning

Mastery of knowledge, skills, and behaviours through rich and authentic learning experiences.

c) Experience continuity and progression

A curriculum structured from Years 2–8 to ensure they grow in independence, complexity, and challenge.

d) Become reflective learners

Children evaluate their progress, set goals, respond to feedback, and increasingly self-regulate.

e) Prepare for senior school and life

Children leave us articulate, confident, thoughtful, and capable of navigating a complex world.

1. 5 Competency Framework - The Elev8 “I Can” competencies provide clear, progressive expectations. These include: Self-Care, Service and Empathy, Resilience, Personal Pursuit, Research and Discovery, Lifelong Learning, Communication and Digital Literacy. Each competency is mapped to our values.

1. 6 The Fundamental British Values (Democracy, The Rule of Law, Individual Liberty, Mutual respect and Tolerance) alongside celebrating equality, diversity, inclusion and belonging, which is evidenced in our unit plans, schemes of work and individual lessons, so that at all times, staff are promoting tolerance, respect and embracing the diverse society and world we live in.

1. 7 The school aspires to academic excellence. This means that results do matter, but only as a reflection of the breadth and opportunity across the curriculum. The curriculum is under constant review and change is actively promoted.

2. Legal Framework and Other Policies

2. 1 The curriculum is designed to fulfil the regulatory requirements of a curriculum as outlined in the following legislation and guidance:

- (Handbook for the inspection of association independent schools, including residential (boarding) schools and registered early years settings
- The Education (Independent School Standards) Regulations 2014
- Independent School Standards: Guidance for Independent Schools (DfE, April 2026)
- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2014) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2023) 'Statutory framework for the early years foundation stage'
- DfE (2024) 'Working together to improve school attendance'

2. 2 This policy should be read in conjunction with the following policies:

- Inclusive Education and Equal Opportunities Policy
- Special Educational Needs and Disabilities (SEND) Policy
- English as Additional Language (EAL) Policy
- RSHE Policy
- Feedback Policy
- EYFS Policy
- More Able and Talented Policy

3. Aims and Objectives

3. 1 All pupils of compulsory school age are entitled to a comprehensive, full-time education that covers a broad range of disciplines, including mathematics, languages, technology, humanities, social studies, physical education, and the creative arts.

3. 2 Throughout their education, pupils engage with a core curriculum that emphasises the development of essential skills in literacy, numeracy, speaking, and listening. These foundational competencies are reinforced and expanded across other subject areas, ensuring a well-rounded educational experience. The school will ensure that all children develop the skills they need to become confident, self-motivated learners, who can engage with and solve challenges innovatively so that they become independent, responsible, valuable and confident members of the community. We aim to provide an exciting and rigorous curriculum built upon a broad base that stretches each individual pupil academically and holistically and equips them for an ever-changing world, which is particularly evident through our Ignite and Elev8 curriculum.

3. 3 The School retains the flexibility to structure the curriculum and its delivery according to what best serves the needs of the School community. Decisions regarding the assignment of teachers to particular classes are made at the School's discretion, taking into account various factors such as staff availability, class sizes, and overall timetable considerations.

3. 4 The curriculum is designed to develop in every young person the values, skills and behaviours they need to get on in life through a rich provision of classroom and extracurricular activities that develop

a range of character attributes.

3. 5 The school aims to foster curiosity, enquiry and problem-solving in all. We aspire to instill in each pupil the perseverance, determination, grit and commitment that will make them successful at any endeavour. A nurturing culture is actively promoted that safely allows each pupil to take risks and to try new activities and skills. The learning environment endeavours to encourage questioning, critical, divergent thinking and the freedom to learn from mistakes.
3. 6 The aspiration for excellence begins with the adoption of a growth mindset, which equips children with the confidence and self-belief needed to solve problems and overcome difficulties.
3. 7 Pupils are inspired and engaged, so they develop a desire to learn that is born out of the magic of discovery. Learning will be contextualised so that children see a reason for new skills and knowledge and can celebrate the feeling of achievement gained from their successes.
3. 8 As a gently selective school, children have a wide range of abilities within each year group. Teaching and learning arrangements aim to ensure that all pupils reach their potential in academic, physical, spiritual, emotional, creative, technical, and aesthetic realms.
3. 9 We adapt learning in an innovative and imaginative way, depending on particular learning needs, to ensure that all are challenged through adaptive teaching. Specific needs are communicated with staff through the use of Pupil Passport (STAR documents are used at Pre-Prep), in accordance with the Special Educational Needs and Disabilities (SEND) policy. In particular, we are committed to making appropriate provisions for SEND, EAL and gifted & talented pupils, both in lessons and beyond.

4. Curriculum Overview

4.1 Danes Hill implements a modified National Curriculum across the Pre-Prep, Junior and Upper School. In Pre-Prep, the EYFS curriculum guidelines are followed. Some statutory assessments may be used, where appropriate. Danes Hill aims to provide appropriate education for all pupils considering their age and ability, employing varied methods to achieve this, which includes setting and specialist individual support as required by an EHC Plan or appropriate internal or external assessment. When required, some children have individual and specific interventions to support their access to the curriculum. On occasion, this takes the form of a 1:1 learning support assistant. This is put in place with close collaboration with parents.

4.2 The Early Years Foundation Stage (EYFS)

4.2.1 The Early Years Foundation Stage Curriculum is organised into three prime and four specific areas of learning. The EYFS profile sums up and describes each child's development and learning achievements at the end of their Reception year. It is based on ongoing observation and assessment in the three prime and four specific areas of learning and development.

4.2.2 The three prime areas are:

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

4.2.3 The four specific areas through which the three prime areas are strengthened and applied are:

- Literacy
- Mathematics
- Understanding of the World
- Expressive arts and design

Please see the EYFS Policy for further details.

4.3 Non-Core National Curriculum subjects

4.3.1 The school seeks to give significant curriculum time to non-core National Curriculum subjects that include a general humanities course in the Pre-Prep and Years 2 and 3, encompassing History, Geography and Religious Studies. All Danes Hill Prep School pupils follow courses in Art, Design and Technology (including Food Technology from Year 4), Drama, Music, ICT, Physical Education, Swimming and Games. Personal Development (PD); including RSE (See RSHE Policy).

4.4 Citizenship – Pre – Prep

4.4.1 Citizenship is embedded throughout our PD curriculum, which is delivered to children from Year 1 to Year 8. In the EYFS, citizenship is incorporated into the Personal, Social and Emotional Development Curriculum.

4.4.2 Citizenship education at Danes Hill is:

- active: emphasises learning by doing;
- interactive: uses discussion and debate;
- relevant: focuses on real-life issues facing young people and society;
- critical: encourages young people to think for themselves;
- collaborative: employs group work and co-operative learning;
- participative: gives young people a say in their own learning.

4.4.3 Citizenship education involves a wide range of different elements of learning, including:

- knowledge and understanding: e.g., about topics such as Britishness, laws and rules, the democratic process, the media, human rights, diversity, money and the economy, sustainable development, and world as a global community; and about concepts, such as democracy, justice, equality, freedom, authority, and the rule of law; skills and aptitudes: e.g., critical thinking, analysing information, expressing opinions, taking part in discussions and debates, negotiating, conflict resolution and participating in community action;
- Fundamental British Values: e.g., respect for justice, democracy and the rule of law, openness, tolerance, courage to defend a point of view, and a willingness to listen to, work with and stand up for others. Refer to SMSC section.

4.5 Ignite – our Junior School Curriculum

- Our Ignite curriculum is about lighting a fire in the hearts and minds of our pupils. It's about curiosity, passion, independence and confidence. It's about helping our children fall in love with learning - not just as something they do, but as something they live. The curriculum has been purposefully designed so pupils can discover, grow and connect with the world. These are the years

when children begin to discover who they are, what they love, and what they can achieve. Our responsibility - and our joy - is to help shape those years into something extraordinary

- In the Junior School years, most lessons are taught by the Form Teacher. As the pupil progresses through the Junior School, more subjects are taught by specialists. Pupils will complete a minimum of one lesson a week in each subject (drama, music, PE/swimming, geography, history, TPR, Science, Games, French/Spanish and Ignite) with 40% of their total timetable making up Maths and English lessons. Depending on the year group, children will also have lessons in handwriting, phonics and reasoning.

4.6 Elev8 – Our Upper School Curriculum

- The Elev8 Curriculum offers Upper School pupils a springboard to explore their potential, while giving them the time and space to remain young and enjoy their formative years. In a world that often rushes ahead, we nurture each child's growth at their own pace, allowing them to develop academically, emotionally, and socially without the pressure of early transitions. By focusing on their individual needs and providing a supportive environment, Elev8 ensures that students are not only prepared for the future, but also able to savor these critical years before embarking on their senior school journey.
- In the Upper school, pupils work towards completing their ISEB exam in year 6, followed by Common Entrance (in core subjects and languages only) and scholarship exams in year 8. Breadth and balance are still a focus with all pupils receiving at least one lesson a week in drama, music, PE/swimming, geography, history, ICT, Art, Drama, TPR and Elev8. Maths, Science, English and Games lessons make up most lessons in the Upper School.
- The school recognises the need for each pupil to have the opportunity to learn and make progress at a level suited to them and to achieve the necessary level required to reach the school of their (appropriate) choice.

4.6.1 Any changes to the curriculum are determined by the Deputy Head Academic, with other key stakeholders consulted, such as SMT and Heads of Department.

4.6.2 Our schemes of work (SoW) are based initially on National Curriculum principles where appropriate. Heads of Department oversee the continuity and progression across the age range. The SoW for each department is regularly reviewed and updated to meet the needs of each cohort of pupils.

4.6.3 Throughout the school pupils are encouraged to think about the future career paths they may wish to follow. In the Upper School they are given specific guidance and advice in group and individual sessions. This is presented in an impartial manner, enabling pupils to make informed choices about a wide range of career options. This is supplemented by outside speakers who come from a range of professions. In this way pupils are effectively prepared for the opportunities, responsibilities, and experiences of life in British society. See Careers and Further Education Policy.

4.7 Additional Curriculum Opportunities

- 4.7.1 The school seeks to provide additional curriculum opportunities for its pupils with the study of classics and modern languages. French and/or Spanish are taught throughout the Pre-Prep (Reception and Year 1 only) and Prep School, and Classical Civilisation/basic Latin in Year 6. Children in Years 7 and 8 continue with French and Spanish.

4.7.2 Where a student has an exemption from studying a second language, they may instead be offered targeted core skills lessons to support their individual learning needs.

4.7.3 The curriculum encompasses a comprehensive programme of social and cultural visits and internal and external speakers that prepare the children for both their senior school and indeed their life beyond the confines of traditional education. It is also recognised that extra-curricular activities of all types have a significant role to play in a child's education. Danes Hill makes extensive use of our extended day option, providing access to a wide range of after school clubs. Also, clubs and activities are available during the school holidays. Extra-curricular activities and residential trips are useful teaching tools and means to broaden the range of educational experience and spiritual, moral, social and cultural development. A full range of educational and co-curricular trips are organised to build upon learning within the classroom, and a full range of educational material is provided for each trip, with specific learning objectives being set. Each year group from year 4-8 has an annual residential trip in June, with the children in year 3 camping on the school site overnight.

4.8 Spiritual, Moral, Social and Cultural Development

4.8.1 Our Personal Development (PD) curriculum reflects the aims and ethos of the school, and encourages respect and tolerance for others, paying regard to the protected characteristics set out in the Equality Act (2010).

4.8.2 The Fundamental British Values are embedded in everything that we do at Danes Hill, in learning, recreation and training.

4.8.3 The Personal Development (PD) curriculum, form periods and assemblies are instrumental in helping pupils understand the school's aims and ethos in respect of SMSC and strongly encourage respect for others (please also see the Pre-Prep Spiritual and Moral Wellbeing Policy). Across the curriculum and through opportunities afforded to Danes Hill pupils, we seek to actively support our pupils' development in these aspects:

- Spiritually: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.
- Morally: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.
- Socially: Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British Values' of democracy, the rule of law, liberty, respect and tolerance.
- Culturally: Appreciate cultural influences; appreciate the role of Britain's Parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

5. Teaching and Learning at Danes Hill School

5.1 A learning school is more effective than a teaching school. All schools teach but not all schools teach children to learn. Danes Hill aims to create the best ethos and climate for learning, to raise the self-

esteem and standing of each child and to provide a full range of activities to allow children to succeed in their own way.

5. 2 The teaching and learning processes are significant in determining pupil progress through the curriculum. Teachers have high expectations of their pupils and use a range of teaching methods. We believe that active learning should involve multi-sensory dimensions across the curriculum. As children learn using a variety of techniques, the school's role is to provide them with as many opportunities as possible to experience diverse styles of learning, to maximise their enjoyment and success.
5. 3 Training and professional development are provided to ensure that teachers are informed of current initiatives and developments in their subject areas. Heads of Department are responsible for preparing Schemes of Work that ensure that the curriculum is delivered effectively to all pupils, including the most able and those with specific learning support needs.
5. 4 In the Upper School, focus is also put on study skills to help the pupils learn how to revise and maximise their learning preferences.

5.5 Monitoring and Assessment

- 5.5.1 Teachers use on-going monitoring and assessment to gauge pupil progress, identifying existing knowledge whilst pinpointing any gaps to inform planning and responsive teaching; It is important to recognise that assessment alone does not improve learning; instead, it is the actions taken based on assessment that make a difference in enhancing learning. Further details can be found in the school's Feedback Policy.

5.6 Groups for Learning

- 5.6.1 Danes Hill aims to provide a broad and inclusive curriculum, offering as much opportunity as possible for the children to experience different subjects and meet with success. To allow each pupil to access the curriculum provided by Danes Hill, the school groups the children by many means – setting, adaptive teaching, inclusion and, where appropriate, extra tuition. This enables the children to work to the best of their ability in a group of like-minded children and to receive the appropriate level of support necessary to achieve their full potential.

5.7 Meeting Individual Needs – Adaptive Teaching

- 5.7.1 The school seeks to modify its overall curriculum in the light of each pupil's age, ability and aptitude in English, Maths and Science and other areas. It is accepted that considerable differentiation should be practised at each stage in the educational process so that the curriculum meets the needs of pupils with special educational needs, EAL, more able and talented children (see relevant policies), pupils with specific learning difficulties and behavioural and/or emotional needs.

5.8 Meeting Individual Needs – Adaptive Teaching

5.8.1 The curriculum seeks to provide equality of access for children, whilst also considering the different physical and emotional stages of pupils. Detailed information about the school's use of differentiation within the curriculum can be found in **Appendix 1**.

5.8.2 Inclusion and adaptive teaching are integral to lesson planning throughout the school. Danes Hill acknowledges that children learn in many ways, and the school tries to develop many strategies to allow the children to do this in ways that suit them best. These forms of intelligence are considered in the provision of a variety of learning styles e.g.:

- investigations
- whole class activities
- role-play
- problem solving
- group activities
- fieldwork and trips
- research
- paired activities
- creative activities
- independent work
- sporting activities
- Q and A led by the teachers/children
- talks and debates
- presentations

5.8.3 In practice children's activities are planned to challenge individuals via a whole pattern of different activities and opportunities. Pupil self-esteem is built up by a varied and enjoyable curriculum which seeks to promote identifiable success for individuals both in and out of the classroom.

5.8.4 The progress of pupils with SEND will be monitored by teachers and reported to the SENDCo, who will work closely to help break down any barriers pupils with SEND have to education.

5.9 Equality, Diversity and Inclusion

5.9.1 The Equality, Diversity, Equality and Belonging committee consult on all school matters relating to creating an inclusive curriculum for all children.

5.9.2 The School will not discriminate against, harass or victimise any pupil, prospective pupil or other member of the school community because of their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex and sexual orientation

- 5.9.3 The School curriculum celebrates diversity and the leadership team, along with the governing body have a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.
- 5.9.4 Where children have a recognisable specific learning need that prevents them from accessing the curriculum in the same way as their peers, regular consultation takes place with all key stakeholders to plan a way forward. Additional provision can include appropriate individual specialised support, extra-time in examinations or dropping a particular area of curriculum activity (e.g. a modern language). Central to teaching and learning is the notion that all pupils can experience success in the classroom, enabling them to reach their full potential. Equally, each pupil should receive unambiguous feedback about ways forward for future development.
- 5.9.5 Children have considerable equality of opportunity across the curriculum in every possible degree. The school, however, enjoys a tradition of excellence in certain team sports, and fixtures take place against both single-sex and co-educational schools. Appropriate opportunities are therefore provided in Games where there is increasing parity across most sports. The school provides as many opportunities as possible for children to represent the school in matches. The range of sports on offer is wide and expanding. The achievements of all are celebrated publicly within the school community.
- 5.9.6 In practice children's activities are planned to challenge individuals via a whole pattern of different activities and opportunities. Pupil self-esteem is built up by a varied and enjoyable curriculum which seeks to promote identifiable success for individuals both in and out of the classroom.
- 5.9.7 Pupils with EAL are supported by:
- Providing a welcoming atmosphere for newly arrived pupils with EAL
 - Assessing the skills and needs of pupils with EAL
 - Equipping teachers and support staff with the necessary skills, resources and knowledge to support pupils with EAL
 - The school SENDCO is also in charge with the delivery of the EAL provision at Danes Hill School.
 - Further information on the equality, SEND and EAL provisions is available in the relevant policies published on the school's website.

5.10 **More Able and Talented Children**

- 5.10.1 Danes Hill is committed to providing equality and aims to maximise the potential and achievement of each individual pupil. Through its NACE (National Association for Able Children in Education) accreditation award, it seeks to establish a rigorous, systematic, and effective response to the challenge of providing for the very able. More able and talented pupils need identification and monitoring in order that the school may provide such pupils with an appropriately challenging education and opportunities, to develop their talents to ensure that their potential is translated into performance. It is recognised that such pupils may display exceptional ability and talent in some curriculum areas such as Mathematics, Music, or Art, whereas pupils whose all-round performance is well above average respond well to the rich, comprehensive, and stimulating education offered by Danes Hill School. A supportive scholarship programme is successfully accessed by pupils at Danes Hill School (Please see the More Able & Talented Policy).

6. Computing at Danes Hill School

- 6.1 Danes Hill has always taken positive steps to embrace and utilise digital technology in teaching and learning. Tentatively, current research indicates that schools “rich in ICT” can make marked improvements in pupil attainment across the curriculum as well as preparing children for the world of study and further education and work. This two-pronged approach underlines the way in which the school is formulating its current strategies towards digital technology. Cyber safety is paramount, and several steps are taken to maintain it. (See Digital Safety Policy)
- 6.2 It therefore follows that the school teaches ICT formally to all pupils in purpose-built ICT suites, in addition pupils in year 5 and above have one to one devices, and this provision will extend to all pupils in Years 5 and above. During lessons, children are taught Digital Literacy skills according to National Curriculum and ISEB schemes of study. These main skills include:
- Word Processing (incl. ‘Touch Typing’)
 - Spreadsheets
 - Databases
 - Desk Top Publishing
 - Presentations
 - Control Technology
 - Graphic Skills
 - Internet and E-mail Skills.
 - Coding
- 6.3 All Schemes of Work throughout the school are expected to integrate digital technology as a tool for learning and all subjects use subject specific software or scaffolded tasks to enable children to find out information in a directed way using the internet.
- 6.4 New uses and applications are continually sought; for example, banks of iPads/ Surface Go’s across school have been introduced into each building in the school, which staff can book out for use with classes. Introduction of one-to-one devices in some year groups has further strengthened integration of technology in the curriculum. Following online learning on MS Teams, the school has moved its virtual learning platform to SharePoint – linked to MS Teams. This enables both the delivery and recording of work, as well as independent study for the pupils.
- 6.5 It is an expectation that all members of staff continuously update their ability to teach using digital technology as a medium. For extended details, including resources and pupil technology safety issues, see the Digital Safety Policy.

7. Other Factors Which Promote Teaching and Learning at Danes Hill School

7.1 The School Environment

- 7.1.1 Danes Hill believes children learn most effectively in a stimulating, vibrant yet safe environment. Within the Pre-Prep School, most pupil activity is classroom-based with classroom arrangements facilitating both independent and co-operative learning.
- 7.1.2 The curriculum allows for extensive outdoor provision through visits to the paddock, use of our climbing wall and outdoor education module as part of the Elev8 curriculum. The Paddock, set

in an idyllic, secure place within the school grounds. Outdoor learning is an integral part of learning at Danes Hill and is embedded throughout the broad and rich curriculum on offer.

- 7.1.3 Wherever possible, dedicated rooms are used for specialised teaching, such as digital literacy. There is a constant drive to renew, improve and create outstanding facilities to facilitate and support the teaching and learning in the school.
- 7.1.4 On the Prep School site, many departments enjoy spacious specialist accommodation. Whilst Years 2, 3 and 4 children pursue most of their activity in the form base, science, art, DT, music, ICT, drama and PE take place in dedicated areas. All subjects have designated areas and rooms as bases, although not necessarily exclusive use.
- 7.1.5 All classrooms are equipped with appropriate resources. In the Pre-Prep and Year 2, 3 and 4 classrooms, these can include class libraries, (there are also well stocked reading areas for the Junior School), specialist reference books and integrated ICT facilities. All classrooms are equipped with interactive white boards. Each classroom has access to ICT, including wireless internet via iPads and laptops. Purpose built ICT suites are also used.
- 7.1.6 The children enjoy access to excellent library facilities both at the Pre-Prep and the Prep School. Overseen by the English department pupils are able to visit the library during reading periods and English lessons, as well as during their break and lunch times.

7.2 Teaching Support

- 7.2.1 Danes Hill recognises that there is more to effective teaching and learning than the teacher alone can provide. Danes Hill deploys a variety of support staff throughout the school, who work with individual children or small groups and provide essential support for subject teachers.
- 7.2.2 At the Pre-Prep and in years 2 and 3, the school provides full-time Teaching Assistants who offer support with pupil learning and progress.
- 7.2.3 All teaching staff can access a reprographics service, which delivers a full range of photocopying and in-house publishing services to provide high-quality resources for teachers.
- 7.2.4 A laboratory technician services the science laboratories so that teaching staff can take full advantage of the wide range of practical equipment available. Danes Hill believes that experimental work enhances the learning process. Art and design technology departments also have the support of a technician to enhance the range of activities offered as part of the varied teaching programmes.
- 7.2.5 IT services offer technical support to staff throughout the school.
- 7.2.6 The maintenance and grounds staff teams make extensive contributions to the sports provision, drama productions and special educational events.

7.3 Homework

- 7.3.1 Well-planned homework is used by the school to encourage pupils to develop the practice of independent study, perseverance and self-discipline. It allows them to complete the work started in school, to practise skills or to learn vocabulary taught in class.

7.3.2 It also allows more ground to be covered by enabling pupils to concentrate during lessons on those activities requiring the teacher's presence and can exploit materials not accessible in the classroom. See the [Feedback Policy](#).

7.4 Children

7.4.1 The school has high expectations of the children who attend the school. An ethos of responsible behaviour and positive commitment during the learning process is encouraged (see [Behaviour and Rewards Policy](#)).

7.4.2 Children are taught key skills as defined by the National Curriculum, alongside our bespoke prep curriculum incorporated into subject areas. There are 6 main areas:

- Communication – to develop skills in speaking, listening, reading and writing.
- Application of number – to develop skills in mental calculations and their application in a variety of contexts.
- Information and Communication Technology – to develop the ability to use a range of information resources and ICT tools to find, analyse, evaluate and present information for a range of purposes.
- Working with others – to develop the skills to contribute to small group or whole class discussions, to work with others and to meet a challenge.
- Improving own learning and performance – to develop the ability to reflect on and critically evaluate their own work. To identify ways to improve their own learning and performance.
- Problem solving – to develop the skills and strategies to help solve problems they face in learning and life.
- Thinking skills – to develop the ability to know what to learn and how to learn.

7.4.3 The children in the early years are taught the key skills outlined in the Curriculum Guidance for the Early Years.

7.5 Parents and Guardians

7.5.1 Danes Hill acknowledges the importance of learning at home and values parental support in assisting children to learn effectively. In this sense, parents are a valued resource. This resource is utilised both by keeping parents fully informed about their children and by encouraging and supporting them.

7.5.2 The homework timetable, drawn up by the Deputy Head Academic, in collaboration with Heads of Department, is issued at the beginning of each academic year to keep the parents informed of the subjects and quantities set each night.

7.5.3 In addition to the homework timetable, at the beginning of each term, curriculum notes are made available to all parents informing them of the topics to be covered in each subject during the term and to enable parents to support the learning process via trips to museums and theatres, etc. Both documents are available on the Danes Hill website. Homework is communicated to children on SharePoint and supported by prep diaries.

7.5.4 Danes Hill offers many opportunities for parents to discuss their child's progress and encourages parents to make full use of them (see Feedback Policy). Danes Hill also holds a series of Information Evenings each September for parents from Mini Transition to Year 8, to

explain the year ahead in both academic and pastoral terms, and to enable parents to meet the teachers.

7.6 Community

- 7.6.1 In recent years, and in response to initiatives within the educational sector, Danes Hill has aimed to increase and broaden children's awareness and understanding of the wider community in which they live. The school provides opportunities for children to learn more about local, national and global issues and to participate in several projects.
- 7.6.2 Within the Pre-prep School children learn to take account of issues of personal responsibility and the feelings of others via regular PSED (EYFS) and PD (KS1), participation in school assemblies and the application of behaviour and anti-bullying policies.
- 7.6.3 In Years 2,3 and 4 Form Teachers are responsible for developing pupil awareness of wider issues through designated time for PD.
- 7.6.4 In Years 5 – 8, Personal Development is implemented and managed by the school's Head of PD. In general, children consider:
- Citizenship – this course provides children with the knowledge, skills and understanding to enable them to play an effective role in society in local, national and global contexts. It allows them to learn their own individual rights and to understand Britain's economy, democratic institutions and values .
 - Revision and Thinking skills – time is spent prior to examinations teaching children how to learn independently and to spend their revision time using a variety of techniques.
 - Discussion – children are encouraged to research topics, form arguments and to listen to the views of others.

Appendix 1- Adaptive Teaching within the Curriculum

The following section deals with the extent to which programmes of study embrace principles of adaptive teaching and inclusion to achieve maximum pupil performance and participation.

It is a truism that all children are different. Yet equally, society expects all children to have equal access to areas of opportunity within the curriculum so that each child may achieve their potential. This is particularly true in the context of a co-educational school. All pupils can learn and make progress. At Danes Hill, adaptive teaching still reflects the curriculum notion that 'results do matter' – for the child, home and school. We wish children to be the best that they can be. Inclusion is governed to some extent by personal choices made by pupils, whether in the realms of modern foreign languages, sport, or activities programmes.

Adaptive teaching must take several factors into account:

- A child's attainment within one subject area may be obscured by specific learning needs.
- Different children react favourably to distinct styles of teaching either preferring, for example, visual stimuli or alternatively speaking and listening.
- Levels of cognitive maturation differ – and therefore children progress at quite different rates.

- A school must be prepared to challenge the more able as well as support the less able. 'Each according to their need' is a maxim which is valued and acted upon fully.

Adaptive Teaching in the Pre-prep

- In Reception and Year 1 we may, where appropriate, divide children in the classroom into groups of similar ability so that children can study at an appropriate pace within a context of co-operative learning.
- Based on diagnostic testing (see Assessment Policy) pupils with evidence of specific learning needs are given appropriate support both within and outside the classroom. There are several extension and support groups for example, for reading and basic literacy and numeracy skills.
- Considerable opportunities are given to pupils to develop their talents in technology, art, music, gymnastics, dance, and other creative activities.

Adaptive Teaching Across KS2 and KS3

Danes Hill operates a system of setting across all core subjects by the beginning of Year 5. In practice, the school tries to achieve a balance between the pastoral security provided for children by a form-based system and providing appropriate teaching strategies for children, which challenge the most able and provide the weakest with support. Setting also gives the school the opportunity to provide smaller teaching groups for many core subjects.

Setting takes place as follows:

- Year 2 Mathematics, English
- Year 3 Mathematics, English
- Year 4 Mathematics, English
- Year 5 Mathematics, English, Science
- Year 6 Mathematics, English, Science and languages
- Year 7/8 Mathematics, English, Science and languages. Where possible, potential scholars will be set in top sets for all subjects.

At every stage of the setting and streaming processes, arrangements are made as flexible as possible. Scholarship entry can depend on the choice of the pupil's senior school and/or the extent to which that school has a particularly competitive entry. Considerable attention is given to the needs of pupils with special educational needs. Whilst there is no doubt that the setting system embraces their needs, individual pupils receive extensive support from the school's Learning Support Centre. The school uses evidence from Educational Psychologists' Reports to obtain amanuenses or laptop usage in important examinations in compliance with the Joint Council for Qualifications guidelines.

N.B. Whilst setting remains central to the school's differentiation policies, staff use a plethora of methods and activities to develop further pupil response. These include:

- By OUTCOME – giving a common task to elicit diverse levels of response.
- By RATE OF PROGRESS – allowing children to work at their own pace.
- By ENRICHMENT – giving children extra tasks intended to broaden their understanding of the material.

- By SETTING DIFFERENT TASKS – such tasks would be based upon a common topic but allowing children to work at various levels.
- By UTILISING PERSONAL PUPIL PREFERENCE (e.g., competitive versus solo situation) to enhance individual and group understanding.

Adaptive teaching is considered a crucial element in school life but is weighted with the desire to provide appropriate pupil opportunity across the curriculum. Equally, it is felt important to identify and harness pupil talents. Appropriate opportunity for talented pupils is provided in the following forms:

- Extension activities in all subjects.
- A timetabled provision and/or after school provision for talented individuals to prepare for Public School Art, DT and All-rounder awards in Years 7 and 8.
- Individual instrumental tuition and appropriate opportunity for ensemble/orchestral work (classical, jazz, pop) and regular performance opportunities for pupils of varying degrees of musical ability.
- There are choirs in the Junior School, and a Chamber Choir in the Upper School. Each performs for parents throughout the year and competes in local and national competitions, with the Chamber Choir touring abroad annually.
- Regular and extensive pupil participation in national and regional competitions across the full range of sports activities undertaken by Danes Hill pupils. These include gymnastics, swimming, athletics, and indoor rowing as well as team sports.
- Individual pupils sit LAMDA exams in Speech and Drama. Extensive work is carried out by the Drama Department to provide considerable pupil opportunity to perform on stage through school productions.

Appendix 2-Homework

Well-planned homework encourages children to develop the practice of independent study, perseverance and self-discipline. It allows children to complete the work started in school, to practise skills or to learn vocabulary taught in class. It also allows more ground to be covered by enabling pupils to concentrate during lessons on those activities requiring the teacher's presence and can exploit materials not accessible in the classroom. The Education Endowment Foundation reports that research has shown the value of homework in terms of increased pupil progress.

Homework must be set according to the homework timetables issued at the beginning of the academic year by the Deputy Head Academic and must not be set on any nights other than those stipulated. Homework is to be handed in either to the appropriate member of staff in person or during the lesson. Some homework will be set for completion by the next day, whilst others will have an extended deadline of up to a week. The amount of homework set depends on the year group and set, and ranges from 20 minutes to 40 minutes per subject per night. In addition to this, it is expected that each child should, wherever possible, read for 15-20 minutes each night. Homework should not be set on the week of whole year Drama productions or when there are other approved school activities, such as evening theatre trips or outings, major sporting events or other special circumstances.

Good reading habits not only develop the children's reading skills but also help to improve comprehension and written work across the curriculum.

All homework should be related to the teaching in the class and should have its purpose explained to the children. Brief but clear instructions for it should be written on MS Teams and noted in the Prep diaries. Throughout the term, there should be a broad range of well-structured tasks set to include reading, writing, learning and analytical assignments.

All homework should be marked and returned to the children as quickly as possible and certainly before the next homework is set. The teacher should include an accurate, positive comment to show where improvement is needed or where progress has been made. All homework marks should be recorded in a mark book so that they can be used to monitor and evaluate the children's progress throughout the year, for reports and for setting purposes.

Homework will be adapted to meet the needs of the year group and set.

Parents should endeavour to provide their child with a suitable, quiet environment and the time needed for the child to complete their homework. They should be aware of their child's homework timetable so they can check that all the work has been completed. They should also be aware of when they can be actively involved with the homework, for example, by helping to test vocabulary or re-interpreting questions and brainstorming solutions but should realise that it is not helpful to do their child's homework for them.