



Curriculum Policy

Prepared by: Burlington House School

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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 both Burlington House Bishops Avenue Campus and Burlington House Sixth Form Campus unless stated otherwise.

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 we design, review, and implement our specialist curriculum 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 curriculum maintains ambitious expectations for all pupils. Personalisation and support enable pupils to access learning with a sufficient level of challenge and develop their strengths, without unnecessarily restricting subject choices or future opportunities.

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

The curriculum promotes respect for people of all religions and beliefs, including those with no religious belief. Pupils learn about the protected characteristics identified in the Equality Act 2010 through age-appropriate teaching and discussion. Staff maintain political impartiality and provide a balanced presentation of opposing views when political issues are discussed. This commitment is outlined in the staff code of conduct.

Teaching, resources and visiting speakers must support, and must not undermine, Fundamental British Values. Subject leaders review materials and planned activities to ensure that they are appropriate, accurate and consistent with these expectations.

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 Senior Leadership under the Curriculum & Strategy Lead. Developments within the curriculum are regularly discussed in meetings of the school's curriculum middle-leaders and senior-leaders.

Coherent curriculum design is achieved as follows:

- 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.
- Curriculum maps and schemes of work identify the knowledge, skills and understanding to be taught in each subject and year group or stage. They explain how learning builds on prior knowledge, prepares pupils for subsequent learning and provides opportunities to revisit and consolidate important content.
- Heads of Department and Subject Leads ensure that curriculum sequencing supports progression within and between key stages. Planning identifies relevant assessment opportunities, likely barriers to learning and appropriate adaptations.
- Teachers use assessment, classroom observations and pupil feedback to identify understanding, misconceptions and gaps in learning. This information informs subsequent teaching, adjustments to curriculum delivery and targeted intervention, in accordance with the Feedback and Assessment Policy.

Leaders evaluate curriculum impact through pupil achievement and progress, engagement, attendance, personal development and preparation for the next stage. Evaluation draws on assessment and examination outcomes, learning walks and formal observations, work scrutiny, pupil and parent feedback, and destination information where available. Findings inform departmental planning, staff development and curriculum changes.

Detailed curriculum maps, long-term plans and schemes of work are maintained by departments and are made available to relevant staff through the school's shared curriculum folder. 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.

General information on the content of each subject's curriculum at Burlington House School is available to view publicly on our [website](#) under the relevant curriculum page. Parents may request further information through the relevant Subject Lead or the Curriculum & Strategy Lead.

Curriculum planning takes account of the school's three-year Accessibility Plan, Equality Policy and Equality Objectives. Teachers use individual pupil information, including ICMs, relevant professional advice and EHCP requirements, to plan adaptive teaching and reasonable adjustments.

Adjustments may include changes to resources, communication, task presentation, equipment, learning environments or assessment arrangements. These enable access while maintaining appropriate challenge. Teachers work with the SENCo and therapeutic team to review their effectiveness and respond to changing needs.

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

5. School Timetable

5.1 Timetable Overview:

At the Bishops Avenue Campus, 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 (across two sittings)

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.

At the Sixth Form Campus (Fulham High Street), 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;
- 40 mins lunch break (single sitting)

Religious Education is delivered through the Religion and Social Studies (RSS) curriculum, with its content and progression identified in the relevant schemes of work. Both Citizenship (as part of RSS), PSHE (including RSHE) and Core PE are all delivered as discrete stand-alone subjects in the curriculum.

Extra-curricular activities are scheduled as timetabled activities (Enrichments) within the school day. Learners select which enrichments they undertake on a termly basis.

Any variation in an individual pupil's timetable is agreed in response to their needs and reviewed to ensure appropriate curriculum breadth and progression.

The tables below identify the subjects and areas of learning taught at each key stage and their weekly lesson allocations.

5.2 KS2 & KS3 Timetable Structure:

The table below outlines the Curriculum Structure for Ks2/3 at Bishops Avenue Campus

Key Stage 2 (Years 4, 5 and 6): No. of 50-min lessons per week:		Key Stage 3 (Years 7-9) No. of 50-min lessons per week:	
Art	2 lessons	English	5 lesson
English/Literacy	5 lessons	Maths	5 lessons
Enrichment	2 lessons	Science (Bio/Chem/Phy)	3 lessons
Group Communication	1 lesson	Core PE	3 lesson
Reading	5 lessons	Art	2 lesson
Humanities	2 lessons	Food Prep	2 lessons
(Geog/Hist)ICT/Computing	2 lessons	3D Design	2 lessons
Mathematics/Numeracy	5 lessons	Performing Arts	1 lessons
Performing Arts	1 lesson	Music	1 lessons
PSHE	1 lesson	Spanish	2 lesson
Core PE	3 lessons	SFL (Skills for Life)	2 lesson
R.S.S (Religious & Social Studies)	1 lesson	Enrichment	2 lessons
Science	2 lessons	Geography	1 lesson
Spanish	1 lesson	History	1 lesson
SFL	2 lessons	Computing	2 lessons
		R.S.S (Religious & Social Studies)	1 lesson
		PSHE	1 lesson

5.3 KS4 & KS5 Timetable Structure:

The course tables identify the subjects, qualification titles and levels available for the relevant academic year.

Pupils and parents receive information about course content, assessment requirements and progression opportunities through the options process and published course guidance. Individual choices are informed by pupils' interests, aspirations, strengths and support needs, alongside assessment information and professional advice.

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	Tutorial / Life Skills / Progression	2
Maths	5		
Science (Single/Entry-Level)	5		
Science (Y11 Combined Only)	6	GCSE/L2 Option	5
		BTEC L1/2/3 Option	6
Option 1	4	AS/A-Level Option	6
Option 2	4		
Option 3	4	Enrichment	2
		PSHE	1
Core PE	3		
SFL	2		
Enrichment	2		
PSHE	1		

6. KS4, KS5 Course Offering

6.1 KS4 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.

The School 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 distinct 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 core subjects of English, 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.

GCSE	Vocational /BTEC
Art	BTEC L1/2 Creative Media Production
Photography	Eduqas L1/2 Sports Coaching Principles
3D Design	BTEC L1/2 Music
Geography	Eduqas L1/2 Performing Arts
Spanish	BTEC L1/2 Enterprise
History	BTEC L1/2 Home Cooking Skills
Film Studies	
Citizenship	
Computer Science	

Current offerings in the academic year 2026/2027 – these subjects are reviewed annually and are subject to change based on pupil uptake

6.2 KS5 Course Offering:

The Sixth Form Campus 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.

A course selection process operates at the beginning of each new academic year. Students select a range of appropriate courses tailored to their strengths and interests. Although there are recommended entry requirements for each course, previous progress data and baseline testing is used to match students to a programme of study suitable to them within the wider block system.

Students are not limited to a single pathway strand and may take a combination of level 2 and 3 courses subject to practical timetable considerations.

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	

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.

7. The Skills for Life Curriculum

7.1 Rationale and purpose:

Skills for Life (SFL) is a therapy-led curriculum provision designed to address the barriers to learning that pupils at Burlington House School commonly experience. It brings together therapeutic expertise, study skills, personalised academic support and mentoring within a coherent programme.

SFL recognises that pupils' academic progress is closely connected to their communication, executive functioning, self-regulation, confidence and ability to understand and manage their own learning. The programme therefore provides structured opportunities for pupils to develop and apply these skills across the wider curriculum and for life after Burlington House. The SFL curriculum is aligned from Key Stage 2 to Key Stage 5. It is designed to build progressively towards greater independence, successful participation in qualifications and effective transition to post-16 education or training.

The skills for life curriculum aims to:

- provide meaningful, integrated therapeutic provision within the taught curriculum;
- deliver targeted and personalised learning support and intervention;
- develop pupils' communication, self-regulation and executive-functioning skills;
- help pupils understand their individual learning profiles, strengths and areas of need;
- teach practical study skills that increase organisation, confidence and independence;
- enable pupils to transfer therapeutic strategies into lessons and wider school life;
- provide coordinated academic mentoring and joined-up support;
- prepare pupils effectively for examinations, future study and post-16 transition; and
- contribute to improved engagement, independence and academic outcomes

7.2 Curriculum model:

SFL is planned and delivered through collaboration between therapeutic and educational staff.

Therapeutic staff provide specialist direction for the programme and deliver regular direct teaching to small groups, typically comprising 5–10 pupils. The curriculum includes age-appropriate teaching and practice in areas such as:

- communication and social understanding;
- emotional awareness and self-regulation;
- executive functioning, including organisation, planning and time management;
- metacognition and understanding how to learn;
- literacy, language and other identified academic needs;
- study, revision and examination skills;
- self-advocacy and increasing independence; and
- preparation for transition and future education.

The precise balance of these elements develops as pupils progress through the school and is adapted in response to the needs of each group and individual pupils.

Pupils at Key Stages 2 and 3 ordinarily receive two 50-minute SFL lessons each week. One lesson is delivered directly by therapeutic staff and follows the planned therapy-led curriculum. The second is planned in collaboration with therapeutic staff and delivered by an SFL mentor, normally the pupil's form tutor or another member of teaching staff.

The mentor-led lesson ordinarily includes approximately 20–30 minutes of planned consolidation and application of the therapy-led curriculum alongside approximately 20–30 minutes of personalised academic support, mentoring or intervention.

This structure allows pupils to revisit and apply taught strategies while also receiving timely support with their individual academic needs.

At Key Stage 4, all pupils receive a weekly therapy-led SFL lesson. The programme increasingly emphasises:

- understanding individual learning profiles and effective strategies;
- study skills and independent learning;
- organisation and management of workload;
- revision and examination preparation;
- effective use of access arrangements;
- targeted academic support; and
- preparation for post-16 education, training and transition.

The number of additional SFL lessons may vary according to a pupil's curriculum pathway. Pupils following Combined Science receive one fewer SFL lesson because of the additional curriculum time allocated to science. Where pupils continue to receive a second SFL lesson, this includes personalised support from an SFL mentor. Any variation in lesson allocation does not remove a pupil's entitlement to the core therapy-led SFL curriculum.

7.3 The Role of the SFL Mentor:

The SFL mentor provides continuity between therapeutic provision, academic learning and pastoral support. The mentor:

- delivers planned follow-on teaching and consolidation;
- helps pupils apply therapeutic and study strategies to their current learning;
- provides targeted academic mentoring and support;
- identifies and communicates emerging barriers to learning;
- liaises with therapeutic, teaching and pastoral colleagues; and
- contributes to appropriate communication with parents and carers.

This role supports a coordinated approach in which relevant information is shared, and pupils experience consistent strategies across different areas of school life.

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
- encourage 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

Enrichments are often grouped vertically to help groups of pupils mix, develop wider social skills and bonds and to build a greater sense of school community.

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)

Digital literacy includes safe, responsible and critical use of technology. Through Computing, PSHE and relevant subject teaching, pupils learn about privacy, personal information, respectful online communication, evaluating information, recognising online risks and seeking help.

Technology use follows the school's safeguarding, online safety and behaviour expectations. Personal mobile phones are managed in accordance with the school's agreed arrangements; any use for learning requires staff authorisation. Individual accessibility or medical needs are considered when applying these expectations.

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 'Winter Lights' 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.

- KS2-KS4 pupils are offered two and a half hours (minimum) of physical activity timetabled in year groups.
- Included within this is a lesson of mindful movement to aid in pupils' regulation and wellbeing.
- 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.

At Bishops Avenue campus, PSHE is timetabled for a single period for the whole school 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.

Relationships Education, Relationships and Sex Education and Health Education are planned within the PSHE programme, as appropriate to pupils' phase, age and needs, in line with applicable statutory requirements and guidance. Schemes of work identify the relevant content and progression separately from the wider PSHE curriculum.

Teaching is accessible to pupils with SEND and supports understanding of healthy relationships, consent, personal boundaries, safety, physical and mental health, and how to seek help. The relevant PSHE and RSE policies explain delivery, parental consultation and any applicable withdrawal arrangements.

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. Both sites have recently offered international residential visits: Valencia (2024), Marseille (2023-2025), Berlin and Crete (2026)

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 an extended period 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.

Careers education is planned progressively to help pupils understand their strengths and interests, explore a range of education, training and employment routes, and make informed choices. At KS4, pupils receive impartial guidance and opportunities to learn about academic, vocational and technical pathways.

The programme includes preparation for subject choices, work experience, applications and transition, adapted to individual communication and learning needs. Its effectiveness is reviewed through pupil feedback, participation and progression information.

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

10. Further Curriculum Support

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.

Reading development is supported through English and the wider curriculum. Subject teachers explicitly teach relevant vocabulary and support pupils to understand increasingly demanding texts, while providing opportunities to develop confidence, fluency and enjoyment in reading.

Assessment identifies pupils who require additional support with decoding, fluency, vocabulary or comprehension. Targeted teaching and intervention address these needs, including phonics where appropriate. Progress is reviewed regularly, and support is adapted in consultation with the SENCo and relevant specialists. Accessible texts and assistive technology support participation alongside the development of reading skills. A whole-school literacy strategy is outlined in our **Literacy Policy**.

Burlington House School also provides integrated Speech and Language, Occupational Therapy and Counselling support (see policies in Therapeutic Support / Therapy Core Offer). Additional support in the form of ELSA or Wellbeing checks is also provided for pupils identified as in need.

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. More Able and Talented

11.1 Definition:

Department for Education guidance has suggested that:

- 'More able' learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE;
- 'Talented' learners are those who have abilities in art and design, music, PE or performing arts such as dance and drama.

The term 'More Able and Talented' is not to be understood as referring to the most able children within the national population. The term should be seen as relative and refers to pupils seen to excel within their peer group/academic cohort. Within Burlington House School, we recognise that more able and talented pupils can be:

- high achievers in one area
- good all-rounders, given the individual's learning differences
- of high cognitive ability (but with poor literacy skills, social communication skills, etc.)

We also recognise that those pupils who are more able and talented do not always show their ability immediately or in traditional ways. Such pupils are more able and talented, even though their abilities may be hidden behind expressive difficulties, or remain as potential.

11.2 Rationale:

Burlington House School aims to:

- help pupils to develop their skills and abilities, intellectually, emotionally and socially
- provide teaching which makes learning challenging, engaging, and enables pupils to reach their potential
- be committed to working for quality and equality of opportunity

Our approach is an integral part of the school's broader development of maximum inclusion of educational opportunities for all pupils and states our commitment to providing an environment in which all pupils are supported to realise their potential. Our approach is therefore intended to support the following aims:

- The raising of aspirations for all pupils
- High expectations of achievement for all pupils
- Greater enterprise, self-reliance and independence for all pupils

In order to achieve these aims, we will ensure that all students have opportunities to develop specific skills or talents.

11.3 - Identification

More able and talented pupils are identified by making a judgement based on an analysis of various sources of information, including:

- Test scores
- Progress tests - reading and spelling age
- Examination results

- Baseline assessment or indicative data for KS4/5 public examinations (MidYIS/CAT4)
- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny, departmental progress tracking)
- Peer or self-nomination
- Parental nomination

This information is reviewed by the **Heads of Department** group and is made available to all staff. A register of pupils, their abilities and talents, and the strategies in place to stretch/challenge them is kept centrally. The 'More Able and Talented' register is reviewed and updated twice annually in September at the start of each academic year and in January following our first **Pupil Progress** review meeting.

11.4 - Organisational and In-Class strategies

Important strategies include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of more able and talented pupils in some groups, there will be pupils who have abilities and talents in all groups
- The provision of opportunities for more able and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils in, for example, the enrichment or PSHE programmes
- Additional provision (at GCSE, for example) for pupils of exceptional ability in English (English Literature) and Science (Double or Triple Science) or Maths (Statistics)
- Pupil trips in areas of special interest
- 1:1 Practical Musicianship sessions provided during the school day
- Differentiation within subject areas
- Opportunities to take additional GCSEs (Modern Foreign Languages, English Literature, Statistics)
- The development of independent learning by allowing pupils to organise their own work, carry out tasks unaided, evaluate their work and become self-critical, such as Pupil-led enrichments
- Entry into national competitions
- Functional Skills Awards at KS3
- Other identified opportunities, such as First Aid training and Personal Skills for pupils

12. Lost Learning

The school is particularly mindful of the impact of lost learning on learners with additional needs. Our policies on suspensions and exclusions, wellbeing and attendance set out how we aim to apply our procedures fairly to reduce the likelihood and mitigate the impact of lost learning.

Furthermore, 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 attainment gaps.

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 in the event of a full or partial school closure. The measures set out in the Remote Learning Policy for BHS 'Online' allow 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.

Temporary curriculum adaptations, including changes following prolonged absence or disruption, are documented with their rationale, intended duration, support arrangements and review date. Significant changes are agreed, with SENCo involvement where appropriate, and communicated to pupils and parents.

Reviews consider access, wellbeing, progress and any missed content. Plans identify how learning will be maintained or recovered and how pupils will return to their usual curriculum when appropriate.

13. Links to other Policies

Please consult also:

- Accessibility Plan
- Attendance Policy
- Behaviour Policy
- Careers Policy
- Equality Policy and Equality Objectives
- Feedback and Assessment Policy
- Google Classroom Policy
- Homework Policy
- Literacy Policy
- Mobile Phone Policy
- Online Safety and Acceptable Use Policies
- PSHE and Relationships and Sex Education Policies
- Remote Learning Policy
- Safeguarding and Child Protection Policy
- SEN Policy
- SMSC Policy
- Teaching and Learning Policy
- Therapy Core Offer

Supporting curriculum documentation includes curriculum maps, long-term plans, subject schemes of work, timetable allocations and current KS4/KS5 course guidance.

Contact Information

For any questions or concerns regarding this policy, please contact:

Adam Ford – **Deputy Head (Bishops Avenue), Curriculum & Strategy Lead** – via forda@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 (Bishops Avenue), Curriculum & Strategy Lead
Storage Location	Online
Effective Date	September 2026
Next Review Date	September 2027

Revision History

Version	Change	Author	Date of Change
1	Adaptation to a new template	Adam Ford	September 2025
1.1	• Inclusion of previously separate More/Able & Talented Policy • Adjustments to policy wording to reflect site merger • Changes to structure and scope of Skills for Life curriculum – details of new therapeutic integrated curriculum KS2-KS5 • Added explicit expectations for curriculum sequencing, assessment-informed teaching and evaluation of impact; strengthened SEND adaptations, reasonable adjustments and equality • Clarified British Values, political impartiality, RE and RSHE • Expanded reading support, careers guidance, digital literacy, online safety • Updated supporting policy references and timetable and course tables.	Adam Ford	September 2026