



Our  
future  
*starts here*

Beechwood Park School

# CURRICULUM POLICY

Website: [www.beechwoodpark.com](http://www.beechwoodpark.com)

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Policy Applicable To:	<b>Whole School – including EYFS</b>
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Contents of Curriculum Policy

Introduction .....3

Staff Expectations .....3

School Structure .....4

Designing Our Curriculum.....4

Curriculum Organisation and Planning.....4

Data .....5

Data Sharing .....5

Teaching Groups .....5

Growth Mindset.....5

Metacognition.....6

Choice .....6

Whole-School Literacy and Numeracy .....6

Our Facilities and Technology.....6

Marking and Feedback on Work.....6

Our Learning Support Department .....6

Delivery of our Curriculum .....7

2024/2025 Timetable Curriculum Allocations .....7

The Curriculum Policy in the context of other Whole-School Policies.....7

Policy Review .....8

Appendix A: World Economic Forum Future of Jobs Report 2020: .....9

Appendix B: Previous Curriculum Allocations.....10

2023/2024 Timetable Curriculum Allocations .....10

2022/2023 Academic Year .....11

2021/2022 Academic Year .....11

## **Introduction**

Beechwood Park is a co-educational day and flexi boarding Preparatory school for children from rising 3 to 13 years. Our curriculum is rich, exciting and challenging. It is designed to stimulate pupils' curiosity, enthusiasm and imagination, promoting independent and enquiring minds through questioning and thoughtful discussion. It enables all pupils to have the opportunity to learn and make progress.

Our curriculum is planned to be appropriate to the age and aptitude of our pupils and to provide a solid foundation which prepares them for life beyond Beechwood Park.

Throughout this policy we have paid due regard to the Independent School Standards Regulations (ISSRs) and Early Years Foundation Stage statutory framework 2024. This policy applies to all members of our school community, including those in our EYFS setting, and should be read in conjunction with the following policies or documents:

- BWPS Learning Support Policy
- BWPS EAL Policy
- BWPS Safeguarding and Child Protection Policy
- BWPS Online Safety and Acceptable Use Policy
- BWPS Equal Opportunities (Pupils) Policy
- BWPS EYFS Policy
- BWPS PSHEE, RSE and SMSC Policy.

The School is aware of its duties under the Equality Act 2010 and makes reasonable adjustments for all.

## **Educating Skills**

We focus on the development of skills. Our child-centred education encourages children to have a Growth Mindset, to develop confidence and independence, to be self-driven, reflective and ambitious in their pursuit of excellence. We do not believe in pushing children. Our pupils work hard because they see the intrinsic value in working hard. We focus more on pupil engagement than pupil attainment, in pursuit of life-long learning.

Beechwood Park's education focuses on the development of the following ten skills, identified by the World Economic Forum as those essential to future academic and career development and wellbeing (see Appendix A):

1. Analytical Thinking and Innovation
2. Active Learning and Learning Strategies
3. Complex Problem Solving
4. Critical Thinking and Analysis
5. Creativity, Originality and initiative
6. Leadership and Social Influence
7. Technology Use, Monitoring and Control
8. Technology Design and Programming
9. Resilience, Stress Tolerance and Flexibility
10. Reasoning, Problem Solving and Ideation

## **Staff Expectations**

The school encourages and expects high standards of teaching and educational practice. We recruit high quality staff who have excellent subject knowledge, strong classroom management and the ability to inspire. Staff are encouraged to develop themselves as effective and reflective practitioners through discussion with colleagues and CPD. Teachers are encouraged to observe one another and to look for opportunities to visit other schools as part of an ongoing commitment to improvement.

## Our Child-Initiated, Active Learning

We expect our staff to choose child-initiated active learning over hierarchical, top-down, directive learning. Pupils collaborate with each other, building confidence and independence. Through our curriculum, they learn to solve problems, think critically, be creative, communicate articulately, collaborate as team members, exercise emotional intelligence, develop cognitive flexibility, make decisions, negotiate and become more resilient.

## School Structure

To tailor our curriculum to every child, class, ability group and year group, we divide the School as follows:

Department	SLT Lead	Key Stages	Year Groups
<b>Pre-Pre</b>	<i>Mrs Samantha McIntosh</i>	<i>Early Years Foundation Stage</i>	<i>Woodlands (N1 and N2)</i>
			<i>Reception</i>
		<i>Key Stage 1</i>	<i>Year 1</i>
			<i>Year 2</i>
<b>Middle</b>	<i>Miss Emily Boyd</i>	<i>Key Stage 2</i>	<i>Year 3</i>
			<i>Year 4</i>
			<i>Year 5</i>
			<i>Year 6</i>
<b>Upper</b>	<i>Mrs Judith Waiting</i>	<i>Key Stage 3</i>	<i>Year 7</i>
			<i>Year 8 / Top Form</i>

## Designing Our Curriculum

The School designs a curriculum based on our understanding of the ages, aptitudes and needs of all pupils, including those pupils with LSPPs / EHC plans.

Through the curriculum, and enhanced by supporting policies and schemes (such as the BWPS Academic Handbooks, PSHE (Personal, Social, Health and Economic Education), RSE (Relationships and Sex Education) and SMSC (Social, Moral, Spiritual and Cultural) Policy, the School teaches and supports the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Our broad and balanced curriculum provides pupils with the development of their skills in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education and ensures that pupils acquire speaking, listening, literacy and numeracy skills.

The curriculum includes personal, social, health and economic education (PSHE) which reflects the School's Mission. It encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act (elaborated in the BWPS Equal Opportunities (Pupils) Policy). The programme includes statutory Relationships and Sex Education and specific opportunities, particularly for those in Years 7 and 8, for careers guidance which is incorporated into the Year 8 Elevate programme (see BWPS PSHE, RSE and SMSC Policy for further information). Together, this ensures effective preparation of pupils for the opportunities, responsibilities, and experiences of life in British society.

For EYFS pupils, including children below the compulsory school age, the School follows the statutory framework for the Early Years Foundation Stage and the seven areas of learning and development, seeking to ignite children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. Within the seven areas, we provide specialist lessons for physical development.

The EYFS teaching staff consider the individual needs, interests, and stage of development of each child and place great emphasis upon Child Initiated Learning and In The Moment Planning. They work closely with the School Learning Support Department in identifying special educational needs or disabilities which require specialist support. EYFS staff assess pupils against the Early Learning Goals, including a full Reception baseline assessment and end of year EYFS profile.

## Curriculum Organisation and Planning

Heads of Department are responsible for championing their subjects, producing curriculum overviews/schemes of work and monitoring standards in their curriculum areas. The Senior Leadership Team directs and supports their work. At the end of each term, each Academic Head of Department compiles a report, addressing the monitoring of

standards of teaching and learning in their department. These reports outline the work, progress and achievements within the departments and together they form the Academic Report to the Governors' Education Committee.

Curriculum planning is prepared by class teachers, form teachers and subject teachers. Our curriculum overviews and schemes of work set out the curriculum scope and intent by subject and year groups identify how this is to be implemented. Our medium-term plans reflect the overviews and schemes of work for the relevant period and are sufficiently detailed to provide weekly lesson content. Heads of Department are expected to review their schemes of work on an annual basis.

## **Data**

Tracking and assessing our pupils' academic, co-curricular and pastoral progress helps us to identify their educational needs and to devise an educational programme which meets the needs of every pupil, class, teaching group and year group.

We track and assess academic progress through:

### **a) Nationally-Standardised Benchmarking Assessments**

These include:

- i)* ELG expectations in EYFS
- ii)* CEM Primary Insights
- iii)* GL CAT4
- iv)* GL Progress Tests in English and Maths

### **b) External Assessments** such as entrance examinations to 11+ and 13+ schools

### **c) Internal Subject Assessments**

This assessment data enables us to:

- a) Track pupil progress against national, external and internal data
- b) Identify appropriate educational interventions, such as Learning Support and/or Most Able interventions
- c) Measure the impact of these interventions
- d) Accurately report back to you on pupil progress through academic reports and live data on the Parent Portal

## **Data Sharing**

The Senior Deputy Head shares attainment data, including standardised scores and internal exam results, with parents through the Parent Portal. The school's biannual written reports include assessments on pupils' level of attainment from Year 1 and above.

For more information on tracking and assessment, please refer to the BWPS Academic Handbook for Parents available on the Parent Portal under 'Parent Information, Beechwood Park Handbooks'.

## **Teaching Groups**

To assist differentiation, we adjust teaching groups for pupils according to their learning needs for several subjects. This begins with Phonics Groups in Pre-Prep and Maths and English groups in the Middle School. In the Upper School, we adjust learning groups for pupils across all academic subjects.

## **Growth Mindset**

At the heart of our child-centred educational philosophy is a Growth Mindset.

'A Growth Mindset is when students understand that their abilities can be developed.'

‘In a Growth Mindset, people believe that their most basic abilities can be developed through dedication and hard work - brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.’ (Both quotes Carol Dweck, 2015).

As children understand that their own engagement is key to academic progress, they take increased ownership of their work.

We embrace a Growth Mindset approach which encourages learning from mistakes and academic risk-taking.

### **Metacognition**

Metacognitive skills ensure the effectiveness of independent learning and choice, enabling our pupils to reflect upon their learning experiences so that they actively understand how and why they learn. We encourage pupils to take ownership of their learning and to reflect on how they can make greater progress.

### **Choice**

In lessons, pupils are encouraged to make differentiated choices. This is an integral part of their ownership of and commitment to learning, encouraging them to go out of their educational comfort zones and to develop a love of learning. ‘Choice in the classroom has been linked to increases in student effort, task performance, and subsequent learning’ (Robert J. Marzano, *The Highly Engaged Classroom*, 2010) and this was highlighted in the School’s 2019 ISI inspection report: ‘The school’s ethos of promoting pupil choice is integral to the excellent lesson planning so there is no ceiling on what the children can achieve.’

### **Whole-School Literacy and Numeracy**

We develop our pupils’ literacy and numeracy skills from the start of their Beechwood Park journey, as they acquire basic phonics and number skills in EYFS, often through child-initiated activities linked to the seven areas of learning and development. Our pupils learn to write in a fully-cursive script (with flicks in and out of each letter).

Through Key Stages 1 and 2, we develop literacy and numeracy skill acquisition, implementing the BWPS Literacy Policy and BWPS Calculation Policy to develop consistent approaches through the School and across different subjects.

In developing mathematical understanding, we use a Mastery approach which ensures pupils of differing learning styles all make great progress.

As pupils progress through the School, we develop and apply literacy and numeracy through the further broadening curriculum, so that they see how these fundamental skills apply across the curriculum and beyond.

### **Our Facilities and Technology**

Beechwood Park’s outstanding buildings, grounds, facilities and technologies provide further educational opportunities for pupils to progress. We embrace IT skills through the curriculum using our three IT suites, banks of iPads and Chromebooks, classroom technology, enabled by our whole School network.

### **Marking and Feedback on Work**

Teachers are expected to assess children’s work regularly and thoroughly, following the School’s marking guidance in the BWPS Academic Handbook and use their assessment data to inform future lesson planning, adapting to meet pupil needs and responding to their prior attainment and progress. Teachers give pupils feedback on what pupils have achieved and their next steps for further progress.

### **Our Learning Support Department**

The School’s Learning Support Department monitors the needs of pupils with SEND and EAL; LSPPs and specialist interventions ensure that pupils receive the support that they need to access the curriculum and make progress.

Where a child has English as an Additional Language, the delivery of lessons is in English, but the Learning Support Department provides support so that they can access learning.

For further information, refer to the BWPS Learning Support Policy, which explains how the School meets the SEN and Disability Code of Practice, 0-25 years 2015 (SEND Code 2015).

The Senior Deputy Head and Academic Heads of Departments (AHoDs) and Co-Curricular Heads of Department and Heads of Year monitor and review curriculum provision and tracking of pupil progress.

## Delivery of our Curriculum

The Curriculum within EYFS is based upon the EYFS statutory requirements; through KS 1&2 the National Curriculum provides the starting point for schemes of work which staff then extend and supplement with aspects from ISEB specifications and senior school entrance exam requirements.

Within KS3, we design our own skill-based schemes of work which not only meet the ISEB specifications and requirements of senior school admissions assessments and academic scholarships, but provide the best possible curriculum to inspire learners.

The Beechwood Park curriculum includes the following timetable provision (minutes per week) for different subjects, demonstrating both a breadth of subjects and balance of curriculum time.

## 2024/2025 Timetable Curriculum Allocations

### Subject Time Allocation - 2024/5 - based upon 30 minute lessons

30s	Top (School)	Top (Rest)	Year 7	Year 6	Year 5	30s	Year 4	Year 3	30s	Year 2	Year 1
English (inc. Lib, HW)	7	7	7	9	10	English (inc. Lib,	12	12	English (inc. Lib	12	12
Maths	8	8	7	9	10	Maths	10	10	Phonics	5	5
Future Skills	0	0	1	2	2	Future Skills	2	2	Maths	10	10
Science	6	6	6	5	5	Science	4	4	Topic	5.5	5.5
MFL	5	5	5	4	4	MFL	2	2	MFL	1	1
Latin / Minimus	5	4	4	3	1	Latin / Minimus			Latin / Minimus		
Geography	3	3	3	2	2	Geography	2	2	Geography		
History	3	3	3	2	2	History	2	2	History		
TPR	2	3	3	2	2	TPR	2	2	TPR	1.5	1.5
Computing	1	1	1	2	2	Computing	2	2	Computing	1	1
Art	2	2	2	2	2	Art	2	2	Art and DT	2	2
DT	2	2	2	2	2	DT	2	2	DT		
Drama	1	1	1	1	1	Drama	2	2	Drama	1	1
Music	1	1	1	1	1	Music	2	2	Music	2	2
PE	2	2	2	2	2	PE	2	2	PE	2	4
Sport	8	8	8	8	8	Sport	6.5	6.5	Sport	2	0
PSHE	1	1	1	1	1	PSHE	1.5	1.5	PSHE	1	1

The curriculum time allocations exceed the non-statutory suggestions (DfE information (circular 7/90) - age 5-7: 21 hours, age 8-11: 23.5 hours, age 12-16: 24 hours, for a school year of 190 days (38 weeks)).

Heads of Year and Academic and Co-Curricular Heads of Department manage curriculum plans which inform lesson planning so that are well planned, incorporating pace, variety and challenge.

## The Curriculum Policy in the context of other Whole-School Policies

Through the delivery of the curriculum, all teachers and teaching assistants support and uphold School policies including the BWPS Pupil Conduct Policy, the BWPS Anti-Bullying Policy, the BWPS Equal Opportunities (Pupils) Policy, the BWPS Staff Code of Conduct, the BWPS PSHE. RSE and SMSC Policy and the BWPS Safeguarding and Child Protection Policy. Each of these policies forms part of the School induction process and the annual declaration for all staff.

## **Policy Review**

The Academic Heads of Department and Heads of Year, overseen by the Senior Deputy Head, monitor, evaluate and review the implementation of the BWPS Curriculum Policy and the effective delivery of the curriculum through the School. The Academic and Education Committees review the Curriculum Policy.

# Top 10 skills of 2025



Analytical thinking and innovation



Active learning and learning strategies



Complex problem-solving



Critical thinking and analysis



Creativity, originality and initiative



Leadership and social influence



Technology use, monitoring and control



Technology design and programming



Resilience, stress tolerance and flexibility



Reasoning, problem-solving and ideation

## Type of skill

- Problem-solving
- Self-management
- Working with people
- Technology use and development

Source: Future of Jobs Report 2020, World Economic Forum.

## Appendix B: Previous Curriculum Allocations

### 2023/2024 Timetable Curriculum Allocations

Subject	Top Form	Year 7	Year 6	Year 5	Year 4	Year 3	Year 2	Year 1	Reception
English	248	248	300	300	345	300	330	285	285
Additional Literacy Skills	0	0	0	0	45	90	150	255	195
Maths	248	248	300	300	300	360	300	285	270
Future Skills	60	60	60	60	45	45	0	0	0
Science	180	180	195	120	120	120	0	0	0
MFL	180	180	150	120	60	45	30	30	20
Latin (Minimus - Y5)	120	120	90	45	0	0	0	0	0
Geography	90	90	60	0	0	0	0	0	0
History	90	90	60	0	0	0	0	0	0
Topic / Humanities / KUW	0	0	0	165	225	135	120	75	150
TPR	90	90	60	45	45	45	45	30	0
Computing	30	30	45	45	45	45	30	30	30
PSHE	30	30	30	45	60	60	30	30	60
FP / Reg	135	135	150	135	180	225	240	210	105
Art	60	60	60	60	30	30	60	60	0
DT	60	60	60	60	30	30	60	0	0
Drama	30	30	30	30	60	60	30	30	30
Music	30	30	30	30	60	60	60	60	75
PE	60	60	60	60	60	60	60	60	60
Sport	315	315	315	285	150	150	60	60	60
CIL / Continuous Provision	0	0	0	0	0	0	0	105	265
Assemblies	120	120	120	120	120	120	120	120	120
Extra Afternoon Breaks	0	0	0	0	45	45	0	0	0
Total Minutes	2175	2175	2175	2025	2025	2025	1725	1725	1725
Total Minutes per day	435	435	435	405	405	405	345	345	345
Total hours per day	7.25	7.25	7.25	6.75	6.75	6.75	5.75	5.75	5.75

Note: Additional Literacy Skills includes: Phonics, Guided Reading, Handwriting, Show & Tell, and Library sessions which are distinct from English Lessons.

## 2022/2023 Academic Year

Subject Time Allocation										
		Top	Year 7	Year 6	Year 5	Year 4	Year 3	Year 2	Year 1	Reception
		Minutes	Minutes	Minutes	Minutes	Minutes	Minutes	Minutes	Minutes	Minutes
English	English			300	300	300	300	300	300	300
English	Spelling					30				
English	Handwriting					15				
English	Reading/GR						30	150	150	
English	Total	225	225	300	300	345	330	450	450	
Maths	Maths		210							
Maths	Mental		30							
Maths	Total	225	240	285	300	300	300	300	300	300
Science/Topic		180	165	165	120	120	120	135	150	
MFL	French	150	180	120	105	60	45	30	30	
MFL	Other	30	45							
Latin/Minimus		A(142.5); B1 (120) C(105)		120	105	30				
History		105	90	75-90						
Geography		105	90	75-90						
TPR		90 (exception TopA)	60	75-90		45		45	45	30
Humanities			0		165	180	180			
Future Skills		45	60	60	45	45	45			
Sport		315	315	315	315	180	180			
PE		60	60	60	60	60	60	120	120	
Art		60	60	60	60	30	30	45	45	
DT		60	60	60	60	30	30	45	45	
Music		30	30	30	30	60	60	60	60	30
CS		60	60	45	45	45	45	30	30	
Drama		30	30	30	30	tbc	tbc	30	30	30
PSHEE		30	30	45	30	30	30	30	30	30

## 2021/2022 Academic Year

Year / Subject	Wood-lands	Recept-ion	1	2	3	4	5	6	7	8
English (including phonics, library, spelling etc.)	ITMP through CIL, working with groups	280	440	420	360	400	300	280	220	220
Maths		220	280	300	280	300	300	300	220	220
Science		UTW: 40	40	40	120	120	120	160 / 180	180	180
French	30	20	40	40	40	40	100	100	160	160
Latin / Minimus (Y5)	-	-	-	-	-	-	40	80	80	120
History	ITMP through CIL, working with groups	Through CIL	140 Topic	80 Topic	80 Topic	100 Topic	60	80	80	80
Geography							60	80	80	80
Theology, Philosophy & Religion		40	40	40	40	40	40	80	80	80
Spanish		-	-	-	-	-	-	-	40	60*
PSHEE		30	20	20	40	40	20	40	20	In Future Skills
Future Skills		-	-	-	40	40	60	60	60	60
Art	On offer each day	Through CIL	60	60	40	40	60	40	60	60*
Design & Technology			40	60	40	40	60	40/60	60	60*
Music	90	20	60	60	40	40	40	40	60	60*
PE	90	120	120	60	60	60	60	60	60	60*

Games / Sport / Matches	-	PE curriculum covers different sports		60	160	160	300	320	320	320
Drama / Dance & Drama	100	20	40	40	40	40	40	40	60	60*
Computing	-	Through CIL	40	40	80	40	40	60/40	60	60*
Forest School (sometimes on rota)	60	90 rota	90 rota	90 rota	60 rota	60 rota	Set day	Set day	Set day	Set day
CIL / Golden Time / Century (Year 6)	60% of all	480	20	20	20	40	-	40	-	-
Form Periods	Time with Key Worker through CIL	150	200	240	290	270	170	130	130	130
Assemblies	20	50	100	100	90	90	90	90	90	90
TOTAL HOURS / WEEK	Depends on sessions	28.33	28.33	28.33	32.33	32.33	33.33	35.33	35.33	35.33

\* = Pupils in Top Form select six out of the seven subjects.

Through the 2020-2021 Academic Year, with Covid restrictions, we provided the following curriculum:

Year / Subject	Woodlands	Reception	1	2	3	4	5	6	7	8
English (including library, guided reading etc.)	ITMP through CIL, working with groups	280	360	360	530	460	300	300	240	240
Maths		220	300	300	330	300	300	300	240	240
Science		UTW: 40	90	90	60	120	120	150	180	180
French	30	20	30	30	40	60	120	120	150	150
Latin / Minimus (Y5)	-	-	-	-	-	-	40	90	120	120
History	ITMP through CIL, working with groups	Through CIL	90 Topic	90 Topic	120 Topic	60	Humanities: 180	90	90	90
Geography						60		90	90	90
Theology, Philosophy & Religion						30		90	90	90
Spanish		-	-	-	-	-	-	-	60*	60*
PSHEE		30	30	30	70	70	70	60	60	60
Future Skills		-	-	-	40	40	60	60	30	30
Art	On offer each day	Through CIL	60	60	30 (60 alt. weeks)	40 (80 alt. weeks)	60	60	60*	60*
Design & Technology			60	60	30 (60 alt. weeks)	40 (80 alt. weeks)	60	60	60*	60*
Music	90	60	60	60	60	40	60	60	60*	60*
PE / Sport	90	120	120	120	210	210	210	270	270	270
Games / Sport / Matches	-	PE curriculum covers		Due to restrictions on pupils returning to school, Games and Fixtures part of PE and Sport						

		different sports								
Drama / Dance & Drama	100	30	30	30	30 (60 alt. week s)	30 (60 alt. week s)	30 (60 alt. weeks)	30 (60 alt. week s)	60*	60*
Computing	-	30	60	60	30 CS 30 TT	30 (60 alt. week s)	30 (60 alt. weeks)	30 (60 alt. week s)	60*	60*
Forest School (sometimes on rota)	60	90	90	90	90 rota	90 rota	90 rota	Set day	Set day	Set day
CIL / Golden Time	60% of all	480	30	30	30	30	-	-	-	-
Form Periods	Time with Key Worker through CIL	150	150	150	150	235	205	145	115	115
Assemblies	20	50	120	120	125	125	125	125	125	125
TOTAL HOURS / WEEK	Linked to Sessio ns	28.33	28.33	28.33	32.33	32.33	33.33	35.33	35.33	35.33