Eaton House Belgravia Curriculum Policy

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Introduction

This policy sets out the vision, structure, and guiding principles of the curriculum at Eaton House Belgravia. It provides the foundation for all teaching and learning policies across the school and underpins our commitment to delivering a broad, balanced, and engaging education for pupils from Nursery to Year 3.

The curriculum is carefully designed to meet the developmental needs of young children while ensuring full compliance with the statutory requirements of the Early Years Foundation Stage Framework and the Independent School Standards. The Primary National Curriculum is used as a baseline reference point, with subject-specific expectations carefully adapted and extended to reflect the context of an academically ambitious independent school.

Alongside academic learning, the curriculum is enriched through specialist subjects, extra-curricular opportunities, and meaningful experiences that support the development of the whole child. It reflects the ethos of the school—celebrating curiosity, kindness, independence, and ambition—and values the importance of the 'hidden curriculum': the attitudes and behaviours shaped by our day-to-day interactions and the wider school environment.

Our Curriculum at Eaton House Belgravia

At Eaton House Belgravia, our curriculum is designed to spark curiosity, nurture creativity, and build secure foundations for lifelong learning. It offers a broad and balanced education that carefully progresses from the Early Years Foundation Stage through to Year 3, allowing every child to thrive emotionally, socially, and academically.

The curriculum is underpinned by the statutory requirements of the Early Years Foundation Stage Framework, with the Primary National Curriculum serving as a **baseline reference point**. From this foundation, provision is deliberately extended to ensure stretch and challenge for higher attainers and carefully scaffolded support for pupils who require reinforcement.

Rooted in our school ethos of kindness, ambition, and individuality, the curriculum reflects high expectations for all learners. It offers rich and engaging experiences that promote a love of learning, while ensuring every child—regardless of need—is supported through inclusive, adaptive teaching practices and age-appropriate challenge. Children with SEND or EAL are given full access to the curriculum through early intervention, scaffolding, and responsive approaches tailored to individual needs.

Learning takes place through a combination of direct teaching, inquiry, exploration, and purposeful play, particularly in EYFS. Specialist lessons in Music, PE, French, Drama, and Forest School further enhance pupils' experience and broaden their understanding of the world around them. Carefully sequenced planning, drawing on the National Curriculum,

subject association guidance, external CPD, and in-house expertise, ensures the development of knowledge and skills over time, while formative assessment enables teaching to be continually adapted to meet pupils' needs.

Fundamental British Values are actively promoted throughout the taught curriculum and wider school life. These are democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. Through age-appropriate teaching, discussion, assemblies, PSHE, RE, pupil voice and everyday school experiences, pupils are supported to understand why these values matter and how they contribute to a safe, fair and respectful community.

The success of our curriculum is measured not only through assessment and progress tracking, but also through what we see in our pupils: their confidence, empathy, independence, and enthusiasm for learning. Displays, performances, and leadership roles such as reading buddies and eco-monitors give children opportunities to share and celebrate their growth. Regular parental engagement, through workshops, reading logs, and open classrooms, reinforces the strong partnership between home and school.

Aims and Objectives

A clear commitment to nurturing confident, curious, and compassionate learners. We provide a stimulating and inclusive environment in which every child can thrive—academically, socially, emotionally, and creatively. Our curriculum and wider school life are designed to reflect the school's values of kindness, ambition, and individuality, alongside the principles of British values.

We aim to:

Personal Growth and Wellbeing

- Promote self-confidence, independence, and emotional resilience.
- Foster empathy, cooperation, and sensitivity towards others.
- Encourage positive behaviour, self-discipline, and respect.
- Provide a caring and secure environment where every child feels valued.

Curiosity and Thinking

- Cultivate enquiring minds, creativity, and problem-solving skills.
- Encourage independent thought, adaptability, and perseverance.
- Support children in making reasoned judgments and informed choices.
- Enable children to plan, organise, and reflect on their learning.

High-Quality Learning Experiences

- Deliver a broad, balanced curriculum accessible to all through adaptive teaching.

- Identify and nurture individual talents, interests, and needs—including SEND and EAL.
- Offer a wide range of creative, academic, and physical learning opportunities.
- Provide access to rich cultural and first-hand experiences.

Social and Moral Awareness

- Develop children's sense of fairness, inclusion, and responsibility.
- Teach respect for different beliefs, backgrounds, and ways of life.
- Promote awareness of local, national, and global heritage.
- Encourage care for the environment and sustainability.
- Actively promote democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.

Creativity and Expression

- Encourage imagination through music, drama, and the arts.
- Enable children to express themselves in a variety of creative forms.
- Develop appreciation of the arts as a means of emotional and cultural expression.
- Promote a healthy lifestyle through hygiene, safety, and regular exercise.

Partnerships and Community

- Build strong, open relationships with parents and carers.
- Work collaboratively with the wider community and external agencies.
- Foster a shared responsibility for learning between school and home.
- Model community engagement and social responsibility.

How Pupils Contribute to Our Aims

Pupils are encouraged to:

- Embrace opportunities across all areas of school life.
- Show responsibility for their learning and personal conduct.
- Demonstrate organisation, punctuality, and preparedness.
- Follow the school's Golden Rules and understand the consequences of their choices.
- Participate in the school community with kindness and integrity.

How Parents Support Our Aims

We ask parents to:

- Encourage and support their child's learning and emotional wellbeing.
- Maintain open communication with staff and attend key events and meetings.
- Support school routines, including punctuality and attendance.
- Reinforce the values and expectations of the school at home.

- Avoid term-time holidays and ensure a consistent approach to learning.

Strand	What This Means for Pupils
Personal Growth & Wellbeing	Develop confidence, resilience, independence, and self-esteem.
Curiosity & Thinking	Ask questions, solve problems, and think critically about the world around them.
High-Quality Learning Experiences	Access a broad, balanced curriculum that blends academic rigour with creativity.
Social & Moral Awareness	Understand fairness, kindness, respect, and responsibility within the community.
Creativity & Expression	Explore and express themselves through art, drama, music, design, and performance.
Partnerships & Community	Value relationships with parents, peers, and the wider world to enhance learning.

Equal Opportunities and Inclusion

We are committed to providing an inclusive, nurturing, and equitable learning environment in which every pupil can flourish. All children—regardless of background, ability, or need—are entitled to access a broad and balanced curriculum, make meaningful progress, and feel valued as individuals.

Curriculum Access and Adaptive Teaching

All staff are responsible for ensuring that every child is included, supported, and challenged appropriately in their learning. Lessons are carefully planned and adapted to ensure all pupils can access the curriculum and achieve success. Children may work in flexible groupings—particularly in English and Maths—according to the learning objective, task, or level of support needed. These groupings are regularly reviewed and adjusted to meet individual needs.

Teachers adapt their approaches responsively, using scaffolding, targeted questioning, and practical resources to enable progress for all. The curriculum is enriched through specialist teaching, and pupils are supported to participate fully in all aspects of school life.

Children with Special Educational Needs and Disabilities (SEND)

We follow the principles of the Children and Families Act 2014 and the SEND Code of Practice (2015) to identify and support pupils with special educational needs or disabilities. Where a child is identified as needing additional support, the class teacher works closely with the Learning and Enrichment Department to assess their needs and provide appropriate intervention.

Personalised support plans may be created in consultation with staff, parents, and, where appropriate, the child. These outline specific targets and strategies and are reviewed regularly. Support follows a graduated approach, beginning with classroom adaptations and, where needed, involving external professionals such as speech and language therapists, occupational therapists, or educational psychologists.

Support may include:

- Targeted in-class assistance
- Small group or one-to-one intervention
- Specialist strategies for reading, writing, spelling, motor skills, organisation, and study skills
- Adaptations to materials, pace, or task instructions

We work in partnership with parents to ensure transparency, collaboration, and consistency of support.

Children with Disabilities

The school complies fully with the Equality Act 2010 and makes reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage. Adjustments may include adapted teaching materials, changes to the learning environment, additional adult support, or access arrangements such as extra time.

We foster a school culture that celebrates difference and recognises the diverse strengths of all learners.

Area	Approach
SEND	Adaptive teaching, personalised support plans, and use of support staff to scaffold learning.
EAL	Visual prompts, modelling, peer support, vocabulary scaffolds, and parental communication.
More Able	Stretch tasks, extension projects, enrichment clubs, and opportunities for leadership.

Organisation and Planning

The curriculum is carefully planned to ensure clear progression across year groups and subjects, with consistency in expectations and continuity in learning. Teachers follow long-term, medium-term, and short-term planning structures to ensure curriculum intent, sequence, and adaptive provision are transparent and ambitious.

Planning draws on the National Curriculum (as a baseline), subject association guidance, external CPD, and in-house expertise, ensuring provision is progressive, engaging, and extends beyond statutory requirements.

Long- and medium-term planning should identify meaningful, age-appropriate opportunities to develop pupils' understanding of Fundamental British Values across subjects and wider provision. Planning and schemes of work must be consistent with these values and with the Equality Act 2010. Where pupils encounter different or controversial viewpoints, teaching should be balanced and should develop critical thinking without promoting views that undermine Fundamental British Values.

Long-Term and Medium-Term Planning

- Each subject has a long-term and medium-term plan, reviewed annually and refined each term.
- Plans ensure coverage, sequencing, and progression of key knowledge and skills across Nursery to Year 3.
- Responsibility is shared between the Deputy Head, Heads of Year, Class Teachers, and Subject Leads (e.g. French, Art, PE, Music, Forest School).

Short-Term Planning and Reflection

- Teachers create short-term plans with clear objectives, key vocabulary, adaptive strategies, and resources.
- Daily reflection and evaluation inform next steps and responsive teaching.

Plan Type	Purpose	Timescale	Responsibility
Long-Term Plan (LTP)	Coverage of full year/phase across subjects.	Annual	HoY/ Class Teachers/ Subject Leads
Medium-Term Plan (MTP)	Sequenced units of work, key vocabulary, and progression steps.	Half-termly	HoY/ Class Teachers/ Subject Leads
Short-Term Reflections	Adjustments based on assessment for learning and pupil needs.	Weekly / ongoing	HoY/ Class Teachers/ Subject Leads

Early Years Foundation Stage (Nursery and Reception)

The EYFS curriculum follows the statutory *Early Years Foundation Stage Framework*, focusing on the seven areas of learning and the Early Learning Goals (ELGs). Long- and medium-term plans align with developmental milestones, supporting children's physical, emotional, social, and cognitive growth.

Learning is delivered through a balance of child-initiated play, adult-led activities, and guided discovery. Positive links with parents and nurseries are nurtured to ensure a smooth transition into school life. Children's development is assessed termly and recorded using *Arc Pathway*, informing planning and personalised next steps.

Key Stage 1 and Year 3

From Year 1 onwards, children are taught through a class-based model with a structured, subject-specific timetable. Core subjects (English, Mathematics, and Science) are taught by the class teacher, while specialist teachers deliver lessons in PE, French, Drama, Music, and Forest School.

Learning is differentiated to ensure all pupils are appropriately challenged. Additional support, including phonics or handwriting intervention, is provided as needed—either within the classroom or through targeted withdrawal sessions. All planning considers pupils with SEND, EAL, or other identified needs, ensuring inclusive access to the curriculum.

Collaborative planning and regular pupil progress meetings ensure that teaching remains responsive, developmentally appropriate, and aligned with the school's high expectations.

Curriculum Structure and Subject Balance

At Eaton House Belgravia, our curriculum is structured to ensure all pupils benefit from a rich, broad, and balanced education that nurtures their academic development alongside their social, emotional, and creative growth. The structure builds progressively from the Early Years Foundation Stage through to the end of Year 3, providing continuity and challenge at each stage.

We value each subject's contribution to the development of the whole child. English and Mathematics are given significant weighting to secure strong foundations in literacy and numeracy, while Science, Topic, and Computing promote inquiry, reasoning, and critical thinking. Fundamental British Values are actively promoted across the curriculum and wider school life, including through PSHE, RE, assemblies and pupil voice, so that pupils develop an age-appropriate understanding of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.

Specialist teaching in French, Music, PE, and Forest School enriches the curriculum and provides opportunities for pupils to develop confidence, creativity, and wider cultural capital. We also include Chess and Reasoning to promote logic, strategy, and resilience.

The subject allocation below reflects our commitment to balance and breadth. It is reviewed regularly to ensure that the curriculum continues to meet the needs of all learners.

English

English lies at the heart of the curriculum, shaping every child's ability to read widely, write

with imagination, and communicate with confidence. From the earliest stages, pupils are immersed in phonics, story-telling, and oral language, building a strong foundation for fluent reading and expressive writing. High-quality texts inspire pupils' written work, while drama, performance, and discussion nurture their speaking and listening. Careful progression in spelling, handwriting, grammar, and comprehension ensures that by the end of Year 3, children have both the technical accuracy and the creative freedom to flourish in their next school.

Mathematics

Mathematics is taught to encourage both rigour and enjoyment. Lessons balance practical exploration with clear, structured teaching, following a mastery approach underpinned by the use of concrete resources and visual models. Pupils develop fluency in number facts and written methods, while also being challenged to reason and solve problems. The curriculum emphasises curiosity, perseverance, and clear mathematical thinking, preparing children not only for assessments but for using mathematics with confidence in everyday life.

Science

Science is taught through enquiry and investigation, encouraging pupils to ask questions, make predictions, and draw conclusions from first-hand experiences. Practical work, observation, and outdoor learning bring scientific concepts to life. The curriculum fosters curiosity about the natural and physical world, introducing children to key ideas in biology, chemistry, and physics in age-appropriate ways. By developing a secure understanding of enquiry skills, children learn not only scientific facts but also how to think like scientists.

Humanities (History & Geography)

The humanities curriculum encourages pupils to make sense of the world around them, past and present. History is taught through engaging topics that develop chronological awareness, empathy, and an appreciation of how events and people have shaped society. Geography fosters curiosity about places near and far, introducing children to maps, fieldwork, and global issues. Learning in humanities is often enriched by cross-curricular links with literature, art, and drama, helping pupils to see the relevance of these subjects to their own lives.

PSHE

Personal, Social, Health and Economic education is central to pupils' personal development. The programme helps children to understand themselves and others, to build healthy relationships, and to make thoughtful choices. Themes such as friendship, resilience, celebrating difference, online safety, and physical health are taught in an age-appropriate and engaging way. PSHE is not confined to discrete lessons; it is reflected in assemblies, circle time, class discussions, and the daily life of the school. This ensures pupils grow in confidence, empathy, and responsibility, developing the skills and values they need to thrive both within the school community and in the wider world.

Creative Arts (Art, Music, Drama, Design Technology)

Creativity is valued highly, and the arts are given a central place in the curriculum. Art and Design Technology encourage children to explore materials, techniques, and ideas, fostering

imagination and innovation. Music lessons combine singing, rhythm, and instrumental work, while drama builds confidence, expression, and collaboration. Performances, concerts, and exhibitions celebrate children's talents and allow them to share their achievements with the school community. Together, these subjects nurture not only artistic skill but also self-expression, teamwork, and cultural appreciation.

Physical Education and Sport

Physical education promotes fitness, coordination, and teamwork. PE lessons build fundamental movement skills, while Games develop sporting techniques and resilience. From athletics to team sports, pupils are encouraged to enjoy physical activity, value fair play, and develop perseverance. Sports days, fixtures, and enrichment opportunities extend this provision, ensuring all children grow in confidence and wellbeing through physical activity.

Cross-Phase Transfer and School Transitions

Effective cross-phase transfer is essential to ensuring continuity in children's learning and wellbeing. Transitions are carefully planned and supported between year groups and across key stages. Liaison takes place between teaching staff, teaching assistants, and any relevant specialists to ensure each child's progress, needs, and circumstances are shared clearly and appropriately.

Internal Year Group Transfer

Informal dialogue between staff occurs throughout the year, but formal handover meetings are held in the summer term to discuss individual pupil progress, pastoral needs, and academic records. Key documentation passed on includes:

- Internal assessment data and tracking records
- Any current Individual Support Plans or SEN notes
- Termly and end-of-year reports
- Phonics tracking and reading scheme stage

Staff are also encouraged to share informal observations and teaching notes to support a smooth start to the new academic year.

Transfer Beyond Year 3

As Eaton House Belgravia finishes at the end of Year 3, most children sit the **7+ or 8+ assessments** for entry into preparatory schools. Offers for Eaton House schools or other preparatory schools are typically based on a combination of internal assessments, teacher recommendations, and performance in entrance exams. Staff work closely with parents to prepare children for this transition, both academically and emotionally, offering guidance and reassurance throughout the process.

Transfers to and from Other Schools

When a pupil leaves Eaton House Belgravia or joins mid-year, communication with the

previous or receiving school is promptly arranged. We request or transfer relevant documents such as:

- Academic tracking data
- End-of-term reports
- SEN or support plans (where applicable)
- Work samples or exercise books (if appropriate)

We ensure this process is handled with care and professionalism, keeping the child's best interests and educational continuity at the forefront.

Digital Learning

Digital learning is an integral and evolving part of our curriculum provision. All classrooms are equipped with interactive whiteboards to enhance teaching practices and support pupil engagement. Pupils develop digital literacy through Computing lessons delivered in the ICT suite, focusing on age-appropriate coding, internet safety, and practical digital skills.

A broader **Digital Strategy Plan (DSP)** is currently being developed by the Director of Digital Strategy across Eaton House Schools. This plan will guide the next phase of meaningful technology integration, ensuring that digital tools are used to enrich teaching, foster creativity, and support independent learning across the curriculum.

Library Provision

The library forms an essential part of school life. Each classroom houses a curated class library with a balance of fiction and non-fiction, supporting independent reading, research, and curriculum links. The school librarians, alongside staff, promote a love of reading through reading records, book recommendations, and dedicated reading time. Pupils are encouraged to borrow books regularly, especially as they transition beyond the reading scheme.

Curriculum resources, including books, digital materials and other teaching resources, are selected and reviewed to support a broad and balanced curriculum, appropriate representation and the active promotion of Fundamental British Values. Staff use professional judgement when presenting different viewpoints and address misconceptions, discriminatory language or views that conflict with the school's values and statutory responsibilities.

Assessment, Recording and Reporting

Assessment, recording, and reporting are essential in sustaining high-quality teaching and learning. They drive pupil progress by highlighting strengths, identifying next steps, and ensuring all pupils receive the appropriate level of challenge and support.

Assessment outcomes directly inform curriculum planning, enabling teachers to adapt lessons responsively to meet the evolving needs of their class. Feedback—through marking and verbal interactions—is used not only to guide pupil improvement but also to refine curriculum delivery where needed.

For detailed procedures, including formative and summative assessment strategies, internal tracking methods, and parent communication formats, please refer to the Assessment, Recording, and Reporting Policy.

Celebrating Achievement

We believe that achievement should be recognised and celebrated across all areas of school life. Success is acknowledged not only in academic outcomes but in effort, creativity, improvement, and contribution to the wider school community.

We aim to:

- Celebrate achievement through public events such as concerts, performances, exhibitions, and sports, ensuring all pupils have an opportunity to share their personal best.
- Use positive reinforcement strategies including House Points, Headmaster's Commendations, and certificates to reward effort, resilience, and creativity.
- Provide opportunities for all pupils to have their work displayed throughout the year.

Displays

Displays are a vital part of the learning environment. They reflect the breadth of the curriculum and celebrate pupil work in a meaningful way. Displays are intended to:

- Reinforce current learning
- Encourage pupil pride and ownership
- Create a stimulating, creative, and inclusive environment

Further guidance on display expectations can be found in the Staff Handbook.

Health, Safety and Safeguarding

All curriculum activities are planned with pupils' safety and wellbeing in mind. Staff are responsible for ensuring that learning—whether in the classroom, outdoors, or off-site—is delivered in line with the school's Health and Safety Policy and Safeguarding Policy, both of which are available separately.

Risk assessments are completed for all educational visits and practical lessons where relevant (e.g. Science, Forest School, PE). Any concerns about the learning environment or resources should be reported immediately in line with school procedures.

Monitoring and Evaluation

The Deputy Head and the Headmaster share responsibility for monitoring the effective implementation of the curriculum, working in partnership with Heads of Year, Class Teachers, and Subject Leads where applicable. This includes regular scrutiny of work, planning, and lesson observations with a focus on the following areas:

- Breadth and balance
- Continuity and progression
- Coverage of the Primary National Curriculum and the 7+ and 8+ curricula
- Standards and quality of teaching and learning
- Timetabling and allocation of teaching time
- Effective use of resources and budget planning

Curriculum monitoring is conducted through regular Book Looks, Learning Walks, Planning Spot-Checks, and Pupil Voice discussions. These activities ensure consistency, share good practice, and highlight areas for development. Monitoring also considers how effectively Fundamental British Values are embedded across curriculum planning, teaching, resources and wider school life, and whether pupils demonstrate an age-appropriate understanding of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. Findings are used to address gaps or misconceptions and to inform future curriculum planning and staff development.

The Deputy Head oversees the day-to-day organisation of the curriculum, ensuring that policies, long-term and medium-term planning, and teaching align with the expectations of the Primary National Curriculum and the requirements of the 7+ and 8+ curricula. All lessons are expected to have clear, age-appropriate learning objectives and reflect high expectations for all learners.

Heads of Year, Class Teachers, and Subject Leads monitor the delivery of subjects through planning checks, lesson visits, and work scrutiny. They are responsible for supporting

colleagues with subject knowledge and pedagogy, evaluating progression across year groups, and ensuring resources are well-managed and accessible.

All findings from monitoring activities are used to inform future curriculum planning, staff development, and school improvement priorities.