Curriculum Policy

for the whole School including EYFS

Policy revised by	OBU
Last Review	August 2024
SLT Review Period	Annual
Next SLT Review	August 2025
Governor Review Period	3 years
Governing Committee	Academic and Education
Last Governor Review	November 2023
Next Governor Review	November 2026

Contents of Curriculum Policy

Our Mission

Staff, pupils, parents and governors at *Beechwood Park School* understand the *Mission* of the School, which is to **Nurture**, **Engage** and **Inspire** all of its pupils.

Our primary aim is to **Nurture** the young people in our care. **Nurture** is a very specific term at *Beechwood Park* and we advocate happiness, wellbeing, fun, enjoyment community, safety, security, thriving and friendship as being the soil into which our pupils can bury the deep roots of engagement. The *Beechwood Park* educational philosophy goes further than this by encouraging pupils to recognise the child-centred part they play in the School's success. *Beechwood Park* is their School, to which they belong and play an important part, each according to their unique abilities and strengths. In accordance with Maslow's *Hierarchy of Need*, we believe that once our pupils feel **nurtured** they will **engage** influentially in their learning in and out of School.

Engagement is a specific term at *Beechwood Park*. Engagement is the process of incrementally building confidence and independence in every pupil and across a wide range of academic, co-curricular, pastoral and spiritual educational experiences. It encourages pupils to establish increasingly confident dialogues with their teachers, recognising them as human resources and managing them in such a way as to get the very best out of them. It promotes both individual and collaborative learning and promotes participation and active learning, curiosity, attentiveness, perseverance, determination and scholarship. Through effective **engagement** the School **inspires** in pupils the skills which will prepare them for a future life of learning.

Inspiration is a two-way process, we **inspire** pupils with the skills which will powerfully contribute to their success in future years.

Our Values

Beechwood Park publishes its agreed *Values (***www.beechwoodpark.com)** and these underpin all areas of the School's academic, co-curricular and pastoral education.

Pupil Admission

On admission the School assesses prospective pupils' educational (academic, co-curricular and pastoral) ability and offers places to pupils who will powerfully gain from and contribute to the School's *Mission* and *Values*.

Pupil Profile

According to the School's standardised data, on average, our pupils begin *Beechwood* broadly within the average range and make significantly greater than expected progress. In 2022/2023, the School's average *Developed Ability* (or 'ability to learn') score was 124.5 (95th percentile nationally) and we define this as one facet of the School's *Value-Added Quotient*.

Our Staff

Our highly-qualified and experienced staff:
a) Safeguard the health, safety and welfare of all pupils;
b) Promote the School's *Mission* and *Values;*
c) Understand the pupils' profile;
d) Demonstrate a *Growth Mindset* approach to the School's academic, co-curricular and pastoral ambitions;
e) Solve complex problems;
f) Think critically;
g) Create;
h) Communicate articulately;
i) Collaborate as team members, managers and leaders;
j) Exercise emotional intelligence, cognitive flexibility, judgement and decision-making;
k) Serve with humility;
l) Negotiate;
m) Adapt;
n) Are resilient.

Educating Skills
We focus on the development of skills. Our child-centred education encourages children to have a Growth Mindset, to develop confidence and independence, to be self-driven, reflective and ambitious in their pursuit

of excellence. We do not believe in pushing children. Our pupils work hard because they see the intrinsic value in working hard. We focus more on pupil engagement than pupil attainment, in pursuit of life-long learning.

Beechwood's education focuses on the development of the following ten skills, identified by the World Economic Forum as those essential to future academic and career development and wellbeing (see Appendix A):

1. Analytical Thinking and Innovation;
2. Active Learning and Learning Strategies;
3. Complex Problem Solving;
4. Critical Thinking and Analysis;
5. Creativity, Originality and initiative;
6. Leadership and Social Influence;
7. Technology Use Monitoring and Control;
8. Technology Design and Programming;
9. Resilience, Stress Tolerance and Flexibility;
10. Reasoning, Problem Solving and Ideation.

Our Child-Initiated, Active Learning (Over 'Chalk & Talk' and 'The Sage on the Stage')

Teachers choose **child-initiated active learning** over hierarchical, top-down, directive learning. Pupils **collaborate** with each other, building **confidence** and **independence,** solving complex problems, thinking critically, creating, communicating articulately, collaborating as team members, managers and eventually leaders, exercising emotional intelligence, cognitive flexibility, judgement and decision-making, serving with humility, negotiating, adapting and developing resilience.

Differentiation

To differentiate our curriculum to every child, class, ability group and year group, we divide the School as follows:

Department	SLT Lead	Key Stages	Year Groups
Junior	*Mrs Samantha McIntosh*	*Early Years Foundation Stage*	*Woodlands (N1 and N2)*
			Reception
		Key Stage 1	*Year 1*
			Year 2
Middle	*Mrs Nicola Greenwood*	*Key Stage 2*	*Year 3*
			Year 4
			Year 5
Senior	*Mr Laurence Darcy*		*Year 6*
		Key Stage 3	*Year 7*
			Year 8 / Top Form

Data

Tracking and assessing your child's academic, co-curricular and pastoral progress helps us to identify their educational needs and to devise an educational programme which meets the needs of every pupil, class, teaching group and year group.

We track and assess your child's progress through:

a) **Nationally-Standardised Benchmarking Assessments**

   At least annually, we nationally benchmark your child's progress using

   i) *ELG expectations in EYFS*
   ii) *Cambridge University's 'Centre for Evaluation and Monitoring (CEM)' InCAS /* Primary Insight
   iii) *GL Assessment's CAT4*;
   iv) other Maths, English and Science nationally-standardised assessments.

b) **External Assessments,** such as entrance examinations to 11+ and 13+ schools;

c) **Internal Assessments,** tracking and assessing your child's progress in all significant assessments;

d) Our experience of your child's performance in and out of the classroom and in and out of School.

This assessment data enables us to

a) **Track** your child's progress against national, external and internal data;

b) **Identify** appropriate educational **interventions**, such as *Learning Support* and/or *Most Able* interventions;

c) **Measure** the **impact** of these interventions;

d) Accurately **report** back to you on your child's progress through academic reports and live data on the *Parent Portal*.

Data Sharing

The *Deputy Head (Academic)* shares attainment data, including standardised scores and internal exam results, with parents through the *iSAMS Parent Portal*. The school's biannual written reports include assessments on your child's level of attainment from Year 1 and above.

For more information on tracking and assessment, please refer to the *BPS Academic Handbook for Parents* available on the *Parent Portal* under '*Handbooks'*.

Teaching Groups

To differentiate further, we adjust teaching groups for pupils according to their learning needs. This begins with *Phonics Groups* in the *Junior Department* and Maths and English groups in the *Middle Department*. In the *Senior Department,* we adjust learning groups for pupils across all academic subjects.

Growth Mindset

At the heart of our child-centred educational philosophy is a Growth Mindset.

'A Growth Mindset is when students understand that their abilities can be developed.'

'In a *Growth Mindset*, people believe that their most basic abilities can be developed through dedication and hard work - brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.' *(Both quotes Carol Dweck, 2015)*.

As children understand that their own engagement is key to academic progress, they take increased ownership of their work.

We embrace a *Growth Mindset* approach which encourages learning from mistakes and academic risk-taking.

Metacognition

Metacognitive skills ensure the effectiveness of independent learning and choice, enabling your children to reflect upon their learning experiences so that they actively understand how and why they learn. Feedback becomes an active dialogue where your children take greater ownership of their learning and how they can make greater progress. Our bespoke Future Skills course also incorporates different aspects of metacognition.

Choice

Enabling your child to make differentiated choices is an integral part of their ownership of and commitment to learning, encouraging them to go out of their educational comfort zones and creating a love of learning. 'Choice in the classroom has been linked to increases in student effort, task performance, and subsequent learning' (Robert J. Marzano, The Highly Engaged Classroom, 2010) and this was highlighted in the School's 2019 ISI inspection report: *The school's ethos of promoting pupil choice is integral to the excellent lesson planning so there is no ceiling on what the children can achieve.'*

Whole-School Literacy and Numeracy

We develop your children's literacy and numeracy skills from the start of their *Beechwood Park* journey, as they acquire basic phonics and number skills in EYFS, often through child-initiated activities linked to the seven areas of learning and development. We also introduce your child to handwriting as they learn to write in a fully-cursive script (with flicks in and out of each letter).

Through Key Stages 1 and 2, we develop literacy and numeracy skill acquisition, implementing the *BPS Literacy Policy* and *BPS Calculation Policy* to develop consistent approaches through the School and across different subjects.

Dynamic schemes of work guide teachers in applying our educational philosophy.

In developing mathematical understanding, we use a Mastery approach which ensures pupils of differing learning styles all make great progress.

As pupils progress through the School, we develop and apply literacy and numeracy through the further broadening curriculum, so that they see how these fundamental skills apply across the curriculum and beyond.

Our Facilities and Technology

Beechwood's outstanding buildings, grounds, facilities and technologies provide further educational opportunities for pupils to progress. We embrace IT skills through the curriculum using our three IT suites, banks of iPads and Chromebooks, classroom technology, enabled by our whole School network.

Marking and Feedback on Work

Teachers assess your children's work regularly and thoroughly, following the School's marking guidance in the *BPS Academic Handbooks* and use their assessment data to inform future lesson planning, adapting to meet your children's needs and responding to their prior attainment and progress. Teachers give your children feedback on what they have achieved and their next steps for further progress.

Designing Our Curriculum

The School designs a curriculum based on our understanding of the ages, aptitudes and needs of all pupils, including those pupils with LSPPs / EHC plans.

Through the curriculum, and enhanced by supporting policies and schemes (such as the *BPS Academic Handbooks, BPS Social, Moral, Spiritual and Cultural Policy*), the School teaches and supports the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Our broad and balanced curriculum provides pupils with the development of their skills in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education and ensures that pupils acquire speaking, listening, literacy and numeracy skills.

The curriculum includes personal, social, health and economic education (PSHE) which reflects the School's *Mission* and Values. It encourages respect for other people, paying particular regard to the protected characteristics set out in the *2010 Equality Act* (elaborated in the *BPS Equal Opportunities Policy*).   The programme includes statutory *Relationships and Sex Education* (see *BPS RSE Policy* for further information) and specific opportunities, particularly for those in Years 7 and 8, for careers guidance which is incorporated into the Year 8 *Moving on, Moving Up* programme (see *BPS PSHE Policy*). Together, this ensures effective preparation of pupils for the opportunities, responsibilities, and experiences of life in British society.

For EYFS pupils, including children below the compulsory school age, the School follows the statutory framework for the *Early Years Foundation Stage* and the seven areas of learning and development, seeking to ignite children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. Within the seven areas, we provide specialist lessons for physical development.

The EYFS teaching staff consider the individual needs, interests, and stage of development of each child and place great emphasis upon *Child Initiated Learning* and *In The Moment Planning*. They work closely with the School *Learning Support Department* in identifying special educational needs or disabilities which require specialist support. EYFS staff assess pupils against the *Early Learning Goals*, including a full *Reception* baseline assessment and end of year EYFS profile.

Our Learning Support Department

The School's *Learning Support Department* monitors the needs of pupils with SEND and EAL; LSPPs and specialist interventions ensure that pupils receive the support that they need to access the curriculum and make progress.

Where a child has *English as an Additional Language*, the delivery of lessons is in English, but the *Learning Support Department* provides support so that they can access learning.

For further information, refer to the *BPS Learning Support Policy*, which explains how the School meets the *SEN and Disability Code of Practice, 0-25 years 2015 (SEND Code 2015)*.

The *Deputy Head (Academic)* and *Academic Heads of Departments* (AHoDs) and *Co-Curricular Heads of Department, Heads of Year* monitor and review curriculum provision and tracking of pupil progress.

Delivery of our Curriculum

The Curriculum within EYFS is based upon the EYFS statutory requirements; through KS 1&2 the National Curriculum provides the starting point for schemes of work which staff then extend and supplement with aspects from ISEB specifications and senior school entrance exam requirements.

Within KS3, we design our own skill-based schemes of work which not only meet the ISEB specifications and requirements of senior school admissions assessments and academic scholarships, but provide the best possible curriculum to inspire learners.

The *Beechwood* curriculum includes the following timetable provision (minutes per week) for different subjects, demonstrating both a breadth of subjects and balance of curriculum time.

2024/2025 Timetable Curriculum Allocations

Subject Time Allocation - 2024/5 - based upon 30 minute lessons

30s	Top (Schol)	Top (Rest)	Year 7	Year 6	Year 5
English (inc. Lib, HW)	7	7	7	9	10
Maths	8	8	7	9	10
Future Skills	0	0	1	2	2
Science	6	6	6	5	5
MFL	5	5	5	4	4
Latin / Minimus	5	4	4	3	1
Geography	3	3	3	2	2
History	3	3	3	2	2
TPR	2	3	3	2	2
Computing	1	1	1	2	2
Art	2	2	2	2	2
DT	2	2	2	2	2
Drama	1	1	1	1	1
Music	1	1	1	1	1
PE	2	2	2	2	2
Sport	8	8	8	8	8
PSHE	1	1	1	1	1

30s	Year 4	Year 3
English (inc. Lib,	12	12
Maths	10	10
Future Skills	2	2
Science	4	4
MFL	2	2
Latin / Minimus		
Geography	2	2
History	2	2
TPR	2	2
Computing	2	2
Art	2	2
DT	2	2
Drama	2	2
Music	2	2
PE	2	2
Sport	6.5	6.5
PSHE	1.5	1.5

30s	Year 2	Year 1
English (inc. Lil	12	12
Phonics	5	5
Maths	10	10
Topic	5.5	5.5
MFL	1	1
Latin / Minimus		
Geography		
History		
TPR	1.5	1.5
Computing	1	1
Art and DT	2	2
DT		
Drama	1	1
Music	2	2
PE	2	4
Sport	2	0
PSHE	1	1

The curriculum time allocations exceed the non-statutory suggestions (DfE information (circular 7/90) - age 5-7: 21 hours, age 8-11: 23.5 hours, age 12-16: 24 hours, for a school year of 190 days (38 weeks)).

Heads of Year and Academic and Co-Curricular Heads of Department manage curriculum plans which inform lesson planning so that are well planned, incorporating pace, variety and challenge.

The Curriculum Policy in the context of other Whole-School Policies

Through the delivery of the curriculum, all teachers and teaching assistants support and uphold School policies including the *BPS Pupil Conduct Policy*, the *BPS Anti-Bullying Policy*, the *BPS Equal Opportunities Policy*, the *BPS Staff Behaviour Policy*, the *BPS SMSC and Fundamental British Values Policy* and the *BPS Child Protection*

Policy. Each of these policies forms part of the School induction process and then annual declaration for all staff.

Policy Review

The Academic Heads of Department and Heads of Year, overseen by the Deputy Head (Academic), monitor, evaluate and review the implementation of the *BPS Curriculum Policy* and the effective delivery of the curriculum through the School. The Academic and Education Committees review the Curriculum Policy.

[CONT]

WORLD
ECONOMIC
FORUM

Top 10 skills of 2025

Analytical thinking and innovation

Active learning and learning strategies

Complex problem-solving

Critical thinking and analysis

Creativity, originality and initiative

Leadership and social influence

Technology use, monitoring and control

Technology design and programming

Resilience, stress tolerance and flexibility

Reasoning, problem-solving and ideation

Type of skill
- Problem-solving
- Self-management
- Working with people
- Technology use and development

Source: Future of Jobs Report 2020, World Economic Forum.

Appendix B: Previous Curriculum Allocations

2023/2024 Timetable Curriculum Allocations

Subject	Top Form	Year 7	Year 6	Year 5	Year 4	Year 3	Year 2	Year 1	Reception
English	248	248	300	300	345	300	330	285	285
Additional Literacy Skills	0	0	0	0	45	90	150	255	195
Maths	248	248	300	300	300	360	300	285	270
Future Skills	60	60	60	60	45	45	0	0	0
Science	180	180	195	120	120	120	0	0	0
MFL	180	180	150	120	60	45	30	30	20
Latin (Minimus - Y5)	120	120	90	45	0	0	0	0	0
Geography	90	90	60	0	0	0	0	0	0
History	90	90	60	0	0	0	0	0	0
Topic / Humanities / KUW	0	0	0	165	225	135	120	75	150
TPR	90	90	60	45	45	45	45	30	0
Computing	30	30	45	45	45	45	30	30	30
PSHE	30	30	30	45	60	60	30	30	60
FP / Reg	135	135	150	135	180	225	240	210	105
Art	60	60	60	60	30	30	60	60	0
DT	60	60	60	60	30	30	60	0	0
Drama	30	30	30	30	60	60	30	30	30
Music	30	30	30	30	60	60	60	60	75
PE	60	60	60	60	60	60	60	60	60
Sport	315	315	315	285	150	150	60	60	60
CIL / Continuous Provision	0	0	0	0	0	0	0	105	265
Assemblies	120	120	120	120	120	120	120	120	120
Extra Afternoon Breaks	0	0	0	0	45	45	0	0	0
Total Minutes	2175	2175	2175	2025	2025	2025	1725	1725	1725
Total Minutes per day	435	435	435	405	405	405	345	345	345
Total hours per day	7.25	7.25	7.25	6.75	6.75	6.75	5.75	5.75	5.75

Note: Additional Literacy Skills includes: Phonics, Guided Reading, Handwriting, Show & Tell, and Library sessions which are distinct from English Lessons.

2022/2023 Academic Year

Subject Time Allocation

		Top Minutes	Year 7 Minutes	Year 6 Minutes	Year 5 Minutes	Year 4 Minutes	Year 3 Minutes	Year 2 Minutes	Year 1 Minutes	Reception Minutes
English	English			300	300	300	300	300	300	300
English	Spelling					30				
English	Handwriting					15				
English	Reading/GR						30	150	150	
English	Total	225	225	300	300	345	330	450	450	
Maths	Maths		210							
Maths	Mental		30							
Maths	Total	225	240	285	300	300	300	300	300	300
Science/Topic		180	165	165	120	120	120	135	150	
MFL	French	150	180	120	105	60	45	30	30	
MFL	Other	30	45							
Latin/Minimus		A(142.5); B1 (120) C(105)	120	105	30					
History		105	90	75-90						
Geography		105	90	75-90						
TPR		90 (exception TopA)	60	75-90		45		45	45	30
Humanities			0		165	180	180			
Future Skills		45	60	60	45	45	45			
Sport		315	315	315	315	180	180			
PE		60	60	60	60	60	60	120	120	
Art		60	60	60	60	30	30	45	45	
DT		60	60	60	60	30	30	45	45	
Music		30	30	30	30	60	60	60	60	30
CS		60	60	45	45	45	45	30	30	
Drama		30	30	30	30	tbc	tbc	30	30	30
PSHEE		30	30	45	30	30	30	30	30	30

2021/2022 Academic Year

Year / Subject	Wood-lands	Recept-ion	1	2	3	4	5	6	7	8
English (including phonics, library, spelling etc.)	ITMP through CIL, working with groups	280	440	420	360	400	300	280	220	220
Maths		220	280	300	280	300	300	300	220	220
Science		UTW: 40	40	40	120	120	120	160 / 180	180	180
French	30	20	40	40	40	40	100	100	160	160
Latin / Minimus (Y5)	-	-	-	-	-	-	40	80	80	120
History	ITMP through CIL, working with groups	Through CIL	140 Topic	80 Topic	80 Topic	100 Topic	60	80	80	80
Geography							60	80	80	80
Theology, Philosophy & Religion		40	40	40	40	40	40	80	80	80
Spanish		-	-	-	-	-	-	-	40	60*
PSHEE		30	20	20	40	40	20	40	20	In Future Skills
Future Skills		-	-	-	40	40	60	60	60	60
Art	On offer each day	Through CIL	60	60	40	40	60	40	60	60*
Design & Technology			40	60	40	40	60	40/60	60	60*
Music	90	20	60	60	40	40	40	40	60	60*
PE	90	120	120	60	60	60	60	60	60	60*
Games / Sport / Matches	-	PE curriculum covers different		60	160	160	300	320	320	320

Year / Subject	Wood-lands	Recept-ion	1	2	3	4	5	6	7	8
		sports								
Drama / Dance & Drama	100	20	40	40	40	40	40	40	60	60*
Computing	-	Through CIL	40	40	80	40	40	60/40	60	60*
Forest School (sometimes on rota)	60	90 rota	90 rota	90 rota	60 rota	60 rota	Set day	Set day	Set day	Set day
CIL / Golden Time / Century (Year 6)	60% of all	480	20	20	20	40	-	40	-	-
Form Periods	Time with Key Worker through CIL	150	200	240	290	270	170	130	130	130
Assemblies	20	50	100	100	90	90	90	90	90	90
TOTAL HOURS / WEEK	Depends on sessions	28.33	28.33	28.33	32.33	32.33	33.33	35.33	35.33	35.33

* = Pupils in Top Form select six out of the seven subjects.

Through the 2020-2021 Academic Year, with Covid restrictions, we provided the following curriculum:

Year / Subject	Wood-lands	Recept-ion	1	2	3	4	5	6	7	8
English (including library, guided reading etc.)	ITMP through CIL, working with groups	280	360	360	530	460	300	300	240	240
Maths		220	300	300	330	300	300	300	240	240
Science		UTW: 40	90	90	60	120	120	150	180	180
French	30	20	30	30	40	60	120	120	150	150
Latin / Minimus (Y5)	-	-	-	-	-	-	40	90	120	120
History	ITMP through CIL, working with groups	Through CIL	90 Topic	90 Topic	120 Topic	60	Humanities: 180	90	90	90
Geography						60		90	90	90
Theology, Philosophy & Religion		40	40	40	60	30		90	90	90
Spanish		-	-	-	-	-	-	-	60*	60*
PSHEE		30	30	30	70	70	70	60	60	60
Future Skills		-	-	-	40	40	60	60	30	30
Art	On offer each day	Through CIL	60	60	30 (60 alt. weeks)	40 (80 alt. weeks)	60	60	60*	60*
Design & Technology			60	60	30 (60 alt. weeks)	40 (80 alt. weeks)	60	60	60*	60*
Music	90	60	60	60	60	40	60	60	60*	60*
PE / Sport	90	120	120	120	210	210	210	270	270	270
Games / Sport / Matches	-	PE curriculum covers different sports	Due to restrictions on pupils returning to school, Games and Fixtures part of PE and Sport							

Drama / Dance & Drama	100	30	30	30	30 (60 alt. weeks)	30 (60 alt. weeks)	30 (60 alt. weeks)	30 (60 alt. weeks)	60*	60*
Computing	-	30	60	60	30 CS 30 TT	30 (60 alt. weeks)	30 (60 alt. weeks)	30 (60 alt. weeks)	60*	60*
Forest School (sometimes on rota)	60	90	90	90	90 rota	90 rota	90 rota	Set day	Set day	Set day
CIL / Golden Time	60% of all	480	30	30	30	30	-	-	-	-
Form Periods	Time with Key Worker through CIL	150	150	150	150	235	205	145	115	115
Assemblies	20	50	120	120	125	125	125	125	125	125
TOTAL HOURS / WEEK	Linked to Sessions	28.33	28.33	28.33	32.33	32.33	33.33	35.33	35.33	35.33