



Outcomes  
First Group

# CURRICULUM POLICY



## Document History

|               |                                 |
|---------------|---------------------------------|
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### 1. Vision and Purpose

Belmont School is committed to providing a broad, balanced, ambitious and inclusive curriculum that enables every pupil to flourish academically, socially, emotionally and personally.

Our curriculum has been carefully designed for pupils with Education, Health and Care Plans (EHCPs), the majority of whom have Social, Emotional and Mental Health (SEMH) needs alongside a range of additional needs including Autism Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD), speech, language and communication needs, attachment difficulties and adverse childhood experiences.

Many pupils join Belmont having experienced disrupted education, exclusion, poor attendance, anxiety or significant barriers to learning. We recognise that these experiences affect not only academic attainment but also confidence, emotional regulation, relationships and readiness to learn.

Our curriculum therefore seeks to provide much more than qualifications.

- It provides stability.

- It restores confidence.
- It develops character.
- It prepares pupils for successful adult lives.

Every pupil is entitled to a curriculum that is ambitious regardless of starting point. High expectations sit alongside high levels of care and support. We believe pupils should never be defined by their previous educational experiences or barriers to learning.

Our curriculum combines:

- academic ambition
- therapeutic approaches
- personal development
- outdoor education
- enrichment
- vocational learning
- preparation for adulthood

to ensure every young person leaves Belmont equipped with the knowledge, skills, qualifications and confidence to succeed in further education, employment and society.

## 2. Legislative Framework

This policy has been developed with reference to:

- The Education (Independent School Standards) Regulations 2014 (as amended)
- The Children and Families Act 2014
- SEND Code of Practice (2015)
- Equality Act 2010
- Keeping Children Safe in Education
- Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance
- Careers Guidance and Access for Education and Training Providers
- Independent School Inspectorate Framework (2023)

## 3. Curriculum Principles

The Belmont curriculum has been designed around ten key principles.

### 3.1 Ambition

Every pupil is entitled to an ambitious curriculum regardless of prior attainment, diagnosis or previous educational experiences. Staff maintain consistently high expectations whilst recognising individual starting points.

### 3.2 Breadth and Balance

The curriculum provides pupils with experience in:

- linguistic education
- mathematical education
- scientific education
- technological education
- human and social education
- physical education
- aesthetic and creative education

in accordance with the Independent School Standards.

### 3.3 Knowledge Rich

The curriculum identifies the essential knowledge pupils need to acquire. Learning is carefully sequenced so that new knowledge builds upon prior learning, allowing pupils to know more and remember more over time.

### **3.4 Personalisation**

Learning pathways are adapted to meet individual needs without reducing ambition. Reasonable adjustments enable pupils to access the curriculum whilst maintaining appropriate challenge.

### **3.5 Trauma-Informed Practice**

The curriculum reflects current understanding of attachment, trauma and neurodevelopment. Learning environments are characterised by:

- emotional safety
- predictable routines
- consistency
- positive relationships
- co-regulation
- restorative practice

These principles underpin effective learning.

### **3.6 Preparation for Adulthood**

Every aspect of the curriculum contributes towards preparing pupils for:

- employment
- further education
- independent living
- healthy lifestyles
- community participation

Preparation for adulthood begins from the point pupils enter Belmont.

### **3.7 Inclusion**

Equality of opportunity underpins curriculum design. No pupil is unnecessarily disadvantaged because of disability, SEND, protected characteristics or previous educational experiences. The curriculum promotes respect, dignity and inclusion for all.

### **3.8 Literacy**

Reading, writing, vocabulary development and spoken communication are the responsibility of every member of staff. Explicit opportunities to develop literacy are planned across all curriculum areas.

### **3.9 Character**

The curriculum develops:

- resilience
- responsibility
- independence
- confidence
- leadership
- teamwork
- empathy

These qualities are essential for lifelong success.

### **3.10 Continuous Improvement**

Curriculum design is continually reviewed using evidence from:

- assessment
- pupil voice
- staff evaluation

- quality assurance
  - inspection findings
  - research evidence
- to ensure it remains ambitious and responsive to pupil need.

#### 4. Belmont Curriculum Intent

At Belmont School we intend that every pupil will:

**Achieve** - Acquire the knowledge, understanding and skills necessary to succeed academically and personally.

**Belong** - Develop positive relationships and feel safe, valued and respected within an inclusive community.

**Grow** - Become increasingly resilient, independent and emotionally literate.

**Aspire** - Develop high aspirations for education, employment and adult life.

**Contribute** - Become active, responsible citizens who make positive contributions to their communities.

**Flourish** - Leave Belmont as confident young adults equipped with recognised qualifications, practical life skills and the confidence to fulfil their potential.

#### Curriculum Entitlement

Every pupil at Belmont is entitled to:

- a broad and balanced curriculum
- excellent teaching
- ambitious learning
- high-quality relationships
- adaptive teaching
- opportunities to read daily
- explicit vocabulary teaching
- high-quality speaking and listening opportunities
- meaningful assessment
- access to technology
- careers education
- outdoor education
- enrichment
- preparation for adulthood
- opportunities to develop leadership
- therapeutic support where required
- equality of opportunity

This entitlement applies irrespective of background, need or starting point.

#### Curriculum Design

Our curriculum has been deliberately designed to ensure pupils progressively know more, remember more and can do more over time. Subject leaders identify:

- core knowledge
- threshold concepts
- disciplinary knowledge
- key vocabulary
- essential skills

- assessment checkpoints

Curriculum maps demonstrate clear progression between year groups and key stages. Knowledge is revisited regularly through retrieval practice to support long-term retention. Learning is sequenced so that pupils develop secure understanding before moving to increasingly complex concepts.

## **5. Curriculum Implementation**

### **5.1 Our Approach**

Belmont School believes that high-quality teaching is the single greatest factor influencing pupil outcomes. Effective teaching enables pupils to acquire secure knowledge, develop confidence and become increasingly independent learners.

Our curriculum is implemented through a consistent pedagogical approach that combines evidence-informed teaching strategies with trauma-informed practice. This ensures that pupils experience classrooms that are emotionally safe, intellectually ambitious and responsive to individual needs.

Teaching is underpinned by the following principles:

- High expectations for every pupil.
- Strong, positive relationships built on trust and mutual respect.
- Consistent routines that reduce anxiety and maximise learning time.
- Explicit instruction and carefully sequenced learning.
- Adaptive teaching that removes barriers without reducing ambition.
- Frequent opportunities for retrieval, rehearsal and application.
- Regular assessment that informs teaching and supports progress.
- A culture in which mistakes are viewed as an essential part of learning.

Teachers plan learning that enables pupils to progressively acquire knowledge, deepen understanding and apply skills confidently across the curriculum.

### **5.2 Curriculum Sequencing**

Every subject curriculum has been carefully designed to ensure that learning builds progressively over time.

Subject leaders identify:

- the essential knowledge pupils must acquire;
- the disciplinary knowledge unique to each subject;
- threshold concepts that unlock future learning;
- key vocabulary;
- subject-specific skills; and
- opportunities for retrieval and assessment.

Learning is deliberately sequenced so that new knowledge builds upon secure prior learning. Important concepts are revisited regularly to strengthen long-term memory and improve retention. Teachers routinely make explicit links between previous learning, current learning and future learning so pupils understand how knowledge connects across the curriculum.

### **5.3 Curriculum Progression**

Progression is demonstrated through pupils increasingly being able to:

- recall knowledge accurately;
- explain concepts using appropriate vocabulary;
- apply knowledge in unfamiliar contexts;
- solve increasingly complex problems;
- think critically;
- communicate confidently;

- work independently;
- transfer learning between subjects.

Curriculum progression maps identify the knowledge and skills expected within each year group and support consistency across the school.

## 6. SAFELEARN – Belmont's Pedagogical Framework

SAFELEARN is Belmont School's evidence-informed teaching framework.

It combines effective classroom practice, cognitive science and trauma-informed principles to create learning environments in which pupils feel safe enough to learn and challenged enough to succeed.

| SAFELEARN Principle            | Classroom Practice                                                                                          |
|--------------------------------|-------------------------------------------------------------------------------------------------------------|
| <b>S – Safety First</b>        | Predictable routines, emotional regulation, positive relationships and psychologically safe classrooms.     |
| <b>A – Anchor Learning</b>     | Clear learning objectives, retrieval practice, activation of prior knowledge and explicit success criteria. |
| <b>F – Facilitate Learning</b> | High-quality modelling, worked examples, guided practice, scaffolding and adaptive teaching.                |
| <b>E – Engage</b>              | Questioning, discussion, collaborative learning, purposeful practice and active participation.              |
| <b>L – Learn</b>               | Secure acquisition of knowledge and skills through repetition, rehearsal and application.                   |
| <b>E – Evaluate</b>            | Responsive assessment, feedback and identification of misconceptions.                                       |
| <b>A – Adapt</b>               | Teaching adjusted responsively to meet individual learning needs whilst maintaining ambition.               |
| <b>N – Nurture</b>             | Relationships, wellbeing and personal development remain central to learning.                               |

SAFELEARN provides a common language for teaching across the school and underpins professional development, lesson observation and quality assurance.

### 6.1 Evidence-Informed Teaching

Teaching routinely incorporates:

- explicit instruction;
- retrieval practice;
- spaced practice;
- modelling;
- worked examples;
- guided practice;
- purposeful questioning;
- scaffolded learning;
- metacognitive strategies;
- regular review.

These approaches support pupils in developing secure understanding and long-term retention of knowledge.

## 7. Reading, Literacy, Oracy and Numeracy

### 7.1 Reading

Reading underpins every area of the curriculum. Belmont is committed to ensuring that every pupil becomes an increasingly fluent, confident and enthusiastic reader. Reading is developed through:

- high-quality phonics where appropriate;
- structured reading interventions;
- disciplinary reading within subjects;
- guided reading;
- independent reading;
- shared reading;
- reading for pleasure.

Reading difficulties are identified quickly through baseline assessment and appropriate interventions are implemented. Reading progress is monitored regularly.

### 7.2 Literacy

Literacy is the responsibility of every teacher. All curriculum areas contribute to the development of:

- vocabulary;
- reading comprehension;
- writing;
- spelling;
- grammar;
- communication.

Teachers explicitly teach subject-specific vocabulary and provide regular opportunities for pupils to use new language accurately in speech and writing.

### 7.3 Oracy

High-quality speaking and listening opportunities are planned across the curriculum. Pupils are encouraged to:

- explain their thinking;
- justify opinions;
- debate respectfully;
- ask questions;
- present confidently;
- communicate effectively.

Developing oracy improves both academic achievement and preparation for adulthood.

### 7.4 Numeracy

Numeracy is promoted across the curriculum through purposeful opportunities to apply mathematical knowledge in practical and real-life contexts.

## 8. Adaptive Teaching and Inclusion

Belmont School recognises that pupils learn in different ways and at different rates. Teaching is therefore adapted responsively to ensure every pupil can access ambitious learning.

Adaptive teaching may include:

- scaffolded tasks;
- pre-teaching vocabulary;
- visual supports;
- modelling;
- chunking information;

- flexible grouping;
- assistive technology;
- alternative methods of recording;
- sensory regulation strategies;
- increased processing time.

Teachers maintain high expectations for all pupils. Adaptation is designed to remove barriers to learning rather than reduce curriculum ambition.

### 8.1 Reasonable Adjustments

Reasonable adjustments are made in accordance with the Equality Act 2010. These adjustments enable pupils to participate fully in learning whilst ensuring equality of opportunity.

### 8.2 EHCP Outcomes

Teachers use pupils' EHCP outcomes to inform planning, teaching and assessment. Curriculum planning reflects both academic priorities and wider developmental outcomes including:

- communication and interaction;
- social, emotional and mental health;
- physical and sensory;
- independence;
- preparation for adulthood.

### 8.3 Multi-Disciplinary Working

Teachers work closely with:

- therapists;
- pastoral staff;
- family support;
- safeguarding staff;
- behaviour specialists;
- parents and carers.

This collaborative approach ensures that learning, wellbeing and personal development are effectively integrated.

## 9. Assessment

Assessment is integral to effective teaching and curriculum development. It provides accurate information about what pupils know, understand and can do.

Assessment supports:

- curriculum planning;
- adaptive teaching;
- intervention;
- reporting;
- evaluation of curriculum effectiveness.

### 9.1 Assessment Principles

Assessment at Belmont is:

**Diagnostic** - Used to identify pupils' starting points and learning needs.

**Formative** - Embedded within everyday teaching to identify misconceptions and inform immediate

adaptations.

**Summative** - Used periodically to evaluate pupils' progress against curriculum expectations and qualification requirements.

Assessment is proportionate, purposeful and designed to support learning rather than simply measure attainment.

## 9.2 Assessment Model

The school uses a range of assessment approaches including:

- baseline assessment on entry;
- reading assessments;
- standardised assessments where appropriate;
- low-stakes knowledge quizzes;
- retrieval activities;
- practical assessment;
- teacher assessment;
- pupil self-assessment;
- peer assessment;
- examination outcomes;
- vocational assessment.

## 9.3 Assessment for Learning

Teachers routinely:

- check understanding;
- identify misconceptions;
- provide immediate feedback;
- adapt teaching accordingly;
- revisit learning where necessary.

Feedback focuses on improving learning rather than simply judging performance.

## 9.4 Measuring Curriculum Impact

Curriculum effectiveness is evaluated through evidence that pupils:

- know more;
- remember more;
- understand more deeply;
- apply knowledge confidently;
- become increasingly independent learners.

Assessment information is analysed alongside attendance, behaviour, engagement, destinations and pupil voice to evaluate the overall effectiveness of the curriculum.

## 10. Curriculum Structure

The Belmont curriculum provides a coherent educational journey from Key Stage 1 to Key Stage 4. Whilst learning pathways become increasingly personalised, every pupil is entitled to a broad and balanced curriculum.

### Primary (Key Stages 1 and 2)

Primary pupils access a nurturing curriculum built around:

- Read Write Inc.
- White Rose Maths
- Cornerstones Curriculum

- Teach Computing
- Lancashire PE
- PSHE Association resources
- myHappymind
- Outdoor Learning
- Therapeutic support
- Enrichment

The curriculum places particular emphasis on developing communication, emotional regulation, literacy and numeracy.

### Key Stage 3

The Key Stage 3 curriculum follows Belmont's static class nurture model, reducing unnecessary movement between classrooms and promoting emotional security.

Learning is delivered using the United Learning curriculum and schemes of work, adapted to meet the needs of Belmont pupils.

All pupils study a broad curriculum including English, Mathematics, Science, Humanities, Art, Computing, Physical Education, Personal Development, Outdoor Learning and enrichment.

|    |    |     |     |          |          |
|----|----|-----|-----|----------|----------|
| Y7 | En | En  | En  | En       | PE       |
|    | Ma | Ma  | Ma  | Ma       | PE       |
|    | Ar | Ar  | Hu  | Hu       | Assem    |
|    | Sc | Sc  | Sc  | IT       | IT       |
|    | PS | Enr | Enr | Fo/Ho/Vo | Fo/Ho/Vo |
|    | Od | Od  | Od  | Op       | Op       |

|    |    |     |     |          |          |
|----|----|-----|-----|----------|----------|
| Y8 | En | En  | En  | En       | PE       |
|    | Ma | Ma  | Ma  | Ma       | PE       |
|    | Ar | Ar  | Hu  | Hu       | Assem    |
|    | Sc | Sc  | Sc  | IT       | IT       |
|    | PS | Enr | Enr | Fo/Ho/Vo | Fo/Ho/Vo |
|    | Od | Od  | Od  | Op       | Op       |

|    |    |    |    |          |          |
|----|----|----|----|----------|----------|
| Y9 | En | En | En | En       | PE       |
|    | Ma | Ma | Ma | Ma       | PE       |
|    | Ar | Ar | Hu | Hu       | Assem    |
|    | Sc | Sc | Sc | IT       | IT       |
|    | PS | En | En | Fo/Ho/Vo | Fo/Ho/Vo |
|    | Od | Od | Od | Op       | Op       |

### Key Stage 4

From Year 10, pupils follow one of two personalised pathways.

### Academic Learning Pathway

Designed for pupils following a predominantly GCSE-based curriculum.

The pathway combines core qualifications with option subjects, enrichment, careers education and preparation for further education.

#### Academic Learning Pathway

|            |    |    |    |             |         |
|------------|----|----|----|-------------|---------|
| <b>Y10</b> | En | En | En | En          | Careers |
|            | Ma | Ma | Ma | Ma          | Assem   |
|            | Sc | Sc | Sc | Life skills | Enr     |
|            | O1 | O1 | O1 | O1          | Enr     |
|            | O2 | O2 | O2 | O2          | Ps      |
|            | PE | Od | Od | Op          | Op      |

Example option block

| Block A  | Block B   |
|----------|-----------|
| PE       | Food      |
| E Sports | PE        |
| Art      | Geography |

### Applied Learning Pathway

Designed for pupils whose strengths are best developed through practical and vocational learning. The pathway combines core qualifications with vocational awards, work-related learning, personal development and preparation for employment or further training.

Movement between pathways remains flexible and is informed by pupils' progress, aspirations and individual needs.

Throughout both pathways, pupils continue to access Outdoor Education, Personal Development, Careers Education, enrichment and preparation for adulthood.

|            |     |     |     |             |         |
|------------|-----|-----|-----|-------------|---------|
| <b>Y10</b> | En  | En  | En  | En          | Careers |
|            | Ma  | Ma  | Ma  | Ma          | Assem   |
|            | Sc  | Sc  | Sc  | Life skills | Enr     |
|            | VOC | VOC | VOC | VOC         | Enr     |
|            | Ho  | Ho  | Ho  | Ho          | Ps      |
|            | PE  | Od  | Od  | Op          | Op      |

|                   |         |         |     |     |             |
|-------------------|---------|---------|-----|-----|-------------|
| <b>Y11 Legacy</b> | En      | En      | En  | En  | Careers     |
|                   | Ma      | Ma      | Ma  | Ma  | Assem       |
|                   | Sc      | Sc      | Sc  | PE  | Enr         |
|                   | Fo/Hort | Fo/Hort | IT  | IT  | Enr         |
|                   | Voc     | Voc     | Voc | Voc | Life skills |

|       |       |    |    |    |
|-------|-------|----|----|----|
| Od/PE | Od/PE | Od | Op | Op |
|-------|-------|----|----|----|

### **Part 3 – Personal Development, SMSC, British Values, Careers, Outdoor Education and Enrichment**

#### **11. Personal Development**

##### **11.1 Curriculum Rationale**

Personal development is central to the Belmont curriculum and is not viewed as a discrete subject or programme. It is woven throughout every aspect of school life and reflects our belief that successful education develops the whole child.

Many pupils join Belmont having experienced significant disruption to their education, adverse childhood experiences or barriers to learning. Consequently, the curriculum places equal value on academic achievement, emotional wellbeing, social development and preparation for adulthood. Our aim is that every pupil leaves Belmont as a confident, resilient and responsible young adult who is well prepared for the next stage of education, employment and adult life.

Personal development is promoted through:

- curriculum subjects;
- Personal, Social, Health and Economic (PSHE) education;
- Relationships, Sex and Health Education (RSHE);
- therapeutic support;
- enrichment activities;
- Outdoor Education;
- assemblies;
- pupil leadership opportunities;
- careers education;
- work-related learning;
- educational visits;
- community engagement; and
- daily interactions between pupils and staff.

##### **11.2 Personal Development Outcomes**

The curriculum supports pupils to:

- develop resilience and perseverance;
- regulate emotions effectively;
- build positive relationships;
- communicate confidently;
- develop independence;
- make informed and responsible decisions;
- understand healthy lifestyles;
- respect diversity and difference;
- contribute positively to society;
- become active citizens;
- prepare successfully for adulthood.

Personal development is monitored through pupil voice, behaviour, attendance, participation, EHCP outcomes and wider achievements as well as academic progress.

### 11.3 Online Safety and Digital Citizenship

Online safety is an integral part of Belmont's personal development curriculum. Pupils are taught how to use technology safely, responsibly and respectfully and how to recognise, respond to and report risks associated with online activity. This includes learning about appropriate online communication and relationships, privacy and personal information, passwords and account security, cyberbullying, online abuse, harmful or inappropriate content, grooming and exploitation, scams and fraud, misinformation and the potential impact of excessive or unsafe use of technology and social media. Online safety is taught through planned provision within PSHE and RSHE, Personal Development, IT and other relevant curriculum areas, as well as through assemblies, tutor activities and responsive teaching arising from pupils' individual needs or safeguarding concerns. Teaching is age appropriate and adapted to reflect pupils' individual developmental levels, SEND, communication needs, vulnerabilities and lived experiences.

Pupils are explicitly taught what to do if they encounter something online that makes them feel uncomfortable or unsafe, including how to stop engaging, block or report users or content, seek help from a trusted adult and report concerns through the school's safeguarding procedures. Staff reinforce these messages through everyday interactions and through the school's wider safeguarding culture. Online safety education is supported by appropriate filtering and monitoring arrangements and by clear expectations regarding the use of technology and mobile devices. Curriculum provision, pupil understanding and emerging online risks are reviewed through safeguarding monitoring, pupil voice, curriculum quality assurance and consideration of incidents or concerns, enabling teaching to be adapted where necessary.

This approach forms part of the school's wider duty to safeguard pupils and prepare them for safe and responsible participation in an increasingly digital society.

## 12. Spiritual, Moral, Social and Cultural (SMSC) Development

Belmont School actively promotes pupils' spiritual, moral, social and cultural development throughout the curriculum and wider life of the school.

SMSC development enables pupils to understand themselves, appreciate others and participate positively in modern British society.

### 12.1 Spiritual Development

Pupils are encouraged to:

- reflect on their own beliefs and values;
- appreciate creativity and imagination;
- explore curiosity and wonder;
- develop self-awareness;
- recognise personal strengths;
- understand their place within the wider world.

### 12.2 Moral Development

The curriculum develops pupils' understanding of:

- right and wrong;
- personal responsibility;
- fairness;
- justice;
- honesty;

- empathy;
- consequences of actions.

Restorative approaches support pupils in understanding the impact of their behaviour and making positive choices.

### **12.3 Social Development**

Pupils are provided with opportunities to:

- work collaboratively;
- resolve conflict appropriately;
- develop leadership skills;
- contribute to the school community;
- participate in team activities;
- engage positively with others.

Relationships are explicitly taught and modelled across the curriculum.

### **12.4 Cultural Development**

The curriculum broadens pupils' understanding of:

- different cultures;
- faiths;
- traditions;
- communities;
- diversity within modern Britain;
- global citizenship.

Educational visits, literature, the arts, music, current affairs and enrichment activities provide meaningful opportunities to extend pupils' cultural understanding and cultural capital.

## **13. Fundamental British Values**

Belmont School actively promotes the Fundamental British Values of:

- democracy;
- the rule of law;
- individual liberty;
- mutual respect; and
- tolerance of those with different faiths and beliefs.

These values are embedded throughout school life rather than taught in isolation.

They are promoted through:

- PSHE;
- RSHE;
- assemblies;
- tutor activities;
- pupil voice;
- school council;
- restorative practice;
- classroom discussion;
- curriculum subjects;
- educational visits;
- careers education;

- community engagement.

Pupils are encouraged to express their views respectfully, challenge discrimination and recognise the importance of equality, inclusion and human rights.

The curriculum prepares pupils to become active and responsible citizens who make positive contributions to modern British society.

#### **14. Equality, Diversity and Inclusion**

Belmont School is committed to ensuring equality of opportunity for every pupil.

Curriculum planning reflects the school's duties under the Equality Act 2010.

The curriculum:

- promotes dignity and respect;
- challenges stereotypes;
- celebrates diversity;
- encourages inclusion;
- removes barriers to participation;
- makes reasonable adjustments where appropriate.

Protected characteristics are positively represented through curriculum content, literature, discussion and wider school experiences.

Discriminatory language, prejudice and intolerance are challenged consistently.

#### **15. Careers Education and Preparation for Adulthood**

Preparing pupils for successful adult lives is a central purpose of the Belmont curriculum.

Careers education begins early and develops progressively throughout each key stage.

Provision reflects the Gatsby Benchmarks and statutory careers guidance.

##### **15.1 Careers Curriculum**

Pupils receive:

- planned careers education;
- independent careers guidance;
- employer encounters;
- work-related learning;
- workplace experiences where appropriate;
- information about apprenticeships;
- information about further and higher education;
- transition planning;
- interview preparation;
- application support.

The school fulfils its responsibilities under the Provider Access Legislation by ensuring pupils have opportunities to learn about a wide range of post-16 education and training providers.

##### **15.2 Preparation for Adulthood**

Preparation for adulthood is embedded throughout the curriculum and develops pupils':

##### **Employment Skills**

Including:

- punctuality;
- teamwork;

- resilience;
- communication;
- problem solving;
- organisation;
- independence.

### **Independent Living**

Including:

- financial education;
- cooking;
- travel training where appropriate;
- personal organisation;
- healthy lifestyles;
- decision making.

### **Community Participation**

Including:

- volunteering;
- educational visits;
- local projects;
- citizenship;
- environmental responsibility.

## **16. Cultural Capital**

Belmont School deliberately plans opportunities that broaden pupils' experiences beyond their immediate lives.

The curriculum provides access to experiences that develop knowledge, confidence and aspiration.

Examples include:

- theatre visits;
- museums;
- universities;
- employers;
- sporting events;
- residential experiences;
- Outdoor Education;
- community projects;
- creative arts;
- visiting speakers;
- enterprise activities.

These opportunities help pupils develop the knowledge and experiences needed to succeed beyond school.

## **17. Outdoor Education**

Outdoor Education is a distinctive feature of the Belmont curriculum.

It provides authentic opportunities for pupils to develop confidence, resilience and independence through practical experiences beyond the classroom. Where appropriate, learners will be able to work towards recognised qualifications and accredited awards through their participation in outdoor education activities, enabling them to gain valuable achievements that support their personal

development, future education, employment and training pathways.

Outdoor Education contributes significantly to pupils' physical, social and emotional development.

Learning experiences include:

- environmental studies;
- team-building;
- navigation;
- bushcraft;
- conservation;
- problem-solving;
- leadership activities;
- adventurous activities;
- residential visits where appropriate.

Outdoor learning complements classroom learning by providing meaningful contexts in which pupils apply knowledge and develop transferable skills.

## 18. Enrichment

Every pupil is entitled to a rich programme of enrichment activities that extends learning beyond the taught curriculum.

Enrichment provides opportunities to:

- discover new interests;
- develop talents;
- improve wellbeing;
- strengthen relationships;
- build confidence;
- contribute to the community.

Examples include:

- sport;
- music;
- art;
- drama;
- enterprise;
- gardening;
- cooking;
- Duke of Edinburgh Award (where appropriate);
- educational visits;
- community projects;
- charity events;
- pupil leadership.

Participation in enrichment is viewed as an essential component of the Belmont curriculum rather than an optional addition.

The impact of enrichment is evaluated through pupil participation, pupil voice and wider personal development outcomes.

## Part 4 – Curriculum Leadership, Quality Assurance, Monitoring and Governance

### 19. Curriculum Leadership

#### 19.1 Leadership Philosophy

Curriculum leadership at Belmont School is founded upon a shared commitment to providing an ambitious, inclusive and evidence-informed education that enables every pupil to achieve success. Leaders are responsible for ensuring that the curriculum remains:

- broad and balanced;
- ambitious for every pupil;
- carefully sequenced;
- inclusive and accessible;
- responsive to pupils' changing needs;
- fully compliant with statutory requirements; and
- continuously improving through rigorous evaluation.

Curriculum leadership is characterised by collaboration, professional trust and accountability. Leaders work collectively to ensure consistency whilst encouraging innovation informed by educational research and the school's strategic priorities.

#### 19.2 Strategic Curriculum Leadership

The Headteacher, supported by the Deputy Headteacher (Curriculum), provides strategic leadership for curriculum design, implementation and evaluation.

This includes ensuring that:

- the curriculum reflects the school's vision and values;
- statutory and regulatory requirements are fully met;
- curriculum pathways remain ambitious and appropriate;
- staffing expertise supports curriculum delivery;
- professional development reflects curriculum priorities;
- assessment systems support continuous improvement;
- governors receive accurate information regarding curriculum effectiveness.

Curriculum leadership is reviewed regularly through the School Development Plan and annual self-evaluation cycle.

### 20. Quality Assurance

#### 20.1 Purpose

Quality assurance ensures that the curriculum is implemented consistently, that pupils receive high-quality teaching and that leaders have accurate evidence regarding the effectiveness of provision. Monitoring is developmental rather than punitive and aims to improve outcomes for all pupils through professional dialogue and continuous improvement.

Evidence gathered through quality assurance informs:

- school improvement planning;
- curriculum development;
- staff professional development;
- resource allocation;
- strategic decision-making.

#### 20.2 Quality Assurance Activities

Curriculum quality is monitored through a range of complementary activities including:

### **Lesson Visits**

Lesson visits evaluate:

- implementation of the SAFELEARN framework;
- curriculum sequencing;
- classroom routines;
- adaptive teaching;
- pupil engagement;
- behaviour for learning;
- questioning and assessment.

Lesson visits are developmental and include professional feedback to support continuous improvement.

### **Learning Walks**

Learning walks evaluate whole-school priorities including:

- classroom culture;
- consistency of routines;
- literacy across the curriculum;
- presentation expectations;
- use of displays;
- learning environment;
- pupil engagement.

### **Work Scrutiny**

Regular work scrutiny evaluates:

- curriculum coverage;
- sequencing;
- challenge;
- presentation;
- feedback;
- assessment;
- pupil progress over time.

Work scrutiny is undertaken collaboratively to ensure consistency of expectations across subjects.

### **Curriculum Reviews**

Each subject area participates in an annual curriculum review.

Reviews consider:

- curriculum intent;
- curriculum implementation;
- curriculum impact;
- assessment outcomes;
- pupil voice;
- quality assurance findings;
- staff development needs;
- future priorities.

Curriculum reviews contribute directly to school self-evaluation and improvement planning.

### **Assessment Moderation**

Leaders ensure assessment judgements are accurate and consistent through moderation activities including:

- departmental moderation;
- cross-school moderation where appropriate;
- examination analysis;
- internal verification of vocational qualifications.

### **Pupil Voice**

Pupils are routinely asked about:

- what they are learning;
- what they remember;
- how safe they feel;
- whether learning is appropriately challenging;
- how teachers support learning;
- future aspirations.

Pupil voice contributes significantly to curriculum evaluation.

### **Parent and Carer Feedback**

Parents and carers provide valuable information regarding:

- curriculum engagement;
- communication;
- progress;
- preparation for adulthood;
- wider school experiences.

Feedback informs ongoing curriculum development.

## **21. Evaluating Curriculum Impact**

Belmont School evaluates the curriculum through the three principles of **Intent, Implementation and Impact**.

### **21.1 Intent**

Leaders evaluate whether the curriculum:

- remains ambitious;
- reflects pupils' needs;
- prepares pupils for adulthood;
- meets statutory requirements;
- promotes equality of opportunity;
- supports positive destinations.

### **21.2 Implementation**

Leaders evaluate whether:

- teaching reflects the SAFELEARN framework;
- learning is well sequenced;
- adaptive teaching is effective;
- reading is prioritised;

- assessment informs teaching;
- pupils remain engaged.

### 21.3 Impact

The effectiveness of the curriculum is demonstrated through evidence that pupils increasingly:

- know more;
- remember more;
- understand more deeply;
- apply learning confidently;
- communicate effectively;
- become increasingly independent;
- develop resilience;
- achieve positive qualifications;
- progress to sustained education, employment or training.

Leaders consider a wide range of evidence including:

- academic outcomes;
- progress from starting points;
- attendance;
- behaviour;
- EHCP outcomes;
- personal development;
- destination data;
- safeguarding information;
- pupil voice;
- parent feedback.

No single measure is used to evaluate curriculum effectiveness.

## 22. Professional Development

High-quality curriculum implementation depends upon highly skilled professionals.

Belmont School is committed to providing ongoing professional development that supports continual improvement.

Curriculum-related professional development includes:

- SAFELEARN pedagogy;
- trauma-informed practice;
- adaptive teaching;
- curriculum subject knowledge;
- assessment;
- literacy across the curriculum;
- behaviour for learning;
- safeguarding;
- SEND;
- leadership development.

Professional development is informed by quality assurance findings and school improvement priorities.

## 23. Roles and Responsibilities

### Governing Body

The Governing Body is responsible for:

- ensuring compliance with the Independent School Standards;
- monitoring curriculum effectiveness;
- providing strategic challenge and support;
- ensuring sufficient resources are available;
- reviewing curriculum outcomes;

### Headteacher

The Headteacher will:

- provide strategic leadership;
- ensure statutory compliance;
- monitor curriculum quality;
- report to governors;
- promote continuous improvement.

### Deputy Headteacher (Curriculum)

The Deputy Headteacher (Curriculum) will:

- lead curriculum development;
- oversee assessment;
- coordinate quality assurance;
- support subject leaders;
- monitor curriculum implementation;
- evaluate curriculum impact.

### Subject Leaders

Subject Leaders are responsible for:

- curriculum planning;
- sequencing learning;
- monitoring standards;
- assessment;
- supporting colleagues;
- reviewing curriculum effectiveness.

### Teachers

Teachers will:

- deliver the curriculum through the SAFELEARN framework;
- maintain consistently high expectations;
- plan ambitious learning;
- adapt teaching appropriately;
- assess pupils accurately;
- contribute to curriculum development;
- promote literacy, numeracy and oracy;
- foster positive relationships.

### Teaching Assistants and Pupil Support Workers

Support staff play a vital role in enabling pupils to access learning.

They will:

- promote independence;
- reinforce learning;
- contribute to assessment;
- support emotional regulation;
- implement agreed strategies;
- work collaboratively with teachers and the multidisciplinary team.

### Multi-Disciplinary Team

The MDT contributes specialist expertise that supports pupils' educational progress and emotional wellbeing. The team works collaboratively with teaching staff to remove barriers to learning and improve outcomes.

## 24. Monitoring of this Policy

The implementation of this policy will be monitored through:

- lesson observations;
- learning walks;
- work scrutiny;
- curriculum reviews;
- assessment analysis;
- attendance analysis;
- behaviour monitoring;
- safeguarding monitoring;
- pupil voice;
- parent feedback;
- governor visits;
- external review where appropriate.

Findings will inform annual school improvement priorities.

## 25. Policy Review

This policy will be reviewed annually by the Headteacher and Deputy Headteacher (Curriculum), or sooner where there are significant changes to legislation, statutory guidance, inspection frameworks or the strategic direction of the school.

### Appendix A – Curriculum Entitlement

Every pupil at Belmont School is entitled to:

- a broad, balanced and ambitious curriculum;
- excellent teaching through the SAFELEARN framework;
- high-quality reading provision;
- explicit teaching of literacy, numeracy and vocabulary;
- adaptive teaching that removes barriers to learning;
- access to technology;
- careers education and independent careers guidance;
- Outdoor Education and enrichment;

- opportunities to develop leadership and responsibility;
- preparation for adulthood;
- meaningful assessment and feedback;
- equality of opportunity and inclusion;
- a safe, nurturing and respectful learning environment.

#### Appendix B – SAFELEARN at a Glance

| Principle                  | Key Features                                    |
|----------------------------|-------------------------------------------------|
| <b>Safety First</b>        | Emotional safety, routines and regulation       |
| <b>Anchor Learning</b>     | Retrieval, clear objectives and prior learning  |
| <b>Facilitate Learning</b> | Modelling, scaffolding and explicit instruction |
| <b>Engage</b>              | Questioning, discussion and participation       |
| <b>Learn</b>               | Practice, rehearsal and application             |
| <b>Evaluate</b>            | Responsive assessment and feedback              |
| <b>Adapt</b>               | Responsive teaching and reasonable adjustments  |
| <b>Nurture</b>             | Relationships, wellbeing and personal growth    |

#### Appendix C – Curriculum Evaluation Indicators

Leaders will evaluate curriculum effectiveness through evidence that pupils:

- know more;
- remember more;
- apply knowledge with increasing confidence;
- communicate effectively;
- attend regularly;
- engage positively in learning;
- achieve recognised qualifications;
- develop independence and resilience;
- are well prepared for the next stage of education, employment or training;
- make positive contributions to school and the wider community.



Outcomes  
First Group