



Curriculum Policy

This policy applies to all pupils in the college

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Curriculum Policy

This policy applies to all pupils in the college.

This policy takes account of the following statutory legislation and guidance documents:

- The Education (Independent School Standards) Regulations 2014
- Keeping Children Safe in Education (KCSIE)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance
- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years
- Equality Act 2010 & DfE Guidance on Sex and Gender in Schools
- Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR)
- DfE Position Paper: Generative AI in Education
- Education Act 2002 & Education Reform Act 1988

The college follows its own wide-ranging academic curriculum, tailored to the needs of its pupils. All departments keep themselves up-to-date about its requirements and developments; much of what is taught draws upon the best practice of what is happening nationally and in other schools. As part of our responsibility to keep abreast of the national agenda, our subject leads are committed to reviewing any updates to 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.

Through the College's curriculum from Key Stage 3 onwards, our aims are to ensure that students develop the knowledge, skills, confidence and independence needed for successful progression through GCSE, A Level and beyond.

At **Key Stage 3**, currently represented by Year 9, the curriculum is designed to provide students with a secure academic foundation before they begin GCSE study. The aim is to strengthen core knowledge, develop literacy, numeracy and critical thinking, and build effective learning habits. Students are encouraged to become curious, reflective and resilient learners, while also gaining confidence in discussion, written expression, independent study and personal organisation.

At **Key Stage 4**, the curriculum supports students through GCSE and, where appropriate, Functional Skills pathways. The aim is to provide a broad, balanced and personalised programme that enables students to achieve strong outcomes in core and option subjects, while developing the study skills, discipline and self-regulation required for post-16 education. Teaching is adapted to students' needs, with regular assessment and feedback used to support progress, close gaps in knowledge and prepare students effectively for external examinations.

At **Key Stage 5**, the curriculum is designed to prepare students for university, apprenticeships, employment and adult life. Through A Level and intensive pathways, students deepen their subject knowledge, develop higher-order academic skills and become increasingly independent in their learning. The aim is to support students in making informed decisions about future study and careers, while developing the resilience, responsibility, confidence and intellectual curiosity needed for successful progression beyond the College.

Overall, the College's curriculum from Year 9 to Year 13 is intended to be academically ambitious, individually responsive and progression-focused. It supports students not only in achieving qualifications, but also in developing the personal qualities and transferable skills needed to move confidently into the next stage of their education or career.

The college will take all reasonably practicable measures to fulfill the requirements of any pupil's SEND or support guidelines, including pupils with an EHC plan and inline with its obligations in regard to the SEND Code of Practice and the Equalities Act 2010.

The curriculum is balanced and broadly based, 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 college provides full time supervised education for pupils between the ages of 13 - 19.

Throughout the college, the curriculum provides pupils with learning opportunities for developing strong core and cognitive skills; mathematical, scientific, technological, human and social, physical and aesthetic and creative education, as well as linguistic and life skills 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 college is committed, through its curriculum and extra-curricular pursuits, to helping pupils to understand how to stay safe, build positive and healthy relationships and promotes inclusion and respect, as well as the welfare and safeguarding of children at all times.

Aims of the curriculum:

We believe that a successful curriculum should be broad and balanced and delivered in innovative ways to provide appropriate stretch and challenge to all our pupils, exciting and engaging them and giving them ownership in their learning. We believe that exceptional results should be a by-product

of the education that we offer, not the exclusive focus. Pupils are encouraged to aim high and we aim to provide them with everything they need to succeed. It is our aim for each child in our college to achieve academic excellence as a natural byproduct of a rich, engaging education, while explicitly cultivating strong character traits (Character Education), core cognitive skills, resilience, adaptability, and personal values in preparation for life in modern British society. Through our 'Life Learning' framework (incorporating PSHCEE, RSHE, digital safety, and well-being), we provide a robust foundation for personal safety, inclusion, and active citizenship.

Objectives of the curriculum:

We are committed to providing an educational environment that challenges, nurtures, motivates 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 responsive, providing inclusivity and diversity and reflects our responsibility to ensure our pupils are equipped to understand the integral part that world and British history plays in shaping society today and the role that our pupils have in helping to continue this path of reform.
- Is flexible enough to respond to change and incorporates innovation as appropriate for each student
- Enables pupils to acquire skills in speaking and listening, literacy and numeracy
- Uses technology and Generative AI ethically and effectively to support learning, developing pupils' digital literacy, AI competency, and critical thinking skills while guarding against cognitive over-reliance.
- Provides opportunities for collaboration with other schools in the group to enhance learning
- 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 broader 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). Please

see the Equal Opportunities policy.

- Careers Support and Progression Advice enables pupils to know themselves better and begin to understand how their strengths, weaknesses and interests relate to the world of work, providing impartial and non-stereotyped guidance and support to help pupils make informed choices in the selection of future subject choices and begin to consider their options for higher education, training and careers.
- To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum. The College promotes Fundamental British Values can be found in the College's SMSC Policy, PSHE/RSE curriculum, tutorial programme, assemblies, safeguarding policy, behaviour policy and wider enrichment provision. British Values are also embedded through subject teaching, student voice, the Student Council, pastoral support and the day-to-day culture of the College.
- Explicitly embeds Character Education across the curriculum to foster resilience, integrity, self-regulation, and a sense of belonging (Bellevue Strategy 2029).
- Integrates active Pupil Voice through School Councils, Eco-Councils, and Climate Action Planning, empowering pupils to take meaningful ownership of environmental sustainability and community initiatives.

Curriculum

The College provides a personalised academic programme through small class teaching, regular assessment, targeted support, supervised study and individual tutoring. Students are supported to develop strong study skills, independent learning habits, confidence, resilience and self-regulation.

Provision includes GCSE, Functional Skills, A Level, intensive and retake pathways, alongside tutorial support, PSHE/RSE, SMSC, enrichment, student leadership, UCAS guidance and careers and progression support.

Key Three (Year 9)

Pupils have a broad and balanced curriculum with plentiful opportunities for active and personalised learning, both independently and collaboratively. Pupils learn the following subjects:

Academic - English, mathematics, the sciences,

Linguistic – French and/or, Spanish

Human and Social - history, geography, sociology, business studies

Aesthetic and creative education - art and photography

Life Skills – general studies, personal education and personal, social, health and citizenship

education

Philosophy for Children, Critical thinking and Study Skills

Physical – Individual and Team Sports,, Clubs

Technological - Computing science, Coding, Computational Thinking, Information Technology, Digital Literacy, focusing on ethical AI use, prompt literacy, data privacy, and critical evaluation of AI outputs alongside online safety.

Key Stages Four and Five

At Key Stages 4 and 5 (Years 10–13), pupils follow structured academic pathways, including GCSE/IGCSE and A Level programmes, designed to promote academic rigour, secure subject knowledge and increasing intellectual independence. The core academic curriculum is complemented by opportunities for student leadership, alongside a structured Careers and Higher Education guidance programme, aligned with the Gatsby Benchmarks. Life Learning, including RSHE, remains a compulsory part of the timetable for all pupils. Sport and wider co-curricular enrichment opportunities are available and actively encouraged, although they are not compulsory at this stage.

Equal Opportunities

The curriculum at Ealing Independent College is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. As a non-selective school, we operate a Learning Support Policy and a policy for gifted and talented pupils to ensure the needs of all learners are met.

Sport

- At Ealing Independent College, sport and physical activity are designed to be inclusive, accessible and supportive for all students. The focus is not solely on competitive performance, but on encouraging participation, confidence, collaboration, resilience and the wider personal development that sport and physical activity can provide.
- Given the nature and size of the College, the activities offered are inclusive of pupils regardless of age or gender, and are selected carefully to ensure that students can participate safely and positively. Provision is centred primarily around soft, recreational and non-contact activities, including mixed five-a-side football, basketball, tennis, rock climbing, go-karting, trampolining and ice skating.
- Where activities involve an element of competition, staff will ensure that participation is managed appropriately, with due regard to pupil safety, wellbeing, confidence and fairness.

The College's approach is to encourage all students to take part in a supportive environment where physical activity promotes teamwork, communication, self-esteem and positive relationships.

Where requests are made regarding pupil participation in sports or social transition, the college will act in strict accordance with statutory safeguarding duties (KCSIE), Equality Act 2010 provisions, and official DfE guidance on sex and gender in schools, placing paramount emphasis on child welfare, physical safety, fairness, and the well-being of all pupils.

Safeguarding:

Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and 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. The inclusion of opportunities within lessons to address and promote positive relationships, health, mental well-being and resilience is adopted by all subject leads within the school when considering adaptations to schemes of work and by practitioners in their day to day practice as part of our broad and balanced curriculum offer. Our Pastoral lead and PSHE lead oversees this.

Additionally, our PSHCEE curriculum affords opportunities to be responsive to arising issues, and E-safety awareness is taught throughout the curriculum and particularly within the Computing and IT curriculum. Relationship Education and Relationship and Sex Education (RSHE) is provided as appropriate for the pupils' ages and stages of development and in line with statutory guidance effective September 2020. The principles underpinning our PSHCEE 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. The school will take into account their safeguarding obligations towards children and the importance of ensuring sport is safe and fair.

Central to this is our pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This is complemented by development of personal attributes including kindness, respect, integrity, generosity, and honesty. Further details can be found in the **Relationships and Sex and Relationship Education (RSE) Policy**.

At Ealing Independent College, Relationships and Sex Education (RSE) is delivered through the College's PSHE and wider personal development programme and is designed specifically for

students aged 13–19. Provision is age-appropriate, inclusive and aligned with statutory DfE Relationships, Sex and Health Education guidance for secondary-age pupils.

In keeping with Bellevue Education’s emphasis on connection, belonging and personal development, the College seeks to maintain clear and transparent communication with parents and carers regarding the themes, content and resources used within RSE and PSHE. The programme is designed to equip students with the knowledge, understanding and confidence to develop safe, healthy, respectful and appropriate relationships as they move through adolescence and into adulthood. It includes age-appropriate learning around consent, healthy relationships, sexual health, online safety, digital behaviour, filtering and monitoring awareness, mental wellbeing, personal safety, identity, respect, boundaries and preparation for adult life.

For older students, particularly those in the sixth form, the curriculum reflects their increasing independence and the realities of adult relationships, further education, university, employment and life beyond school.

While Health Education is not mandatory for independent schools/colleges in the same way as it is for maintained schools, the relevant recommendations within statutory guidance are used to inform and cross-check the College’s existing PSHE provision, which remains a key part of the wider personal development curriculum.

Pupil Progress and Assessment:

Assessing to Deliver

At Ealing Independent College, assessment is used first and foremost as a tool to improve teaching, personalise learning and secure strong progress for every student. Our approach is based on the principle of “Assessing to Deliver”: using prior attainment, diagnostic information and ongoing assessment to ensure that teaching is appropriately pitched and aligned closely to GCSE and A-level criteria.

Rather than using assessment simply to measure performance, staff use it actively to identify what students know, what they need to develop next, and where intervention, support or additional challenge is required.

- **Assessment aligned to GCSE and A-level expectations:** Teachers assess students against the relevant examination-board criteria, specifications and grade descriptors, ensuring that students understand the standards required and the steps needed to improve.
- **Adaptive and personalised teaching:** Prior attainment, diagnostic tasks, questioning,

classwork and assessment evidence are used to adapt teaching to individual and cohort needs. This allows staff to provide appropriate support, stretch and challenge, while responding flexibly to gaps in knowledge or understanding.

- **Assessment for Learning:** Staff use ongoing formative assessment, including questioning, retrieval, feedback and in-lesson checks, to make immediate adjustments to teaching and learning. Assessment therefore informs the next stage of delivery rather than sitting separately from it.
- **Progress tracking and data analysis:** Internal assessment data, mock examinations, topic tests and formal examination-style assessments are reviewed regularly against GCSE and A-level benchmarks. Teachers take direct ownership of analysing progress, identifying patterns and planning targeted interventions where necessary.
- **Moderation and consistency:** Departments undertake regular moderation and standardisation to ensure that assessment judgements are accurate, consistent and closely aligned to external examination expectations. Where appropriate, this includes collaboration across subjects and with wider Bellevue colleagues.
- **Targeted intervention and stretch:** Assessment information is used to identify students requiring additional support, intervention or challenge. This may include personalised academic targets, additional teaching, revision support, extension work or specific examination preparation.
- **Student ownership of progress:** Students are encouraged to understand their current performance, target grades and next steps. Feedback is designed to be clear, actionable and focused on helping students make measurable progress over time.
- **Continuous review:** Assessment information is considered alongside attendance, engagement, wellbeing and wider pastoral information so that staff have a rounded understanding of each student and can respond quickly where progress begins to slow.

The overall purpose is to ensure that assessment at Ealing Independent College is meaningful, responsive and closely connected to classroom practice, enabling students to make sustained progress towards successful GCSE and A-level outcomes.

Assessment and Data Protection (UK GDPR)

All student assessment data at Ealing Independent College constitutes personal data and is managed in accordance with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018. Assessment records are stored securely within the College's centralised management systems, with access restricted to authorised staff on a need-to-know basis.

Any assessment data shared externally, including with Bellevue Education for governance, quality

assurance, benchmarking or strategic review purposes, is anonymised and consolidated where appropriate. All such processing and sharing of data is undertaken in line with the principles of data minimisation, confidentiality, security and lawful processing.

Pupil Progress Meetings and Intervention

Pupil progress meetings, held termly at Ealing Independent College, help to determine whether students are reaching the expected milestones in relation to their prior attainment, individual potential, target grades and relevant GCSE and A-level indicators. Where students are not making adequate progress, they will be identified for closer monitoring, targeted small-group intervention or individual 1:1 support, as appropriate. Progress will continue to be reviewed through assessment information, teacher feedback and wider pastoral evidence. If it is determined that a student is still not making sufficient progress despite appropriate intervention, they may be referred to the College's SENCo for further investigation into their individual learning needs. Where specific needs are identified and can be met through reasonable adjustments within the College, there will be no additional cost for this support. Where it is considered most appropriate for support or assessment to be provided by an external specialist or outside agency, the cost of these services will normally be the responsibility of the parent or carer.

English as an Additional Language (EAL):

We maintain an EAL register, which is updated annually. At Ealing Independent College, students are identified as having English as an Additional Language (EAL) in line with the Department for Education definition. EAL status does not in itself indicate a learning difficulty. Where appropriate, students with EAL may use their own-language dictionaries to support access to the curriculum and assessments. In some circumstances, and where permitted under the relevant examination and access-arrangement regulations, additional time or other reasonable adjustments may be provided. Support is considered on an individual basis, taking account of the student's English language proficiency, prior educational experience and the demands of GCSE and A-level study.

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.

Careers Information Provision

At Ealing Independent College, careers education and guidance is an important part of preparing students aged 13–19 for the next stage of their education, training or employment. Provision is designed to be age-appropriate and to support students in making informed, realistic and ambitious decisions about their future pathways.

Careers provision includes:

- guidance for students and parents on GCSE and A-level option choices, post-16 pathways, university applications and other progression routes;
- individual careers advice and guidance, helping students to explore interests, strengths and suitable future opportunities;
- support with career profiling, aptitude and interest assessments, where appropriate;
- opportunities to hear from parents, alumni, employers and guest speakers about a range of professions and career pathways;
- access to work experience, workplace encounters and employer engagement activities;
- preparation for employment and progression, including CV writing, applications, interview techniques and professional communication;
- structured support with UCAS applications, personal statements, university research and higher education decision-making;
- information and guidance on alternatives to university, including apprenticeships, further education, specialist training and employment routes;
- opportunities to attend or engage with university, apprenticeship and careers fairs, open days and related progression events; and
- ongoing support to help students understand the link between their current studies, subject choices and longer-term education and career goals.

The College's careers provision is integrated into its wider PSHE and personal development programme and is intended to ensure that students leave Ealing Independent College with the knowledge, confidence and practical skills needed to make successful transitions into further study, training or employment.

Further Information: Further detailed information on the subjects taught in each year group can be found in the College website.