



## **CURRICULUM POLICY**

THIS POLICY APPLIES TO ALL PUPILS IN THE SCHOOL, INCLUDING THOSE IN THE EYFS.

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BPS MANAGEMENT BOARD**

## **CURRICULUM POLICY**

### **OPENING STATEMENT**

The Belvedere Preparatory School is dedicated to safeguarding and promoting the welfare of all its pupils. Our policies and practices encompass the needs of all our children (from EYFS to Year 6), across all aspects of school life, including out of school provision. It is the duty of all members of staff, both teaching and non-teaching, to play an active role in ensuring that each child's individual needs are met.

Effective induction practices for all staff, pupils, volunteers and visitors aims to promote a consistent approach in meeting the needs of the whole school community.

The curriculum is balanced, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life in British Society, including the provision for their economic well-being. It enables pupils to acquire skills in speaking, reading, writing, listening and numeracy. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide.

The school provides full time supervised education for pupils between the ages of 3-11. Up to the age of 5, pupils follow a curriculum which meets the learning, development and assessment requirements of the Early Years Foundation Stage (EYFS) - further details of which can be found in separate EYFS documentation. Throughout the school, the curriculum provides pupils with experiences in life skills and linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes. At each level it provides opportunities, responsibilities and experiences, in preparation for the next stage of their education and their adult lives. The school is committed, through its curriculum and extra-curricular pursuits, to helping pupils to understand how to stay safe and promotes the welfare and safeguarding of children at all times.

### **AIMS**

It is our aim to furnish each child with the appropriate skills to develop fully their academic potential, as well as developing their personal and social values in preparation for life in British society. It offers robust safeguarding understanding through our comprehensive PSHCEE and online-safety programmes.

- To provide a curriculum which meets and satisfies the educational, moral, spiritual and aesthetic needs and development of all our pupils, so that they can appreciate human achievement and aspirations in such areas as art, music, science, technology and literature.
- To incorporate its delivery through effective teaching and learning strategies in order to stimulate high achievement and the realisation of each child's potential.
- To enable all pupils to develop enquiring minds and the ability to question rationally so that they can respond positively to the opportunities and challenges as future workers and citizens in a rapidly changing world.

## **OBJECTIVES**

- To teach the curriculum in the context of the Early Years Foundation Stage statutory framework and National Curriculum with variation and enhancement in both syllabus content and subjects offered where appropriate.
- To deliver the curriculum in a variety of teaching approaches that suits the needs of different pupils. To match tasks to pupils individual needs, setting appropriate and challenging targets.
- To have a basis from which to make informed and realistic choices and decisions at all stages.
- To have an informed perspective about the role of the individual in the community, society and the world of work.
- To have a flexibility of attitude and willingness to learn, sufficient to cope with future changes in society, technology and career patterns.
- To exhibit a set of personal values based on honesty and trust, tolerance, understanding, caring and respect for others which allow the establishment of effective personal and social relationships.
- To actively promote and value the plural, multi-cultural and multi-faith nature of society.
- To understand the causes of inequality of opportunity and treatment afforded to many people on account of ethnicity, gender, social class or disability and the need to remove such discrimination.
- For pupils to acquire speaking, listening, literacy and numeracy skills.
- To have political and economic literacy sufficient to be able to contribute to the development of society and participate in it.
- To encourage the development of independent learning and self-motivation.
- To encourage respect for other people, paying particular regard to the protected characteristics stated in the 2010 Act (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).

## **PRINCIPLES**

**BREADTH** - A broad curriculum will bring pupils into contact with the elements of learning (knowledge, concepts, skills and attitudes) and the areas of learning experience (aesthetic, creative, human and social, linguistic and literacy, mathematical, moral, physical, scientific, spiritual and technological).

**BALANCE** - A balanced curriculum will ensure that each area of learning and experience will be given appropriate attention in relation to the others and to the curriculum as a whole.

**COHERENCE** - A coherent curriculum will be planned as a whole and embrace the different areas of learning and experience so that they do not appear as discreet and unconnected but as contributing to overall progress and achievement.

**RELEVANCE** - A relevant curriculum will take account of the previous learning of the pupils and their readiness for new experiences.

**DIFFERENTIATION** - The curriculum has to allow for differences between children, even of the same age and within the same class. Differentiation involves matching tasks to pupils' ability, balancing challenges with the likelihood of success for each student across the ability range. It implies a need for variation in teaching approaches and classroom organisation.

## **TEACHING AND LEARNING**

The Belvedere Preparatory School places emphasis upon the notion that teaching and learning are as significant as curriculum content in determining pupil progress and achievement. To this end we seek to develop shared experience between learners themselves and the value of formal and informal learning situations.

### **BELVEDERE PREP SCHOOL WILL ENDEAVOUR TO:**

- Take into account the ages, aptitudes and needs of all pupils, including those with and EHC plan.
- To actively promote the view that learning should be experienced as something which is enjoyable, engaging, rewarding and confidence building.
- Regard assessment as an integral and valuable element of the learning process in order to diagnose difficulties and chart progress.

Belvedere Prep School will ensure that the needs of all pupils are met and offer intervention if and when necessary. A variety of methods and approaches are documented in teacher's planning.

## **LEARNING SUPPORT**

Belvedere Prep School offers extra sessions to those pupils who may find certain areas of the curriculum challenging. Children will work with the Teaching and Learning Assistant on a one to one basis, or in small groups. The Teaching and Learning Assistant liaises closely with the Class Teacher, and together an intervention plan is prepared.

## **EQUAL OPPORTUNITIES AND SAFEGUARDING**

The curriculum at Belvedere Prep is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. As a nonselective school, we operate a Learning Support Policy and a policy for Gifted and Talented pupils to ensure the needs of all learners are met. Within our curriculum, at Belvedere Prep, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported at Belvedere Prep School. Our PSHCEE curriculum affords opportunities to be responsive to arising issues, and Online Safety is taught within our updated 2014 Computing and IT curriculum

## **ASSESSMENT, PROGRESSING AND RECORDING ACHIEVEMENT:**

Belvedere Prep School will adhere to policy and practices which will ensure coherence between the detailed objectives and guidance set down in schemes of work and teachers' lesson plans as they affect the learning needs of individual pupils to include:

- a) Clear shared learning targets
- b) Consistent marking procedures
- c) Continual assessment
- d) Standardised tests (as appropriate)
- e) Internal tests
- f) External tests

Home and school perception of pupil progress including reports to parents, parents' evenings, rewards and sanctions, contact with parents, verbal or written.

#### **PUPIL PROGRESS AND ASSESSMENT:**

Pupil progress meetings, held termly, help to determine if pupils are reaching the required milestones in relation to their own ability, nationally and school indicators. Where pupils are not making adequate progress, they will be identified for close monitoring/ small group intervention or 1:1 intervention as appropriate. If it is determined that the children are still not making adequate progress they may be referred to the school's SENCo for further investigation into their needs. Where specific needs are identified and can be met with 'reasonable adjustment' by the school, there will be no additional costs for support. Where it is deemed most appropriate for there to be intervention from an outside resource, the cost for these services will be the responsibility of the parent.

In EYFS the school will assess according to the statutory Early Years Profile. Results of the Early Years Profile is provided to parents and Liverpool Local Authority, on request.

#### **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL):**

We maintain an EAL register, which is updated annually. Across the school, there is a percentage of children for whom English is classed as an additional language, as defined by the DFE. Our annual cohort composition, determines what extra facilities and activities we will incorporate into our classrooms and environments.

We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have opportunity to share their heritage. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English from EYFS through Year 6. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide.

**END**