



BURLINGTON
HOUSE SCHOOL

Curriculum Policy

Responsible person(s): Adam Ford, Colwin Bristol, Rik Finch

Review Cycle: Annual

Last review date: September 2024

New review date: September 2025

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 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 employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

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

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

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 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 are 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 (SMSC) 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 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 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 account of the DfE guidance on Fundamental British Values:

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

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 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, updates in relevant subjects and 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 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

3.1. 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 lessons
DT / FT	1 lesson	Maths	5 lessons
English/ Literacy	5 lessons	Science (Bio/Chem/Phy)	3 lessons
Enrichment	2 lessons	Core PE	3 lessons
Group Communication	1 lesson	Art	2 lessons
OT	2 lessons	Food Prep	2 lessons
Reading	5 lessons	DT	2 lessons
Humanities (Geog/Hist)	2 lessons	Performing Arts	2 lessons
ICT/Computing	2 lessons	Spanish	2 lessons
Mathematics/Numeracy	5 lessons	Learning Skills	2 lessons
Performing Arts	1 lesson	Enrichment	2 lessons
PSHE	1 lesson	Geography	1 lesson
Core PE	3 lessons	History	1 lesson
R.S.S (Religious & Social Studies)	1 lesson	Computing	1 lesson
Science	2 lessons	R.S.S(Religious & Social Studies)	1 lesson
Spanish	1 lesson	PSHE	1 lesson

3.2. Burlington House Senior/Sixth:

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	1
Maths	5	Maths	5	Life Skills	1
Science (Bio/Chem/Phy)	3	Science (Single/Entry-Level)	5	GCSE Option	5
Core PE	3	Science (Y11 Double Only)	6	BTEC Option	6
Art	2	Option 1	4	AS/A-Level Option	6
Food Prep	2	Option 2	4	Enrichment	2
DT	2	Option 3	4	PSHE	1
Performing Arts	1	Core PE	3		
Music	1	Study Skills	2		
Spanish	2	Enrichment	2		
Learning Skills	2	PSHE	1		
Enrichment	2				
Geography	1				
History	1				
Computing	1				
R.S.S (Religious & Social Studies)	1				
PSHE	1				

4. KS4 Curriculum:

In year 9, pupils select subjects for their KS4 studies. This decision is made after a KS4 Information/Transition Evening for pupils and parents. Optional subjects are then selected, and a timetable is 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 Combined 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 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.

Block 1	Block 2	Block 3
GCSE Art	GCSE 3D Design	GCSE Photography
BTEC Creative Media Production	BTEC Home Cooking Skills	BTEC Drama
BTEC Travel & Tourism	GCSE History	GCSE Computer Science
GCSE Citizenship	L2 HPQ	GCSE Film Studies
BTEC Business Studies		

Y10 KS4 offerings in the academic year 2024/2025 - these subjects are reviewed annually and are subject to change based on pupil uptake

5. KS5 Curriculum offering.

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 table below gives a representative overview of the courses on offer.

AS / A-Levels	Vocational / Btec L2/L3	GCSE Retakes and Alternative Qs
Science (Biology)	Business L2/L3	EPQ
History	Health and Social Care L2	Life Skills
Politics	Travel and Tourism L2	Arts Award
English Literature	RSL Level 3 Performing Arts	Functional Skills English
Art	Sports Coaching L2	Functional Skills Maths
Photography	Media L2/L3	GCSE Maths
Psychology	Digital Information Technology L2/L3	GCSE English

6. 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.

7. 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 wellbeing
- 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
-

8. Additional Curriculum Elements:

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

- Ongoing training in **digital literacy** in order to develop pupils' skills and make the use of their laptops more convenient. Pupils are taught touch-typing (Y6-8 + Y10), file management and applications such as Google Classroom. These continue to be reinforced throughout their school career. Pupils have access to a **Digital FS qualification** as part of the Skills for Learning curriculum.
 - **Google Classroom** to support all lessons, including remote learning (please see **Remote Learning Policy**)
 - **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. 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 assesses 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, 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 for KS3, 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) / Marseilles 2023)
 - **Career** advice and **work experience**, integral parts of career planning and 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.
-

9. Curriculum Support:

- 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 coordinated 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.

10. Amendments due to Covid regulations/restrictions and recognition of lost learning - post 2020:

Where there are government regulations in place for school 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.

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

[Learning during the pandemic: quantifying lost learning - GOV.UK](#)