Outcomes First Group

CURRICULUM POLICY

Belmont School Curriculum Policy

Document History

Document control	Detail
Document name	Curriculum Policy
Document type	Policy
Policy owner	Deputy Headteacher (Curriculum), SLT Curriculum Lead
Version number	1.0
Date first issued	September 2026
Approved by	Senior Leadership Team
Date approved	September 2026
Last review date	Not yet reviewed
Review cycle	Annual
Next review date	September 2027

Contents

1. Vision and Purpose
2. Legislative Framework
3. Curriculum Principles
4. Curriculum Intent and Entitlement
5. Curriculum Implementation
6. SAFELEARN: Belmont's Pedagogical Framework
7. Reading, Literacy, Oracy and Numeracy
8. SEND, Inclusion and Adaptive Teaching
9. Assessment
10. Curriculum Structure
11. Personal Development, SMSC and British Values
12. Equality, Diversity and Inclusion
13. Careers, Preparation for Adulthood and Cultural Capital
14. Outdoor Education and Enrichment
15. Curriculum Leadership, Quality Assurance and Evaluation of Impact
16. Professional Development, Roles and Responsibilities, Monitoring and Review

Appendices A & B

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. The curriculum has been 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. These include 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. The school recognises that these experiences affect not only academic attainment but also confidence, emotional regulation, relationships and readiness to learn. The curriculum therefore seeks to provide far more than qualifications. It provides stability, restores confidence, develops character and prepares pupils for successful adult lives.

Every pupil is entitled to an ambitious curriculum regardless of starting point, and high expectations sit alongside high levels of care and support. Pupils are never defined by their previous educational experiences or barriers to learning. The curriculum brings together academic ambition, therapeutic approaches, personal development, outdoor education, enrichment, vocational learning and preparation for adulthood, so that every young person leaves Belmont 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, the SEND Code of Practice (2015) and the Equality Act 2010. It also draws on Keeping Children Safe in Education, the statutory guidance on Relationships Education, Relationships and Sex Education and Health Education, the statutory guidance on Careers Guidance and Access for Education and Training Providers, and the Independent Schools Inspectorate Framework (2023).

3. Curriculum Principles

The Belmont curriculum has been designed around ten principles. The first is ambition. Every pupil is entitled to an ambitious curriculum regardless of prior attainment, diagnosis or previous educational experience, and staff maintain consistently high expectations while recognising individual starting points. The second is breadth and balance. Pupils experience linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, in accordance with the Independent School Standards. The third is that the curriculum is knowledge rich. The essential knowledge pupils need is identified, and learning is carefully sequenced so that new knowledge builds on prior learning, allowing pupils to know more and remember more over time.

The fourth principle is personalisation. Learning pathways are adapted to meet individual needs without reducing ambition, and reasonable adjustments enable pupils to access the curriculum while maintaining appropriate challenge. The fifth is trauma informed practice. The curriculum reflects current understanding of attachment, trauma and neurodevelopment, and learning environments are characterised by emotional safety, predictable routines, consistency, positive relationships, coregulation and restorative practice. These conditions underpin effective learning.

The sixth is preparation for adulthood. Every aspect of the curriculum contributes towards preparing pupils for employment, further education, independent living, healthy lifestyles and

community participation, and this preparation begins from the point at which a pupil enters Belmont.
The seventh principle is inclusion. Equality of opportunity underpins curriculum design, and no pupil is unnecessarily disadvantaged because of disability, SEND, protected characteristics or previous educational experiences. The curriculum promotes respect, dignity and inclusion for all.
The eighth is literacy. Reading, writing, vocabulary development and spoken communication are the responsibility of every member of staff, and explicit opportunities to develop literacy are planned across all curriculum areas.
The ninth principle is character. The curriculum develops resilience, responsibility, independence, confidence, leadership, teamwork and empathy, which are essential qualities for lifelong success.
The tenth is continuous improvement. Curriculum design is reviewed continually using evidence from assessment, pupil voice, staff evaluation, quality assurance, inspection findings and research, so that it remains ambitious and responsive to pupil need.

4. Curriculum Intent and Entitlement

Belmont School intends that every pupil will achieve, belong, grow, aspire, contribute and flourish. To achieve is to acquire the knowledge, understanding and skills necessary to succeed academically and personally. To belong is to develop positive relationships and to feel safe, valued and respected within an inclusive community. To grow is to become increasingly resilient, independent and emotionally literate. To aspire is to develop high aspirations for education, employment and adult life. To contribute is to become an active and responsible citizen who makes a positive contribution to the community. To flourish is to leave Belmont as a confident young adult equipped with recognised qualifications, practical life skills and the confidence to fulfil their potential.
To secure these intentions, every pupil at Belmont is entitled to a broad and balanced curriculum, excellent teaching, ambitious learning and high quality relationships. Pupils are entitled to adaptive teaching, daily opportunities to read, explicit vocabulary teaching and high quality opportunities for speaking and listening. They are entitled to meaningful assessment and feedback, access to technology, careers education and independent careers guidance, outdoor education and enrichment. They are also entitled to preparation for adulthood, opportunities to develop leadership and responsibility, therapeutic support where required, equality of opportunity and a safe, nurturing and respectful learning environment. This entitlement applies irrespective of background, need or starting point.
The curriculum has been designed deliberately so that pupils progressively know more, remember more and can do more over time. Subject leaders identify the core knowledge, threshold concepts, disciplinary knowledge, key vocabulary and essential skills of their subjects, together with the points at which learning will be assessed. Curriculum maps demonstrate clear progression between year groups and key stages. Knowledge is revisited regularly through retrieval practice to support long term retention, and learning is sequenced so that pupils develop secure understanding before moving on to more complex concepts.

5. Curriculum Implementation

Belmont School believes that high quality teaching is the single greatest influence on pupil outcomes. Effective teaching enables pupils to acquire secure knowledge, develop confidence and become increasingly independent learners. The curriculum is therefore implemented through a consistent pedagogical approach that combines evidence informed teaching strategies with trauma informed practice, so that classrooms are emotionally safe, intellectually ambitious and

responsive to individual need.
This approach rests on high expectations for every pupil, strong and positive relationships built on trust and mutual respect, and consistent routines that reduce anxiety and maximise learning time. It also relies on explicit instruction and carefully sequenced learning, adaptive teaching that removes barriers without reducing ambition, and frequent opportunities for retrieval, rehearsal and application. Regular assessment informs teaching and supports progress, and the school promotes a culture in which mistakes are regarded as an essential part of learning.
Every subject curriculum has been designed so that learning builds progressively over time. Learning is deliberately sequenced so that new knowledge builds on secure prior learning, and important concepts are revisited regularly to strengthen long term memory. Teachers routinely make explicit links between previous, current and future learning so that pupils understand how knowledge connects across the curriculum.
Progression is demonstrated by pupils becoming increasingly able to recall knowledge accurately, explain concepts using appropriate vocabulary and apply knowledge in unfamiliar contexts. It is also shown in their capacity to solve more complex problems, think critically, communicate confidently, work independently and transfer learning between subjects. Curriculum progression maps identify the knowledge and skills expected in 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. It provides a common language for teaching across the school and underpins professional development, lesson observation and quality assurance. Each letter of the framework stands for a principle, and the classroom practice associated with each is set out below.

SAFELEARN principle	Classroom practice
S: Safety First	Predictable routines, emotional regulation, positive relationships and psychologically safe classrooms.
A: Anchor Learning	Clear learning objectives, retrieval practice, activation of prior knowledge and explicit success criteria.
F: Facilitate Learning	High quality modelling, worked examples, guided practice, scaffolding and adaptive teaching.
E: Engage	Questioning, discussion, collaborative learning, purposeful practice and active participation.
L: Learn	Secure acquisition of knowledge and skills through repetition, rehearsal and application.
E: Evaluate	Responsive assessment, feedback and identification of misconceptions.
A: Adapt	Teaching adjusted responsively to meet individual learning needs while maintaining

	ambition.
N: Nurture	Relationships, wellbeing and personal development remain central to learning.

Teaching within the framework routinely incorporates explicit instruction, retrieval practice, spaced practice, modelling, worked examples, guided practice, purposeful questioning, scaffolded learning, metacognitive strategies and regular review. These approaches support pupils in developing secure understanding and long term retention of knowledge.

7. Reading, Literacy, Oracy and Numeracy

Reading underpins every area of the curriculum, and 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, and guided, independent and shared reading, together with reading for pleasure. Reading difficulties are identified quickly through baseline assessment, appropriate interventions are put in place, and reading progress is monitored regularly.

Literacy is the responsibility of every teacher. All curriculum areas contribute to the development of vocabulary, reading comprehension, writing, spelling, grammar and communication. Teachers explicitly teach subject specific vocabulary and provide regular opportunities for pupils to use new language accurately in speech and in writing.

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 and communicate effectively. Developing oracy improves both academic achievement and preparation for adulthood. Numeracy is promoted across the curriculum through purposeful opportunities to apply mathematical knowledge in practical and real life contexts.

8. SEND, Inclusion and Adaptive Teaching

Belmont School recognises that pupils learn in different ways and at different rates, and teaching is therefore adapted responsively so that every pupil can access ambitious learning. Adaptive teaching may include scaffolded tasks, pre teaching of vocabulary, visual supports, modelling and the chunking of information. It may also include flexible grouping, assistive technology, alternative methods of recording, sensory regulation strategies and increased processing time. Teachers maintain high expectations for all pupils, and adaptation is designed to remove barriers to learning rather than to reduce curriculum ambition.

Reasonable adjustments are made in accordance with the Equality Act 2010, enabling pupils to participate fully in learning while ensuring equality of opportunity. Teachers use each pupil's EHCP outcomes to inform planning, teaching and assessment, so that curriculum planning reflects both academic priorities and wider developmental outcomes. These include communication and interaction, social, emotional and mental health, physical and sensory needs, independence and preparation for adulthood.

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, because it provides accurate information about what pupils know, understand and can do. It supports curriculum planning, adaptive teaching, intervention and reporting, and it is used to evaluate the

effectiveness of the curriculum. Assessment at Belmont is proportionate and purposeful, and is designed to support learning rather than simply to measure attainment.
Three forms of assessment are used. Diagnostic assessment identifies pupils' starting points and learning needs. Formative assessment is embedded within everyday teaching to identify misconceptions and to inform immediate adaptations. Summative assessment is used periodically to evaluate pupils' progress against curriculum expectations and qualification requirements. The school draws on a range of approaches, including baseline assessment on entry, reading assessments, standardised assessments where appropriate, low stakes knowledge quizzes and retrieval activities. It also uses practical assessment, teacher assessment, pupil self assessment, peer assessment, examination outcomes and vocational assessment.
In the classroom, teachers routinely check understanding, identify misconceptions, provide immediate feedback, adapt their teaching accordingly and revisit learning where necessary. Feedback focuses on improving learning rather than simply judging performance.
The effectiveness of the curriculum is evaluated through evidence that pupils know more, remember more, understand more deeply, apply knowledge confidently and become increasingly independent learners. Assessment information is analysed alongside attendance, behaviour, engagement, destinations and pupil voice to form a view of 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. Learning pathways become increasingly personalised as pupils move through the school, but every pupil remains entitled to a broad and balanced curriculum.

Primary: Key Stages 1 and 2

Two curriculum pathways operate across Key Stages 1 and 2. One caters for the needs of pupils whose primary need is Autism Spectrum Condition (ASC) (Stepping Stones Pathway), and the other for pupils whose primary need is Social, Emotional and Mental Health (SEMH) (Cornerstones Pathway). Both pathways share the same ambition for every pupil, while the approach, environment and support within each are matched to the needs of the pupils it serves.
Pupils on both pathways follow a nurturing curriculum built around Read Write Inc., White Rose Maths and the Cornerstones Curriculum. This is supported by Teach Computing, Lancashire PE and PSHE Association resources, together with myHappymind, Outdoor Learning, therapeutic support and 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, which reduces unnecessary movement between classrooms and promotes 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. The weekly pattern is the same in Years 7, 8 and 9 and is shown below.

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

Key Stage 4
From Year 10, pupils follow one of two personalised pathways. Movement between the pathways remains flexible and is informed by each pupil's progress, aspirations and individual needs. Throughout both pathways, pupils continue to access Outdoor Education, Personal Development, Careers Education, enrichment and preparation for adulthood.

Academic Learning Pathway. This pathway is designed for pupils following a predominantly GCSE based curriculum. It combines core qualifications with option subjects, enrichment, careers education and preparation for further education. The Year 10 pattern is shown first, followed by an example of the option blocks.

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

Option block A	Option block B
PE	Food
E Sports	PE
Art	Geography

Applied Learning Pathway. This pathway is designed for pupils whose strengths are best developed through practical and vocational learning. It combines core qualifications with vocational awards, work related learning, personal development and preparation for employment or further training. The Year 10 pattern is shown first, followed by the Year 11 (legacy) pattern.

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

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

11. Personal Development, SMSC and British Values

Personal development

Personal development is central to the Belmont curriculum. It is not treated as a discrete subject or programme but is woven through every aspect of school life, reflecting the school's 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, and the curriculum therefore places equal value on academic achievement, emotional wellbeing, social development and preparation for adulthood. The aim is that every pupil leaves 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, Outdoor Education, assemblies and pupil leadership opportunities. It is also promoted through careers education, work related learning, educational visits, community engagement and the daily interactions between pupils and staff. The curriculum supports pupils to develop resilience and perseverance, regulate their emotions, build positive relationships, communicate confidently and develop independence. It also helps them to make informed and responsible decisions, understand healthy lifestyles, respect diversity and difference, contribute positively to society and become active citizens. Personal development is monitored through pupil voice, behaviour, attendance, participation, EHCP outcomes and wider achievements, as well as academic progress.

Online safety and digital citizenship

Online safety is an integral part of the personal development curriculum. Pupils are taught to use technology safely, responsibly and respectfully, and to recognise, respond to and report the risks associated with online activity. The content includes appropriate online communication and relationships, privacy and personal information, passwords and account security, and cyberbullying and online abuse. It also covers 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 in PSHE, RSHE, Personal Development, IT and other relevant curriculum areas, and through assemblies, tutor activities and responsive teaching arising from pupils' individual needs or safeguarding concerns. Teaching is age appropriate and adapted to reflect pupils' 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 the school's wider safeguarding culture.

Online safety education is supported by appropriate filtering and monitoring arrangements and by clear expectations for 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, so that teaching

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

Spiritual, moral, social and cultural development
Belmont School promotes pupils' spiritual, moral, social and cultural (SMSC) development throughout the curriculum and the wider life of the school, enabling pupils to understand themselves, appreciate others and participate positively in modern British society.
Spiritual development encourages pupils to reflect on their own beliefs and values, appreciate creativity and imagination, explore curiosity and wonder, develop self awareness, recognise their personal strengths and understand their place in the wider world. Moral development builds pupils' understanding of right and wrong, personal responsibility, fairness, justice, honesty, empathy and the consequences of actions, and restorative approaches help pupils to understand the impact of their behaviour and to make positive choices.
Social development gives pupils opportunities to work collaboratively, resolve conflict appropriately, develop leadership skills, contribute to the school community, take part in team activities and engage positively with others. Relationships are explicitly taught and modelled across the curriculum. Cultural development broadens pupils' understanding of different cultures, faiths, traditions and communities, of diversity within modern Britain and of global citizenship. Educational visits, literature, the arts, music, current affairs and enrichment activities provide meaningful opportunities to extend that understanding and pupils' cultural capital.

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, the school council, restorative practice, classroom discussion, curriculum subjects, educational visits, careers education and 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 a positive contribution to modern British society.

12. Equality, Diversity and Inclusion

Belmont School is committed to ensuring equality of opportunity for every pupil, and 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 and makes reasonable adjustments where appropriate. Protected characteristics are positively represented through curriculum content, literature, discussion and wider school experiences, and discriminatory language, prejudice and intolerance are challenged consistently.

13. Careers, Preparation for Adulthood and Cultural Capital

Preparing pupils for successful adult lives is a central purpose of the Belmont curriculum. Careers education begins early and develops progressively through each key stage, and provision reflects the Gatsby Benchmarks and statutory careers guidance. Pupils receive planned careers education, independent careers guidance, employer encounters and work related learning, with

workplace experiences where appropriate. They are also given information about apprenticeships and about further and higher education, and are supported with transition planning, interview preparation and applications. The school meets its responsibilities under the Provider Access Legislation by ensuring that pupils have opportunities to learn about a wide range of post 16 education and training providers.
Preparation for adulthood is embedded throughout the curriculum and develops three broad areas of pupils' capability. Employment skills include punctuality, teamwork, resilience, communication, problem solving, organisation and independence. Independent living includes financial education, cooking, travel training where appropriate, personal organisation, healthy lifestyles and decision making. Community participation includes volunteering, educational visits, local projects, citizenship and environmental responsibility.
The school also plans deliberately to broaden pupils' experiences beyond their immediate lives, developing the knowledge, confidence and aspiration that underpin cultural capital. Examples include theatre visits, museums, universities, employers, sporting events, residential experiences, Outdoor Education, community projects, creative arts, visiting speakers and enterprise activities. These opportunities help pupils to gain the knowledge and experiences needed to succeed beyond school.

14. Outdoor Education and Enrichment

Outdoor Education is a distinctive feature of the Belmont curriculum. It gives pupils authentic opportunities to develop confidence, resilience and independence through practical experiences beyond the classroom, and it contributes significantly to their physical, social and emotional development. Where appropriate, pupils can work towards recognised qualifications and accredited awards through their participation, gaining achievements that support their personal development and their future education, employment and training pathways. Learning experiences include environmental studies, team building, navigation, bushcraft, conservation, problem solving, leadership activities, adventurous activities and residential visits where appropriate. Outdoor learning complements classroom learning by providing meaningful contexts in which pupils apply knowledge and develop transferable skills.
Every pupil is also entitled to a rich programme of enrichment that extends learning beyond the taught curriculum. Enrichment gives pupils the chance to discover new interests, develop talents, improve wellbeing, strengthen relationships, build confidence and contribute to the community. Examples include sport, music, art, drama, enterprise, gardening, cooking, the Duke of Edinburgh Award where appropriate, educational visits, community projects, charity events and pupil leadership. Participation in enrichment is regarded as an essential component of the curriculum rather than an optional addition, and its impact is evaluated through pupil participation, pupil voice and wider personal development outcomes.

15. Curriculum Leadership, Quality Assurance and Evaluation of Impact

Leadership

Curriculum leadership at Belmont School is founded on a shared commitment to 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, compliant with statutory requirements and continuously improving through rigorous evaluation. Leadership is characterised by collaboration, professional trust and accountability, ensuring consistency while encouraging innovation informed by educational research and the school's

strategic priorities.
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, that statutory and regulatory requirements are met and that pathways remain ambitious and appropriate. It also includes ensuring that staffing expertise and professional development support curriculum delivery, that assessment systems support improvement and that governors receive accurate information about curriculum effectiveness. Curriculum leadership is reviewed through the School Development Plan and the annual self evaluation cycle.

Quality assurance
Quality assurance ensures that the curriculum is implemented consistently, that pupils receive high quality teaching and that leaders hold accurate evidence of the effectiveness of provision. Monitoring is developmental rather than punitive, and aims to improve outcomes for all pupils through professional dialogue. The evidence gathered informs school improvement planning, curriculum development, staff professional development, resource allocation and strategic decision making.
Curriculum quality is monitored through a range of complementary activities. Lesson visits evaluate the implementation of the SAFELEARN framework, curriculum sequencing, classroom routines, adaptive teaching, pupil engagement, behaviour for learning, and questioning and assessment, and they include professional feedback to support improvement. Learning walks evaluate whole school priorities, namely classroom culture, consistency of routines, literacy across the curriculum, presentation expectations, the use of displays, the learning environment and pupil engagement. Work scrutiny is undertaken collaboratively, to ensure consistent expectations across subjects, and evaluates curriculum coverage, sequencing, challenge, presentation, feedback, assessment and pupil progress over time.
Each subject area takes part in an annual curriculum review, which considers curriculum intent, implementation and impact, assessment outcomes, pupil voice, quality assurance findings, staff development needs and future priorities. These reviews contribute directly to school self evaluation and improvement planning. Leaders ensure that assessment judgements are accurate and consistent through departmental moderation, cross school moderation where appropriate, examination analysis and the internal verification of vocational qualifications.
Pupils are routinely asked what they are learning, what they remember, how safe they feel, whether learning is appropriately challenging, how teachers support their learning and what their future aspirations are. Parents and carers provide valuable information about curriculum engagement, communication, progress, preparation for adulthood and wider school experiences. Both pupil voice and parent and carer feedback contribute to curriculum evaluation and ongoing development.

Evaluating curriculum impact
The school evaluates the curriculum through the three principles of intent, implementation and impact. In evaluating intent, leaders consider whether the curriculum remains ambitious, reflects pupils' needs, prepares them for adulthood, meets statutory requirements, promotes equality of opportunity and supports positive destinations. In evaluating implementation, they consider whether teaching reflects the SAFELEARN framework, learning is well sequenced, adaptive teaching is effective, reading is prioritised, assessment informs teaching and pupils remain engaged.
Impact is demonstrated by evidence that pupils increasingly know more, remember more,

understand more deeply, apply learning confidently, communicate effectively and become more independent. It is also shown by the development of resilience, the achievement of positive qualifications and progression 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 and parent feedback. No single measure is used to judge curriculum effectiveness.

16. Professional Development, Roles and Responsibilities, Monitoring and Review

Professional development

High quality curriculum implementation depends on highly skilled professionals, and Belmont School is committed to ongoing professional development that supports continual improvement. Curriculum related professional development covers SAFELEARN pedagogy, trauma informed practice, adaptive teaching, curriculum subject knowledge, assessment, literacy across the curriculum, behaviour for learning, safeguarding, SEND and leadership development. It is informed by quality assurance findings and school improvement priorities.

Roles and responsibilities

The Governing Body is responsible for ensuring compliance with the Independent School Standards, monitoring curriculum effectiveness, providing strategic challenge and support, ensuring that sufficient resources are available and reviewing curriculum outcomes. The Headteacher provides strategic leadership, ensures statutory compliance, monitors curriculum quality, reports to governors and promotes continuous improvement.

The Deputy Headteacher (Curriculum) leads curriculum development, oversees assessment, coordinates quality assurance, supports subject leaders, monitors curriculum implementation and evaluates curriculum impact. Subject leaders are responsible for curriculum planning, sequencing learning, monitoring standards, assessment, supporting colleagues and reviewing curriculum effectiveness.

Teachers deliver the curriculum through the SAFELEARN framework, maintain consistently high expectations, plan ambitious learning, adapt teaching appropriately and assess pupils accurately. They also contribute to curriculum development, promote literacy, numeracy and oracy, and foster positive relationships. Teaching assistants and pupil support workers play a vital role in enabling pupils to access learning, by promoting independence, reinforcing learning, contributing to assessment, supporting emotional regulation, implementing agreed strategies and working collaboratively with teachers and the multidisciplinary team. That team contributes specialist expertise that supports pupils' educational progress and emotional wellbeing, working with teaching staff to remove barriers to learning and improve outcomes.

Monitoring and review

Implementation of this policy is monitored through lesson observations, learning walks, work scrutiny, curriculum reviews, assessment analysis, attendance analysis, behaviour monitoring, safeguarding monitoring, pupil voice, parent feedback, governor visits and external review where appropriate. The findings inform annual school improvement priorities. The policy is reviewed annually by the Headteacher and the 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: SAFELEARN at a Glance

The table below summarises the key features of each principle of the SAFELEARN framework, which is set out in full in Section 6.

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

Appendix B: Curriculum Evaluation Indicators

Leaders evaluate curriculum effectiveness through evidence that pupils know more, remember more, apply knowledge with increasing confidence and communicate effectively. They also look for evidence that pupils attend regularly, engage positively in learning, achieve recognised qualifications and develop independence and resilience. Finally, they look for evidence that pupils are well prepared for the next stage of education, employment or training and make positive contributions to the school and the wider community. The full entitlement that every pupil enjoys is set out in Section 4.



Outcomes
First Group