



## **Bilton Grange Curriculum Policy**

---

September 2024

## **1.0 INTRODUCTION**

The Curriculum Policy is designed to establish the framework for the curriculum at Bilton Grange. This policy reflects, follows, and, in some cases, exceeds the requirements of the National Curriculum programmes of study. It also reflects the requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and the Equality Act 2010. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

## **2.0 SCOPE**

This policy applies to all staff involved in providing the Curriculum and Co-Curriculum.

The policy should be read by all teaching staff and other staff involved in developing and delivering the Curriculum and Co-Curriculum.

## **3.0 POLICY CONTENT**

### **3.1 The delivery of the Curriculum and Co-Curriculum**

Bilton Grange aims to provide a secure and happy environment where pupils enjoy a rich childhood. The curriculum includes all our planned activities and promotes personal growth, a love of Learning, and natural curiosity. The range of extracurricular activities that the School holds dear further enriches this experience.

This policy also includes the hidden curriculum, or what the pupils learn from how they are treated and expected to behave within our school community. This hidden curriculum encompasses our values of respect, responsibility, and empathy, which are as important as the academic curriculum.

We are deeply committed to providing an environment where all pupils are encouraged to be their best. This commitment extends to our unwavering focus on pastoral care and well-being, which underpin academic, co-curricular, and sporting excellence.

### **3.2 Curriculum Aims**

At Bilton Grange, we aim to teach pupils how to grow into positive, responsible citizens. We want them to be able to work and cooperate with others while taking responsibility for their learning so that they can achieve their true potential. Learning how to learn is a vital facet of a Bilton Grange education. We stress this because it is an essential skill for life in the twenty-first century, equipping our students with the tools they need to succeed in the future.

Our school curriculum is underpinned by our mission statement and key aims. The curriculum is how Bilton Grange aims to educate pupils in the knowledge, skills, and understanding they need to lead fulfilling lives.

The broad and balanced curriculum throughout the School is designed to:

- Provide equality of opportunity, entitlement and access to the whole curriculum.
- Develop confidence, self-esteem, and independence in each child, and that pupils are of equal worth.
- Stimulate, challenge, and stretch the pupils while also providing skills, knowledge, understanding, and the ability to think independently.
- Foster pupil's natural curiosity to empower them with a lifelong love of learning
- Create and implement a culture of achievement, success and high expectations.
- Maintain and improve self-esteem and ensure a framework of mutual respect in line with the School's ethos.
- Respond to the individual needs of children and provide appropriate support, such as regular assessment and screening and close liaison between staff, parents, and learning development.
- Offers pupils opportunities to explore and develop their talents, irrespective of their ability level, and celebrates their achievements.
- Create a culture of choice in which pupils take responsibility for how they use their time and the activities in which they participate.
- Develop a high level of competence in applying modern technology to learning.
- Provide competitive experience and physical challenge through a wide range of physical activity.
- Offer a broad and balanced curriculum that prepares all pupils for their next education phase.

### **3.3 Curriculum Policy Content**

Teaching and learning are at the core of what we do at Bilton Grange. Our approach is based on the principles of Quality First Teaching, which refers to delivering high-quality, engaging, and adaptive lessons. We centre on activities that promote critical thinking, problem-solving, collaboration, and communication, all of which dovetail perfectly with the Bilton Grange Learner Profile.

In both the Pre-Prep and Prep, the curriculum is delivered using active learning strategies such as group discussions, project-based learning, hands-on experiments, and interactive new technology tools in their lessons to enhance our pupil's educational experience. We aim for all students to have fun while engaging in various learning experiences and skills development opportunities, including extracurricular activities, trips, and initiatives linked to the wider community. Moreover, pupils use all aspects of our 90-acre grounds as their classroom.

As we continue to prioritise Quality First Teaching and active Learning, we are confident that our students at Bilton Grange will be well-prepared for future challenges. Our educational approach equips them with the necessary skills to succeed in all aspects of their lives.

We promote and reinforce British values such as democracy, the rule of law, individual liberty, mutual respect, and tolerance for those of different faiths and beliefs. These values are integrated throughout our school community.

We promote healthy relationships with our parent body to support the children's learning, encourage them to participate in the School's community, and provide opportunities to help them understand all aspects of the curriculum.

### **3.4 Stages of the School**

#### **Early Year Curriculum**

In the Early Years (i.e. Reception class), we follow the Early Years Foundation Stage and provide teaching and assessment that align with its requirements. This is set out in the EYFS Policy and Schemes of Work. Across EYFS, we promote the learning and development of our youngest children and ensure they are ready for Key Stage 1 through being taught the seven statutory areas: the Prime areas of Communication & Language, Physical Development and Personal, Social & Emotional Development; and the Specific Areas of Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

#### **Years One to Three**

The Pre-Prep curriculum combines high-quality core subject teaching, led by our Form Teachers, with a wide range of specialist subjects and co-curricular activities.

Specialist staff teach Outdoor Learning, ICT, Modern Foreign Languages, PE, Games, Swimming, Art, DT, and Music, which provides a wide range of opportunities for our pupils.

#### **Years Four to Eight**

The curriculum in the Prep School builds upon the foundations established in Pre-Prep and aims to enhance a child's metacognitive thinking skills while fostering independence as a learner. Heads of Departments prepare comprehensive schemes of work that ensure progression based on age and ability.

The transition from Year 3 to Year 4 is carefully managed, and our thorough understanding of the curriculum across both parts of the School ensures that each child's needs are communicated and met effectively.

We plan the curriculum carefully across the school so that there is coherence and planned progression in all curriculum areas. Assessments inform planning, and plans are regularly adapted in response to the children's learning needs.

### **3.5 Heads of Departments**

Heads of Departments (HoDs) are responsible for ensuring that plans are updated in readiness for each new term and that departmental staff are briefed about any changes/updates. HoDs also ensure the content and delivery of their subjects, monitor provision, keep up-to-date with curriculum developments, and recommend INSET where necessary.

### **3.6 Role of the Governors**

The governor's monitoring of the school curriculum is pivotal to ensuring that our educational objectives are met and that the highest standards are maintained across all subjects.

Governors are tasked with providing oversight and strategic guidance. They actively engage in regular reviews of the curriculum to assess its effectiveness and alignment with the Bilton Grange vision.

To facilitate this process, the Assistant Head Academic, Assistant Head – Teaching and Learning present termly reports and updates to the governors regarding curriculum development, highlighting innovations, successes, and areas for improvement. These presentations foster a collaborative dialogue that allows governors to offer insights and support, ensuring that our curriculum remains relevant, inclusive, and responsive to the needs of our students.

The partnership between governors and staff enhances accountability and plays a crucial role in driving continuous improvement and promoting excellence in teaching and learning.

### **3.7 Enrichment (co-curricular opportunities)**

All pupils have the opportunity to be involved in the many co-curricular opportunities offered either during the school day or after school. At Bilton Grange we recognise that it is responsible for the development of each child as a whole and provides a rich and varied programme of co-curricular activities and options which provide pupils with the opportunity to pursue and develop their own interests, to experience new ventures, to compete as individuals and members of a team in various settings.

Every Saturday, the Juniors and the 3rd Form can participate in the BiG Saturday. This optional curriculum enrichment programme includes a variety of exciting and creative learning opportunities. Activities are based around the following general themes: Artistic, Environment, Design, and Sport, as well as 11+ classes. Some of the activities on offer include Drama, Triathlon, Arts and Crafts, Outdoor learning, and 11+ tuition.

### **3.8 Stretch and Challenge**

At Bilton Grange, we recognise that every learner has unique strengths and potential, and we are responsible for providing opportunities that encourage them to push their boundaries.

By implementing differentiated instruction and various engaging tasks, we aim to cater to diverse learning needs, enabling pupils to explore concepts at greater depth and complexity. Our commitment to stretch and challenge enhances academic achievement and cultivates resilience, critical thinking, and a lifelong love of learning, preparing pupils for future success in an ever-evolving world.

#### **3.81 High Fliers and Scholarship**

Bilton Grange includes a strong tradition of enabling talented pupils to excel and successfully win scholarships to their senior school of choice. At the end of Year 6, talented pupils, following nomination and discussion by the staff, are invited to join 'High Flier' groups that operate in the various scholarship areas – Academic, Art, Design Technology, Music, Drama, Computing and Sport.

These high flier groups operate during the final two years (Years 7 and 8) and help prepare children for the various demands and tests of scholarship assessment as well as providing a deeper insight into the specialist area with the aim of inspiring a life-long passion.

### **3.9 Learning Development and SEND**

The aim of the Learning Development Department is to ensure that all pupils achieve their full potential and overcome any challenges they may experience with their learning. Graduated support is provided for pupils according to their learning needs. The first level of support is in the high quality of our teaching and the adjustments teachers make to support the needs of the students in their class. The Learning Development Department complements this by providing additional specialist support.

Quality First Teaching is centred in our well-equipped classrooms, which have a wide range of resources, including interactive whiteboards, alongside more traditional books and materials, to help students develop their Learning.

Classroom teachers also have regular INSET training to teach pupils with learning difficulties, and they are kept informed of the strengths, needs, and strategies they can use to help each student.

### **3.10 EAL**

Bilton Grange is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language (EAL). We recognise that these pupils are likely to have skills and knowledge which are similar to English speaking children and that their ability to participate in the full curriculum may be in advance of their communication skills in English. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We ensure access to the curriculum and assess by:

- Differentiating using accessible texts and materials that suit children's ages and levels of learning.
- Providing support through ICT, video or audio materials and electronic dictionaries or translation facilities such as Google Translate.
- The use of in-class TAs to provide revisiting of teacher instructions where appropriate.
- Using the home or first language where appropriate.
- Provision of mother tongue-English dictionaries both in class and for exams where allowed.
- Providing extra time for children in exams if they have been learning in the English medium for less than 3 years, as per the ISEB guidelines.

### **3.11 Personal, Social and Health Education**

Bilton Grange aims to teach Personal, Social and Health Education using a whole-school approach to create a community and environment that respects, supports and encourages each pupil. Under section 78 of the Education Act 2002 and the Academies Act 2010, the PSHE curriculum must:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the School and of society.
- Prepare pupils at the School for later life opportunities, responsibilities and experiences.

Bilton Grange takes a comprehensive approach towards PSHE, providing a programme which offers a diligently devised Scheme of Work across all year groups, supporting each pupil's development and

learning capacity. PSHE makes a significant contribution to the promotion of young people's personal and social development. This essential aspect of education supports learning across all curriculum areas. Through the promotion of PSHE, skills are developed that enable all pupils to reach their potential and take their place as full, active members of society with the abilities to be able to contribute to it and benefit from it.

Studying PSHE contributes to helping children and young people to build their personal identities, confidence and self-esteem. It helps them to make career choices, understand managing their finances and what influences their decision-making process. PSHE enables them to recognise and manage their emotions and to communicate positively in a range of different scenarios. The department strives to ensure that pupils learn to distinguish right from wrong and provide opportunities through which they may develop an understanding of the need for a strong, moral and code and set of values both in society, and personally.

Overall, the PSHE curriculum at Bilton Grange supports the 'Personal Development' and 'Behaviour and Attitude' aspects required under the Ofsted Inspection Framework, as well as contributing significantly to the Safeguarding and Equality Duties, the Government's British Values agenda and the Spiritual, Moral, Social, Cultural (SMSC) opportunities provided to all pupils. Key elements of the updated DfE guidance on SMSC provision for pupils in independent schools are incorporated into the PSHE and Humanities curriculums. In addition to these subjects, the development of the whole person, spiritually, socially, morally and culturally, is firmly centred in the ethos of the School. Other curriculum subjects, assemblies, Form Tutor periods, Insight programme and Chapel Services all support the teaching and Learning of key SMSC components.

### **3.12 Games Curriculum**

The aims and objectives of our Sport Policy are as follows:

- To offer pupils of all ages and abilities the chance to develop a love for and understanding of sports.
- To provide opportunities for pupils of all abilities to engage in various sporting activities.
- To deliver a coherent, structured, progressive, and safe coaching programme, facilitated by high-quality coaching at all ages.
- To enhance each individual's skills, understanding of the game, and fitness levels to maximise their potential.
- To organise competitive internal events, such as Section Matches.
- To promote the principles of fair play and respect for the laws of the game, fellow players, spectators, and officials.
- To ensure a diverse and challenging fixture list for pupils of all abilities and ages.

### **3.13 Careers Provision**

Our careers provision is underpinned by statutory guidance and the Gatsby Benchmarks of good careers provision, as outlined in the Bilton Grange Careers Policy.

#### **4.0 POLICY OWNER**

Assistant Head Teaching and Learning – Nicola Sodhi

#### **5.0 RELATED POLICIES AND GUIDANCE**

To be read in conjunction with:

The SEND incorporating EHCP Policy

The EAL Policy

The PSHEE Policy

The Assessment, Reporting and Recording Policy

The Careers Policy

The Feedback Policy

#### **6.0 FURTHER INFORMATION**

Policy Owner: Nicola Sodhi

Governor: Lizzie Beesley

Last ratified by Caroline Coates, Governor, 16.12.24