



Beachborough School

Curriculum Policy

Updated: September 2024

Date of next Review: September 2025

Policy Lead: Head of Manor House and Head of Boardman

Checked by: Senior Leadership Team

Introduction

At Beachborough School the curriculum is rich, exciting and challenging. It is designed to stimulate pupils' curiosity, enthusiasm and imagination, promoting independent and enquiring minds through questioning and thoughtful discussion. The engaging Curriculum provision, in and out of the classroom, enables all pupils to have the opportunity to learn and make progress, including those with Special Educational Needs and Disabilities (SEND) or on Education, Health and care (EHC) plans, English as an Additional Language (EAL) and our most able. The curriculum is planned to be appropriate to the age and aptitude of our pupils and to provide a solid foundation which prepares them for their subsequent education and the opportunities, responsibilities and experience of adult life in British society and the world at large.

Throughout this policy we have paid due regard to the Independent School Standards Regulations (ISSRs) and Early Years Foundation Stage statutory framework 2021. This policy applies to all members of our school community, including those in our EYFS setting, and should be read in conjunction with the following policies or documents:

- Assessment, Recording and Reporting;
- Special Educational Needs and Disabilities (including EAL and Gifted & Talented);
- Safeguarding and Welfare;
- Online Safety
- Equal Opportunities;
- EYFS;
- PSHEE (including Citizenship and Relations and Sex Education);
- Individual subject curriculum policies.

The School is aware of its duties under the Equality Act 2010, including issues related to pupils and staff with additional needs and makes reasonable adjustments for all.

The School provides full time supervised education for pupils of compulsory school age (5 to 13 years). Additionally, the school has a facility for pupils between 30 months/rising 3 and 5 years old where the appropriate education is provided following the Early Years Framework.

Aims and Values

Our aim is to provide all pupils with:

- a diverse and balanced curriculum for all, thus developing confidence and self esteem
- opportunities for all pupils to make progress in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education
- experiences that enable our pupils to acquire and develop skills in speaking, listening, literacy and numeracy
- opportunities to enthuse, motivate and challenge all in their learning
- the belief that they can be successful and succeed in all areas of school life by learning from mistakes and challenging themselves
- opportunities to learn through our Active, Creative and Exploratory (ACE) learning approach
- the skills to become world ready learners and for Beachburians to lead productive and rewarding lives
- the tools and confidence to be the best versions of themselves

Curriculum Organisation and Planning

Heads of Department and Subject Leads/Coordinators are responsible for championing their subjects, producing curriculum overviews/schemes of work and monitoring standards in their curriculum areas. The Head of Boardman and Head of Manor House direct and support their work. They report to the Education Committee each term on academic matters. At the end of the academic year, each Head of Department compiles a report, addressing the monitoring of standards of teaching and learning in their department. These reports outline the work, progress and achievements within the departments. The reports are scrutinised by the Head of Boardman and Head of Manor House and are then shared at the Governors' Education Committee, an experienced and academically-focused sub-division of the wider governor body. This committee, with the Head, Deputy Head, Head of Boardman, Assistant Head of Boardman, Head of Manor House and Assistant Head of Manor House in attendance, meets termly to discuss matters of educational importance.

Curriculum planning is prepared by class teachers, form teachers and subject teachers. Our curriculum overviews and schemes of work set out the curriculum scope and intent by subject and year groups identify how this is to be implemented. Our medium-term plans reflect the overviews and schemes of work for the relevant period and are sufficiently detailed to provide weekly lesson content. The overviews and subject schemes of work are reviewed termly by the Senior Leadership Team (SLT) in liaison with the relevant head of department/subject coordinator.

Curriculum Development and Delivery

The school encourages and expects high standards of teaching and educational practice. The three main qualities demanded of academic staff are good subject knowledge, strong classroom management and the ability to inspire. INSET days and opportunities to attend courses are provided regularly for staff to develop themselves as effective and reflective practitioners. Teachers are formally observed and are encouraged to observe one another and visit other schools as part of an ongoing commitment to improvement.

In terms of curriculum delivery, Beachborough regards good teaching practice as:

- Properly prepared and structured lessons.
- Following and making use of the EYFS Development Matters Framework (2021), National Curriculum programmes of study and the ISEB CE and Scholarship documents in addition to the wealth of resources and lesson plans available online. These are practical working documents, providing information on what each class group will cover in a year in its lessons and preps. How the material is to be taught, differentiated, learned and tested is up to the teacher, guided by the Head of Department. Good teachers will know when a tangent can be usefully explored or a topic revisited and will adjust objectives and timings accordingly.
- Establishing strong and professional pupil-teacher relationships. Teaching staff are expected to provide regular opportunities for individual pupil-teacher contact both in and out of the classroom. The culture of the school and multi-disciplinary roles of teaching staff enable this.
- Maintaining pace and variety across the curriculum. Teachers should employ a variety of techniques to ensure that each topic is taught at a pace and in a way that interests and inspires pupils and gives them an opportunity to stretch themselves in accordance with their own capabilities.
- Taking into account the strengths and next steps for all pupils and planning differentiated learning opportunities accordingly so no pupil is disadvantaged.

- Recognising our most able pupils who excel in any area of school life (skills, attitudes and academic abilities) and providing appropriate opportunities in and out of class to foster and develop their talents.

Through our PSHE programme and assemblies we also provide personal, social and health education which reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equal Opportunities Act 2010 (Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.) In particular, actively promoting Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs.

Early Years Provision (Nursery, Kindergarten and Reception)

For pupils below compulsory school age, a programme of activities is provided with reference to the EYFS framework which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills. This includes the following seven areas of learning and development:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Each area of learning is implemented through planned and purposeful play and a mix of adult led and child-initiated activity.

In Nursery and Kindergarten, the Nursery & Kindergarten Teacher and Senior Nursery Nurse take on the role of 'Key Person' to groups of children.

In Reception, the class teacher acts as a 'Key Person' to all children in their class, supported by the Learning Assistant(s).

All staff involved with the EYFS aim to develop good relationships with every child, interacting positively with them and taking time to listen to them, such that each child's learning and care is tailored to meet their individual needs.

We use Tapestry to record the children's learning journey. Parents have access enabling them to see the progress their child is making at school. We also encourage parents to share home learning moments and feedback to us through this platform.

For children whose home language is not English, reasonable opportunities are provided to develop and use their home language in play and learning, supporting their language development at home.

Pre-Prep Provision (PP1 and PP2)

For pupils in Pre-Prep, teaching and learning is based around the National Curriculum. For our young learners we have introduced ACE (Active, Creative and Exploratory) Learning, our own uplevelled form of Continuous Provision. This approach allows the children to take ownership over their learning and present their ideas in their own way for Science, History, Geography, Art and Drama based challenges.

This allows them to develop those important skills of independence, critical thinking, problem solving and creativity. It allows the children to copy and consolidate concepts and take their learning further through reading, research and discussion and experimentation.

The teaching element of lessons is delivered in an exciting Discovery Day (so named to engage and inspire the children about the topic being explored) when children are taught all the concepts in a traditional 'discussion and interactive' way. The children have Computing, French, Music, RS, Games and PSHE lessons, taught by specialist teachers.

All pupils at Beachborough are entitled to high quality teaching that is carefully planned and takes account of prior learning. As such, high achievement is explicit for our Pre-Prep pupils through high expectations and aspirations ensuring support and challenge for all. Quality First Teaching focuses on making learning purposeful, enjoyable and learner-centred. Quality First Teaching in our Pre-Prep includes differentiated learning, strategies to support SEN pupils' learning in class and on-going formative assessment.

Quality First Teaching promotes achievement by:

- Creating a safe happy environment for learning
- Promoting independent learning
- Having high expectations for all and sharing clear expectations
- Engaging and motivating learners
- Empowering learners to take responsibility for their own learning and progress
- Developing resilience through supported risk taking
- Having highly focused lesson design with sharp learning objectives
- Encouraging pupil involvement and engagement with their learning
- Facilitating high levels of interaction for all pupils
- Appropriate use of questioning, modelling and explaining on the part of the teacher and learning assistant
- Providing pupils with regular opportunities to talk both individually and in groups
- Encouraging pupils to accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils

We use Seesaw to record the children's learning journey. Our children are trained how to access challenges/tasks, upload their work and share their feedback with their teacher, which becomes a two-way dialogue. Parents have access, enabling them to see the work their children upload and the progress their child is making at school.

FIII and FIV Provision

Forms III and IV continue to follow the National Curriculum with Quality First Teaching underpinning all lessons. All lessons are planned and resourced to ensure every child is supported and challenged to achieve their potential. Lessons follow the ACE learning approach adopted in the younger years to provide engaging, challenging and progressive learning. This approach supports the children on their journey through the school and ensures continuity for them.

Form teachers are responsible for their class' academic progress alongside their pastoral care. FIII and FIV teachers teach their children for Maths, English, Science, History, Geography, PSHE, Art and Drama, whilst the children are taught by specialist teachers in Music, French, Games & PE and Technology.

Lessons build on the children's prior learning, with opportunities to review learning to reinforce knowledge and skills. Opportunities to explore new skills and concepts are provided, and questioning is used to promote critical thinking and guide/challenge children's learning. New learning is modelled and shared with the children, before having a range of opportunities to practise with well-planned resources and activities.

FV-FVIII Provision

Building on from the Quality First Teaching in the Boardman, the Manor House follows Rosenshine's 10 Principles of Instruction that have been categorised by Tom Sherrington into four distinct sections.

Strand 1: Sequencing concepts and modelling (principles 1 and 10)

Strand 2: Questioning (principles 3 and 6)

Strand 3: Reviewing material (principles 2, 4 and 8)

Strand 4: Stages of practice (principles 5, 7 and 9)

We pay regard for *'Careers Guidance and Inspiration in Schools' (March 2015)*. Careers guidance features in the form of lectures and visits by selected speakers from a range of professions as well as experiencing local work opportunities in our Post CE Programme. Formal and informal discussions between class teachers and/or tutors with pupils and parents also take place. These conversations enable the pupils to make informed choices about a broad range of career options with the ultimate aim of fulfilling their potential. The development of our most able learners, leading to Scholarship potential, is tracked with input from all teachers in a shared area. Children are also encouraged to fund raise for charity, increasing their awareness of others; this includes activities such as Young Enterprise, who raise funds for the annual school charity. In addition, for one week a year the curriculum collapses and an Enrichment Week occurs covering various topics including guest speakers, relevant trips and visiting providers. STEAM is an important career option in the local area and years 5,7 and 8 have designated STEAM days following the CREST Award and Year 6 have a STEAM Day following our own CTI (Creative Technology Innovation) programme where local primary schools attend. This includes careers talks from local engineering companies.

FVII & FVIII CEL Programme

The Character, Ethics and Leadership Programme aims to develop our pupils to have a good sense of self awareness, a sound moral compass and the necessary skills and knowledge to take on challenges of the future. This guides them when considering future career pathways. The CEL Programme also helps determine behaviour and attitude towards self, others and the community. An hour each week is dedicated to CEL in FVII and FVIII and these lessons are led by trained members of the teaching staff. The main aim of the programme being 'right choices, at the right time, for the right reasons'.

Co-Curricular Programme

The curriculum at the Beachborough is further enhanced by visiting speakers, workshops, whole school events in addition to many off-site educational visits, including annual residential trips for pupils in PP2 to Form VIII.

A wide variety of co-curricular clubs are offered from Reception upwards. These enhance all areas of the curriculum and are designed to foster enjoyment and allow for further experience in particular areas, for example: arts and crafts, sport and drama to name a few. A comprehensive range of sporting activities are offered, ranging from Judo, Karate, gymnastics, tag rugby, football, netball, swimming and yoga.

Timetable Balance and Homework

At Beachborough School we aim, that, through our broad curriculum offering and the extra-curricular provision, each child will be able to fulfil their academic potential and discover wide areas of interest in which to develop passion and curiosity. Careful consideration has been given to the time devoted to each subject so that the core subjects can be covered in sufficient detail and depth, thus developing essential skills, at the same time as allowing adequate provision in the timetable for breadth and depth in other curriculum areas. Staff are encouraged to plan creatively and to take advantage of cross curricular opportunities.

An important element of the allocation of time is the homework requirement. It is school policy that homework should provide the opportunity for the reinforcement or practise of work already covered in class. Differentiation is allowed for in the provision of set tasks. All homework should be purposeful and achievable in terms of available resources, time and children's understanding.

Progression

Our Nursery, Kindergarten and Reception years, covering the seven areas of learning and introducing the youngest pupils to school life, adheres to the EYFS requirements as detailed in the EYFS Policy. Once they are ready, pupils begin the Key Stage One programme.

Beachborough is a mainstream, broadly non-selective, mixed ability school and it is school policy to differentiate to allow for this range of ability and achievement. Pupils with EHC plans and pupils with learning difficulties or disabilities are provided for as dictated by screening results and recommendations from the school SENCO, educational psychologist recommendations and/or the recommendations of other appropriate professionals in liaison with the SENCO. In the case of a pupil with an EHC plan, recommendations made by the body of professionals who form the 'Team Around the Child' are followed by the school staff. Teacher assessment is continuous throughout the School and standardised tests are administered at the appropriate times (as outlined in the Assessment, Recording and Reporting Policy). Progression from Key Stage One to Key Stage Two is seen as fluid. The policies and schemes of work have been drawn up to ensure that the skills and knowledge of each subject are thoroughly covered and to ensure progression and continuity throughout the primary stages.

Monitoring and Evaluation

The implementation of the curriculum and the quality of learning are carefully monitored through

- Regular book looks
- Learning Walks
- Appraisal process and observations of teaching and learning
- Staff team evaluation of pupil work and assessment results
- Individual lesson observations
- Appraisal of subject and teacher targets
- Meetings organised by SLT, Key Stages, subject and general working parties or twilight training
- SLT meetings with subject co-ordinators to discuss assessment and record keeping, individual pupils and development of schemes
- Meetings between members of SLT and liaison with Middle Leaders in both the Boardman and Manor House.



Our Annual Review and Monitoring Schedule outlines when all of the above take place throughout the academic year. Planning and provision ensure that pupils of all abilities enjoy learning and progress at an appropriate pace. Pupils are tracked throughout their learning journey, through formative and summative assessment.

This document is available to all interested parties on the school's website. It is reviewed annually by the Senior Leadership Team or as events or legislation change requires.

Date of next review: September 2025