



CURRICULUM POLICY



Document History

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1. OUR CURRICULUM POLICY STATEMENT

Belmont School strives to provide a caring, structured learning environment in which all pupils can develop academically, socially, emotionally and morally to their full potential.

All pupils, irrespective of age, aptitude, attainment level, ability or social circumstances, are entitled to an education of the highest quality. Education is intrinsically valuable, and so we seek to encourage all pupils to learn at school, outside school and beyond school age.

We are committed to delivering a personalised curriculum which is based on the assessment of a pupil's needs and preferences alongside their strengths and areas for development; pupils are provided with appropriate and challenging pathways and a career pathway is developed through a careers program in KS4 to help pupils understand why they're engaging in education and have an 'end goal'.

We offer an environment where teachers can deliver an exciting and innovative curriculum through a range of curriculum areas which include Outdoor Education alongside Horticulture and Vocational departments. These curriculum areas provide further opportunities for our kinaesthetic learners to enjoy academic success. Links with Forest Schools and other alternative provisions, alongside more traditional learning environments, with support staff and small classroom sizes ensure pupils get more time to engage directly with staff.

2. RATIONALE

All pupils attending Belmont School have a range of special educational needs (SEN) such as attention deficit hyperactivity disorder (ADHD), autism spectrum disorder (ASD) and social, emotional and mental health (SEMH) difficulties. All pupils have an education health and care plan (EHC) plan.

The range and nature of both the difficulties and needs our pupils exhibit, have and continue to become more complex as does the assessment of these. Thus, it is important that the school seeks to ensure that the admission process accurately identifies the needs of pupils and whether it is possible for the school to meet the pupils' needs both effectively and efficiently.

Pupils enrolling at Belmont School will typically have:

- Been excluded from one or more schools.
- Had a sporadic attendance to previous schools, or periods of extended absence.
- Received 1-1 support either at home or in a specialised unit, possibly on a reduced timetable.
- Low self-esteem and self-confidence in relation to their ability to succeed academically and control their behaviour.
- Low expectations of the opportunities that is likely to be available to them when they leave school.
- Barriers to learning such as ASD, ODD, specific learning difficulties such as dyslexia and dyscalculia and attention deficit hyperactivity disorder (ADHD).
- Many of our students have had adverse childhood experiences, or medical conditions which have affected their ability to regulate their behaviours and ability to form appropriate relationships with peers.

3. LEGISLATION

This policy is designed to ensure that the school complies with, and exceeds, the expectations of all relevant legislation. We commit to meeting and surpassing the principles set out in:

- The Education (Independent School Standards) (England)
https://assets.publishing.service.gov.uk/media/5cd3fc2fe5274a3fd6ee74b0/Independent_School_Standards_-_Guidance_070519.pdf
- The National Curriculum
https://assets.publishing.service.gov.uk/media/5a81a9abe5274a2e8ab55319/PRIMARY_nation al_curriculum.pdf

- It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2015
https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf and Equality Act 2010
<https://assets.publishing.service.gov.uk/media/5a7963cced915d04220680c7/vcs-service-providers.pdf>

4. CURRICULUM IMPLEMENTATION

The school uses a range of pedagogical approaches, each closely aligned to the project being used as a stimulus and the skills being developed by each lesson. A mix of whole-class, group and individual teaching is used, and teaching styles vary according to the needs of the pupils. In this way teachers ensure that the pupils perform according to their aptitudes and abilities.

Belmont school will ensure that each pupil's EHC plan outcomes and educational provisions are incorporated into their delivery of lessons, through scaffolding and differentiation and effective sharing of ECH plan aims, which are monitored and assessed by the SENCo.

Schemes of work are designed to support the sequencing of the development of knowledge and skills, allowing children to reinforce, develop and build on this knowledge as they progress through school. Schemes of work are designed so that children who are new to the school or may have missed periods of education, are able to be supported to become fully engaged in the school's curriculum, the assessment embedded into each department's planning and schemes of work will also help to identify gaps in students' knowledge, and inform the school on the most prudent forms of intervention in order to effectively address those gaps.

5. CURRICULUM AIMS

At Belmont School, our aim is to develop a broad and balanced curriculum that provides our pupils with the requisite knowledge, skillset and confidence to help them become successful learners, confident individuals and responsible, contributing members of society. The curriculum is differentiated to a pupil's individual abilities and aptitudes, increasing self-esteem and personal development. Belmont School aims to provide a curriculum that will inspire and challenge all learners and prepare them for the future.

To this end, the school supports and endorses the principles of providing pupils with a broad, balanced, relevant and differentiated curriculum. Hence, the school seeks to:

- Satisfy the requirements of legislation relating to the National Curriculum and Religious Education (RE), relationships, sex education and health education (RSE) ensuring that sufficient time is

allowed for all aspects of the curriculum and the development of essential skills, especially literacy, numeracy and the use of Digital Media.

- Provide for individual needs, whilst limiting disapplication from the National Curriculum to an absolute minimum.
- Set high standards and ensure pupils make good/excellent progress, in line with their abilities.
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers and effectively address pupil's gaps in knowledge., through intervention work.
- Be challenged and stretched to achieve their potential.
- Provide access, at an appropriate level, to a curriculum that takes account of developments in provision for 14–19-year-olds and ensure a successful transition from the primary site to the secondary site, and from the secondary site to post 16 provisions.
- To prepare all pupils for a successful adult and working life in a 21st century global society.
- Provide a combination of academic and vocational options, catering for individual pupil needs and desired pathways.
- Provide enrichment activities that broaden a pupil's experiences whilst at school. It is our ambition to encourage our young people to develop into responsible citizens with moral purpose and values that help sustain their everyday lives.
- Help pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- Help pupils understand the world in which they live.
- Value their learning outside of the curriculum.
- Relate to the taught curriculum.

The focus on meeting individual needs is set in a context of each pupil's entitlement to a broad, balanced, relevant and differentiated curriculum and their desire to follow a course similar to those of their peers in mainstream school and achieve similar leaving outcomes to their mainstream counterparts. Whilst providing common curriculum opportunities for all, the school curriculum provides enough flexibility to meet the differing emotional, pastoral and mental needs of our pupils. Subsequently, pupils benefit from personalised teaching/learning or individual curriculum timetables, which help to engage the learner and to recognise the value and importance of education in their lives.

6. CURRICULUM OUTCOMES

Our School's curriculum will:

- lead to qualifications that are useful for both employers and further education.
- enable our pupils to fulfil their potential.
- meet the needs of pupils of all abilities.
- provide equal access for all our pupils to a full range of learning experiences beyond statutory guidelines.
- prepare our pupils to make informed and appropriate choices at points of transition with the requisite guidance and planning through the careers programme.
- help our pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- include a range of vital characteristics such as breadth, balance, relevance, differentiation, progression, continuity and coherence.
- ensure continuity and progression within the school and between phases of education, increasing our pupils' choice during their school career.
- foster teaching styles which offer and encourage a variety of relevant learning opportunities.
- ensure pupils are given the opportunity to enhance their literacy, phonics and numerical skills throughout the breadth of the curriculum.
- help pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- help our pupils understand the world in which they live.
- meet the social, emotional and behavioural needs of our pupils.

7. SMSC WITHIN THE CURRICULUM

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

Class discussions will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own thoughts and beliefs, even about difficult events.
- Share thoughts and feelings with other people.

- Explore relationships with friends/family/others.
- Consider other needs and behaviours.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc.

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

8. ENRICHMENT

At Belmont School we believe that it is crucial to give every young person an opportunity to extend their education beyond the National Curriculum and we are absolutely committed to providing opportunities for broadening pupils educational experience whilst at school with us.

As a school that caters for pupils with a range of SEND and many if not all of our pupils suffer from mental health issues. Two strands of pupil EHC plans - Communication and Interaction and Social, emotional and mental health areas are being supported through the implementation of our Enrichment programme.

A significant number of our pupils are of a white British ethnicity, from a working-class background. The Enrichment programme is designed to broaden pupil's knowledge and experiences of living in a multicultural Britain. To ensure that our pupils are globally aware and gain an understanding of other cultures, our Enrichment programme is designed to provide further opportunities for pupils to visit.

Our Enrichment programme also strives to enhance pupil's life at school and increase motivation and achievements, not just in the classroom.

Links with the wider community:

- Visitors are welcomed into school, background checks notwithstanding.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

9. MONITORING, EVALUATION AND REVIEW

- Assessment information from KS2 and base line testing enables flight paths to be used as guide in key stage 3 targets towards an outcome that is both challenging and achievable.
- In Key Stage 4 and Post 16, students go onto achieve a range of accreditation at Entry Level, Functional Skills, BTEC and GCSE awards. Accredited courses are continually under review, and we seek to provide the best options possible to our students for supporting their continued development as learners.
- Class teachers are responsible for reviewing the overall progress and achievements of students and for maintaining records in a good order. A quality assurance programme ensures that progress and achievements are true reflections of a pupil performance, through lesson observations, learning walks and book scrutiny.

10. CURRICULUM OFFER

Primary

Primary classes follow the National Curriculum as guidance. We aim to ensure that pupils can have similar experiences and opportunities to their peers in mainstream schools, using their baseline information and social and emotional needs. This can mean that some children who are at a developmentally lower age than their chronological one, will experience the curriculum through approaches that are tailored to their learning style, which may be experiential or a continuous provision.

Key Stage 1 and 2

Teachers implement a carefully sequenced curriculum to identify next steps for teaching and learning for every pupil. Teachers' medium- and short-term plans then bring together the different elements of provision for each child. This is outlined below:

- EHCP Targets which inform IEPS

- Personal development using myHappyminds and the PSHE association
- Academic Curriculum- RWI, WRM, Cornerstones, Teach Computing, Lancashire PE scheme of work including swimming
- Enrichment
- MDT- Psychotherapy, Occupational Therapy, SALT and Wellbeing

Using this approach all pupils in Key 1 and 2 access English and Maths - reading is a priority. Teachers use a phonics-based approach known as Read Write Inc to teach segmenting (writing) and blending (reading). This is delivered using an approach matched to pupils' needs and not necessarily in the strict format adopted by a mainstream school.

We use a thematic approach based around the Cornerstones Curriculum. The Cornerstones Curriculum is delivered through Imaginative Learning Projects (ILPs) and has designated lessons to cover elements of science, history, geography, religious education and art and design.

PSHE (combined with RSE and SEMH), music, maths, computing and PE are delivered as discrete subjects.

The PSHE Association and myHappyminds are used to deliver all aspects of the PSHE and the statutory RSE primary curriculum.

All pupils access Enrichment activities weekly and work towards completing an Enrichment passport at the end of key stage 2.

Staff consult with the MDT team regularly to ensure all clinical needs and targets of all pupils outlined in EHC plans are incorporated through the curriculum offer.

Secondary

Key Stage 3

Key Stage 3 is largely based upon a mainstream secondary model with the majority of pupils moving to subjects specialists' and classrooms. For our more complex students, a nurture class is largely based on a primary model, relationships are quickly formed with a familiar class teacher alongside specialist subject teachers. They may still be learning at a lower both academically and socially. Pupils in the nurture class may still require intensive phonics delivery, and benefit from remaining in one classroom.

Pupils are allocated classes that are suitable for their learning style and academic need as well as their chronological age, depending on a pupil's individual needs. This also helps pupils develop social skills and promote positive friendships and interactions between pupils.

The Key Stage 3 curriculum is delivered and differentiated to meet learning needs. It may also be delivered through a topic-based approach, with a higher emphasis on experiential learning. Their key focuses are their EHC plan targets, numeracy and literacy, as well as supporting complex needs.

The National Curriculum is followed in accordance with the child's academic need and cognitive ability. Progress is monitored through teacher assessment using appropriate assessment frameworks. All year pupil's academic and Vocational progression is monitored and tracked through the SOLAR software and 'Evidence for Learning' which has just been implemented company wide.

Subjects taught include:

- English
- Literacy/Phonics
- Maths
- Science
- Digital Media
- Food & nutrition
- Horticulture
- PE
- RE
- PSHE
- History
- Geography
- Art
- Enrichment activities

Key Stage 4

All pupils have access to the National Curriculum and are offered the opportunity to take part in courses of study leading to examination entry at a range of levels. These courses include 'Foundation Learning' qualifications; a range of GCSEs including core subjects and optional courses that we hope

support children in their future aspirations. Whilst all pupils have the opportunity to follow a personalised timetable including GCSEs, vocational pathways, access careers/work placements

and work experience, the core GCSE courses/subjects are always provided or made available for every ability.

All pupils study:

- English Language (at GCSE, Functional Skills or Entry Level)
- Maths (at GCSE, Functional Skills or Entry Level)
- Science Combined (at GCSE)
- Digital Media (Pearson E3-L1)
- PE (non-examined)
- PSHE (non-examined)
- Food & Nutrition (non-examined)
- Life Skills (non-examined)
- Access to independent careers advice and guidance
- Outdoor Activities
- Enrichment activities
- Vocational unit: Bike maintenance (City & Guilds qualification)
- Vocational unit: Building & construction (City & Guilds qualification)
- Horticulture (Land Based Studies) (City & Guilds qualification)

Options subject may contain (this list may alter depending on staffing and pupil interest)

- GCSE English Literature
- GCSE Geography
- GCSE ART (Fine)

Some pupils may have bespoke timetables where they attend off-site provisions in order to support them gaining a qualification or experiencing a subject that is relevant to their future hopes and aspirations.

Key Stage 4 also implements Nurture classes for children who require a curriculum based around life and key skills. For these pupils, Entry Level, Functional Skills qualifications and Life Skills certification may be appropriate although all pupils will have access to GCSE dependant on attainment and ability. These classes offer flexible programmes of Maths, English, Science, PSHE and Life Skills which covers a broad area of study and allows the group to work at their own pace, building up a portfolio of evidence in much needed key skills. Other subjects can be studied in

conjunction as each pupil can have their own personalised timetables, which can also include individual or whole class excursions such as travel training during enrichment, Food & Nutrition, sport and healthy lifestyle education are also incorporated.

Pupils in Key Stage 4 are encouraged to undertake periods of work experience to help prepare them for post-16 and to help them decide which career paths are of interest to them. Successful work experience placements will be beneficial to their career development.

As much as possible, we look to provide an engaging curriculum that considers the interests and aspirations of pupils, helping them to succeed academically. We also look to support the independence of our learners to prepare them for their next steps, as well as their social skills, encouraging them to take responsibility for their learning and actions.

The curriculum policy supports the school statement of intent that every pupil should achieve their potential and develop an understanding of and respect for themselves and others.

11. MONITORING AND REVIEW

This policy is subject to annual review unless changing circumstances require an earlier review



Outcomes
First Group