



BURLINGTON
HOUSE SCHOOL

Curriculum Policy

Responsible person(s): Adam Ford, Callum Bloor, Rik Finch

Review Cycle: Annual

Last review date: September 2023

New review date: September 2024

Please see also:

- *SMSC Policy*
- *Remote Learning Policy*
- *Skills for Learning Policy*
- *Homework Policy*
- *Teaching and Learning Policy*
- *SEND policy*

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

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

General Introduction:

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 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 September 2018](#) 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 employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BrightSafe (Health and Safety)
- Atlantic Data (DBS)
- Educare (online CPD)
- SchoolPro (data protection)
- **Marsh Commercial (insurance)**

Burlington House 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 re-publication 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.

1. Policy Introduction:

STANDARD 1: THE QUALITY OF EDUCATION PROVIDED (CURRICULUM)

At Burlington House School the curriculum offers learners the opportunity to access a broad and balanced educational experience, designed to meet national, local and individual priorities. The timetable has been specifically designed by our Leadership Team with the aim of equipping pupils with the knowledge and skills necessary for living and working in today's rapidly changing society.

Burlington House Schools' priority is to develop Literacy, Numeracy and the use of ICT/Computing while still giving pupils experience in linguistic, mathematical, human and social, physical, scientific, technological and aesthetic and creative education. The schedule broadly 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 in subjects not included in the usual KS2, KS3 and KS4 National Curriculum Programme and significant opportunities for small group mentoring and therapeutic sessions.

Personal Development (SMSC) is embedded across the curriculum. As such, Burlington House School promotes mutual respect and tolerance of those with different faiths and beliefs. In order 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 Leadership Team agenda
- 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, such as fundraising and Duke of Edinburgh, 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 three times per week and follow themes of mutual respect, tolerance and commemoration of major British democratic events

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

2. Curriculum design and implementation

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 **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)**.

Each department and/or subject area is responsible for producing long-term planning to ensure that the curriculum meets the aims and objectives of this policy. Schemes of work and assessment mapping are produced which further outline how the curriculum is to be implemented on a **topic/termly/half-termly** basis.

Each department annually reviews their curriculum documentation including schemes of work to ensure that our offering continues to reflect changes in pedagogy, updates in relevant subject areas as well as meeting the evolving needs of our learners.

A summary of the **curriculum content** 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. These **curriculum content** summaries for Burlington House School are available to view here: <https://www.burlingtonhouseschool.com/>

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

3. Timetable:

Across **Burlington House School**, the timetabled day is broadly 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

2.1. Burlington House Prep:

Key Stage 2 (Years 4, 5 and 6):

Number of 50 minute lessons per week:

Art	1 lesson
DT / FT	1 lesson
English/ Literacy	5 lessons
Enrichment	2 lessons
Group Communication	1 lesson
OT	2 lessons
Reading	5 lessons
Humanities (Geog/Hist)	2 lessons
ICT/Computing	2 lessons
Mathematics/Numeracy	5 lessons
Performing Arts	1 lesson
PSHE	1 lesson
PE	3 lessons
R.S.S (Religious & Social Studies)	1 lesson
Science	2 lessons
Spanish	1 lesson

Key Stage 3 (Years 7 and 8)

Number of 50 minute lessons per week:

English	5 lessons
Maths	5 lessons
Science (Bio/Chem/Phy)	3 lessons
PE	3 lessons
Art	2 lessons
Food Prep	2 lessons
DT	2 lessons
Performing Arts	2 lessons
Spanish	2 lessons
Learning Skills	2 lessons
Enrichment	2 lessons
Geography	1 lesson
History	1 lesson
Computing	1 lesson
R.S.S(Religious & Social Studies)	1 lesson
PSHE	1 lesson

2.1. Burlington House Senior:

Key Stage 3 (Year 9)

Number of 50 minute lessons per week:

English	5 lessons
Maths	5 lessons
Science (Bio/Chem/Phy)	3 lessons
PE	3 lessons
Art	2 lessons
Food Prep	2 lessons
DT	2 lessons
Performing Arts	2 lessons
Spanish	2 lessons
Learning Skills	2 lessons
Enrichment	2 lessons
Geography	1 lesson
History	1 lesson
Computing	1 lesson
R.S.S (Religious & Social Studies)	1 lesson
PSHE	1 lesson

Key Stage 4 (Years 10 and 11)

Number of 50 minute lessons per week:

English	5 lessons
Maths	5 lessons
Science (Single/Entry-Level)	5 lessons
Science (Y11 Double Only)	6 lessons
Option 1	4 lessons
Option 2	4 lessons
Option 3	4 lessons
Core PE	3 lessons
Study Skills	2 lessons
Enrichment	2 lessons
PSHE	1 lesson

2.3 Burlington House Sixth Form:

Number of 50 minute lessons per week:

Tutorial	1 lesson
Life Skills	1 lesson
GCSE Option	5 lessons
BTEC Option	6 lessons
AS/A-Level Option	6 lessons
Enrichment	2 lessons
PSHE	1 lesson

4. KS4 Curriculum:

During Year 9, pupils choose subjects for their KS4 studies. This decision is made after a KS4 Information/Transition Evening for pupils and parents. Optional subjects are then chosen, collated and a timetable created based on the 'best-fit' for pupils, teachers and resources

Pupils are 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 BTECs, and Functional Skills are offered. Pupils may wish to take more than the 5 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 reasonably possible, 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.

Block 1	Block 2	Block 3
GCSE Art	GCSE Photography	GCSE 3D Design
BTEC Creative Media Production	BTEC Music	BTEC Drama
GCSE Geography	BTEC Business Studies	BTEC Digital Information Technology
GCSE Spanish	GCSE History	GCSE Citizenship Studies
BTEC Sports Leadership	GCSE Film Studies	BTEC Home Cooking Skills

Y10 KS4 offering in the academic year 2024/2025

5. Skills for Learning: Learning Skills / Study Skills Sessions:

Learning Skills and Study Skills sessions are opportunities for very small group mentoring, in KS2, KS3 and KS4.

These sessions focus on the pupils' 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.

For more information, please see the additional **Skills for Learning** policy.

6. 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
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7. Additional Curriculum Elements:

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

- Ongoing **ICT** training in the first year, in order to develop pupils' skills and make the use of their laptop more convenient. Pupils are taught touch-typing, file management and

applications such as Google Classroom. These continue to be reinforced throughout their school career.

- **Google Classroom** to support all lessons, including remote learning (please see **Remote Learning Policy**)
- **Peripatetic** lessons, 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, occurring each year at Burlington House School. For example, Year 9 performs a piece from **Shakespeare** each year which is also studied in English Language GCSE. The **Annual Christmas Production** provides performance opportunities for KS2 and KS3 pupils and assessed production responsibilities for KS4 Performing Arts pupils
- 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, climbing wall, 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 and Citizenship Education**, timetabled for a single period for the whole school at the same time, to allow opportunities for vertical and year group activities. For more information, refer to the PSHE and Citizenship Policy.
- **Trips**, both in and out of term time, used to support the curriculum and are encouraged in all subject areas
- **Extra curricular trips** such as end of year activity trips for KS3, a biannual ski trip or a twice yearly sailing opportunity on Tall Ships, are offered
- **Careers** advice and **work experience**, integral part of career planning and at Burlington House School, 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.

8. Curriculum Support:

- In some cases, parents have difficulty supporting their children with homework. The school may offer small group homework support in these instances.
- Some GCSE subjects require after-hours tutoring and small group work. This is offered on an individual needs basis and is negotiated between departments, pupils and their families. The aim of these sessions is to provide opportunities for extended learning or revision of core content.

- 1:1 Literacy and Numeracy support is provided for pupils identified as in need. This support is offered by teaching/intervention staff on a needs basis and is co-ordinated by the SENCO.
- Burlington House School also provides **Speech and Language, Occupational Therapy** and **Counselling** support (see policies in Therapeutic Support). 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.

9. Amendments due to Covid regulations and restrictions:

Where there are government regulations in place for schools settings that alter the nature or format of some curriculum offers, 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 Covid 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.