Beachborough

Beachborough School

Curriculum Policy

Updated: September 2026

Date of next Review: September 2027

Policy Lead: Deputy Head (Curriculum) and Head of Boardman

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. 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;
- Relationship Education: (Relationships and Sex Education and Health Education Policy with incorporate PSHE)
- 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 form mistakes and challenging themselves

- opportunities to learn through hand-on, exploratory experiences
- 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 Phase Leaders are responsible for championing their subjects, producing curriculum overviews/schemes of work and monitoring standards in their curriculum areas. The Head of Boardman and Deputy Head – Curriculum, direct and support their work. They report to the Education Committee each term on academic matters. The Governors' Education Committee, an experienced and academically focused division of the wider governor body, supports the SLT and school to implement of robust and vigorous curriculum and educational experience for all pupils. This committee, with the Head, Head of Boardman, Deputy Head - Curriculum, Deputy Head - Pastoral, Deputy Head – Operations, Assistant Head of Boardman and Head of Learning Success 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, 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 Relationships and Sex Education and Health Education and 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.) We actively promote 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 Assistant take on the role of 'Key Person' to groups of children, supported by the Learning Assistants.
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.

Tapestry is used 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. An enquiry approach is used to ensure that learning is engaging, interesting and links to the read world. 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 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

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 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 the foundation of **Quality First Teaching** at Boardman, Manor House now aligns its instructional approach with the **EEF's Five-a-day framework**, which promotes high-impact, evidence-informed strategies to support all pupils, particularly those with additional needs. These five core practices are embedded across our curriculum and daily teaching routines

1. Explicit Instruction - Teachers provide clear, structured explanations and model learning processes explicitly. Lessons are broken into manageable steps with clear learning objectives and success criteria. Misconceptions are anticipated and addressed through guided and independent practice.

2. Scaffolding - Support structures are built into lessons to ensure all pupils can access learning. This includes visual aids, sentence starters, worked examples, and pre-teaching of key vocabulary. Scaffolds are gradually removed as pupils gain independence.

3. Cognitive and Metacognitive Strategies - Pupils are taught how to think about their learning. Strategies such as activating prior knowledge, making connections, and reflecting on learning processes are embedded. Teachers encourage pupils to evaluate their understanding and plan next steps.

4. Flexible Grouping - Responsive teaching is supported by dynamic groupings based on pupil need, prior attainment, or specific learning goals. This allows for targeted support, peer collaboration, and inclusive learning experiences.
5. Use of Technology - Digital tools are used to enhance learning, provide immediate feedback, and support accessibility. Technology is integrated thoughtfully to reinforce concepts, enable practice, and promote engagement.

The principles of the EEF's Five-a-day ensures that teaching at Manor House remains inclusive, adaptive, and grounded in the best available evidence. It also reflects our commitment to continuous improvement and meeting the diverse needs of our learners.

Our curriculum policy is aligned with our Careers Policy (Updated June 2025) and is structured around:

- Gatsby Benchmarks for effective careers education.
- DfE Careers statutory guidance on careers education (updated May, 2025).

- The principles of the Equality Act 2010, ensuring inclusivity and ambition for all pupils.

Our Curriculum enables the pupils to make informed choices about a broad range of career options with the ultimate aim of fulfilling their potential.

Curriculum Overview and Timetable Balance

Our curriculum is designed to be holistic, encompassing academic rigour alongside social, moral, and pastoral development, ensuring that pupils are nurtured as whole individuals and equipped with the knowledge, character, and resilience needed to thrive in an ever-changing world.

Beachborough School is committed to delivering a broad and balanced curriculum that enables every child to fulfil their academic potential while exploring diverse areas of interest that ignite passion and curiosity. Our curriculum is carefully structured to ensure that core subjects are taught with depth and rigour, equipping pupils with essential knowledge and skills. At the same time, we provide generous allocation for wider curriculum areas, fostering breadth, creativity, and personal development. Staff are encouraged to plan imaginatively and to embrace cross-curricular opportunities, ensuring that learning is both coherent and enriched across disciplines.

Co-Curricular Programme

Our curriculum is further enhanced by our co-curricular programme - 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 Young Enterprise, Forest Club, Karate, Block Painting, Reasoning, gymnastics, Warhammer, tag rugby, football, netball, swimming and so on.

Homework

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 practice of work already covered in class, while also encouraging metacognitive reflection helping pupils to think about how they learn, evaluate their understanding, and plan their next steps. All homework should be purposeful and achievable in terms of available resources, time, and children's understanding.

Progression

Our Nursery, Kindergarten and Reception years, cover the seven areas of learning and introduce the youngest pupils to school life, adhering 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 committed to inclusive, high-quality teaching for all pupils. In recognition of the diverse learning needs across our community, staff employ adaptive teaching strategies that maintain high expectations while responding flexibly to individual starting points. Scaffolding is used to support access to the curriculum, enabling all pupils to engage with ambitious content and develop independence over time.

Provision for pupils with Education, Health and Care (EHC) plans, and those with learning difficulties or disabilities, is informed by screening outcomes, ongoing teacher assessment, and professional recommendations from the SENCO, educational psychologists, and other relevant specialists. Where an EHC plan is in place, the guidance provided by the multi-agency 'Team Around the Child' is implemented consistently across the school.

Assessment is continuous and formative, with standardised tests administered at key points in line with the Assessment, Recording and Reporting Policy. Progression between Key Stages is fluid, and curriculum planning ensures that knowledge and skills are built sequentially and coherently. Schemes of work are designed to promote depth, continuity, and mastery across all subjects, supporting every child to thrive academically and personally.

Monitoring and Evaluation

At Beachborough, the implementation of the curriculum and the quality of teaching and learning are rigorously monitored to ensure alignment with the EEF's Five-a-day principles: explicit instruction, scaffolding, cognitive and metacognitive strategies, flexible grouping, and effective use of technology. Evaluation processes are designed to be developmental, evidence-informed, and focused on improving outcomes for all pupils.

Monitoring includes:

- Regular book looks to assess progression, consistency, and the impact of scaffolding and metacognitive strategies
- Learning walks focused on adaptive teaching and inclusive classroom practice
- Lesson observations and appraisal conversations that explore the use of explicit instruction and pupil engagement
- Team reviews of pupil work and assessment data to inform responsive planning and flexible grouping
- Middle leader and SLT meetings to evaluate curriculum coverage, assessment practice, and the development of schemes of work
- Continual Profession Development (CPD) that support professional development and the embedding of EEF strategies
- Ongoing dialogue between SLT and Middle Leaders across both the Boardman and Manor House sites to ensure coherence, continuity, and shared accountability

This multi-layered approach ensures that curriculum delivery remains ambitious, inclusive, and reflective of best practice, while supporting staff to continually refine their teaching in line with pupil need.

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.