



BURLINGTON
HOUSE SCHOOL

Curriculum Policy

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Review Cycle: Annual

Next Review Date: September 2027

Please see also:

- *PHSE Policy*
- *Remote Learning Policy*
- *Skills for Learning Policy*
- *Homework Policy*
- *Teaching and Learning Policy*
- *SEND policy*
- *Safeguarding and Child Protection*
- *Online Safety; Behaviour*
- *Attendance policies*
- *PSHE/RSHE Policy*
- *Careers Programme*
- *Reading/Literacy Policy*
- *Assessment Policy*
- *Accessibility Plan*
- *Equality Objectives*

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

1. Policy Introduction:

STANDARD 1: THE QUALITY OF EDUCATION PROVIDED (CURRICULUM)

At Burlington House School Tooting 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 School Tooting prioritises literacy, numeracy, scientific understanding, digital literacy and a broad and ambitious education across linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative areas. Its curriculum is personalised to pupils' starting points and special educational needs without unnecessarily limiting opportunities.



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The school introduced Year 10 in 2025–26 and offers both Year 10 and Year 11 in 2026–27. Specialist pathways, enrichment, small-group teaching and therapeutic provision complement academic and vocational study.

Personal Development (SMSC) is embedded across the curriculum. As such, Burlington House School Tooting 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 pupil leaders and subject ambassadors.
- The PSHE curriculum encompasses rights, values and equality
- Humanities, PSHE and assemblies explore democratic participation, the rule of law, individual liberty, mutual respect and tolerance of people with different faiths and beliefs, including those with no religious belief. Teaching is politically impartial and does not undermine fundamental British values.
- Educational visits include visits to local institutions such as theatres, museums and galleries. Additionally a residential visit scaffolds the PHSE curriculum.
- Enrichments, such as the running club, journalism, comic design club promote awareness of how pupils can contribute to the local and wider community, in supportive, and creative ways
- Whole school Gatherings (assemblies) take place weekly and follow themes of mutual respect, tolerance and commemoration of major British democratic events

2. Curriculum Design and Implementation

The organisation, design and implementation of each curriculum area is the responsibility of the relevant **Subject Lead** and is overseen by a relevant member of the Senior Leadership Team within each site. At Burlington House Tooting this is the **Teaching and Learning AST** and **Headteacher**.

Each subject maintains long-term curriculum maps and year-group schemes of work that identify intended knowledge, skills, vocabulary and understanding, prerequisites, planned retrieval, assessment points and progression from KS3 to KS4. Teaching is sequenced to build secure foundations before increasing complexity. Plans are adapted to individual EHCP outcomes and learning needs without losing subject ambition. These plans are held by subject leads and are available through the school on request.



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Subject leads review curriculum plans at least annually, using assessment evidence, pupil work, lesson observations, pupil and parent voice, engagement and attendance information, qualification outcomes and destinations. The Teaching and Learning Lead and Headteacher oversee implementation and evaluate impact, including progress from starting points, personal development and preparation for education, employment and adulthood. Findings inform staff development, intervention and curriculum adjustments.

Curriculum content and individual provision are communicated through pupils' Individual Termly Curriculum Maps (ICMs). Curriculum information is also available through the school website and from subject leads directly. In each academic year there will be three ICMs one per term. There will be three reports, one at the end of each term. The final report in the summer term will be a full written report, the other two will be a summary of current working grades. There will be two parent teacher meeting one half way through the first term, the other will be towards the end of the second term.

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**.



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3. Timetable:

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

- 50 minute lessons (6 lessons per day / 30 lessons per week)
- 20 minute Morning Break
- 60 minute Lunch Break
- 30 minute pastoral time (lunch time rotation)
- After school clubs take place on Mondays, Wednesdays, Thursdays on these days the school day finishes at 4.15pm if a pupil attends a club.

8.30-9.00am	AM registration Intervention
9.00-9.50am	Period 1
9.50-10.40am	Period 2
10.40-11.00am	Break
11.00-11.50am	Period 3
11.50-12.40pm	Period 4
12.40-1.40pm	Lunch/ Form Time
1.40-2.30pm	Period 5 PM Registration
2.30-3.20pm	Period 6



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2.3. Burlington House Tooting:

Key Stage 3 (Year 7/8/9)

Number of 50 minute lessons per week:

English 4 lessons

Maths 4 lessons

Science (Bio/Chem/Phy) 4 lessons

PE 1 double lesson two singles.

Art & 3D Design 4 lessons

Performing Arts (Drama & Music 2 lessons

Enrichment 2 lessons

Geography 1 lesson

History 1 lesson

Computing Science 1 lessons

Film & Media 1 lesson

Citizenship & PSHE 1 lesson, one Therapy lesson.



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4. KS4 Curriculum:

Year 10 was introduced in September 2025 and Year 11 is operating in 2026–27. During Year 9, pupils and families are supported to consider KS4 choices and pupils select their optional subjects, subject to the timetable and appropriate individual planning. Triple (separate) Science is not a parent-elected option:

The Head of Science determines suitability at the end of Year 9 using academic performance, assessments, teacher recommendations and relevant attainment thresholds. The decision is communicated to families and reviewed as appropriate. Students will have varied timetables dependent on their option choices. The expectation is for all students to achieve the equivalent up to 7 GCSEs or equivalent.

The KS4 offer includes GCSE English Language, English Literature, Mathematics and Geography, together with GCSE Combined Science or separate GCSE Biology, Chemistry and Physics (Triple Science).

Year 10 pupils currently have vocational options in Pearson BTEC Art and Design and Pearson BTEC Performing Arts, and Pearson Creative Media BTEC. These vocational options are currently offered to Year 10 only.

5. Skills for Life

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

These sessions focus on the pupils' individual needs and specific learning objectives to closely monitor progress and development. Each 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.

6. Enrichments:

The school continues to offer Friday enrichment across KS3 and KS4, with activities reviewed regularly. Enrichment broadens cultural, creative, social, physical and practical experiences and provides opportunities for pupil leadership and collaboration. Along with a programme of after school clubs three days per week which are timetabled until 4.15pm



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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

7. Additional Curriculum Elements:

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

- Lunchtime and after school clubs, including an after school academic access club where students have the opportunity to receive further support on their learning or homework.
- 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 and homework please see additional guidance for accessing google classroom provides all lesson resources if a child needed to access material remotely. Additionally, study booklets are available for core subjects.
- **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
- **Performing Arts performances/showcases/sharing events**
- **PE** :An extensive programme of Physical Education Activity to include an annual sportsday.

Burlington House School Tooting pupils are offered two hours (minimum) games afternoons in appropriate groups. The PE teachers also utilise local facilities such as tennis courts. Certain Enrichment activities will also add to the overall programme of Physical Education.



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- PSHE is delivered in one discrete lesson weekly for each year group. Relationships, Sex and Health Education (RSHE) is taught within PSHE and reinforced through assemblies, form time and relevant trips. The RSE policy requires an annual parental consultation and any applicable withdrawal arrangements follow the current statutory framework set out in the 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, to include an offsite residential trip.
- **Careers education** and guidance includes individual careers interviews with the Deputy Headteacher, progression planning and preparation for further education, employment and training. Year 10 pupils undertake one week of work experience, with suitable planning and reasonable adjustments. Careers learning is supported through PSHE, subject teaching and encounters with future pathways.

8. Curriculum Support:

- In some cases, parents have difficulty supporting their children with homework. The school will offer small group homework support in these instances. This takes place in a weekly homework & independent homework club. Students in KS4 have supported independent learning study support. Homework is set by classroom teachers, and makes use of century Tech for core subjects in KS3. At KS4 there is additional homework set by all classroom teachers.
- Small group Literacy and Numeracy support is provided for pupils identified as in need. This support is offered by teaching and intervention staff on a needs basis and is co-ordinated by the SENCO. A whole school intervention programme is facilitated which includes all pupils. Intervention pathways are communicated to parents, before being assigned to a group. These groups are rotated termly.
- Burlington House School Tooting also provides **Speech and Language, Occupational Therapy** and **Counselling** support. Many elements of this support are incorporated directly into lessons through direct and continuous cooperation between therapists and teachers, such as individual movement breaks. Specific support by therapists is allocated based on provisions required by pupils' EHCPs and additional observation and testing.



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12. Governance, Linked Policies and Review

The curriculum promotes respect for all people, including those with different religions, beliefs or no religion, and for the protected characteristics under the Equality Act 2010. Fundamental British Values and spiritual, moral, social and cultural development are reinforced through lessons, assemblies, school council, pupil leadership, enrichment and visits. Teaching is politically impartial. Subject leaders monitor coverage of all required areas of learning.

11. Equality, Values and Wider Curriculum

Reading, disciplinary vocabulary and comprehension are developed across subjects; pupils needing additional literacy support receive targeted intervention coordinated with the SENCO. Digital literacy includes information evaluation, online safety, privacy, responsible communication and appropriate use of technology.

Google Classroom supports teaching and learning. Pupils hand in mobile phones at the beginning of the school day and receive them back at the end, in line with school behaviour and safeguarding arrangements. PE remains timetabled in KS4; PSHE, along with PE and enrichment support wellbeing, healthy relationships and healthy lifestyles.

10. Reading, Digital Literacy, Safety and Wellbeing

Teachers use assessment for learning, diagnostic checks, pupil work and summative assessments to identify misconceptions, adapt teaching, provide feedback and plan targeted intervention. Reasonable adjustments, accessible resources, assistive technology, scaffolded instruction and appropriate challenge enable pupils with SEND to access ambitious learning. EHCP provision is planned and reviewed with the SENCO, teachers, therapists, families and pupils. Speech and Language Therapy, Occupational Therapy, counselling and pastoral support work alongside teaching to remove barriers to participation. Access is reviewed with reference to the school's three-year Accessibility Plan and Equality Objectives.

9. Inclusive Access, Assessment and Intervention

13. Temporary Curriculum Adaptations and Continuity:

Any temporary changes to curriculum content, timetable, visits or delivery methods (including remote learning during disruption) are recorded with the reason, affected pupils, safeguarding and accessibility arrangements, responsible leader and date for review. Changes are communicated to families as appropriate.

- Educational visits and performances are risk assessed and adapted when necessary, with changes communicated to families. This is specifically to support medical needs when offsite.
- Remote education or alternative delivery arrangements are guided by the Remote Learning, Safeguarding and SEND policies where required.

Any significant temporary reduction in access to subjects is reviewed by the Headteacher and remedied as soon as practicable.

Assessment : At KS3 we have success criteria that are split into 4 levels based on the national curriculum.

Baseline assessments occur twice a year, during the Autumn term and Summer term. Students sit the NGRT, NGST and Star Maths baselines. The school also makes use of the CAT4 assessments for every student.

Guest students sit the PTM and NGRT baselines during their taster days.

Mock exams (end of year tests for KS3) take place at the end of the academic year, during the summer term.

KS4 are continually assessed with mock exam questions and have official mock exams. Yr 10 will sit mocks at the end of the summer term. Yr 11 will sit mock exams in January.

Staff record student progress every 6 weeks on Arbor.