

**Belmont School
Curriculum
2022-2023**



An overview of the curriculum

Intent:

At Belmont School we ensure a knowledge-rich learning curriculum that has breadth, depth and relevance to meet the needs and interests of all pupils. The curriculum is successfully planned sequentially and managed to ensure all pupils gain **knowledge and skills** to ensure they are well prepared for the next stage in the education, training and employment. Learning is an integral part of our day and takes place throughout the day in all areas.

Implementation:

Our aim is for all pupils to have fun whilst learning key skills that will equip them for life. Developing independence is a key focus for our school and no matter how severe the disability or need, we will aim to support our pupils to become more independent in all areas of their lives.

Belmont School provides high quality teaching. Teachers carefully assess each pupil's abilities. Teachers work with parents/carers and any linked professionals to target the next key steps in priority areas. Teachers also plan the next individual pupil's steps in all curriculum areas. Teaching is informed by the planned and sequenced knowledge and skills in all areas. Alongside this, teachers identify the strategies that each pupil needs to access the curriculum and engages to achieve and make progress.

The core subjects at our school are English, Maths and PSHE (Personal, Social and Health Education) and the rest of our week is made up of Foundation subjects that meet the wider academic and emotional needs of our pupils. The academic curriculum is supported by a wealth of extra-curricular opportunities that will further add to the development of the whole child.

When judging the outcomes of the pupils' achievements we take the following into account:

- the age and starting point of the pupils
- the extent of their special educational needs
- the National expectations
- the individual targets/outcomes for the pupils
- the preparation needed for the pupil to be successful in the next stage of their education.

Throughout the school life skills, practical skills, functional skills and personal skills form an integral part of the curriculum. Active learning and physical activities play a high profile in the curriculum. Alongside this, health and well-being of all pupils is paramount and, in this context, healthy lifestyles and mental health is actively promoted across all curriculum areas through targeted activities and interventions such as THRIVE, Sulp (Speak Up and Listen) and Restorative Practice.

Through drop down curriculum days, pupils gain a greater understanding of the world around them with a specific focus on international countries, cultures and foods. Pupils are also made aware of the local community through links with members of the public, local businesses and other relevant parties.

Environmental/Outdoor education is encouraged through recycling and horticulture as well as being delivered in relevant curriculum areas. Pupils are offered a range of activities to enrich the curriculum.

Where pupils have reached their limits in English and Mathematics a skills-based curriculum has been developed to ensure basic skills for life are mastered.

Parents and carers are informed of the curriculum units being covered in termly Medium Term plans and newsletter items. All stakeholders have access to the Long Term plan for each subject via the website. This shows the content, skills and progression mapped out for each subject.

“At Belmont we strive for all pupils to access and enjoy our diverse curriculum no matter their needs.”



Impact:

The aspiration for all pupils that attend Belmont is that they achieve their potential in all aspects of their development. The outcome of the curriculum ensures that pupils are prepared for their next steps in education and beyond. Belmont school works with further education providers to ensure the curriculum prepares them for college and the world of work. Each year the curriculum is monitored, reviewed and evaluated to ensure it suits the needs of the pupils.

All achievements and progress are celebrated. Our pupils leave Belmont with the confidence to take their next steps independently, having gained the necessary life skills to support this, at the appropriate level for their need.



INTENT	At Belmont School we aim to	'Be the best that we can be'							
	Core Values	Relationships		Kindness		High Aspirations			
		Community Belonging Love Connection Diversity		Empathy Compassion Care Understanding		Challenge Love for learning Growth Making a difference			
	Vision	An inclusive learning and therapeutic community that is committed to ensuring pupils are safe, happy, enthusiastic and purposeful learners. We believe that every pupil must be provided with opportunities to develop socially, emotionally, academically to achieve the best they can achieve. On leaving school we want our pupils to have the social skills, education and confidence to thrive in the adult world.							
	Relational School	ACE Aware	Trauma Informed	Restorative Practice	Thrive Approach	Interventions	Exceptional Pastoral Care	Curriculum to support needs of the pupils	
Rules	Be Ready		Be Safe		Be Respectful		Be Kind		
IMPLEMENTATION	Great Teaching is	Creative Inspirational Fun Innovative Well resourced	Aspirational Consistent Engaging Child led Curious	Active learning Calm Motivating Safe environment Differentiated	Relevant Whole child Holistic Sequential Colourful	Skills based Playful Practical Interactive Exciting	Inclusive Positive Healthy challenge Engaging Brave		
	Great Learning	Playing and Exploring			Active Learning		Creating and thinking critically		
		Independence	Perseverance	Questioning	Reflection	Resilience	Risk taking		
	Breadth & Balance (Subjects)	English	Mathematics	PSHE & Citizenship & RE (Personal, Social and Health Education)	Life Skills	The Arts	Our World & Vocational Skills	Outdoor Learning	Active Skills
	Inspiring Context	Memorable, meaningful, cross curricular themes	Enrichment Days and weeks and Friday afternoons	Passionate and inspiring teachers	Inspiring Learning Environment	Exciting extra curriculum opportunities through trip and visits	Learning outdoors	Cultural Capital	
	The Whole Child	Inclusion, equity and aspiration at the heart	Celebration of individual achievement and success	Timely interventions and reasonable adjustment	Emotionally aware/intelligent. Able to understand and regulate their own emotions	Equipped for the future and next steps in transition	Physical development		
	Safe-guarding	Drug/Alcohol Education	Sex, Relationship Education (SRE)	Online Safety	Anti-bullying & Anti-racism	PREVENT training	Health, Mental health & first aid	FGM and Peer on peer abuse	Keeping safe at home, at school and out
	Great Reading	Skills for Reading Systematic, Synthetic Phonics – Read, Write Inc Whole Word Reading – POPS reading scheme Comprehension resources – Language for Thinking, Colourful Semantics.				Reading for Pleasure Library Lessons & authors visiting Book corners & Reading buddies & Bedtime stories World Book Days			
IMPACT	Great Outcomes	Emotional Personal development is outstanding Targeted interventions ensure development and progress Children are happy and enjoy coming to school Parents and carers are happy with the school and an extremely high proportion would recommend Belmont School.		Social Behaviour and attitudes are outstanding Children demonstrate our vision and values in their learning and in their behaviour in an around school. Children learn to make the right choices for their safety.		Academic The quality of Teaching and Learning is outstanding Children achieve the best possible outcomes from their starting points Differentiation and targeted interventions ensure progress of all			
	Evaluation	Internal school self-evaluation and <u>assessment of pupil progress</u>		Tracking pupils progress in reading and listening to the reading		Regular Teaching and Learning progress meetings with teachers and SLT		External validation of judgements through SIP visits, Ofsted, parent evaluations, external moderation	

An overview of subjects being taught across all Key stages:

<u>Key Stage 1&2</u>	<u>Key Stage 3</u>	<u>Key Stage 4</u>
English	English	English*
Mathematics	Mathematics	Mathematics*
PSHE/THRIVE	PSHE	PSHE*
Our World (Science, History & Geography)	Our World (Science, History & Geography)	Our World (Science, Horticulture and elements of History and Geography)
Religious Education	Religious Education	Religious Education
Active Skills (PE/Team games/co-ordination skills)	Active Skills (PE/Team games/co-ordination skills)	Active Skills & Leisure (PE/Team games/co-ordination skills & interest and hobbies outside of school)
Performing Arts (Music, Drama and Art)	Performing Arts (Music, Drama and Art)	Performing Arts (Music, Drama and Art)
Vocational Skills (Food Tech and product design)	Vocational Skills & Future choices (Food Tech and product design)	Vocational Skills/ ASDAN: Food Wise, Personal and Social Development Programme
Computing	Computing	Computing*
Outdoor Education	Outdoor education	Careers
THRIVE	THRIVE	THRIVE
SULP (Speak Up and Listen Programme)		

Subjects in blue represent our Core subjects

*Accreditations will be gained for these subjects where possible. If any pupils have the ability to access GCSE's we will endeavour to support them in gaining these qualifications.

During the school week all pupils will take part in the following lessons: PSHE; English; Maths; Our World; Active Skills; Computing; Performing Arts; RE; Vocational Skills (Food technology & Product design); bespoke interventions (either 1:1 or small group).

In KS4 there is a greater emphasis on preparation for college and the world of work through the subjects. Our ASDAN courses, Food Wise, PSHE short course and Personal and Social Development Bronze Silver Gold award, incorporates many elements of life skills such as cooking and money management.

Work related learning, enterprising and enterprise activities are embedded in the curriculum. Pupils will also take part in college link days as part of their transition programme.

Below is an overview of each subject area that is covered.

PSHE

Our PSHE education provides our pupils with the opportunity to develop the knowledge and skills required to live a happy, healthy and safe life, by enabling them to understand risk and make safe and informed decisions.

The content of the PSHE curriculum has been adapted from the PSHE Association Framework. It covers 6 main strands: Self-awareness, Self-care, Support and Safety, Healthy Lifestyles, Feeling and Emotions, The World I live In, Relationships and Sex education.

The topics covered and the way the topics are delivered has been chosen to ensure that the specific needs of our Belmont pupils have been met in all key stages.

Our PSHE curriculum and whole school ethos, provides our young people with the tools needed to live independently, build positive relationships, be a good citizen, maintain positive mental and physical health and take steps towards being ready for the world of work. We aim to nurture the appreciation of diversity, encourage self-love and understanding, develop emotional intelligence and literacy and educate our young people about all aspects of safety, including online safety. The PSHE curriculum is enhanced and supported by our citizenship curriculum which has it's own allocated time on our timetable.

Primary

In primary, pupils learn about topics based within 6 strands – Self-awareness, Self-care, Support and Safety, Healthy Lifestyles, Feelings and Emotions, The World I live In and Relationships. The main aim of the primary curriculum is to begin to develop the children's awareness of themselves and others and develop key skills that will enable the children to communicate and interact positively and safely with others and their surroundings. Some examples of topics covered are: hygiene, emotions, friendships, safety awareness and healthy bodies and healthy minds.

Secondary

In Secondary, the children also learn about topics within 6 strands - Self-awareness, Self-care, Support and Safety, Healthy Lifestyles, Feeling and Emotions, The World I live In and Relationships and Sex Education. In secondary, there is a focus on getting the pupils ready for the wider world by developing: risk awareness, understanding of the complexity of different types of relationship, morality, personal responsibility for decision making, effective communication and health and wellbeing. Online Safety is an area of PSHE that is becoming more and more significant and prevalent in the children's lives and therefore we make a significant effort to address all aspects of online safety including: safe use of devices, social media, cyber bullying, gaming, impact on body and mental health.

Key Stage 4

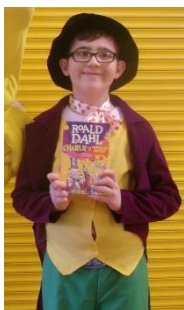
In Key Stage 4, the children begin to gain an in-depth knowledge of PSHE topics. The aim is to provide them with all the skills they require to happily and safely transition to college, the world of work and independent living. Where appropriate, they learn in depth about Drugs, Alcohol & Tobacco, Relationships and Sex Education, Physical and Mental Health, Risk and Safety in a variety of situations, Financial Choices and British Values and the Law. The modules they complete go towards achieving an ASDAN short course in PSHE.



English

In the **Primary Department** we recognise the central importance of English: as a medium for thought, learning and expression across the curriculum, and as a subject in its own right. Children need a facility with language and communication in order to learn, and to play a full and active part as individuals within society. We therefore view the acquisition and development of language and communication skills as an essential part of the school curriculum. Consequently English is given a high priority in the school.

In terms of Communication, Language and Interaction, our intention is to help children to: listen, understand and respond appropriately to others; express their ideas and learn to use the vocabulary and grammar of standard English. Their thoughts and experiences are valued by the teacher and they learn to take turns and to listen to others making use of 'talk partners'.



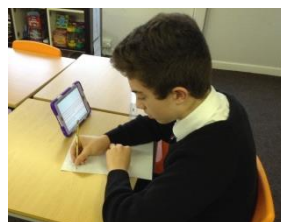
Our intention, in terms of Reading, is to teach children to: read accurately, fluently and with both understanding and enjoyment; respond sensitively and critically to the texts they read from a variety of genres; use reference materials with confidence for a range of purposes and take part and discuss books in guided and shared reading sessions. Children are grouped according to their ability for daily phonic sessions. As children enter the school, the teachers continue/introduce children to 'Read Write Inc.' to develop their phonic reading skills. Their progress continues to be carefully monitored by the teacher. Once children have learnt to read, they are encouraged to read to learn. Strategies such as Shared, Guided, Independent or Paired Reading provide the context in which the teacher can help children to become more reflective and critical readers and to develop their ability to talk about their reading.

In terms of Writing, our intention is to teach children to: write with growing confidence and precision using a variety of forms for different purposes; develop their skills of communicating in a lively and appropriate style; draft and re-draft their work through the process of editing (when appropriate to the task and their developmental level) in order to produce work which is 'the best it can be!' and finally have the knowledge and ability to apply spelling, punctuation and grammatical conventions.

In the course of their work, children will also be involved in drama and role-play activities. These elements of English will extend their ability to communicate and to understand the communication of others. ICT will be used to extend their access to information and to develop the skills required for the 21st Century.

In **Key Stage 3** pupils continue to consolidate and build upon their basic English skills from their Primary learning. Pupils are taught key skills in the three strands of Writing, Reading and Speaking and Listening. The curriculum puts a real focus on the pupils feeling more confident in each of these three areas. We ensure that each scheme of work offers the pupils the opportunity to boost their basic literacy skills with a real emphasis on phonics, spelling and comprehension in each component of learning. The schemes offer a range of topics across the Key Stage including Poetry, Shakespeare, Non-Fiction Writing, Myths and Legends and Creative Writing to name a few. Ultimately, the aim at Key Stage 3 is to make learning as dynamic and engaging as possible that encourages the pupils to express themselves and be creative.

At **Key Stage 4**, pupils will follow the two year AQA Entry Level Certificate (ELC) scheme of work. ELC qualification will give pupils the opportunity to achieve a certified award at either Silver or Gold level. The course covers a wide range of units that helps our pupils prepare for further education or employment. Topics have included Travel, Leisure, Education, Family and Fashion. Pupils are assessed in modules each term with the modular exams focussing on Reading and Writing skills as well as Speaking and Listening. Once again, there is a real focus on fostering confidence within the course as students cover a wide range of skills that can be applied to real life.

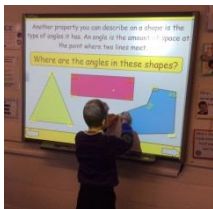


Maths

A mastery approach is adopted when delivering the maths curriculum allowing to explore with the students on a topic and progress at their pace.

A topic- based approach has been taken to support the idea of cross curricular links and ensure that students see Maths as a life skill that they will need.

In **Primary Department** children engage in problem solving, reasoning and number practical activities daily. The National Curriculum framework is adapted and differentiated to meet the individual needs of our children. In the Maths lessons there is a strong emphasis on oral work, developing mathematical language, fluency and the basic numeracy skills. Leading to pupils engaging in: the development of mental strategies, written methods, practical work, investigational work, problem solving, mathematical discussion, the consolidation of basic skills and number facts. Children at this stage will have good use of mathematical language and will be engaging within the mastery maths approach and understanding the meaning of problem solving.



In **Key Stage 3** all pupils will consolidate their numerical and mathematical capability from their primary settings and extend their understanding of the number system, number calculations, shape, space and measure and statistics. Pupils will continue improving their fluency in mathematics through varied and frequent problem-solving practice, so that they develop deeper understanding and ability to recall and apply maths knowledge rapidly and accurately.

All **Key Stage 4** pupils will follow the two years AQA Entry Level Certificate (ELC) scheme of work. ELC qualification will give pupils the opportunity to achieve a certified award. ELC covers all basic and relevant numeracy skills and it is suitable for all pupils. The ELC subject content covers 8 components: properties of number, the four operations, ratio, money, calendar and time, measures, geometry, statistics. The specification is co-teachable with the current maths GCSE, to suit pupils who are studying both qualifications. The ELC aims to build pupils' confidence in maths, including those studying at GCSE foundation level. Assessments are completed by pupils within the classroom settings once a component is completed.



Our World

'Our World' as a whole subject is unique to Belmont school incorporating sessions in science, geography and history to form a rounded and accessible curriculum for our pupils.

Across this curriculum, there are five learning strands which pupils will access across the academic year. Four of these combine science and geography topics and one history which are named;

- Me, You and Where We Live
- The Senses
- Things That Go
- Understanding My World
- History

Each of these strands contains different topics. For example, in 'Understanding My World', topics include;

- Animals and Birds
- Plants, Flowers and Trees
- The Earth
- Space
- Weather and the Seasons

Across the six terms within the school year, pupils will access 5 topics taken from the science and geography strands and one term covering a history topic.

The Our World curriculum has been adapted extensively over the past couple of years to ensure that it is relevant and correctly targeted towards the needs of our pupils. We ensure that teaching is strongly sequential and allows pupils to build upon their prior knowledge in order to enable deep and retainable learning.

In KS1 and 2, the classes may use a reading book as a starting point to develop the ideas within each topic. For example, 'We're Going on a Bear Hunt' could introduce themes such as materials, the senses, and maps. History topics are based around ideas such as castles, knights or myths and fairy tales.

As pupils move into KS3, they will continue to develop their skills and knowledge base by looking in more depth at the above subject areas. They are encouraged to start asking questions, whilst widening their perspective and understanding of the world they live in. Pupils will take part in a range of practical activities and experiments and are encouraged to investigate and find out for themselves in order to spark a curiosity for discovery.

In KS4, pupils follow the ASDAN programme which integrates many of the ideas studied across Our World. There is a greater emphasis on awareness of current issues like climate change and the environment as well as being involved in projects within the wider community. Pupils will complete challenges throughout the Key Stage and build up a portfolio showing their knowledge and understanding whilst having the opportunity to gain a qualification at the end of year 11.

To support the teaching and learning of Our World, pupils in all key stages have the opportunity to take part in curriculum visits such as the Cheltenham Science Festival, visit local places of interest such as Slimbridge and We The Curious in Bristol, as well as having access to a wide range of resources and books kept at school

The Arts

This is a subject in which every pupil can have fun and succeed. Each pupil will nurture their own strengths and talents in a wide range of creative disciplines including Music, Art, Dance and Drama. The course will explore the elements of each of these, enabling the pupils to experience a range of activities and tasks through the most up to date and exciting projects.

Working by project enables the pupils to work as a team with their class to develop key skills such as communication, teamwork, leadership and problem solving. Alongside these, pupils will develop their confidence in appreciating, making and sharing their artwork with others – **connect, create, communicate!**

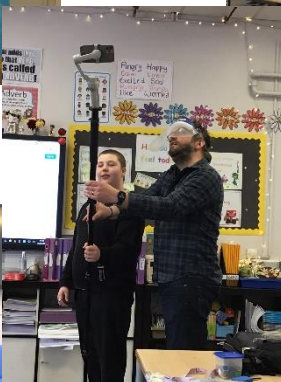
Some of our most successful projects include art exhibitions, the Belmont Pantomime, puppet shows and Belmont's Got Talent! We have enjoyed linking with other professionals in the wider community to give our pupils unforgettable experiences such as song writing with The Music Works, A Music Therapist and African Drumming with a native African artist. In addition, we take part in a local dance festival and Inc Fest each year (with the other special schools in the area), where pupils perform on a large stage and get to really feel like a star.



The Arts is an integral part of everyday life, making up most of the leisure activities that our pupils enjoy. This includes film, music, gaming and dances on social media. We encourage our pupils to look at both famous, established artists alongside the modern artforms that are most meaningful to them.

There is something in this subject for everyone, and we look forward to seeing the pupils express themselves in the way that is most enjoyable and fun for

them.



Vocational Skills (Food technology & Product Design)



During the **Primary Years** in Vocational Skills the pupils will have experiences in Product Design through completing a range of projects that involve investigating, making, exploring and evaluating a range of products and materials.

In Food Technology the pupils will begin to develop an awareness of food hygiene and basic skills when preparing foods. This will include how to use a range of tools safely. The topics include: fruit salads, healthy lunches, making bread and creating a Teddy Bears Picnic.

In their Product Design work, the pupils will develop a range of skills from cutting different materials and using different joining techniques. Making investigations of different materials, such as wood, metal, plastics, card and textiles. They will be introduced to using moving joints, using tools safely and developing their construction and craft skills. Pupils will have the opportunity to explore various materials and textures as well as being encouraged to plan, design and share their creation with others.

In **Key Stage 3** Vocational Skills, Product Design is based around the process of research, design and build. Pupils will look at existing products to see how they have been made to meet a need. Through this evaluation they will develop their own product to solve a range of issues.

Pupils' practical skills with tools will be developed further, which will give them the ability to investigate more challenging design problems.

They will be tackling problems such as designing and making for an audience. The pupils will develop hands on practical skills such as sewing, cutting and joining a variety of materials, plastics, wood, paper, wood and textiles,

developing tool skills, using drills, saws and craft knives. This is an exciting opportunity for our pupils to develop new skills that can be applied to later life.

In **Key Stage 3** pupils build on the knowledge and skills they have gained in primary that cover the basic skills for food preparation and healthy eating. There is a large focus on the Eatwell Guide/plate where pupils learn about all food groups and the importance of a balanced diet. Origin of foods and seasonal foods are discussed whilst using these foods to create a variety of savoury and sweet recipes. Health and safety is a key area in the food technology room and pupils are taught to prepare foods in a safe and hygienic manner whilst using a variety of preparation and cooking skills. It is essential for pupils to not only prepare their foods but to be able to evaluate and make suggestions for improvement or adaptations and then try these out during the next practical session.

The pupils thrive in this environment as they gain lifelong skills through exciting topics such as Super Seasonal Cooking; Great Bread Bake Off; Dips and Dippers; Edible Gardens and much more. We hope you will enjoy tasting the foods that are brought home!



Active Skills

Primary and Secondary PE is covered within 'Active Skills'. In the **Primary department** the younger pupils will be developing their basic skills to actively participate in different sports such as ball games. The older pupils will then use these skills to play simple games. Primary pupils will also have the opportunity to participate in gym, dance and movement lessons and also develop their fine motor skills doing sensory circuits. All primary pupils throughout the year have the opportunity to have swimming lessons and to compete in external competitions when possible.



In the **Secondary Department** pupils will build on the skills acquired in Primary and further develop their movement and agility skills through gymnastics and trampolining and training ladders, their teamwork and games skills in team activities, their individual skills in activities such as Boccia and table tennis and health and fitness using rowing machines and circuits. External competitions are also entered where possible. Links with other organisations allow external coaches to work with different groups of pupils throughout the year.

Healthy lifestyles, eating and exercise are a focus in all elements of Active Skills and are also part of the Vocational and Life skills programmes.

Computing

Computing at Belmont covers everything from learning to use computers and iPads through to coding and using Microsoft Office.

Primary

In our primary department, our students learn the basics of coding using robots and iPads. They also learn to use different iPad apps and begin to use laptops using a keyboard and mouse. As they get older, students begin using different software for coding and begin to explore word processing and presentations. Students also begin to develop an understanding of how to stay safe online in line with their PSHE work on the topic.

Key Stage 3

In key stage 3, students further develop their understanding of the concepts delivered in primary. Students use the software built into 'Purple Mash' software to strengthen their knowledge of coding and algorithms. Students also begin to apply their understanding of Microsoft software in other areas of the curriculum to support their learning. Students continue to develop their understanding of staying safe online including social media and video games.

Key Stage 4

Key stage 4 students begin working towards accreditations in computing following either the ASDAN or WJEC awards. Both of these accreditations work to improving and applying their understanding of computing and computers. Students complete coursework in lessons to create a portfolio for their accreditation.



Religious Education

At Belmont our RE lessons are intended to offer a broad and rich RE curriculum to allow for coverage of the areas prescribed; to allow for a variety of ways to explore religions, their community and personal development and wellbeing.

We aim for pupils to get a coherent and progressive experience of the subject, with scope for cross-curricular learning.

Through each unit, children will know about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues. SMSC (spiritual, moral, social and cultural), personal growth and community cohesion are featured throughout each non-statutory strand and are there to ensure opportunities for children to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences.



The intent is to make sure that children understand the relevance of RE in today's modern world and how it affects our lives.

RE coverage should aim to:

- provoke challenging questions;
- encourage pupils to explore their own beliefs;
- teach pupils to develop respect for others;
- prompt pupils to consider their responsibilities.
- enable pupils to build their sense of identity and belonging;

Vocational Skills (Key Stage 4 only)



The Developing Independence programme at Belmont School is an integral part of our commitment to preparing all pupils for the opportunities, choices, changes, challenges and transitions affecting their future education, training and life as adult members of society. Emphasis is placed throughout the programme upon the importance of acquiring the necessary skills for success within the adult and working world: communication skills, literacy, numeracy and ICT skills, social awareness, good citizenship and moral values.

Units of work will allow pupils to develop understanding of themselves and the influences on them; to enable pupils to identify their own interests, strengths, experiences; to plan and prepare for transitions and challenges in school and the world of work and to develop the wider key skills of Communication, Working with Others and Problem Solving.

Personal and Social Development (Key Stage 4 only)

Our lessons in Personal and Social Development teach students the practical skills and knowledge needed to effectively manage personal, social and work situations. Learners will gain confidence and self-esteem and progress to independent living, employment or further education. The modules delivered have been specifically chosen to ensure that they cater for the specific needs of our pupils at Belmont. Pupils will participate in written and practical activities as well as have opportunities to meet guest speakers and make visits outside of school.



ASDAN: Personal Development Programme Bronze Silver Gold

In KS4 pupils engage in challenges taken from the personal development programme that help them develop skills for further learning, work and life. The pupils build a portfolio and certificates are awarded and reflect how many challenges completed. The programme has 12 modules to choose challenges from here are a few The Environment, World of Work, Communication, Vocational, Beliefs and Values.

Food Wise Short Course

In KS4 pupils will develop their knowledge of healthy eating through this very practical subject. During each lesson pupils will develop their skills of food preparation and cooking as well as budgeting for recipes and knowing the nutritional value of various foods. Pupils will be encouraged to try new foods and take part in opportunities that will develop their skills for life. In addition to learning the preparation and cooking skills pupils will gain some knowledge and understanding about the world of Hospitality. A focus on customer and guest service will give them confidence to consider this as line of work in their futures. Pupils will leave with the confidence to prepare their own meals; the memories of tasting new foods; setting up and running a mock restaurant; helping to run a hotel and making produce to take to market. This is a valuable life skills course that is of benefit to all pupils and where possible accreditations will be gained for the skills that have successfully learnt.



International Days

Each year at Belmont we have 5 allocated International Days. International days are

planned around a theme, and these are held during different terms. Teachers are all involved in planning sequence of activities linked to different countries. Generally a whole school assembly is held in the morning to introduce the international day. Learning basic foreign language phrases are incorporated. This helps pupils improve their confidence having "Yes, I can say the words" attitude leading to an enthusiastic sense of an open mind. Holding International days at Belmont School broadens pupils' personal knowledge about different foreign cultures, landmarks, taste foreign cuisine, spiritual, moral, and cultural development and many more benefits. These days promote diversity in the school community.



At times linking with the local community and bringing in visitors that originate from many different countries of the world to share their language, culture, and experiences with us has made these days extremely successful. International days are a fantastic way of making our pupils aware of the countries and culture of the wider world.

Extra Curriculum Activities

The traditional curriculum is supported by the wealth of extra curriculum activities that happen throughout the week and year. Every Friday afternoon pupils complete the week with an Enrichment session. The numerous choices that pupils select from allows them to further develop their social skills with pupils across the school and to work on outcomes on their EHCP whilst having fun! These activities include: cycling, arts and crafts, football, gardening, meditation, yoga, music and many more.



In the mornings, breakfast club is available for pupils so they can socialise and eat a healthy breakfast before the day begins. After school pupils can take part in Multi Skills, Arts and Crafts and Drama Workshop clubs throughout the year.



For many years we have taken pupils to the fantastic RDA (Riding for the Disabled) facilities where they learn to ride the horses. This will continue but with a more sensory focus where some pupils will take part in a programme that teaches them to care for the horses, clean and groom them, put on all their gear and then represent themselves in a mini gymkhana.



Throughout the year our staff seek to enrich the curriculum wherever they can with activities and trips such as: Cotswold Farm Park; Wetlands Wildlife Trust; Staverton Airport; Tesco Food Trails; Waitrose cooking experience; Whole Foods Schools Matter project; Museums and religious establishments; sporting competitions and many, many more!

Outdoor Play and Learning



At Belmont School we believe that enriched, high quality play greatly benefits child wellbeing and is deeply connected to child's learning and achievement in the classroom. In 2017 we joined the OPAL programme to improve opportunities for physical activity, socialisation, co-operation, coordination, resilience, creativity and enjoyment through improved play.

OPAL (Outdoor Play and Learning Programme) is the result of 17 years testing and development in over 380

schools and is now used in Canada, France and New Zealand as well as across the UK.

OPAL is based on the idea that as well as learning through good teaching, your children also learn when they play and on average 20% of their time in school is playtime. At Belmont this figure can be higher dependant on the individual needs of the pupils.



Play is not messing about. It is the process that evolution has come up with to enable children to learn all of the things that cannot be taught, while also feeling like it is fun.

As an OPAL school we offer creative and open-ended ways to play outside with upcycled materials and natural loose parts, opportunities for children to take the responsibility for their play, outdoor play in all weather and seasons and risk benefit approach to supervision which allows children to experience managing risk in their play. Outdoor play times offer opportunities to observe different skills and learning and development goals that children may not have opportunities to demonstrate inside the classroom setting. We strive to provide consistently high quality, sustainable play opportunities for all children.

In July 2022 we were thrilled to receive the Platinum award or OPAL at Belmont. This has taken years of fundraising to create area where our children can have fun, play and learn.



Progress and Assessment



Whilst the pupils are learning and having fun, the teachers are constantly assessing their progress within lessons and, three times per year, teachers use our bespoke Belmont Progress Tracker on a system called Pupil Asset.

At the beginning of the year pupils are set targets in all subject areas and throughout the year teachers assess against these targets ensuring they are making outstanding progress in all areas. If the expected progress is not being made pupils are placed on one of our relevant intervention programmes that will meet their academic or social and emotional needs. Pupils are also made aware of the EHCP outcomes and teachers support them to make progress to meet their targets in these areas through lessons and interventions. Pupils are able to track their own progress: Academic, Personal, Behaviour and Attendance in the Personal Progress Files.

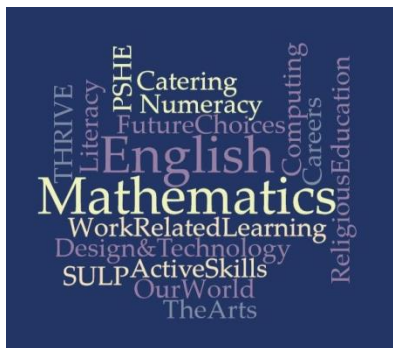
We offer a wealth of interventions to our pupils and this is deemed as an invaluable strength within our school. To mention a few we have Literacy (Dancing Bears and Apple and Pears); Numeracy (Numicon); Sulp (Speak up and listen); Lego Friends (Social development); Motor Skills (physical development); Active Listening (counselling); Relax Kids (managing anxiety); Yoga (physical development); Therapeutic play; Behaviour Mentoring ; Heartmath (managing behaviour); Self esteem and Making Up sessions.

Through exceptional staff and pupils relationships, a relevant and accessible curriculum and robust and rigorous tracking of progress, we ensure our pupils are successful in all areas of their school life and are well prepared for their next steps.



Homework

At Belmont School we ensure the pupils are working hard in every lesson and making excellent progress wherever they can. Whilst we value the additional learning at home we do not expect numerous hours of homework to take place after a busy day at school. Each week pupils may be allocated English (reading or spellings) and Maths (Mathletics) homework. There is an expectation that pupils will be reading each night at home.

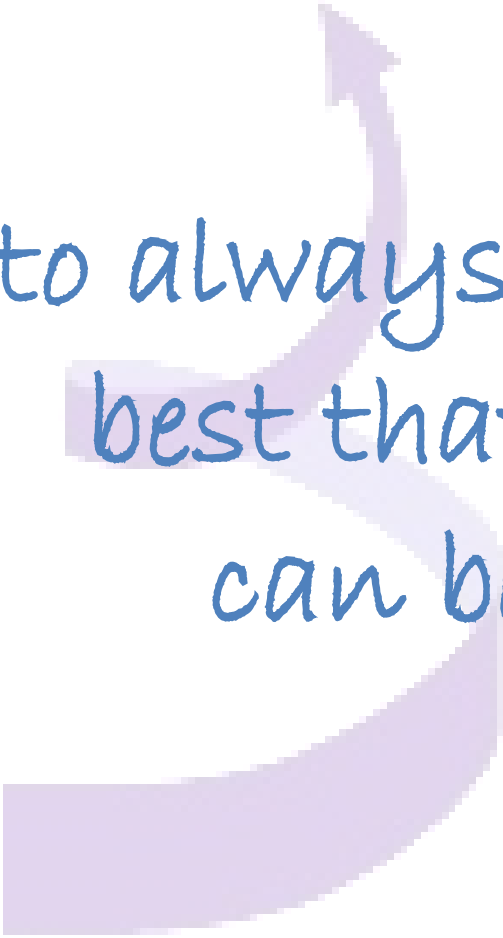


Restorative Practice School

Belmont School is a Restorative Practice (RP) school. Being 'restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour.

The Restorative Framework is based upon 'knowing the effects I have on others'. Making changes to the way we approach incidences and issues provides children, and others, with the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of RP and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made individuals are less likely to cause harm to others and damage relationships.



"to always be the
best that we
can be"