



CURRICULUM POLICY

Reviewed by:	Louisa Skinner, Executive Principal
Date:	1 September 2025
Last reviewed on:	31 August 2024
Next review due by:	31 August 2027
Version control:	3
Approved by:	Tracey Storey, CEO

Curriculum Intent

Belgrave School is a SEND school which encourages each learner to develop empathy throughout our community and to flourish through individual challenge and personal integrity. Belgrave School's aim of providing a flourishing, empathetic and challenging community is delivered through PSHE which together with designated and time appropriate tutor time encourages respect for others and values the contribution that each member of the school community makes. This works to create an environment which is supportive and enables each learner to fulfil their potential.

Belgrave School aims to provide an environment which encourages and challenges our learners. The curriculum policy plans and schemes of work are designed to consider the ages and needs of all learners.

The curriculum design and structure provide learners with opportunities to develop and empathise with others, offers clear progression and cultivates a challenging learning environment focussed on the specific needs of all learners. Alongside this, Belgrave School believes that an education brings with it responsibility to prepare all learners for life beyond our school, British society and beyond.

Legislation and guidance

This policy reflects the requirements of the [National curriculum - GOV.UK](#)

It also reflects requirements for inclusion and equality as set out in the [SEND code of practice: 0 to 25 years - GOV.UK](#) and [Equality Act 2010](#) and refers to curriculum related expectations of governing boards set out in the Department for Education's [\[Withdrawn\] Governance handbook and competency framework - GOV.UK](#)

In addition, this policy reflects the importance for promoting the learning and development of children set out in the [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)

Roles and Responsibilities

Directors

The Directors will monitor the effectiveness of this policy and hold the principal to account for its implementation.

Directors will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education.
- Proper provision is made for learners with different abilities and needs, including special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements.
- They participate actively in decision-making about the breadth and balance of the curriculum.
- Learners from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

Principal

The Principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual learners will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Directors.
- They manage requests to withdraw learners from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirement.

- The Directors are fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The Directors are advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for learners with different abilities and needs, including children with SEN.

Other Staff

All other staff will ensure that the school curriculum is implemented in accordance with this policy and in accordance with their role. Teachers have a responsibility for their learners and subjects taught.

Curriculum Offer

The School Curriculum covers all requirements of the National Curriculum but is adapted through knowledge and understanding of dyslexia and related compounding conditions. In Key Stage 2, subjects are skills led with a cross-curriculum focus which helps support learners explore links and challenges learners to develop their talents and interests. In Key Stage 3 and 4 the curriculum is taught through discreet subject areas.

All learners have the opportunity to gain external accredited qualifications in all core subjects. We work closely with New Mango careers advice organisation to ensure all our learners have the best opportunities presented to them to further their aspirational goals. We also work closely with local businesses and colleges in preparation for transition.

All learners have an Education, Health, and Care Plan (EHCP).

Key Stage 2

Curriculum Areas
Mathematics
English (Reading, Writing, Speaking and Listening, Phonics)
Science
PE
Music
Art
Cooking
Design and Technology
Theme (History and Geography)
Computing
PSHE and RE
Drama
Forest School

Key Stage 3

Curriculum Areas
Mathematics
English (Reading, Writing, Speaking and Listening, Phonics)
Science
PE
Life skills/Careers
Cooking
Art
Cultural Studies
Ancient Origins
PSHE
Humanities
Drama

Key Stage 4

Curriculum Areas
Mathematics
English (Reading, Writing, Speaking and Listening, Phonics)
Biology
PE – Sports Leaders
Life skills/Careers
Cooking
Art
PSHE
Geography

Learners follow a core curriculum of English, Mathematics, Science, ICT, Humanities, Art, Drama, Food and Nutrition, PE, Life skills/Careers, and PSHE. This offering is reviewed annually by the Principal, Deputy Principal, and SENDCo to ensure learners continue to have the very best opportunities.

Cultural Capital is explored through a range of subjects and activities including outdoor educational experiences, science workshops and performance related activities (assemblies and end of year celebrations) the recognition of national days and celebrations. Belgrave School provides the opportunity for an annual residential trip and community outreach projects.

Key Stage 4

Learners study a core curriculum of English Language and English Literature, together with Mathematics. Functional Skills English Level 1 and Level 2 is offered to those learners who may prefer to omit English Literature from the GCSE portfolio, this is specific to the individual learner and would involve a reduced curriculum. Additional GCSE Subjects: Art, Biology and Geography. A BTEC underwritten by Square Foods is offered to all learners as is a Sports Leaders qualification in PE.

The GCSE offering is reviewed annually to ensure it develops and meets the needs of the learners and the school.

Careers

Careers guidance is incorporated into our extended tutor time, PSHE curriculum and Enrichment programmes. This includes trips to careers fairs as well as individual advice and support from mentors, CIAG qualified support networks, following the GATSBY model and testimonials from stakeholders. New Mango provides interviews and careers guidance for all learners from Year 8-11.

Reading

At Belgrave, we follow the Twinkl Phonics programme, a fully comprehensive synthetic phonics scheme. The programme is delivered through engaging stories, and is structured to systematically build the phonological awareness, reading, and writing skills necessary to become confident, independent learners.

The Twinkl Phonics approach offers:

- A clearly sequenced progression of learning, allowing children to move through phases as they are developmentally ready.
- Structured planning support and assessment checkpoints to ensure consistency, coverage, and progression across all year groups.
- Opportunities for learners to develop independence in reading and spelling.
- An integrated approach to the teaching of reading and writing, supporting literacy development holistically.

This structured and engaging programme underpins early literacy at Belgrave and aligns with our commitment to ensuring strong foundations in reading and writing for all learners.

At Belgrave School, we are committed to fostering a lifelong love of reading in all learners. To support this, we implement a structured and consistent reading curriculum across all year groups. Central to our reading provision are two key strategies: DEAR (Drop Everything And Read) and Lexia.

DEAR is embedded into the school timetable, providing learners with dedicated time each day to engage in independent reading. This initiative promotes reading for pleasure, encourages reading stamina, and helps to build a strong reading culture across the school.

Lexia, our chosen adaptive learning platform, supports the development of key reading skills through personalised, technology-based instruction. Learners use Lexia regularly to reinforce phonics, comprehension, vocabulary, and fluency, with progress monitored to ensure targeted interventions can be delivered as needed.

Together, DEAR and Lexia form a core part of Belgrave School's approach to reading, ensuring that all learners - regardless of starting point - are equipped with the tools and motivation to become confident, capable readers.

Implementation

The curriculum is taught in ways which meet the individual needs and interests of the learner. This includes bespoke learning programmes, core curriculum subjects, AQA unit award schemes and core and vocational subjects from entry level to GCSE. We teach in chronological age groups and provide individual interventions as follows:

Interventions

The following range of 1:1 interventions support learners whose additional needs have been identified through EHCP's or baseline and formative assessments:

- Literacy, reading and phonics interventions delivered by teachers, learning support mentors, learning support assistants and dyslexia specialist.
- Social, emotional and well-being interventions and support delivered by learning support mentors.
- Specific dyslexia support delivered by dyslexia specialist and a trained member of staff.
- Speech and language support and interventions delivered by a Speech and Language Therapist.
- Individual counselling support and interventions from Trained Counsellors.
- Art therapy provided by a qualified Art Therapist.
- Occupational therapy Support delivered by a qualified Occupational Therapist.

At Belgrave School we embrace our environment by offering educational visits (off-site learning) and an outdoor learning curriculum. This curriculum integrates academic, practical, and independence-building elements, encouraging learners to engage deeply with their education while challenging and inspiring them. We provide a broad, balanced, and challenging knowledge-rich curriculum that raises aspirations, improves outcomes, and maximises learning opportunities through scaffolded support. Wherever possible, subjects are delivered by subject specialists, with Learning Support Mentors and Learning Support Assistants providing a strong framework of support both in classrooms and through one-to-one interventions. Learners are encouraged and supported to use their voice and take an active role in their learning through tutorial sessions, PSHE, and participation in the School Council, which reports directly to the Senior Leadership Team.

Inclusion

Belgrave School is an inclusive school. We aim to make all learners feel included in our activities, and our curriculum is fully inclusive. We recognise the entitlement of all learners to a balanced, broad-based, and bespoke curriculum. We have systems in place for early identification of barriers to learners' learning and participation so that we can consider reasonable adaptations. We acknowledge the need for high expectations and suitable targets for all learners.

Assessment

Progress is tracked using a BRAG rating system in each lesson:

- Blue – Exceeding target.
- Red – Below expected progress.
- Amber – Working towards target.
- Green – Achieving target.

Teachers assess learning at the end of each lesson using this system, ensuring timely interventions and support where needed.

This data is collected to be used to track progress across each curriculum area which contributes to a data drop at the end of each half term.

The school also uses an Educator Envision digital system for assessment tracking and reporting which allows us to:

- Record formative and summative data against individual or groups of learners.
- Analyse attainment and progress to see where learners are working at.
- Use the Gaps In Learning Report to aid lesson planning.
- Capture the small step progress of SEND learners.

Marking and Feedback

Rationale

Marking should provide constructive feedback to every learner, focusing on success and improvement needs against learning outcomes: enabling learners to become reflective and helping them close the gap between current and desired performance. The marking policy should be seen as part of the cycle of effective assessment which includes using learning objectives, quality questioning and quality feedback both oral and written.

Marking is most effective when it is:

- Simple
- Appropriate to age and ability
- Helps learners know what they have done well against learning objectives
- Clearly shows how to improve
- Supports self-assessment
- Timely for learners to act on feedback.

The aim of the school policy is to ensure that learners are encouraged to value feedback, and to know that it is addressed to them individually and specifically tailored to help them learn, improve, and achieve. To help achieve this aim, the marking policy will be applied consistently across all the school sites and all subjects. The objective of the policy is to raise learner achievement and accelerate rates of progress against individualised targets. The judgement on the effectiveness of the marking policy rests on the impact that marking and feedback have on learners' progress.

The following points are considered as indicators of effective marking and feedback:

- learners showed that they understood the purpose of the marking or feedback was individually tailored to their needs in order to help them develop academically.
- teachers' handwriting is easy to read, and all spelling, grammar and punctuation is correct.

- marking recognises successes against the learning objective and helps learners understand what they have done well.
- teachers provide constructive feedback to learners so that they can identify and understand how they can improve their learning.
- action points for improvement are given, that specifically relate to instances in the marked work and give opportunities for learners to close the gap to have a positive impact on their personalised Steppingstones targets.
- teachers use assessment to check on how well their teaching is achieving the learning objectives and adjust their teaching accordingly.
- learners will be able to articulate what they need to do in order to progress.

Every member of staff working with Belgrave School learners is responsible and accountable for correcting and developing English language skills across all subjects. We have a policy of marking 100% of learner work completed and providing accurate, relevant, personal, and developmental feedback to support progression.

Impact

The impact of our curriculum is measured through:

- Marking and feedback, book scrutiny, subject knowledge tests, Lexia, White Rose, age related progression steps, BRAG ratings and SMART learning outcomes and the measurement of progress through the curriculum topics from starting points.
- Increased confidence and self-esteem, reflected in learners' willingness to participate in lessons and school activities.
- Readiness for further education, training, or employment, supported by targeted interventions and life skills development.
- Progress made towards EHCP outcomes –these targets are linked relevant subjects including the Life Skills and Careers curriculum

By implementing a flexible, structured, and nurturing approach to learning, we provide our learners with the opportunity to thrive academically, socially, and emotionally, preparing them for a successful future.

Key Points for Marking

Use explicit success criteria in setting and marking as this will support learners understanding of how to overcome challenges in their work.

Both positive comments and areas to improve are included in feedback table.

Teacher Record Keeping

All teachers should keep detailed record of marks and assessments in their teacher planner or on an electronic workbook. Records of marks should be kept up to date and available to be seen by Senior Leadership Team on request.

Tracking Progress

These should be updated at least once per half term. The end of each section or work is a suggested regular point for this.

Monitoring and Evaluation

All teachers are responsible for the effective implementation of this policy within their lesson deliver and planning. The Principal will monitor the implementation of the policy throughout the academic year. CPD will be available for all staff regarding the effective use of feedback with learners and resources.

This policy and its implementation will be monitored and evaluated through Conversations with learners, subject teachers and learning mentors. It will be part of a whole school approach to continuous improvement.

Feedback Table

Appendix 1 and 2

Application

Use once per half term. The outcomes will then inform the progress tracker.

Purpose

- Reflect – Give learners the time to respond to feedback.
- Develop – Teacher feedback is crucial as they model improvements.
- Improve – Put the techniques into practice following on from feedback.

How these Methods may Support our Learners

- Cross-curricular practice provides consistency of marking and feedback.
- Repetition of this strategy supports overlearning and familiarity for learners.
- Images which relate to the language and words create visual prompts for learners.

Policy Stakeholders

Learners – to ensure that the feedback they receive enables them to make progress

Staff – to enable them to use their professional judgement in how to best provide feedback in a timely, specific and receptive manner.

Senior Leadership Team - to ensure that learner outcomes and teacher workload are protected.

Parents – to support them in understanding how feedback is provided to their children.

Melrose Education Senior Management Team – to support our partnership in understanding the feedback and marking policy terms of processes and outcomes.

Marking Symbols

Appendix 3

Related Policies

Literacy and Reading Policy 01.09.25.




Careers and IAG Policy 01.09.25

RSE Policy 01.09.25




PSHE Policy 01.09.25

SEND Policy 01.09.25

Appendix 1




Topic/Theme	
Grade 1-9	Name
LOA 	<p>Adjacent to this symbol, teachers write a relevant point of praise to highlight to the learner a particular aspect of their work.</p> <ul style="list-style-type: none"> • What should learners seek to build on or replicate in the future. • Teachers should be specific here to make it useful to the learner in consolidating an aspect of their learning that is already positive.
NS 	<p>What are your immediate next steps?</p> <p>Teachers give clear instruction on what they should do in their response and reflection time.</p> <ul style="list-style-type: none"> • Point learners to sections of work to make a second attempt or • Point towards a relevant extension task.
	<p>After having completed their next steps, and completed any corrections and or further learning, learners write a sentence of reflection on their learning.</p> <ul style="list-style-type: none"> • Reflect critically. • Teacher guidance is critical; they need to model and exemplify the feedback given and show learners how to improve. • Improving – learners apply feedback carrying out their 'next steps'.

Appendix 2

Topic/Theme	
Grade 1-9	Name
LOA 	
NS 	
	

Appendix 3

This symbols chart is to be glued on the inside of books for marking reference.

	Good point.
	Your target is (green stamp). To achieve your target, you need to improve (orange stamp). You have achieved your target (blue stamp).
	Your next steps will point you to specific sections of work, make a second attempt or an extension activity.
VF	These letters show that you have received verbal feedback from the teacher.
SP	Spelling error, you can write the correct spelling at the end of your work.
//	New paragraph needed.
^	Indicates that there is a word missing.

All marking to be completed in GREEN pen.

Learners' response to marking to be completed in PURPLE pen.