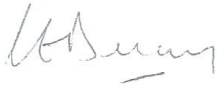




Curriculum Policy (including provision for pupils with EAL)

This policy applies all pupils in the school, including in the EYFS

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| Signed: |  |
| Chair of Trust Board: | Claire Delaney |
| Approved: | 1 September 2022 |
| Renewal period | Every 2 Years |
| Review Date: | September 2024 |

Contents

| | |
|--|----|
| Contents | 2 |
| Bellevue Place Education Trust – Our commitment | 3 |
| Kilburn Grange School - Our Vision Statement | 3 |
| Our Aim | 3 |
| Objectives of the Curriculum | 3 |
| Our Context | 4 |
| Our Curriculum Drivers | 4 |
| Our Philosophy | 4 |
| Our Curriculum Values | 5 |
| Curriculum Organisation | 5 |
| Foundation Stage (Age 4 – 5 years) | 6 |
| Key Stages One and Two (Age 5-11 years) | 6 |
| Meeting the Needs of Our Pupils | 7 |
| Thinking Matters | 7 |
| Equal Opportunities | 7 |
| Safeguarding | 7 |
| Spiritual, Moral, Social and Cultural Development and British Values | 8 |
| Curriculum Impact | 9 |
| Pupil Progress and Assessment | 9 |
| English as an Additional Language (EAL) | 10 |
| Roles and Responsibilities | 10 |
| Further Information | 10 |
| Monitoring and Evaluation | 10 |

Bellevue Place Education Trust – Our commitment

Learn. Enjoy. Succeed.

Every BPET child and staff member enjoys a broad (LEARN) and enriched (ENJOY) learning experience, enabling them to achieve far greater individual success (SUCCEED) than they might previously have thought possible.

Our Mission

To grow hubs of like-minded, autonomous schools with a strong support network, all of which combine academic rigour with highly enriched opportunities that deliver a personalised approach to education and exceptional outcomes for all.

Our Difference

We are leading the way in delivering high quality education through skills-based and knowledge rich curricula, applying the best of the independent and state sectors to deliver breadth of opportunity and pupil enrichment. We empower all our schools as individual entities that best meet the needs of the communities they serve and have a strong relationship with families, who are our key partners in delivering the vision.

Our Promise

Every child is an individual. Our role is to nurture pupils' potential through a personalised approach to learning. BPET children are happy, independent, confident all-rounders. Our focus is ensuring an exceptional provision for all our children with supportive, accessible learning that enables every child to make progress, including high quality inclusion for children with Special Educational Needs. We encourage a 'be interested and be interesting' attitude in children and staff alike. We don't just teach; we want our pupils to have a passion to learn.

Kilburn Grange School - Our Vision Statement

Our Aim

Our aim is to grow hearts and minds to learn, enjoy and succeed.

Objectives of the Curriculum

We are committed to providing an educational environment that challenges, nurtures, excites and involves every single pupil in the school through a curriculum which:

- At each level prepares pupils for the opportunities, responsibilities and experiences of the next stage of their education and lives
- Challenges the individual academically and allows them to discover their own intellectual strengths in the pursuit of academic excellence and encourages a love of learning
- Encourages independent learning and critical thinking skills and provides opportunities for pupils to express their learning and understanding in different ways
- Is balanced and broadly based and encourages pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests
- Is flexible enough to respond to change and incorporates innovation as appropriate
- Enables pupils to acquire skills in speaking and listening, literacy and numeracy
- Uses technology effectively in supporting teaching and learning and gives pupils opportunity to present work in personalised ways

- Ensures pupils have an understanding of their own personal safety and that of others, including awareness of safeguarding
- Enables our pupils to work collaboratively and successfully develop the 'soft skills' needed to equip them for life
- Encourages respect for other people, paying particular regard to the protected characteristics stated in the 2010 Equality Act (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation)
- To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum

Our Context

At Kilburn Grange School we celebrate that our school community is diverse and multi-cultural. As a proportionate number of our pupils have English as an additional language, we have ensured that our curriculum is broad and balanced, promotes engagement, celebrates difference and underpins mutual respect of others.

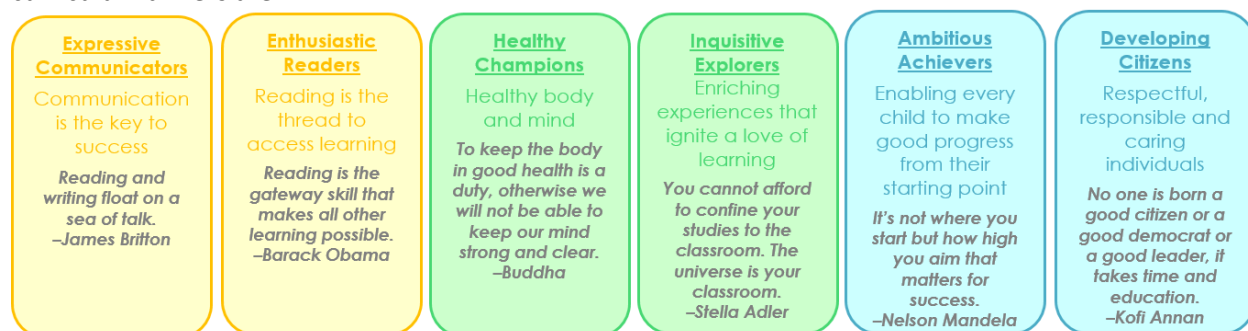
We are a fully inclusive school, that welcomes children with special educational needs and disabilities through making suitable adaptations to ensure that every pupil thrives and achieves to their full potential. Currently, we are above national average for the number of pupils that we educate that have a special educational need and disability, as well as pupils that are eligible for pupil premium funding.

At Kilburn Grange School, we pride ourselves on knowing our children, families and community well. Many of the children that attend the school, begin their educational journey with starting points that are below age-related expectations. However, this is only their starting point because we believe every child's education counts and we strive to ensure that all our pupils achieve, grow and learn in a nurturing, inclusive environment.

Kilburn Grange School is part of a trust of schools called the Bellevue Place Education Trust (BPET). Bellevue Place Education Trust is a multi-academy trust that operates primary schools across London and Berkshire.

Our Curriculum Drivers

We have underpinned our curriculum drivers with the three key words that are an important part of BPET's commitment: **Learn**, **Enjoy**, **Succeed**. These are brought to life through our rich and broad curriculum offer so that all children **Learn**, **Enjoy** and **Succeed** in every aspect of their lives. Our six curriculum drivers are:



Our Philosophy

Developing the whole child in all aspects of their learning is the philosophy that underpins our curriculum, ethos and vision at Kilburn Grange School. We work very hard to make children feel included, appreciated and valued as individuals. As is clearly seen in the Maslow's 'Hierarchy of Needs'

children need to feel well; safe and secure; a feeling of belonging and a sense of achievement before they can achieve personal growth and self-actualisation. In the infographic below, you can find some examples of the provision that we offer at Kilburn Grange School to support each level of Maslow's Hierarchy of Needs.



Our Curriculum Values

Kilburn Grange School has a set of values that are deeply embedded within all areas of school life, including our curriculum and behaviour for learning. The values are part of our school community, a part of who we are, but most importantly what we will strive to be. The school values help to develop a pupil's character, self-discipline and learning habits and enable them to grow into well-rounded individuals and successful learners.

W.E. C.A.R.E. is the acronym that spells out our school values. The letters stand for: Wonder, Enjoy, Collaborate, Aspire, Reflect and Endeavour. All our teaching and learning is underpinned by our core values that show W.E. C.A.R.E. for ourselves, each other, our community and beyond.

Curriculum Organisation

The school provides full time supervised education for pupils between the ages of 4 and 11. Our school curriculum offer, comprises of a planned educational experience, that grows the children's hearts and minds:



Foundation Stage (Age 4 – 5 years)

Up to the age of 5, pupils follow a curriculum which meets the learning, development and assessment requirements of the statutory framework for Early Years Foundation Stage (EYFS). We use the EYFS Framework and Development Matters to devise the teaching and learning in Reception. Each half-term's learning is planned around an overarching topic, incorporating children's interests and next steps. The EYFS curriculum is carefully planned to provide:

- Three prime areas of learning most essential for children's readiness for future learning and healthy development; Communication and Language, Physical Development, and Personal Social and Emotional Development
- Four specific areas of learning which build on the prime areas; Literacy, Mathematics, Understanding the World and Expressive Arts and Design

Within these the Kilburn Grange EYFS setting works to ensure that:

- Children develop the characteristics of effective learning including, Playing and Exploring, Active Learning, and Creating and Thinking Critically
- There is a balance of structured activities and child-initiated play with opportunities for learning both indoors and outdoors. The curriculum includes music, art and physical education taught by subject specialists.

The EYFS curriculum is planned to ensure the needs and interests of each pupil are met. Skilled staff carefully observe and interact with pupils to assess their development, progress and engagement with learning and plan for their next steps of learning. This ongoing observation and assessment cycle is used to inform curriculum planning.

The EYFS provision is carefully mapped to ensure progression of knowledge and skills with the curriculum in Key Stages One and Two.

Key Stages One and Two (Age 5-11 years)

We use the National Curriculum as the guidance to devise teaching and learning in Key Stages 1 and 2. We make cross-curricular links as much as possible through an overarching topic each half-term/term. Acquisition of language and reading including phonics (English) is a curriculum driver across all subjects. Reading and phonics are also taught discretely. We use the Magic Phonics Box scheme to teach phonics. Writing (English) is also linked to the overarching topic.

These subjects are the springboard for the topics and cross-curricular learning:

- History
- Geography

These subjects are linked to the topic when possible:

- Science (using the Developing Experts scheme of work)
- Art (taught by a specialist teacher)
- Design and Technology (using the Kapow scheme of work)

These subjects are taught discretely:

- Mathematics (using the White Rose scheme of work)
- Computing (using the Teach Computing scheme of work)
- Physical Education (taught by a specialist coach)
- Skills for Life/PSHE/RSE (using the 1Decision scheme of work)
- Music (taught by a specialist teacher from the Brent Music'scool scheme of work)
- Religious Education (using the Twinkl scheme of work)
- Spanish in Key Stage 2 only (using the Primary Languages Network scheme of work)

Meeting the Needs of Our Pupils

The curriculum at our school is broad and balanced, providing opportunities for pupils of all abilities and backgrounds to access and succeed in our inclusive curriculum. We have eight key principles of inclusive Quality First Teaching (a fundamental part of our Teaching and Learning Policy) that are underpinned by the teaching standards. Teachers carefully plan and adapt the curriculum to meet the needs of all pupils (from Reception to Year 6), considering the varied starting points of the pupils/cohort. Once a pupil with SEND has been identified (using the SEN Support Identification Process), the school will employ a graduated approach to meet the pupil's needs. The school will take all reasonably practicable measures to fulfill the requirements of any pupil's SEND or support guidelines, including pupils with a statement or EHC plan. More information can be found in the Special Educational Needs Policy.

Thinking Matters

We are on a journey to embrace the 'Thinking Matters' philosophy, *"an educational community in which all members share a common commitment to giving regular, careful thought to everything that takes place"*. We ensure that our pedagogy and curriculum is child-centred, inclusive, informed by evidence and research and is progress focused.

Our staff are undergoing training in implementing metacognitive tools and strategies throughout their teaching. Opportunities to engage in meaningful thought and dialogue processes is one of our 8 key principles of inclusive Quality First Teaching.

Equal Opportunities

The curriculum at Kilburn Grange School is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. As a non-selective school, we ensure the needs of all learners are met. Our non-teaching SENDCO ensures that all requirements of the SEN Code of Practice are met, working with teachers and support staff to ensure that all pupils with specific learning needs can access the curriculum, learn and succeed.

Safeguarding

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. We offer a robust understanding of safeguarding through the comprehensive Skills for Life (PSHE) education including Relationships and Health Education and online safety programmes. RSHE is a mandatory part of the school curriculum from September 2020 and the school follows the 1Decision scheme of work, which is provided as appropriate for the pupils' ages and stages of development, in line with [the statutory guidance](#). The principles underpinning our Skills for Life (PSHE/RSHE) curriculum development are with the aim of supporting our pupils to develop the skills they need to be happy, successful and productive members of society; to be able to respond positively to the increasing challenges they experience; to develop the knowledge and capability to take care of themselves and to know how and where to seek support if problems arise. We continue to tailor the scheme of work and curriculum to the needs of the school community.

Central to this is our pupils' ability to believe that they can achieve goals, both academic and personal; and to develop a love of learning that they can use beyond the classroom. We help children to become resilient learners, embrace challenges and understand the benefits of learning by always being ready to 'have a go' through sustained focus during a period of challenge or difficulty.

Our inclusive practices provide opportunities within lessons to address and promote mental health, well-being and resilience. At Kilburn Grange School, we have adopted the Zones of Regulation curriculum. This complements the EYFS and National Curriculum and provides children with strategies that support their

emotional development especially when faced with a challenge. This leads to improved mental health, well-being and resilience and helps to create a happy child that is able to learn and thrive. This curriculum is taught fortnightly across the school.

Our Skills for life curriculum affords opportunities to be responsive to arising issues and we build in opportunities for our pupils to understand safeguarding issues which may affect them to ensure they feel safe and supported at school. More broadly, our curriculum takes account of and promotes our pupils' mental and physical health and development in order to prevent any impairments that would affect the best possible outcomes for all our pupils. Our Skills for Life lead oversees this.

Further details can be found in the PSHE and RSHE/Skills for Life Policy.

Spiritual, Moral, Social and Cultural Development and British Values

Our curriculum is balanced and broadly based, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils, paying particular regard to the protected characteristics set out in the 2010 Equality Act. Spiritual, moral, social, cultural and personal development is promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and school values, celebrating British values, such as: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Pupils are prepared for the opportunities, responsibilities and experiences of life in British Society.

At Kilburn Grange School, we recognise the importance of preparing children for life in modern Britain and promoting values that are an integral part of 21st century British society. The core British values are promoted and reinforced in school in a number of ways. We establish a strong school ethos supported by effective relationships throughout the school.

We encourage staff, children, parents and visitors to our school to show respect, kindness and consideration to all. We learn with and from one another; creating a school environment that nurtures the whole child and enables each one of us to realise their full potential. Each half-term we have a focus school value and key festivals, events and memorable dates that are taught and/or marked during whole-school and in-class assemblies. There is also a key charity identified each term as we believe when children take part in charitable events, they learn about responsibility, generosity, helping others, making positive changes and how to engage with the local community as well as national and global issues.

Additionally, we provide weekly Skills for Life lessons (Personal, Social, Health and Economic education and Relationships and Health education) through the 1Decision scheme of work and weekly Religious Education lessons through the Twinkl scheme of work. We teach fortnightly Picture News sessions to discuss the local, national and global current events happening at that time.

Kilburn Grange School recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom and understands the role it has in ensuring that it upholds and promotes fundamental British values. The school accepts admissions from all those entitled to an education under British law, including pupils of all faiths or none. It follows the policies outlined by BPET regarding equal opportunities, which guarantee that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.

The poster below outlines how the British values are promoted as an intrinsic part of our school culture and curriculum.



Curriculum Impact

We have aligned our curriculum impact with the three key words that underpin our curriculum drivers and are an important part of BPET's commitment: **Learn, Enjoy, Succeed**. This is represented in three key areas:

- **Learn:**
 - Children utilise their communication skills to express themselves confidently.
 - Children apply their reading abilities in their everyday lives.
 - Children gain knowledge and skills across various subjects from our rich and broad curriculum offer.
- **Enjoy:**
 - Children understand the importance of a healthy body and mind.
 - Children are able to identify and engage in meaningful, healthy and safe relationships.
 - Children develop a love of learning that extends beyond the classroom and into their everyday lives.
- **Succeed:**
 - Children make good or better progress from their starting points.
 - Children leave our school as respectful, responsible and caring citizens, that contribute positively to our community.
 - Children enter the next phase of their learning journey as independent, successful and resilient learners.

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 and national 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. The class/year group pupil progress provision map is updated termly during pupil progress

meetings to ensure pupils receive the necessary intervention and support in line with the graduated approach (using the SEN Support Identification Process) to meet the pupils' needs. If it is determined that the children are still not making adequate progress, they may be referred to the school's SENDCo for further investigation into their needs and determine further support that may be required.

English as an Additional Language (EAL)

Across the school, there is a percentage of children for whom English is classed as an additional language, as defined by the DfE. We aim to provide opportunities for children to share their home language 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. Where needed, we will also provide an interpreter to facilitate parent meetings and any opportunity that affords communication regarding a child's progress.

Roles and Responsibilities

The curriculum lead maintains an overview of the curriculum provided by the school and works in partnership with the Headteacher on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff and external visits.

Subject leaders ensure that all the aspects of the National Curriculum content are identified within the curriculum overviews. Subject leaders have established progression frameworks and where necessary, policies, for their subject which ensure cohesive sequencing and opportunities for consolidation of related concepts, knowledge and skills from EYFS to Year 6.

Subject leaders also produce annual action plans for their subjects, support the writing of their subject and each year group's curriculum overviews, analyse the standards within their subject, provide or signpost staff towards training and resources and engage in developmental work/training/network meetings with the curriculum lead/SLT and externally with BPET/Local Authority. The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level and to draw upon the best practice of what is happening nationally and in other schools. As part of our responsibility to keep abreast of national issues, our subject leaders are committed to reviewing the government's revised National Curriculum and should we feel that content and skills are relevant and useful to our context, we will take account of them, being guided without being limited by the content. Subject leaders take account of the new elements of the curriculum and adopt and adapt these as they feel appropriate.

Class teachers have the final responsibility to produce planning for their pupils/class. They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning.

Further Information

Further information on our curriculum can be found on our school website:

<http://www.kilburngrangeschool.org.uk/curriculum/>

Parents may wish to request a paper copy from the school office.

Monitoring and Evaluation

The Headteacher and Trust will review this policy statement bi-annually and update it in consultation with key staff, in line with current best practice as she considers necessary.