



Mill Hill

Instilling values, inspiring minds

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Belmont

Curriculum Policy

2023 2024



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1. Introduction

This policy sets out the main features of the School's curriculum and is supported by the School's medium term plans and teachers' planners. The policy is available to parents, prospective parents and others through the School office and on the School's website.

'The quality of pupils' academic and other achievements is excellent. Pupils show a high level of achievement in relation to their abilities and make excellent progress across all ages,

'Pupils of all ages, needs and abilities demonstrate excellent attitudes to learning. They are willing and able to work collaboratively and independently, and show high levels of maturity in their thinking. Pupils are confident to take the lead in their own learning and support one another when working together.'

ISI Education Quality Inspection report January 2020

At Belmont we provide excellence in education through a curriculum that develops inquisitive, independent thinkers with a love of learning. We understand that the curriculum, both within taught lessons and beyond them, should create an environment where questioning, academic risk-taking, divergent thinking, the freedom to learn from mistakes and a Growth Mindset are all encouraged. We intend that our curriculum should instil in our pupils these qualities: responsibility, independence and a sense that learning can excite and invigorate throughout life. Our curriculum aims to prepare pupils for entry into Mill Hill School at 13+ as well as to prepare pupils for life in the 21st Century.

Belmont is part of the Mill Hill School Foundation and as such we work closely with Grimsdell, Mill Hill Pre-Preparatory School and Mill Hill School to ensure that there is continuity and progression in the curriculum between the schools.

Our curriculum provides a broad and balanced education which allows pupils to be:

- increasingly independent, able to show initiative and organise themselves;
- willing to try new things, ambitious and able to make the most of opportunities;
- able to learn independently and with others;
- able to acquire the study skills and self-knowledge necessary to realise their learning potential, and motivated to achieve the best they can, now and in the future;
- creative, resourceful and able to solve problems;

In addition our curriculum aims to:

- uphold the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs • promotes equality and diversity
- provide subject matter appropriate for the ages and aptitudes of pupils, including those pupils with SEND (Special Educational Needs and Disability)
- provide appropriate differentiation and support for pupils with SEND and takes into account the needs of pupils with an EHCP (Education Health and Care Plan)
- provide academic challenge and rigour

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- provide a programme of Personal, Social, Health and Economic Education, including Relationships and Sex Education, which reflects the school's aims and ethos (*See PSHEE Medium Term Plans*) which encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- provide appropriate careers guidance for pupils receiving secondary education, access to up-to-date careers guidance that is presented in an impartial manner, enables pupils to make informed choices about a range of career options and helps to encourage pupils to fulfil their potential
- provide a programme of extra-curricular activities which offers a wide range and which is appropriate to pupils' needs (*See Activities Booklet*)

2. Organisation of the Curriculum

The academic curriculum at Belmont is divided into two stages: Lower School (Years 3 – 5) and Upper School (Years 6 – 8)

Work in **Year 3** is directed towards consolidating what a pupil has learned in his/her previous school and ensuring that all children have a sound base from which to progress throughout the school. By the end of the year, a child should have established a sound working pattern and know what is expected of him/her.

Children in **Year 4** build on these foundations and academic work is more demanding. They should be aware of the rules and regulations that affect their lives and are expected to show a concern for their surroundings and other people. By the end of the year, pupils are expected to be more responsible and organised.

Year 5 is considered a transition year and children work towards being more independent in order to prepare them for moving into Upper School the following year. The work is generally more demanding with a greater degree of independent learning encouraged.

The Lower School curriculum broadly follows the National Curriculum with adaptations to ensure it is suitably challenging. In all year groups, pupils **are taught in mixed ability classes for the majority of their lessons**. There is some ability grouping in Maths and the structure of these groups will depend on the cohort of pupils. **For Year 3, this grouping comes into effect during the first half of the Autumn Term**, after the pupils have settled and teachers have had the opportunity to carry out assessments.

The **Year 6** curriculum broadly follows the National Curriculum but is accelerated in many subjects so pupils transition between Key Stage 2 and Key Stage 3 during this year. Pupils are taught in mixed ability groups for most subjects and are set in Maths and French.

As the pupils work their way through the school they are provided with more specialist teaching. This gives them increasing independence around the school and greater responsibility for their own learning. In the Upper School, all lessons are taught by subject specialists.

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Pupils in **Year 7 and 8** follow a KS3 curriculum designed by Belmont's Heads of Department in consultation with Heads of Department from Mill Hill School. This curriculum is intended to better prepare pupils for the GCSE curriculum and ease the transition between Belmont and Mill Hill School.

Following a full curriculum review in the academic year , 2021 2022 we amended lesson times so that we can ensure more quality time is allocated to core subjects. We have also ensured that key subjects such as Art, DT, PE and Future Skills (described later) have adequate teaching time to help better prepare pupils for the 21st century. There is a form time every day so that form tutors have quality time with their pupils.

To further enhance our languages provision in Key Stage 3, as well as French lessons, from September 2023 we have introduced a carousel of languages in Year 6 where pupils will have a taster course of German and Spanish. In Year 7 pupils will then choose one of these subjects with which to continue.

Lessons are 50 minutes long. From September 2023 we have introduced a two-week timetable to allow more access to subjects to the pupils.

The table on the next page shows the number of 50-minute periods per week allocated to each subject throughout the school.

Where 0.5 is denoted, this means that this subject gets one period every two weeks e.g. In Year 7, PE and Music alternate and RS and Latin alternate. In Year 8, RS and PE alternate.

To maximise the quality of our sports provision (including fixtures), Year 7 and 8 alternate each week when they have Games. In Week A, Year 7 has Games before lunch (periods 3 & 4) and Year 8 have it after lunch (periods 5 & 6) and in Week B, these timings swap over. On the week they have the afternoon slot, that Year Group gain an extra 0.5 period of Games.

From September 2023, PSHE is taught by subject specialists for one period a week (supported by form time activities with the form tutor).



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Year Groups	3	4	5	6	7	8
English	6	6	5	5	4	4
Maths	6	6	5	5	4	4
Science	3	3	3	3	3.5	3.5
French	1	1	2	2	3	2
Y6 rotation: Spanish/German/Drama/Extra English*				1 (termly rotation)		
Spanish/German/ Latin/ExtraEnglish/Extra Maths *					2	2
Geography				1	2	2
History				2	2	2
Creative Learning Project	3	3	3			
Computing	1	1	1	1	1	1
DT	1	1	1	1	1	1
Art	1	1	1	1	1	1
Music	1	1	1	1	0.5	1
PE	1	1	1	1	0.5	0.5
Games	2	2	4	4	4.5/5	4.5/5
Future Skills	1	1	1	1	1	1
RS	1	1	1	1	0.5	0.5
Latin					0.5	
PSHEE*	1	1	1	1	1	1

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* For those pupils who need support with their English, an Extra English programme will take the place of their second language. We also offer Extra Maths during these lessons for pupils who require more support with their Maths.

3. Extension and Challenge

The Belmont curriculum is challenging. In order to further extend the most able, teachers are expected to differentiate. Alongside this is a rich and varied co-curricular programme with enrichment opportunities to extend further our more able pupils e.g. House or National challenges and competitions.

Within Future Skills (see below) certain strands also provide further enrichment opportunities for pupils in activities such as STEM, sustainability and the KidsMBA.

Academic, Creative and Sports awards are offered to outstanding pupils at 11+. We also nominate and prepare pupils with the aptitude and talents to strive for awards and scholarships offered by Mill Hill School on entry at 13+. Awards are available in Maths, English, Science, French, Latin, Music, DT, Art, Drama and Sport.

4. Belmont Future Skills

Life today is exponentially more complicated than previously, and workforce skills and demands have changed significantly. The aim of the Future Skills programme is to equip children with the skills needed to excel in the 21st century workforce and in life.

These skills and attributes include the 4 Cs of 21st Century Learning: Communication, Collaboration, Creativity and Critical Thinking, as well as 3 of our own “C”s that we consider instrumental in our pupils’ education: Calmness, Compassion and Character.





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Pupils rotate across activities over the year which allows for depth of understanding and an opportunity to fully explore what that particular element has to offer. The 7 C's are woven throughout the activities with many developing a range of the skills. An example of the timetable is below:

Year Group	Activities					
3	Mindfulness/Wellbeing	First Aid	Cooking	Yoga	Innovation	Outdoor Learning
4	Healthy Minds	Community	Oracy	Yoga	STEM	Outdoor Learning
5	First Aid	Cooking	Business Enterprise	Yoga	Robotics	Outdoor Learning
6	Healthy Minds	Sustainability	Community	Photography	STEM	Outdoor Learning
7	Drama	Videography	Careers	Champion of Rainforest	Yoga	Outdoor Learning
8	Kids MBA	Drama	Careers	STEM	Design & Make	Outdoor Learning

We are very excited to have partnered with ABE to deliver an internationally recognised KidsMBA in Year 8 where children develop the aptitude, skills and confidence to set up a realworld business.

5. Creative Learning Project (CLP)

This lesson is how we deliver some of the Foundation subjects in Lower School. Instead of discrete History and Geography lessons, we have combined these on the timetable to provide time for pupils to explore a different project each half term.

Using resources from a company called Cornerstones, these projects will have a History and/or Geography focus as well as links to other curriculum areas. The projects are designed to help pupils develop key skills such as enquiry and research, working collaboratively and expressing themselves in different ways whilst continuing to cover key KS2 learning objectives for History and Geography from the National Curriculum. By learning in this way pupils will develop a love for learning and also a deeper understanding of the topics covered. They will be able to make links between different areas of the curriculum and their learning will have more meaning.

6. Personal, Social, Health and Economic Education (PSHEE)

The School runs a PSHEE programme which is designed to complement the academic curriculum. Through its three core themes (Health and Wellbeing, Relationships, and Living in the Wider World) we have a programme which matches our pupils' needs and their wider community. Lessons take place once a week in all year groups as well as developed through Form time and they cover the breadth of PSHEE from relationships and sex education (RSE) and health to economic wellbeing and careers.

Form tutors are predominantly responsible for the delivery of PSHEE to their class. A variety of outside speakers and workshops also cover a range of topics and issues. The PSHEE curriculum can be seen in more detail in the PSHEE and RSE Policy, and Medium Term Plans.

7. Careers Guidance

Our PSHE scheme of work includes Careers Guidance from Y5 upwards.

For example, Year 7 lessons focus on how the world of work is changing and pupils develop their understanding of innovation and communication.

The “Careers” strand of Future Skills in Year 7 and 8 uses the programme UniFrog to further support Careers Education for our pupils.

Pupils in Years 7 and 8 are also given exposure to outside speakers from a variety of professions during the end of year summer programme.

In Year 8, pupils have lessons on explaining the impact stereotyping, prejudice and discrimination has on individuals and relationships in the workplace, on understanding core transferable skills and what personal strengths and skills are needed for employment. The Kids MBA programme in Year 8 also gives our pupils an insight into the world of business.

8. Homework

At Belmont, we refer to homework as ‘prep’ and we believe there is value to pupils doing some prep every night.

Pupils in Lower School (Y3 – 5) are expected to complete up to 30 minutes of prep per night and pupils in Upper School (Y6 – 8) 45 minutes. Teachers set prep that is valuable but is not too onerous on the pupils. A prep timetable is provided for parents and pupils on Firefly.

As well as completing their prep diaries, pupils and parents will find the instructions for their prep on Google Classroom.

9. Provision for Pupils with Special Educational Needs and Disabilities (SEND)

‘Pupils with SEND also make significant progress so that their attainment meets their expected level, as school leaders ensure appropriate intervention, teaching and curriculum provision is well matched to all pupils’ needs and abilities.’

ISI Education Quality Inspection report January 2020

The School is committed to allowing equality of access and opportunity to all pupils, regardless of their background, ability and any particular individual difficulties or disabilities which they may experience. The Learning Support department plays a key role in this work, seeking to identify, through screening and ongoing monitoring, the particular needs of individual pupils and putting in place strategies (and, where necessary, additional assistance) designed to help them fulfil their potential. Pupils who have a Special Educational Need or Learning Difficulty and/or Disability may

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have their curriculum modified to take account of their particular needs, as appropriate. Such decisions are made by the Director of Learning Support in consultation with the Lower School or Upper School SENDCo and the pupil's parents. Where a pupil has an Education, Health and Care Plan (EHCP), the requirements of this are closely followed in order to ensure that the School provides an effective and accessible educational experience. The progress of all pupils on the School's Learning Support Register is regularly reviewed and support is amended as appropriate. *(For further information please see Belmont School Policy on Learning Support)*

10. English as an Additional Language (EAL)

For pupils whose first language is not English, additional support is provided, as appropriate, by the EAL Coordinator. The coordinator provides class, small group, or individual tuition, in the core areas of 'Use of English', reading, writing, speaking and listening reading, writing, speaking and listening in order to allow non-native speakers of English to fully access the curriculum, to exploit their academic abilities and to enjoy all of the social and cultural aspects of life at the School. In some individual cases, pupils who require EAL support follow a modified curriculum in order to accommodate this. Once again, these decisions are made by the EAL Coordinator in consultation with the Director of Learning Support, the Deputy Head (Academic) and the pupil's parents. For some pupils, individual EAL tuition in addition to class lessons is needed. This is arranged through the Learning Support Department, in consultation with parents. *(For further information please see The Foundation's EAL Policy)*

This Review: Nov 2023

Next Review: Autumn 2024

This Policy has been approved by the Education Committee of the Court of Governors, 22nd November 2023

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