



Curriculum Policy

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1. Introduction

Burlington House School is owned and operated by **Cavendish Education**.

In all Burlington House School policies, the words “Burlington House School” refer to Burlington House Prep, Burlington House Senior and Burlington House Sixth Form.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school’s aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values: that all children can achieve

While this current policy document may be referred to elsewhere in Burlington House School’s documentation, including particulars of employment, it is non-contractual.

In the school’s policies, unless the specific context requires otherwise, the word “parent” is used in terms of Section 576 of the [Education Act 1996](#), which states that a ‘parent’, in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility updated August 2023](#), considers a ‘parent’ to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person – this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time, and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- HR and Employment Law
- Health & Safety Guidance
- DBS Check processing
- Mandatory Safeguarding, Health & Safety, and other relevant training
- Data protection and GDPR guidance
- Specialist insurance cover

Where this policy refers to ‘employees’, the term refers to any individual who is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Burlington House School.

The policy documents of Burlington House School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions, a significant revision, although promulgated in school separately, may have to take effect between the republication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

2. Aims

This policy aims to:

- Set out how our specialist curriculum is designed, reviewed and implemented across KS2-KS5 to inspire and motivate our pupils.
- Establish how it is integrated with our extra-curricular activities to foster personal development and to support the physical, mental, and emotional well-being of pupils
- Explain how our curriculum offering is planned and implemented to take into consideration the individual learning profiles of our learners

3. Curriculum Overview

At Burlington House School, the curriculum offers learners the opportunity to access a broad and balanced educational experience that is designed to meet national, local, and individual priorities. The timetable has been specifically designed by our Leadership Team(s) to equip pupils with the knowledge and skills necessary for living and working in today's rapidly changing society, with the necessary adaptations to suit their specific learning requirements.

Burlington House Schools' priority is to develop Literacy, Numeracy and the use of ICT/Computing while still giving pupils broad experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic, and creative education.

The range of subjects offered at Burlington House School to fulfil these priorities is listed in the following section as part of an overview of our timetabled provision.

The schedule largely follows the mainstream National Curriculum, including a Modern Foreign Language. There are, however, additional and unique features to our provision, including a substantial programme of Enrichments offering creative, thematic, recreational and intellectual opportunities to study subjects not included in the usual KS2, KS3 and KS4 National Curriculum Programme supported by integrated opportunities for small group mentoring and therapeutic sessions.

Personal Development is embedded across the curriculum. As such, Burlington House School promotes mutual respect and tolerance of those with different faiths and beliefs. To encourage pupils to respect the **fundamental British values** of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, and to prepare pupils for the opportunities, responsibilities and experiences of life in British society:

- There are regular meetings of the peer-elected School Council, with issues taken to the school's Leadership Team
- An annual selection of Prefects and other pupil leaders
- The PSHE curriculum encompasses rights, values and equality
- Specifically in the Humanities subjects, the curriculum covers the development of democracy, the rules that support it and how societies decide and make change.
- Citizenship, studied as a GCSE in KS4 and as RSS in KS3, covers all fundamental British Values, as part of the designed curriculum
- Educational visits include visits to local institutions of worship to see how different cultures celebrate faith
- Enrichments promote awareness of how pupils can contribute to the local and wider community, in supportive, financial and creative ways
- Whole school Gatherings (assemblies) take place twice weekly and follow themes of mutual respect and tolerance

Further information on the development of **SMSC** is available in the separate **SMSC Policy**.

The school takes into account the DfE guidance on Fundamental British Values:

[Promoting fundamental British values as part of SMSC in schools - GOV](#)

4. Curriculum Design, Implementation, and Review

The organisation, design and implementation of each curriculum area is the responsibility of the relevant **Head of Department** and/or **Subject Lead** and is overseen by a relevant member of the Senior leadership team within each site.

- At Burlington House Prep, this is the KS2 Curriculum Coordinator and Deputy Head.
- At Burlington House Senior, this is the Deputy Head.
- At Burlington House Sixth Form, this is the Deputy Head (Academic).

Developments within the curriculum are regularly discussed in termly meetings of the school's curriculum middle-leaders and senior-leaders.

Each department and/or subject area is responsible for producing medium-term and long-term planning to ensure that the curriculum meets the aims and objectives of this policy.

Schemes of work and curriculum/assessment mapping are produced, which further outline how the curriculum is to be implemented on a **topic/termly/half-term** basis. Each department annually reviews its curriculum documentation to ensure that our offering continues to reflect changes in pedagogy, developments in respective subjects and the evolving needs of our learners.

A summary of the **curriculum aims** for Burlington House School is communicated to parents **termly** as part of each pupil's **ICM** (Individual Curriculum Map), which is a statement of provision for a given term.

Information on the content of each subject's curriculum for Burlington House School is available to view publicly on our website under each school site's **curriculum** page:
<https://www.burlingtonhouseschool.com/>

The provision of the curriculum is periodically reviewed as part of the **three-year accessibility plan**. For further information, please refer to the **SENDA Accessibility Plan** and the **SEN Policy**.

5. School Timetable

Across **Burlington House School**, the timetabled day is structured in the following format:

- 50-minute lessons (7 lessons per day / 35 lessons per week)
- 2 x 10 mins morning breaks; 1 x 10 mins afternoon break
- 35 mins lunch break (Senior)/ 40 mins (Prep/Sixth-Form)

This format is intended to allow pupils to move between a range of activities, both curricular and extracurricular, within the school day, with sufficient time to transition and regulate between timetabled events.

Regular breaks have been scheduled with up to 70 minutes of break time distributed across the school day to provide regular but manageable structured breaks.

Details of the allocation of lesson time across the **prep/senior/sixth-form curriculum** are listed in the following tables.

Burlington House Prep

Key Stage 2 (Years 4, 5 and 6): No. of 50-min lessons per week:		Key Stage 3 (Years 7 and 8) No. of 50-min lessons per week:	
Art	1 lesson	English	5 lesson
3D Design / Food Prep	2 lessons	Maths	5 lessons
English/Literacy	5 lessons	Science (Bio/Chem/Phy)	3 lessons
Enrichment	2 lessons		
Group Communication	1 lesson	Core PE	3 lesson
OT	1 lesson	Art	2 lesson
Reading	5 lessons	Food Prep	2 lessons
Humanities (Geog/Hist)	2 lessons	3D Design	2 lessons
ICT/Computing	2 lessons	Performing Arts	1 lessons
Mathematics/Numeracy	5 lessons	Music	1 lessons
Performing Arts	1 lesson	Spanish	1/2 lesson
PSHE	1 lesson	SFL (Skills for Learning)	2 lesson
Core PE	3 lessons	Enrichment	2 lessons
R.S.S (Religious & Social Studies)	1 lesson	Geography	1 lesson
Science	2 lessons	History	1 lesson
Spanish	1 lesson	Computing	2 lessons
		R.S.S (Religious & Social Studies)	1 lesson
		PSHE	1 lesson

Burlington House Senior/Sixth-Form

Key Stage 3 (Year 9) No. of 50-min lessons per week:		Key Stage 4 (Years 10 and 11) No. of 50-min lessons per week:		Key Stage 5 (Sixth Form) No. of 50-min lessons per week:	
English	5	English	5	Tutorial / Life Skills /	1
Maths	5	Maths	5	Progression	
Science (Bio/Chem/Phy)	3	Science (Single/Entry-Level)	5		
Core PE	3	Science (Y11 Double	6	GCSE Option	5
Art	2	Only)		BTEC Option	6
Food Prep	2	Option 1	4	AS/A-Level Option	6
DT	2	Option 2	4		
Performing Arts	1	Option 3	4	Enrichment	2
Music	1			PSHE	1
Spanish	2	Core PE	3		
Learning Skills	2	Study Skills	2		
Enrichment	2	Enrichment	2		
Geography	1	PSHE	1		
History	1				
Computing	1				
R.S.S (Religious & Social	1				
Studies)					
PSHE	1				

6. KS4, KS5 Course Offering

In year 9, pupils select optional subjects for their KS4 studies to begin in year 10. This decision is made after a KS4 Information/Transition Evening for pupils and parents. Optional subjects are selected, and a timetable is created based on the 'best fit' for pupils, teachers and resources.

Core Subject Leaders will consult with pupils and parents and use a range of measures and pupil progress data to guide them on the most suitable pathway for the pupil. The school offers a range of **pathway options in the core subjects**:

- **Entry-Level/Functional Skills Pathways**
- **GCSE Pathways** (*English Language, Maths, Combined Science*)
- **Accelerated Pathways** (*English Literature, Statistics, Separate/Triple Science*)

Pupils are therefore expected to complete a minimum of 6 courses (or Entry-Level equivalent), including the 3 cores of English Language, Mathematics and Science. Equivalent qualifications to GCSEs, such as L1/2 vocational courses and functional skills, are offered. Pupils may wish to take more than the 6 required; some pupils take 8 or 9 subjects. Others may need a reduced timetable. Each case is individually assessed in consultation with parents, pupils and staff.

As far as is practicable, core subjects and Study Skills (mentoring) sessions are scheduled in the morning when pupils are most alert and receptive. Option subjects are timetabled into the middle or afternoon sessions when personal interest levels tend to maintain motivation and create a willingness to learn.

GCSE	Vocational /BTEC
Art	BTEC L1/2 Creative Media Production
Photography	Eduquas L1/2 Sports Coaching Principles
3D Design	BTEC L1/2 Music
Geography	RSL L1/2 Performing Arts
Spanish	BTEC L1/2 Business Studies
History	BTEC L1/2 Digital Information Technology
Film Studies	BTEC L1/2 Home Cooking Skills
Citizenship Studies	

Current offerings in the academic year 2025/2026 - these subjects are reviewed annually and are subject to change based on pupil uptake

Burlington House Sixth Form offers a broad range of academic and vocational subjects at Level 2 and Level 3 alongside GCSE resits, Functional Skills qualifications and alternative workplace-based experience.

The subject offering is reviewed **annually** and changes based on pupil demand; however, the following table gives a representative overview of the courses on offer.

AS / A-Levels	Vocational / Btec L2/L3	GCSE Retakes and Alternative Qs
Science (Biology, Chemistry, Physics)	Business L2/L3	Arts Award (Silver / Gold)
History	Child Development L2	Functional Skills English
Sociology	E-Sports L2	Functional Skills Maths
English Literature	RSL Level 3 Performing Arts (Certificate / Diploma)	IGCSE Maths
Art	Sports L2	IGCSE English
Photography	Media L2/L3	
Psychology	Information Technology L2/L3	
Maths	Work Skills L1	
EPQ	Music Production L2/3	
	Organising a Music Event L2	

7. The Skills for Learning Curriculum

Skills for Learning sessions are opportunities for very small group mentoring, in KS2, KS3 and KS4. Groups are small (approximately 5-10 pupils)

These sessions focus on a pupil's individual needs and specific learning objectives to closely monitor progress and development. Each mentoring session comprises specific and individualised literacy, language and numeracy skills as well as additional social communication skill development, as required. Mentors aim to move pupils forward in terms of their main areas of need while monitoring the transference of skills to other areas of the curriculum.

Skills for Learning (SfL) lessons take place within the school curriculum. They are identified as 'SfL' lessons on the timetable for all groups in KS3/4. The **Skills for Learning** curriculum operates at **Burlington House Senior** and **Burlington House Prep** and is the responsibility of the **Skills for Learning coordinator**.

At KS3, lessons focus on leadership skills, as well as a range of practical skills and qualifications to build students' confidence and independence.

At KS4, lessons focus on skills needed for their GCSE years, including: Study skills, career planning lessons, and time for revision. Year 10 students have the opportunity to undertake the Bronze Duke of Edinburgh's Award.

The Skills for Learning Mentors at KS3 are the academic tutors for their group. At Key Stage 4, the groups are taught by relevant subject teachers or form tutors. There are two lessons per week, with each session lasting 50 minutes. In Key Stage 2, Skills for Learning is embedded into the timetabled Literacy and Numeracy sessions.

Specialist Therapeutic staff will be able to provide support and resources, and will support SfL groups, focusing on social communication. One SFL lesson per week for Yr7 and Yr8 will be a group therapy session focusing on building their communication, social interaction, and teamwork. These sessions will be planned, delivered, and coordinated by the therapy team with input from the SFL coordinator regarding timetabling sessions.

8. Enrichments

A wide-ranging **Enrichment Programme** operates in KS2, KS3, KS4 and KS5, with the offer changing on a termly basis. These lessons take place twice per week as part of the school timetable. Enrichments encourage the development of practical skills, knowledge, peer relationships and mentorship, as groups are formed from all key stages

The enrichment programme aims to:

- draw from all subject areas
- encourage health and emotional well-being
- integrate academic content
- promote literacy and numeracy skills
- develop strong relationships between participants
- provide opportunities for authentic decision-making by participants – allowing potential for pupil leadership in the activities
- enrich the curriculum and provide avenues for creativity
- encourages respect for each other, paying regard to the protected characteristics

Each enrichment activity will include elements of:

- creative thinking skills
- team-working
- behaviour and social skills
- taking responsibility
- citizenship
- decision-making
- links to the real world
- problem-solving

9. Additional Curriculum Elements

In addition to the above, Burlington House School also provides:

Support with ICT/Digital Literacy:

- Ongoing training in **digital literacy** to develop pupils' skills and make the use of their laptops more convenient.
- **Google Classroom**, to support all lessons, including remote learning (please see **Remote Learning Policy**)

Opportunities in the performing and creative arts:

- **Peripatetic** lessons are offered to all pupils and range from musical instrument instruction to drama lessons. These lessons are privately funded by pupils and their families
- Dramatic performances of various kinds or musical showcases occur each year at Burlington House School. The **Annual Christmas Production** provides performance opportunities for KS2 and KS3 pupils and assessed production responsibilities for KS4 Performing Arts pupils.
- The School has an annual creative and performing arts festival – last year styled as **Festival of Colour**

An extensive programme of Physical Education Activity.

- Burlington House School pupils are offered two and a half hours (minimum) games afternoons in year groups.
- The PE department utilised local facilities such as tennis courts, a climbing wall, an athletics track and a rowing centre.

- All pupils can elect to use their enrichment options for up to a further 2 hours of PE-related activities each week, should they so wish.

PSHE is timetabled for a single period for the whole school(Senior/Prep) at the same time, to allow opportunities for vertical and year-group activities. The curriculum is designed to encourage respect for others, with particular regard to the [Equality Act 2010](#). For more information, refer to the PSHE Policy.

Trips, both in and out of term time, are used to support the curriculum and are encouraged in all subject areas. **Extracurricular trips** such as end-of-year activity trips (residential for KS2 and KS3) are well-established, and a biannual ski trip or a twice-yearly sailing opportunity on Tall Ships are offered. The Sixth Form and Senior School have recently offered international cultural excursions (Valencia 2024) / Marseille 2023-2025)

Career advice and **work experience** are integral parts of career planning at Burlington House School in KS2-KS5. In particular, pupils from Year 10 must complete 1-2 weeks of Work Experience at the end of the Summer Term. This experience links with Study Skills and Citizenship Education programmes and is designed to provide opportunities for real-life experience.

Burlington House Sixth Form has an extensive programme of work experience, long-term work placements and employability training.

10. Further Curriculum Support

Additional Literacy and Numeracy intervention support is provided for pupils identified as in need. This support is offered by teaching/intervention staff on a needs basis and is coordinated by the SENCO. Additional support in the form of ELSA and Wellbeing checks is also provided for pupils identified as in need.

Burlington House School also provides integrated **Speech and Language, Occupational Therapy and Counselling** support (see policies in Therapeutic Support / **Therapy Core Offer**). Many elements of this support are incorporated directly into lessons through direct and continuous cooperation between therapists and teachers, such as the 'Brain Gym' and 'Alert' programmes, and individual movement breaks.

Specific support by therapists is allocated based on provisions required by pupils' EHCPs and additional observation and testing.

11. Lost Learning (Post 2020) and Covid-19

Where in future there may be government regulations in place for school settings that alter the nature or format of some curriculum offerings, these will be adjusted as follows:

- Trips – details will be forwarded to parents in advance of each trip, detailing the alterations or special considerations that have been made in order to comply with guidelines. This may include removing features of the trip, such as overnight stays, or making changes to groups, routes or other details.
- Performances/Gatherings – these will take place online unless informed otherwise.

Additionally, parts of the curriculum may be temporarily suspended in times of school closure. Please see the **Remote Learning Policy** for details of how lessons will be run during the event of a full or partial school closure.

Burlington House School recognises the lasting impact of lost learning as a result of the Covid-19 pandemic.

We suggest that our specialist and individualised curriculum is already well-suited to identify where learners may require additional support and provide the necessary interventions to begin to close these attainment gaps. The **Remote Learning Policy** allows Burlington House School to maintain a high standard of provision in the event of national school closures and, as such, can further help to reduce the impact of lost learning.

12. Links to other Policies

Please consult also:

- SMSC Policy
- Remote Learning Policy
- Homework Policy
- Teaching and Learning Policy
- SEN policy
- SENDA Accessibility Plan
- Use of Google Classroom policy
- More Able and Talented Policy
- Therapy Core Offer

Contact Information

For any questions or concerns regarding this policy, please contact **Adam Ford - Deputy Head (Senior)**, via office@burlingtonhouseschool.com

Approval & Policy Review

This Policy has been reviewed and approved by:

Policy Approver(s)	Burlington House School - Senior Leadership Team
Responsible Person(s)	Adam Ford - Deputy Head (Senior), Rik Finch - Deputy Head (Sixth-Form), Colwin Bristol - Deputy Head (Prep),
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Revision History

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1	Adaptation to a new template	Burlington House School	September 2025