



BLENHEIM  
SCHOOLS

# Curriculum Policy

Policy Folder: Operations

## Legal Status

- Complies with the Regulatory Requirements of the Education (Independent School Standards) (England) Regulations, currently in force;
- Prepared with regard to the Early Years Foundation Stage Framework (Sept 2021)

### Applies to:

- the whole School, including the Early Years Foundation Stage (EYFS), along with the before- and after-school activities, and all other activities provided by the School, inclusive of those outside of the normal School hours;
- all staff (teaching and support staff), students on placement, the proprietor and volunteers working in the School.

### Related Documents

- EYFS Curriculum, Teaching and Learning
- Assessment Policy, Differentiation Policy
- Educational Visits and Off-site Activities Policy
- English as an Additional Language (EAL) Policy
- Homework Policy, Marking Policy
- Special Educational Needs and Disability (SEND) Policy, Able Gifted and Talented Pupils Policy
- Subject Policies, appropriate plans and schemes of work

## Introduction

At Pattison, the curriculum, along with an extensive programme of additional activities, is planned and organised to promote learning, and personal growth and development. Where appropriate, we go beyond not only formal requirements of the National Curriculum, especially with regard to our dance, but also drama and music activities, which specialist Pattison Theatre Arts staff organise in order to enrich the pupils' experience. The curriculum also includes the 'hidden curriculum' – what pupils learn from the way they are treated. We offer a broad, balanced and relevant curriculum at all key stages inclusive of GCSE subjects. We want our pupils to grow into confident, positive, responsible people, who can work and cooperate with others, whilst at the same time developing their knowledge and





skills, in order to achieve their true potential.

We believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important

things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

## Values

Our School curriculum is underpinned by the values of our School. The curriculum is the means by which the School achieves its objective of educating pupils in the knowledge, skills and understanding that they need in order to lead fulfilling lives. This is enhanced by a large number of extra-curricular activities, giving all pupils the opportunity to excel and thus grow in confidence and self-esteem. The values on which our curriculum is based are as follows:

- Pupil's uniqueness, we listen to the views of individual pupils, and we promote respect for diverse cultures.
- The spiritual and moral development of each person, as well as their intellectual and physical growth.
- The importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.
- The rights enjoyed by each person in our society. We respect each child in our School for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We strive to meet the needs of all our pupils, and to ensure that we meet all statutory requirements regarding inclusion.
- Our environment, we want to teach our pupils, through our curriculum and the Eco Team, how we should take care of the world, not only for ourselves, but also for future generations.

## Aims

We believe that people learn best in different ways. At our School, we provide a





rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

**Through our teaching and our learning environment, we aim to:**

- ensure that children develop a self-image of themselves as capable learners;
- enable children to become confident, resourceful, enquiring and independent learners;
- nurture children's self-esteem, and help them to build positive relationships with other people;
- equip children with the key knowledge, skills and understanding which they need for the next phase of their education, and in order to maximise their life chances and economic well-being in adulthood;
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community, and help them feel valued as part of it;
- help children grow into reliable, independent and positive citizens;
- We ensure that all pupils are given the opportunity to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

In accordance with best practice and, where appropriate, regulatory requirements, it is our School policy to ensure that we supply:

- Full-time supervised education for pupils of compulsory School age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.
- Subject matter appropriate for the ages and aptitudes of pupils, including those pupils with an EHCP.
- Speaking, listening, literacy and numeracy skills.
- Personal, social and health education, relationships and sex education (age appropriate), which reflects the School's aims and ethos.
- The opportunity for all pupils to learn and make progress.
- The promotion of fundamental British Values to all our pupils
- Adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.

## Main Principles



All pupils, regardless of ability, race, cultural background or gender have a right and entitlement to the highest quality of education we can provide and best suited to their needs. This means that we strive to ensure that: -

- the curriculum has breadth, balance, relevance, differentiation, progression and continuity and coherence;
- the curriculum promotes knowledge and understanding and mastery of intellectual, physical, and interpersonal skills and personal qualities, British values and attitudes;
- there is equality of access for all pupils to academic experiences;
- School must provide appropriate tasks and teaching techniques to support high expectations and appropriate challenges;
- all parents are provided with curriculum information relevant to their child and the curriculum is subject to planned evaluation and review.

## Essential Skills

Pattison is committed to providing a curriculum which ensures that all of its pupils acquire and develop skills appropriate to their age and aptitude in the following areas:

***Linguistic:*** (including English and French)

This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing.

***Mathematical:***

This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.

***Scientific:***

This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

***Technological*** (including Art and ICT)

These skills can include information and communication technology (ICT) and







developing, planning and communicating ideas.

***Human and Social*** (including, Geography, History and Religious Education).

This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. The subjects of history, geography are taught separately throughout the School and make a strong contribution to this area. Along with Christianity, other religions are also taught, so children have a broader understanding of the diverse world that they are living in. Political issues are introduced through citizenship and are presented in a balanced manner.

***Physical*** (which is supported by an extensive extra-curricular programme in this area).

This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health.

In the Prep School, KS1 & 2 children have a weekly PE lesson as well as one term of swimming lessons and 2 terms at the Alan Higgs Sports Centre where they are coached in team sports, as well as short tennis and ball skills. Pupils also take a range of Dance classes

depending on their age, interest and ability, including Ballet, Tap, Gymnastic Dance, Modern Jazz, Freestyle (disco), Street Dance and Musical Theatre (Production). Classes for the younger children may be timetabled in the School day. Older pupils usually have their classes at lunch time or straight after School.

In the Senior School, pupils have a double lesson of PE per week and are expected to do THREE extra sessions of physical activity per week, either through Sports Club or dance lessons. Dance, as a timetabled lesson, does not appear on the timetable, as all pupils, who wish to do Dance, have an individual timetable suited to their interests and ability, e.g. a pupil who has been at School from the age of three will be a competent dancer. Dance classes take place during the 80-minute lunch break, after School and on Saturdays. These include syllabus classes in Ballet, Tap, Modern Jazz, Freestyle (Disco) and Gymnastic Dance as well as non-syllabus or free classes in Commercial, Contemporary, Musical Theatre (Production), Street Dance, Limbering and Fitness.

Those pupils who prefer sport can attend the three sports clubs which are organised at lunchtimes. During the Spring and Summer Terms, the sports club use the gym and squash facilities at the nearby Coventry North Warwickshire Cricket Club.





***Aesthetic and Creative*** including, Dance, Drama, Music and Art.

There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including the subjects mentioned above, because they call for personal, imaginative, and often practical, responses. Dance and Music are taught from the Early Years and, like Drama (including the Senior and Junior Drama Clubs) and Art, are taught by our specialist staff.

***Relationships and Sex Education:***

Relationships and Sex Education is guided by moral principles and pupils are taught to recognise the values of family life. The policy for the School's Relationships and Sex Education is available to parents. It has regard for the 2019 DfE guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' including their Policy statement published March 2017 and will comply with the RSE Guidance. In accordance with the law, the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons. Recent changes in legislation allow pupils age 15 and over to override their parents' wishes.

***Personal, Social, Health, Economic Education (PSHEE) and Citizenship:***

Pattison is committed to providing a comprehensive programme of PSHEE for all its pupils, which is appropriate to their age and needs. Additionally, our programme has particular regard to the protected characteristics set out in the Equality Act 2010 (see our PSHEE Policy for more details). Responsibility for developing and implementing this programme rests with the Head. Each child's PSHEE and Citizenship education informs all aspects of the

School day. The form this takes ranges from the way we treat each other to planning lessons based on different cultural heritages.

We have a cross-curricular approach to PSHEE, and its associated objectives may be addressed in RE, Circle Time, Drama, Assemblies or other curriculum areas. Our structured play sessions in the Early Years and KS1 are specifically tailored to the needs of the group, from working with a child coping with parallel play to facilitating turn taking and initiation. We 'help children achieve more' by ensuring that all pupils are given the opportunity to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

We provide a range of quality opportunities for pupils to take on responsibility in School and make a positive contribution to the School, as School Council





Members, Prep School Playground Buddies, House Captains in Year 10 with responsibility for charity fund raising and School Mentors in Year 11.

We also involve ourselves in the local and wider communities, e.g. supporting the Gosford Park Residents Association; taking food donated at our harvest assembly to the Coventry Food Bank; providing the choir for Coventry University's Carol Service, singing at the University Hospital and entertaining the clients at local care homes.

The Year 10 House prefects organise fund raising activities for the House charities with minimal staff input.

As a School, we support various charities including supporting Macmillan, Acorns, the Cancer Ward at the local hospital, Children in Need, Comic Relief, Sport Relief, Plan UK, The Poppy Appeal, etc

### ***Spiritual, Moral, Social and Cultural Development (SMSC):***

In our School, we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic excellence in a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHEE and religious education make a strong contribution. Pupils are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. In doing so we positively promote the British core values. In addition, our School:

- leads pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- enables pupils to gain insights into the origins and practices of their own cultures and into those of the wider community;
- takes steps to ensure that the pupils appreciate racial and cultural diversity and avoid and resist racism, and ensures that pupils are able to understand and respond to risk, for example, risks associated with extremism, new technology (including social networking sites), substance misuse, knives and gangs, personal relationships and personal safety;
- enables pupils to develop their self-knowledge, self-esteem and self-confidence; especially through taking on responsibilities in School and through taking vocational examinations in LAMDA, LCM and IDTA, syllabi, as well as taking part in performances of Music, Dance and Drama, both in-house, in local theatres and competitions;







- encourages pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;
- provides pupils with a broad general knowledge of public institutions and services in England;
- assists pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions;
- encourages pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and
- precludes the promotion of partisan political views in the teaching of any subject in the School.

We also take such steps as are reasonably practicable to ensure that political issues are brought to attention of pupils:

- while they are in attendance at School;
  - while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the School;
  - in the promotion of the School, including through the distribution of promotional material, of extra-curricular activities taking place at the School or elsewhere;
  - they are offered a balanced presentation of opposing views.
- The promotion of partisan political views in the teaching of any subject in Pattison is forbidden by law and we ensure that staff do not promote these within their teaching.

Pattison includes aspects of cultural education in many specific and cross-curricular ways. All pupils are encouraged to develop an awareness of equality of opportunity. We are a non-selective School and entry to all programmes of study is based on academic suitability and appropriateness, regardless of gender, race, disability, sexual orientation, religion or belief. In accordance with statutory requirements the School aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The School has a policy for Special

Educational Needs and Disabilities, and an Accessibility Plan. Both are available to parents on request.

In order to achieve these values, the curriculum will seek to reinforce the following features of Pattison:

- the confidence, talent and high aspirations of its pupils;
- the enquiring atmosphere and enjoyment of discourse which are a prominent feature of Pattison and





- the support given to pupils in and outside the classroom by well-qualified, enthusiastic and knowledgeable staff.

## How our School actively promotes Fundamental British Values

We provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for our pupils. Our range of artistic, sporting and other cultural opportunities available to pupils through the curricular and extra-curricular programme, enables opportunities for their participation. We plan our, personal, social and health education and citizenship through, tutorials, assemblies and 'circle time' to help our pupils acquire values and skills to enable them to develop independence and choose their path in life. Evidence of our commitment to promoting British values can be seen across the School, including our School website, and other documentation.

We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility in School and make a positive contribution to the School and the local and wider communities.

In our School, we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHEE and religious education also make a strong contribution. Additionally, we ensure the following does not occur at our School:

- including material in lessons which promotes non-democratic political systems rather than those based on democracy, whether for reasons of faith or otherwise;
- teach that the requirements of religious law permit the requirements of English civil or that of criminal law to be disregarded;
- that our lessons suggest to pupils that all religions are wrong and that, therefore, those who follow them are not worthy of respect.

## Auditing



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We ask ourselves the following questions when auditing our current performance:

- How well are we doing? How do we compare with similar Schools?
- What more should we aim to achieve? What must we do to make it happen?
- When evaluating the quality of the curriculum, we consider:
- The impact of the curriculum on pupils' academic and personal development and in preparing them for the opportunities, choices, responsibilities and experiences of adult life;
- The contribution of the curriculum to the School's particular ethos and aims and the impact on pupils' academic and personal development and well-being;
- How well curriculum planning is supported by appropriate schemes of work, builds systematically upon pupils' prior experience and plans for progression;
- The extent to which the curriculum is enriched by extra-curricular opportunities and through collaboration with other organisations, including, for example, to provide appropriate careers guidance for our senior pupils;
- The views of our pupils, parents and staff;

## Standards of Attainment

Each year we analyse the examination results to see how well pupils in our School are achieving, compared to pupils in other Schools. We analyse the statistics to help answer the following questions:

- Do pupils perform better in some subjects than others?
- Are there significant differences between boys' and girls' performances?
- How well are the more able pupils doing, and do enough pupils achieve the higher levels?
- Can we identify any groups of pupils who may be underperforming?
- Can we identify any groups of pupils who are gifted and talented?
- Comparing expectations and estimates with final results.

## The Learning Environment

We believe that a purposeful and structured learning environment is essential in promoting high standards. A positive caring environment and culture will promote





positive self-esteem and confidence. Organised resources, displays of children's work, stimulating materials and bright, colourful, language enriched and interactive displays all help to provide the Optimal Learning Environment. We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of School, we follow Department for Education and HSE advice. We issue a 'one-off' consent form for parents to sign when a child enrolls at School and an additional consent form for residential and adventure activities. We provide details of proposed outings for parents' information.

In the Prep School, Teaching Assistants are deployed as effectively as possible. Sometimes, they work with individual pupils and sometimes they work with small groups. Our School is an attractive learning environment. We ensure that all pupils have the opportunity to display their best work at some time during the year. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the pupils. All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. We conduct all our teaching in an atmosphere of trust and respect for all.

Each of our teachers makes a special effort to establish good working relationships with all pupils in the class. We treat the pupils with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the School policy, with regard to discipline and classroom management. We set and agree with pupils the class code of conduct. We expect all pupils to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise pupils for their efforts and, by so doing, we help to build positive attitudes towards the School and learning in general. We insist on good order and behaviour at all times. When pupils misbehave, we follow the guidelines for sanctions as outlined in our School behaviour policy.

## Effective Learning

We acknowledge that people learn in many different ways and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. We take into account the different forms of intelligence (for example, mathematical/logical, visual/spatial, interpersonal and musical) when planning our teaching.

We ensure the best possible environment for learning by developing a positive atmosphere where pupils feel safe and feel they belong, where they enjoy being challenged, but where they enjoy learning, and know that they will succeed







(because they know the challenge will have been set at the right level). We provide 'brain breaks' at various points in the lesson to refocus children's attention, and make sure that the children have access to drinking water. All teaching is structured to maximise learning opportunities and lessons are planned in accordance with the following principles:

- to connect the learning with previous work;
- to give learners the 'big picture' of the whole lesson;
- to explain the learning objectives, and why the lesson is important;
- to present the information in a range of styles;
- to allow opportunities for the pupils to build up their own understanding through various activities;
- to review what has been learnt, and so increase recollection;
- to provide feedback, celebrating success and reviewing learning strategies;
- to outline the next step in the learning before moving on.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem-solving;
- research and discovery;
- group work, paired work, independent work and whole-class work;
- asking and answering questions;
- use of ICT and digital technology
- fieldwork and visits to places of educational interest;
- creative activities;
- using a variety of multimedia resources and responding to musical or recorded material;
- debates, role-plays and oral presentations;
- participation in physical activity, especially dance but also sporting activities including swimming, PE and organised team games at the local sports centre for younger pupils, and for senior pupils sports activities, including the use of the gym and squash courts at the local cricket club, as well as a weekly sports and fitness sessions.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn.

Assessment and marking are an integral part of the teaching and learning process. As outlined in the Assessment and Marking Policy, informal formative assessment (Assessment for Learning or AfL) takes place continuously in the classroom and comprises of:

- effective teacher questioning;
- observations of learning;
- analysing and interpreting evidence of learning to inform future planning;







- sensitive and positive feedback to pupils;
- individual target setting: SMART (specific, measurable, achievable, realistic and time constrained);
- pupils understanding how well they are doing and how they can improve.

Effective teaching: When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. The purpose of the teaching at Pattison:

- enables pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- fosters in pupils the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn for themselves;
- involves well planned lessons and effective teaching methods, activities and management of class time;
- shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
- demonstrates appropriate knowledge and understanding of the subject-matter being taught;
- utilises effectively classroom resources of an adequate quality, quantity and range;
- demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress; and
- utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.

We also ensure that pupil performance is evaluated internally and, where appropriate, by the following internal and external examinations:

- EYFS Profile and tracking
- Betterstart tracking for Nursery and Reception
- EYFS WELLCOMM screening up to 70 months – all children assessed on arrival and then as appropriate for each individual child.
- Phonics Screening Test Year 1
- Year 1 & 2 NFER Test Suite 2
- NFER Test Suite 2 for Years 3, 4 & 5
- Formal exams in all GCSE subjects in June for years 7 to 9
- Formal exams in all GCSE subjects in November and June for years 10 & 11
- GL CATs Year 4, 7 (Pupils joining the senior after Year 7 take CATs on arrival)
- Year 1 teacher assessment



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- Year 1 to 6 end of unit tests in Abacus Maths (Active Learn)
- Year 1 to 6 end of unit self-assessment in Literacy
- End of unit/topic tests in Senior School
- On-going teacher assessment: Observation in lessons, asking questions to individual children, assessment of work. Regular class tests
- LAMDA up to Grade 8: starting in the Reception, Verse and Prose, Acting, Choral Speaking, and Musical Theatre
- LCM: Singing
- IDTA: Ballet, Tap, Modern Jazz, Freestyle (disco) and Gymnastic Dance.
- Associated Board Royal School of Music: Piano
- London College of Music: Singing and Musical Theatre.

Teachers make on-going assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities' legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

We set academic targets for the children, and we share these targets with children and their parents. We regularly review the progress of each child keeping parents informed and set revised targets as is appropriate. We plan our lessons with clear learning objectives. We are guided by the National Curriculum. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate all lessons, so that we can modify and improve our future teaching.

Our classrooms are attractive learning environments. We change displays on a regular basis so that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. In the Prep School all classrooms have a range of dictionaries and of both fiction and non-fiction books, as well as displays relating to literacy and mathematics. We also use displays as learning prompts for the children. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes the independent use of resources, which results in high-quality work by the children.

## Organisation and Planning





Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects. In our curriculum planning we highlight these areas, so that the children's progress can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our School believes that all children need to make good progress in these skill areas in order to develop to their true potential

## **We plan our curriculum in three phases:**

### **Long-Term Plans**

Our schemes of work, give an overview of what content of the curriculum will be taught with teachers extracting from the appropriate year groups curriculum that which they aim to cover. Staff are responsible for ensuring that long term and medium-term plans are in place to enable children's skills, knowledge and understanding to develop progressively. Assessment strategies are built in.

### **Medium-Term Plans**

This indicates WHEN the material will be delivered and is prepared from the Scheme of Work in response to individual group needs. This includes teaching objectives and resources.

### **Short-Term Plans**

Short term plans are on a weekly basis which detail the learning objectives, strategies, activities and identify the resources we are going to use in the lesson. These plans are concerned with HOW material is taught and with the details of delivery. There is a section for "Evaluation". Some year groups, especially Early Years, may additionally do daily planning.

When teaching we focus on motivating the pupils and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the School curriculum plan to guide our teaching. This sets out the aims, objectives and values of the School and details what is to be taught to each year group. These are reviewed annually and may be subject to change.

We base our teaching on our knowledge of the pupils' level of attainment. Teachers make on- going assessments of each pupil's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their pupils. Our prime focus is to develop further the knowledge and skills of the pupils. We strive to ensure that all tasks set are appropriate to each pupil's level of ability.





When planning work for pupils with special educational needs we give due regard to information and targets contained in the pupils' Individual Education Plans (IEPs). Teachers modify teaching and learning as appropriate for pupils with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We strive to meet the needs of all our pupils, and to ensure that we meet all statutory requirements related to matters of inclusion. We have high expectations of our pupils, and we believe that their work here at Pattison should be of the highest possible standard they can achieve.

## Time Allocation

The timetable is constantly under review and is subject to changes in staff and in staff responsibility. For details of time allocation, and staffing responsibilities, please refer to the Curriculum Plan.

## The Early Years Foundation Stage (EYFS)

The Foundation Stage, which in our School covers the development of children between the ages of two and five years, is based on four main principles namely:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Play underpins the delivery of the EYFS Curriculum. We use the document "Birth to 5 Matters in the Early Years Foundation Stage" to inform planning in the Nursery and Reception classes. Our curriculum for the EYFS reflects the areas of learning identified in the Early Learning Goals from the *Early Years Foundation Stage Profile Handbook*.

Our pupils' learning experiences enable them to develop competency and skill across all the learning areas. We aim to create an attractive, welcoming and stimulating learning environment that encourages children to explore, investigate and learn through first-hand experience. Activities are planned for both inside and outside learning. Continuous provision in the EYFS includes water, tactile, sand and creative workshops, ICT, Numeracy activities, drawing, writing and cutting areas and reading and role-play areas. We believe that learning is holistic and none of the mentioned areas of learning can be delivered in isolation from the others. All areas are delivered through a balance of adult-led and child-initiated activities. One experience may provide children with opportunities to develop a range of competencies, skills and concepts across several areas of learning. Each area of learning works towards a number of relevant Early Learning Goals, which most children are expected to achieve by the end of the EYFS.





## EYFS 2-Year Old Specific

- **Basic Needs:** Two year olds require more assistance with basic needs like feeding, toileting, and dressing. Therefore we would be working at a 1:4 Ratio rather than the 1:8 for three year plus.
- **Attention Span:** The attention span is shorter, so activities need to be brief and varied to keep them engaged. We ensure furniture is appropriate so that 2 year olds are able to access all the different activities.
- **Language Development:** They are still developing language skills, so communication may rely more on gestures, simple words, and repetition.
- **Motor Skills:** Fine and gross motor skills are still developing, so activities should focus on simple movements and exploration and are added to daily planning thought out the nursery.
- **Social Interaction:** They are learning social skills like sharing and taking turns, so group activities may require more supervision and guidance.

## Children with Special Educational Needs and Disabilities (SEND)

Inclusion within the Curriculum:

Our curriculum is well planned for each age group and key stage and ensures that pupils of all abilities, including those with special educational needs and/or disabilities are able to acquire knowledge and understanding, develop and practice new skills, and make progress in a range of areas of learning. It is possible that some pupils in possession of an EHC plan cannot be accommodated at Pattison due to their needs being beyond the resources available, requiring greater readjustment than is possible. Where possible, this will form part of discussions during the admissions process.

We design our curriculum to ensure that it is as broad as possible, well balanced and covers all the required areas of learning. If we think it necessary to modify our curriculum and teaching to meet the needs of individual pupils, then we do this only after their parents have been consulted.

If a child has a special need, our School complies with all legislative and best practice requirements to meet these individual needs. If a child displays signs of having special needs, this is referred to the Head who seeks appropriate advice. We not only provide additional resources for children with learning difficulties and/or disabilities but where appropriate, such as a visual timetable, we use these resources with all our children as they

can often benefit from them. This includes providing an individual learning







programme (IEP) which is reviewed on a regular basis. The provision in this respect is coordinated by the SENCO.

**The School meets with parents on a regular basis to see how we can work together, involving other agencies if appropriate, and setting targets to support their child's progress.**

However, some pupils in our School have other disabilities. We are committed to meeting the needs of these pupils, as we are to meeting the needs of all groups of pupils within our School. The School complies fully with the requirements of the Equality Act 2010. All reasonable steps are taken to ensure that these pupils are not placed at a substantial disadvantage compared to non-disabled pupils. Teaching and learning is appropriately modified for pupils with disabilities. For example, they may be given additional time to complete certain activities

## **English as an Additional Language (EAL)**

We are committed to providing pupils with the necessary support and teaching who require English as an additional language. Where this is required, an appropriate programme will be implemented. Please see the English as an Additional Language Policy.

## **Expectations of Staff**

Staff are expected to actively promote the curriculum aims by:

- having high expectation of pupils.
- employing a variety of learning and teaching methods.
- ensuring that pupils are enabled to access the curriculum and given opportunities to be successful.
- delivering lessons which build upon previous experience, providing continuity and progression.
- providing learning opportunities which offer depth and challenge and motivate and inspire children.
- involving children in the process of learning, by discussing work, giving regular formative feedback through discussion, assessment and marking, negotiating targets and encouraging children to evaluate their personal achievements.
- developing pupils' skills to become independent learners.
- encouraging, reward and value achievement and effort, both formally and informally, through praise in the learning environment.





- working in partnership with children, staff and parents to achieve shared goals.
- keeping parents/carers regularly and fully informed about the progress and achievements of their children through reports and parents' evenings.

In our School the most important role of teaching is to promote learning in order to raise pupils' achievement. For us, teaching includes lesson planning, the implementation of plans, as well as marking, assessment and feedback. It also includes support and intervention strategies.

In assessing the quality of the teaching in our School we take account of the evidence of pupils' learning, achievements and progress over time. When evaluating the quality of teaching in our School, we consider how successful the teaching is in promoting the learning, progress and personal development for every pupil by:

- extending the previous knowledge, skills and understanding of all pupils in a range of lessons and activities over time;
- enabling pupils to develop skills in reading, writing, communication and mathematics;
- enthusing, engaging and motivating pupils to learn;
- using assessment and feedback to support learning and to help pupils know how to improve their work;
- differentiating teaching, by setting suitably challenging activities and providing support for pupils of different abilities, including the most able and disabled pupils and those who have special educational needs, so that they can all learn well and make progress;
- enabling pupils to apply intellectual, physical or creative efforts and develop the skills to learn for themselves and setting high expectations;
- setting appropriate homework;
- using well-judged and effective teaching methods, deploying appropriate resources, managing class time and drawing on good subject knowledge and expertise to encourage pupils to make good progress and
- managing instances of poor or disruptive behaviour.

We use Lesson Observations by colleagues and teacher self-evaluation which takes account of:

- how well challenging tasks are matched to pupils' learning needs and successfully engage all pupils in their learning;
- how well pupils understand how to improve their learning as a result of frequent, detailed and accurate feedback from teachers following assessment of their learning;





- pupils' attitudes to learning, behaviour and relationships in the classroom and
- the promotion of pupils' spiritual, moral, social and cultural development.

Direct observation **must** be supplemented by a range of other evidence to enable inspectors to evaluate the impact that teaching has had on pupils' learning. Such additional evidence should include:

- observing some lessons jointly with senior staff before discussing them with the teacher who has been observed;
- discussing with pupils the work they have done and their experience of teaching and learning over longer periods;
- discussing teaching and learning with staff;
- taking account of the views of pupils, parents and carers, staff and placing authorities, where appropriate;
- taking account of the School's own evaluations of the quality of teaching and its impact on learning and
- scrutinising the standard of pupils' work, noting:
  - how well and frequently marking and assessment are used to help pupils to improve
  - their learning
  - o the level of challenge provided.

## Subjects Offered

We take GCSEs in the following traditional subjects which are taught at all key stages:

English Language, Mathematics, Science (2 GCSEs), Geography, History, French (from Y5) and English Literature (from Y7).

ICT is examined in Year 11. There are computers in the Early Years classrooms and Key Stage 1 and 2 where staff use online resources in the classroom. There is a suite of laptops in the Senior School available for all subjects to use.

From September 2025, Year 10 pupils may choose from the following options:

Performing Arts (BTEC Tech Award) or Creative Media (OCR Cambridge National)

And

Enterprise & Marketing (OCR Cambridge National) or Art & Design (GCSE)



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**Music**, especially singing, is taught from Early Years to Year 10. The Junior and Senior School choirs take part in local festivals and inter-School competitions with great success, as well as performing in School productions and concerts in the area. The choirs are frequently invited to sing at charity events, Coventry University Carol Service, the ISA conferences as well as at School concerts.

**Private tuition** is available in piano, singing and guitar from Year 3.

Non examined subjects include PSHEE, RSE, Citizenship, Culture (Ys7 & 8) and RE. Careers is taught as part of the PSHEE work from Y7.

**Speech and Drama** is taught from the Reception Class with pupils taking exams in LAMDA Verse and Prose, Acting and Choral Speaking, depending on their age. There are also extremely keen after School Junior and Senior Drama Clubs.

**Dance** is an important part of what is on offer at Pattison. See page 6 “Physical”.

**Disappication:** In accordance with the law Pattison has the right to respond to individual needs by modifying the curriculum programmes. It may be appropriate for a particularly able pupil to move into the year above or, if a pupil has significant needs, to stay in a class longer to consolidate his/her learning. We have found from experience that confidence is boosted, and excellent progress usually made, enabling the pupil to make progress across the curriculum. Decisions will only be made after discussion with parents.

## Learning outside the classroom

**Educational visits/off-site activities:** Integral to our curriculum is a wide range of educational experiences that extend beyond the classroom door. The Pattison curriculum offers a series of educational journeys that deepen the pupils’ understanding of the world around them. Trips extend pupils’ knowledge of past and present. Pupils have the opportunity to go on residential trips, e.g. a PGL activity holiday for Year 4, 5 & 6 and a language trip in France for Senior pupils (restrictions permitting). Our experience is that pupils forge strong bonds of friendship during the trips, and their respect for one another grows as a result of sharing the experiences.

## Homework

We recognise the importance and value of homework as an extension and



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consolidation of classwork. We have a separate Homework Policy and parents receive a homework timetable. Homework assignments can be varied in line with the competency of the pupil. However, scope for this is limited by the nature of the courses in which outcomes are similar for all members of a class.

## Transition Support

We ensure all children are prepared for their transition into the next academic year and Key Stage. We have a transition day at the end of each year, where Prep School children spend the morning with their new teacher and Year 6 pupils spend the day in the Senior School. This includes pupils who are joining from other Schools, where they have a taster lesson with most of the Senior School staff.

## Careers Guidance

This includes careers support along with guidance on further and higher education. We also provide opportunities for pupils to understand the world of work, through projects such as work experience in Year 10. Year 10 and 11 pupils have individual interviews with an independent careers' advisor. Pupils are offered interview training prior to attending selection assessments for entry into further education establishments or work placements.

## Concerns

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the class teacher. If the issue is not resolved, parents should contact the Head.

## The Role of the Head:

The Head determines, supports, monitors and reviews the School's approach to teaching and learning. This includes:

- ensuring that the School buildings and premises are used optimally to support teaching and learning;
- checking teaching methods in the light of health and safety regulations;
- seeking to ensure that staff development and performance management both promote good quality teaching;
- monitoring how effective teaching and learning strategies are including effective allocation of resources, in terms of raising pupil attainment through assessments and self-review processes.;







- monitoring the teaching and learning through lesson observations;
- ensuring that staff development and performance management policies promote good quality teaching;
- developing and monitoring long and medium term planning;
- monitoring the effectiveness of the School's teaching and learning policies through the School self-review processes, which include reports from Prep and Senior staff as well as the Head of Theatre Arts;
- Working together the Head, Heads of Sections, Head of Theatre Arts, promote and develop the process of School development planning.

## The Role of the Subject Specialists

In their area, they must:

- provide a strategic lead and direction;
- support and offer advice to colleagues across the School;
- learning scrutiny: consider standards across all abilities and ages (with colleagues);
- resourcing: ensure resources are appropriate/suitable stored/labelled etc;
- identify shortfalls in resources: gaps in provision, ensuring resources in School are used;
- evaluate value for money when resources are purchased and deployed;
- informal monitoring during year – displays, use of resources, photographs, pupils interviews and feedback
- review and update Schemes of Work for the subject, if necessary;
- observe lessons;
- arrange School based training, or team teaching, if needed;
- attend local conferences and courses, if appropriate;
- dissemination from courses/action research/newsletters, where appropriate;
- provide articles for the School newsletter;
- commit to personal professional development in the area of responsibility;
- annually evaluate their subject in staff meetings and identify subject priorities for future development in line with a 3-year vision for improvement and report to the Head.

## The Role of Parents and Guardians

We believe that parents have the responsibility to support their children and the School in implementing School policies. We would therefore like parents:

- to ensure that their child has the best attendance record possible;
- to ensure that their child is equipped for School with the correct uniform, PE kit and dance wear;



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- to encourage senior pupils to take responsibility for ensuring they have the right books and equipment each day;
- to do their best to keep their child healthy and fit to attend School;
- to inform School if there are matters outside of School that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards School and learning in general;

## Communication with Parents and Guardians

- We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:
- holding parents' evenings to explain our School strategies for literacy, numeracy and health education;
- sending parents regular reports in which we explain the progress made by each child, and indicate how the child can improve further;
- explaining to parents how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.
- sending information to parents and guardians through regular newsletters;
- being available - we have an open-door policy.

## Monitoring and Review

This policy will be subject to continuous monitoring, refinement and audit by the Head, being responsible for the day-to-day organisation of the curriculum, ensuring all classes are taught the requirements of the courses and that all lessons have appropriate learning objectives.

- The Head is supported in this process by the specialist teachers who also undertake the duties of the subject coordinators.
- The Head, along with Deputy Heads of Section, reviews the long-term and medium-term planning and ensures that appropriate teaching strategies are in place.
- It is intended that the ongoing review and development of the curriculum will support enthusiastic and inspirational teaching. The process of review plays a key role in the continuing professional development of the teaching staff at Pattison.
- The School undertakes a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.





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