



High March

CURRICULUM, TEACHING AND LEARNING POLICY

Person responsible for latest revision:	Mrs K O'Shaughnessy
Page number of any significant changes in latest revision:	Whole document revised and restructured
Date of last review:	September 2026
ISI Reference	2a / 3a

This policy applies to the Early Year Foundation Stage, Key Stage 1 and Key Stage 2

HIGH MARCH

CURRICULUM, TEACHING AND LEARNING POLICY

Introduction

A commitment to educational excellence is one of the core values of High March. Guided by this principle, we provide an ambitious, broad and balanced education that enables every pupil to flourish academically, socially, emotionally, physically and creatively. The curriculum encompasses all the experiences planned and organised by the School to promote learning, personal development and wellbeing. Beyond lessons, it includes a wide range of enrichment opportunities, such as assemblies, educational visits, residential experiences, clubs, leadership opportunities, the Pupil Council, performances, sporting activities and charitable initiatives.

We prioritise pastoral care and the wellbeing of the children, adopting a happy and relaxed atmosphere in classrooms and around the school. Within this nurturing and inclusive environment, pupils develop confidence, independence, resilience and a love of learning. A variety of teaching and learning strategies are used, including collaborative work, whole-class teaching and outdoor learning. We want our pupils to grow into positive and responsible individuals who can work independently and cooperate effectively with others as they develop their knowledge and skills. Our curriculum enables every pupil to experience a breadth of educational opportunities while encouraging a lifelong enthusiasm for learning, whether academic, creative, artistic or sporting. We offer pupils opportunities to succeed, to be recognised and to make a positive contribution to the school community.

We have four core learning habits which we seek to promote and develop in each of our pupils:

- **Resilience:** The ability or capacity to withstand or recover quickly from difficulties
- **Initiative:** The ability to think for oneself, to work without always being told what to do
- **Self-discipline:** The ability to control one's feelings and overcome one's weaknesses. The ability to do what you need to do, even if you don't feel like it.
- **Curiosity:** A strong desire to learn about the world around you.

Curriculum Principles

The curriculum at High March:

- provides a full-time supervised education appropriate to pupils' ages, aptitudes and needs
- enables all pupils to acquire new knowledge, develop skills and make good progress
- promotes pupils' intellectual, creative, physical, moral, social and cultural development
- develops speaking, listening, literacy and numeracy skills across the curriculum;
- actively promotes pupils' wellbeing

- prepares pupils for the opportunities, responsibilities and experiences of life in modern British society
- actively promotes fundamental British values
- encourages respect for diversity and for the protected characteristics defined in the Equality Act 2010
- reflects the School's aims, values and ethos
- provides appropriate challenge and support for all learners, including those with SEND, EAL and pupils identified as more able
- ensures equality of access and opportunity for all pupils
- presents a balanced range of viewpoints and encourages pupils to think critically and respectfully about different perspectives
- does not promote partisan political views. Where political issues are brought to pupils' attention, they are offered a balanced presentation of opposing viewpoints.

This curriculum has been developed in accordance with the Education (Independent School Standards) Regulations 2014, the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice: 0-25 years (2015, updated 2024).

Curriculum Aims

The School aims to:

- provide a broad, balanced and ambitious curriculum
- foster enthusiasm, curiosity and enjoyment in learning
- enable pupils to acquire knowledge, understanding and skills appropriate to their age, aptitude and stage of development
- promote high standards of achievement and progress
- develop speaking, listening, literacy and numeracy skills across the curriculum
- prepare pupils for successful transition to the next stage of their education and for future life
- develop confident, independent and reflective learners
- promote spiritual, moral, social and cultural development
- promote fundamental British values
- encourage respect, kindness, tolerance, responsibility and service to others
- develop pupils' understanding of online safety and responsible digital citizenship
- cultivate self-confidence, self-esteem and emotional wellbeing
- provide rich co-curricular experiences which extend learning beyond the classroom.

Areas of Learning

The curriculum provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. Through these areas of learning, pupils acquire knowledge, develop skills and understanding, and cultivate the habits and attitudes that support lifelong learning.

Linguistic Education

Pupils develop confidence and competence in speaking, listening, reading and writing through a rich programme of language learning. English lies at the heart of the curriculum, while French is introduced from Nursery and taught throughout the school. In Years 5 and 6, pupils also study Latin and Spanish, broadening their linguistic awareness and understanding of language structures.

In the EYFS, Communication and Language and Literacy form key areas of learning and are integrated throughout the curriculum.

Mathematical Education

Pupils develop fluency, reasoning and problem-solving skills alongside an appreciation of mathematical relationships and patterns. Learning is supported through practical exploration, discussion and investigation, enabling pupils to develop confidence and enjoyment in mathematics.

In the EYFS, Mathematics is one of the prime areas of learning and is embedded in daily experiences and planned activities.

Scientific Education

Pupils develop knowledge and understanding of the natural and physical world through observation, investigation and enquiry. They learn to ask questions, formulate hypotheses, test ideas and evaluate evidence, developing both scientific knowledge and practical skills. In the EYFS, scientific understanding is developed primarily through the Understanding the World area of learning.

Technological Education

Through Computer Science and Design Technology, pupils develop digital literacy, computational thinking and technological understanding. They learn to use technology confidently, safely and responsibly, whilst also designing, creating and evaluating products and solutions. Digital devices are used throughout the curriculum to enhance learning where appropriate.

In the EYFS, children are provided with opportunities to explore and use technology through a range of age-appropriate activities.

Human and Social Education

Through History, Geography, Religious Studies, PSHE and Relationships Education, pupils develop knowledge and understanding of people, places, cultures, beliefs and institutions. They are encouraged to reflect on their role within local, national and global communities and to develop respect for different viewpoints and experiences.

Leadership opportunities, including the Pupil Council, Eco Committee, House system and other roles of responsibility, contribute to pupils' understanding of citizenship, service and participation in school life.

In the EYFS, these areas are supported through Personal, Social and Emotional Development and Understanding the World.

Physical Education

Through PE, Games, Dance and Swimming, pupils develop physical competence, coordination, resilience and teamwork. They are encouraged to adopt healthy lifestyles,

challenge themselves and participate positively in both competitive and non-competitive activities.

In the EYFS, Physical Development is a prime area of learning and supports children's growing confidence, coordination and physical wellbeing.

Aesthetic and Creative Education

Through Art, Design Technology, Drama, Music and wider creative opportunities, pupils develop imagination, creativity and critical thinking. They are encouraged to express themselves, experiment with ideas and reflect on their own and others' work.

In the EYFS, creativity is fostered through a wide range of opportunities for imaginative play, artistic expression and exploration.

Spiritual, Moral, Social and Cultural Development (SMSC)

The curriculum actively promotes pupils' spiritual, moral, social and cultural development. Through lessons, assemblies, enrichment activities, leadership opportunities and the wider life of the School, pupils are encouraged to develop self-knowledge, confidence, responsibility, respect for others and an appreciation of different cultures, beliefs and viewpoints.

Fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs are promoted throughout the curriculum and wider life of the School. Pupils are encouraged to engage thoughtfully with different perspectives and to contribute positively to the school community and to society.

Organisation and Delivery of the Curriculum

High March comprises the Early Years Foundation Stage (Nursery and Reception), Key Stage 1 and Key Stage 2. All teaching is delivered through written and spoken English. Support for pupils for whom English is an additional language is outlined in the School's EAL Policy. The School offers a broad and balanced curriculum, combining high-quality class teaching with specialist subject expertise. As an IAPS school, High March is proud of the breadth and depth of educational opportunities available to its pupils.

In Key Stage 1, pupils are taught principally by their class teachers, providing continuity and a secure foundation for learning. Specialist teaching is provided in subjects including Music, Physical Education, French and Computer Science.

As pupils progress into Key Stage 2, they benefit from increasing opportunities to learn from specialist teachers. Year 3 provides an important transition between Key Stages, with class teachers continuing to teach the core curriculum alongside a growing number of specialist-taught subjects.

Pupils experience a wide range of subjects throughout Key Stage 2, including English, Mathematics, Science, History, Geography, Religious Studies, French, Computer Science, Drama, Art, Design Technology, Music, PE, Games, Dance, Swimming and PSHE and Relationships Education.

From Year 4 onwards, pupils are predominantly taught by subject specialists. Learning arrangements are reviewed regularly to ensure that teaching provides appropriate challenge and support. Mathematics is taught in sets from Year 4 onwards, while English provision is organised to meet the needs of individual learners. From Year 5, Latin and Spanish are offered to pupils where appropriate. For pupils who do not study these subjects, additional English and Mathematics teaching is provided.

Homework appropriate to pupils' age and stage of development is set in accordance with the School's Homework Policy.

Curriculum Planning

The curriculum is carefully planned to ensure breadth, balance, continuity and progression across all phases of the School. Programmes of study are designed to develop pupils' knowledge, skills and understanding progressively, building on prior learning and preparing them for the next stage of their education.

In Years 1 to 6, the curriculum is devised by the School and incorporates the requirements of the National Curriculum where appropriate, while providing a broader range of learning opportunities that reflect the School's aims and ethos.

Planning takes place at three levels:

- **Long-term planning** provides an overview of curriculum content and progression across year groups.
- **Medium-term planning** identifies learning objectives, curriculum content, assessment opportunities and adaptations to support and challenge pupils.
- **Short-term planning** is developed by teachers to meet the needs of their classes and individual pupils.

Curriculum planning is reviewed regularly to ensure continuity, progression and high standards of teaching and learning across the School.

Early Years Foundation Stage

Provision in Nursery and Reception follows the current Statutory Framework for the Early Years Foundation Stage (EYFS).

Planning and practice are underpinned by the four EYFS principles:

- every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments with appropriate support from adults
- children develop and learn at different rates and in different ways.

The curriculum encompasses the prime and specific areas of learning and development and promotes the characteristics of effective learning. Learning experiences are carefully planned to support children's progress, independence, wellbeing and readiness for future learning.

Inclusion and Accessibility

High March is committed to ensuring equality of access to learning and educational opportunity for all pupils.

Teachers plan learning that takes account of pupils' ages, aptitudes, prior attainment and individual learning needs. Teaching is adapted where appropriate to provide suitable support and challenge, enabling all pupils to participate fully in the curriculum and make progress.

The School:

- makes reasonable adjustments for pupils with disabilities
- fulfils the requirements of Education, Health and Care Plans (EHCPs)
- provides appropriate support for pupils with SEND
- supports pupils with English as an Additional Language (EAL)
- provides appropriate challenge and extension for more able pupils.

The Head of Learning Support (SENDCo) works closely with staff, parents and external agencies to identify and support pupils' individual needs and to coordinate appropriate provision.

Further information is available in the School's SENDA, Learning Support, Inclusion, EAL and More Able policies.

Personal Development and Wellbeing

Personal development is an integral part of the curriculum and wider life of the School.

Through PSHE and Relationships Education, assemblies, enrichment activities, leadership opportunities and daily interactions, pupils are supported to develop:

- self-confidence and self-awareness
- resilience and independence
- emotional wellbeing
- respect for others
- an understanding of diversity and inclusion
- moral responsibility and integrity
- leadership and teamwork skills
- positive attitudes towards learning and personal growth.

Pupils are provided with opportunities to contribute to school life through:

- the Pupil Council
- the Food Council
- the Eco Committee
- leadership and ambassadorial roles
- House activities and competitions
- charitable fundraising and community initiatives.

Pupil voice is actively encouraged through both formal and informal mechanisms and helps to shape aspects of school life and curriculum provision.

PSHE and Relationships Education

PSHE and Relationships Education reflect the School's aims and ethos and make a significant contribution to pupils' personal development and wellbeing. The programme encourages respect for others, including those with protected characteristics as defined by the Equality

Act 2010, and supports pupils in developing the knowledge, skills and understanding needed to lead healthy, safe and responsible lives.

Teaching is delivered through dedicated lessons, assemblies, Circle Time activities, visiting speakers and wider curriculum opportunities.

Further information is available in the PSHE and Relationships Education Policy.

Co-Curricular Enrichment

The School offers a rich programme of educational visits, residential experiences, clubs, performances, sporting activities and leadership opportunities that complement and enhance classroom learning.

A wide range of co-curricular activities enables pupils to pursue existing interests, discover new talents and develop confidence, independence, teamwork and resilience. Opportunities are reviewed regularly to reflect the interests and needs of pupils.

Through participation in sport, music, drama, creative activities and wider enrichment experiences, pupils are encouraged to develop skills, character and a lifelong enthusiasm for learning.

Teaching and Learning

At High March, we believe that all pupils can learn and achieve success within a supportive, stimulating and inclusive environment. Teaching promotes high expectations, academic ambition and a love of learning, while developing pupils' confidence, independence and resilience.

Teaching seeks to:

- build on pupils' prior knowledge and experience;
- develop secure knowledge, understanding and skills;
- foster curiosity, initiative and engagement;
- promote independence and self-regulation;
- encourage reflection and purposeful practice;
- develop the High March Core Learning Habits of resilience, initiative, self-discipline and curiosity;
- provide appropriate support and challenge for all learners.

Teachers:

- demonstrate strong subject knowledge
- plan learning carefully and coherently
- use effective questioning, explanation and modelling
- identify and address misconceptions
- adapt teaching responsively to meet pupils' needs
- maintain high expectations for all pupils
- use assessment to inform teaching and learning
- establish positive and purposeful learning environments
- manage behaviour consistently and fairly
- promote participation, collaboration and active engagement.

Learning may include:

- direct instruction
- discussion and debate
- enquiry and investigation
- practical activities

- collaborative learning
- independent study
- educational visits
- use of digital technology
- outdoor learning.

Teaching and learning are supported by the School's Teaching and Learning Handbook.

Adaptive Teaching

Teaching is adapted, where appropriate, to meet the needs of individual pupils. Through ongoing assessment, teachers provide appropriate support, scaffolding and challenge, enabling all pupils to access the curriculum, make progress and fulfil their potential. Adaptive teaching takes account of pupils' prior attainment, individual learning needs, strengths and barriers to learning. It supports full participation in the curriculum while maintaining high expectations for all pupils.

Assessment and Feedback

Assessment and feedback are integral to effective teaching and learning and are used to support pupil progress, inform future planning and identify next steps in learning.

Assessment includes a range of formative and summative approaches, enabling teachers to monitor achievement, adapt teaching and provide appropriate support and challenge.

Feedback may be verbal or written and aims to:

- recognise achievement and effort
- identify strengths and areas for development
- address misconceptions
- support pupils in improving their work
- develop pupils' ability to reflect on and regulate their own learning.

The Assessment, Recording and Reporting Policy contains detailed expectations and procedures relating to:

- formative assessment
- summative assessment
- feedback
- recording
- reporting to parents
- standardised assessment.

Monitoring, Evaluation and Review

The School regularly monitors and evaluates the quality and effectiveness of curriculum provision, teaching and learning to ensure high standards and continuous improvement.

Monitoring activities may include:

- lesson observations and learning walks
- scrutiny of pupils' work
- review of curriculum planning
- analysis of assessment information
- discussions with pupils
- professional dialogue with staff

- curriculum reviews
- departmental self-evaluation.

Findings are used to celebrate effective practice, identify areas for development and inform future planning, professional development and curriculum improvement. Monitoring activities support the fulfilment of the School's aims, ethos and statutory responsibilities.

Communication with and Role of Parents

The School values its partnership with parents and recognises the important role they play in supporting their children's learning and development.

Information about curriculum provision is shared through:

- curriculum booklets
- parent information evenings
- reports
- parents' evenings
- ongoing communication with staff.

Parents are encouraged to work collaboratively with the School to support pupils' progress, wellbeing and personal development.

Further information regarding assessment, recording and reporting is available in the Assessment, Recording and Reporting Policy.

Roles and Responsibilities

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The Proprietors provide strategic oversight and seek assurance that curriculum provision:

- fulfils statutory requirements
- reflects the School's aims and ethos
- supports pupils' wellbeing, progress and achievement.

Headmistress and Deputy Head (Teaching and Learning)

The Headmistress and Deputy Head (Teaching and Learning) have overall responsibility for:

- curriculum leadership
- teaching and learning
- quality assurance
- monitoring and evaluation
- implementation and review of this policy.

Heads of Department and Subject Leaders

Heads of Department and Subject Leaders are responsible for:

- leading and developing their curriculum areas
- monitoring standards of teaching, learning and achievement
- supporting colleagues through professional dialogue and the sharing of good practice
- maintaining schemes of work and curriculum documentation
- evaluating provision and outcomes to promote continuous improvement.

Related Documents:

- Aims and Ethos Policy
- Assessment, Recording and Reporting Policy
- Behaviour and Pastoral Care Policy
- Homework Policy
- More Able Policy
- Inclusion Policy
- Learning Support Policy
- SEND Policy
- SEND Accessibility Plan
- Professional Development and Review Policy
- PSHE and Relationships Education Policy
- SMSC Policy and appendices