



# Curriculum Statement

## Core Values

Our curriculum is underpinned by our core values of:

- **Academic excellence**
- **Honesty**
- **Care**
- **Responsibility**
- **Respect**
- **Leadership**
- **Resilience**
- **Work Ethic**

## Curriculum Intent

We are committed to providing a curriculum with breadth that allows all of our students to be able to achieve the following:

Secure development and achievement...

- provides opportunities for students' personal development.
- allows students to achieve their personal best.

Prepare students for "life beyond Belmont"...

- challenges, motivates, inspires and leads to a lifelong interest in learning.
- prepares students for further education whether academic or vocational and for the world of work.

Promote active community involvement...

- ensures students are fully prepared for life in modern Britain.
- offers a wide range of quality extra-curricular opportunities for personal development.
- involves working with the community to promote local, national and global awareness.



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## Curriculum Implementation

### Through Transition

Our transition programme enables us to develop strong relationships and personal knowledge of all our students. Being a small school enables us to quickly get to know individuals and create a supportive ethos. Members of the SLT and pastoral team visit all our primary schools to meet with parents and students. The SENCO meets each headteacher to discuss the needs of identified students. Students identified as more vulnerable are given bespoke transition with individual/small group visits. We also offer a summer school for students to make friends, familiarise themselves with staff and orientate themselves with their surroundings.

There is a comprehensive transition offer from academic departments during the summer term: working with individual feeder primaries on projects such as STEM days, Remembrance, shows and sporting activities. By providing a range of experiences, including arts, sports and academic subjects we ensure that all of our new Y7 students already know “The Belmont Way” having worked with many of their teachers and support staff. Our students arrive feeling confident and secure in Y7 having already had experience of working together in their new environment with students from both our school and our partner primary schools.

We set students according to their prior attainment in all academic subjects from the start of Year 7 in order to accelerate their learning. In Maths and English departmental leaders do a question level analysis of SAT performance to highlight strengths and weaknesses, allowing them to adapt the curriculum from early in Y7.

Headteachers from our feeder primaries complete a peer review during the autumn term where they observe Y7 students in lessons. This allows them to see how students have settled and together we identify areas to improve cross-phase in transition.

### Through Nurture Provision

Nurture provision is provided for a group of our more vulnerable students in all year groups. The subjects followed will be tailored to individual need but come in the main from the core academic offer for all children but with more intensive support. Nurture provision is not permanent, full time provision for students but based on an integrated model of in-class support and small group withdrawal with the aim of students spending as much time as possible in mainstream lessons and reintegrating when appropriate.

### Through Enhanced Mainstream Provision

We host the county-wide Enhanced Mainstream Provision for students who have a Sensory Impairment. We are able to provide specialist equipment, support within the classroom and pre and post tutoring within the Sensory Base. Students with a sensory impairment take a full part in the school curriculum and extracurricular activities and are fully included in the life of the school. Our team of specialist

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support staff work alongside mainstream teachers to enable students to access the full curriculum. The expectation at Belmont is that students will access a normal school curriculum.

### Through Enrichment

We believe learning outside the classroom is as essential to students' development as learning within the classroom, and so ensure our students experience a wealth of extracurricular opportunities. We offer a real breadth of experiences with students participating in, for example, the National Citizenship Service and Duke of Edinburgh Award Scheme. The school also has a Combined Cadet Force affiliated to the Royal Electrical and Mechanical Engineers. Students also take part in the annual Tall Ships challenge or the National Trust's Green Academies 'Urban Rangers' project.

Belmont has a proud history of sporting achievement and this continues with the school hosting numerous clubs and sporting events. Performing Arts has long been a strength of Belmont Community School: We have a specialist performing arts building with dance and performance studios, as well as specialist music and practice rooms. We offer outstanding opportunities in this arena, with visits, plays, pantomimes, choir, instrumental lessons, dance competitions and much more besides.

The school has a comprehensive enrichment offer to complement the taught curriculum in subjects. This includes study support lessons, trips, working with subject experts. For example in Science:

- PIE challenge
- Rocket Car Challenge
- STEM club
- Urban Rangers
- Seneca/Tassomai Club
- Brian Cox lecture
- CERN trip
- Girls into Physics
- Saturday booster classes
- Operating Theatre Live
- Mammal web
- Lunchtime homework club
- Holmes lectures
- Durham Uni PHd students
- Ogden Trust Physicist of the year
- Biology Challenge
- Gender awareness talk
- Newcastle Uni Medicine taster day

To remove barriers to enrichment, the school provides a free late bus home for students in the surrounding villages.

### Through Teaching, Learning & Assessment

At Key Stage 3 students study a broad and balanced range of subjects. A two year Key Stage 3 means lessons are fast paced and engaging to avoid the traditional drop off in Y9. A strong core of compulsory academic subjects gives students the relevant skills and qualifications to successfully progress into post 16. This traditional core of English, Maths, Science, Humanities and Languages is complimented by an extensive range of options at KS4, including: the arts, sports, design and technology subjects and a range of vocational courses. Year 11 students also have a dedicated 'Study' lesson each week. Our 3 year KS4 allows for more time in the core subjects and greater depth of study and understanding in all subjects.

Lessons at Belmont follow our 8Rs model ensuring the following key features are embedded in lessons:

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- *Fast Four* retrieval practice at the beginning of lessons to support learning - i.e. long term retention and transfer to different contexts.
- Regular testing and progress checks to assess key constructs and inform D.I.R.T.
- Re-teaching where misconceptions or errors have been identified.
- Study skills embedded in the context of subjects across the curriculum.

These features enable students to effectively retain knowledge and apply it with increasing confidence.

Key Stage 3	Lessons/Week
English	5
Mathematics	5
Science	5
ICT & Computing	1
Ethics: Sex & Relationships; Careers; Religious Studies	1
Physical Education	2
Art	1
Music	1
Performing Arts	1
Design & Technology: Food; Textiles; Resistant Materials; Electronics	2
Geography	2
History	2
French	2

Key Stage 4	Lessons/Week
English language	3
English literature	3
Mathematics	5
Combined or separate sciences	6
Business Studies with ICT	1
Ethics	1
Physical Education	1
Study	1
Free choice of 3 subjects from:	
Geography, History, Art, Photography, Music, Drama, Construction, Food, Design Technology, Geography, History, Religious Studies, French, German, Sports Studies, Health & Social Care, Business, Computing	3

### Through homework

Homework is a key part of the offer at Belmont. It is rigorous, set regularly, followed up and has high

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status. It is used to:

- develop reading skills.
- recall and retrieve prior learning.
- repeat a skill independently to encourage mastery.
- consolidate learning.
- deepen and extend learning.
- feed forward to future learning.

### Through Personal Development

Our pastoral system is founded on the 'Ready, Respectful, Safe' code of conduct that is highly visible around school and all students are familiar with. Through a mixture of dedicated weekly 'Ethics' lessons and collapsed timetable days, run in collaboration with a wide range of external providers, students study all aspects of SMSC and PSHE. Examples of how these areas of the curriculum are implemented are as follows:

- Spiritual - A pop up 'Prayer Space' with a range of activities based around reflection and the opportunity to explore faith.
- Moral - Students run a diversity group that looks at equality issues and recently received an educate and celebrate gold award.
- Social - Students in KS3 follow the PiXL LORIC curriculum as part of their character education.
- Cultural - The school runs an annual 'Projects' Week' in the summer term. Community projects range from work with Homeless Charities and 'Random Acts of Kindness' to Old Folks Tea Parties and Mining Heritage. The week also includes trips to Spain and France.
- Personal - We are part of the North East pilot group for CEIAG and working towards the Gatsby Standards. We also work with the House of Lords outreach team to look at democracy in action.
- Health - Students follow an SRE curriculum targeting the areas identified through student voice. In Y9 all students work with the YAM project for mental health.

To encourage take up of these wider opportunities, the school runs a Belmont Pledge challenge where students are rewarded for participating in wider initiatives.

## Curriculum Impact

The impact of the school's curriculum is measured through several means:

- Outcomes for students at GCSE in Y11.
- Progress and attainment data for current year groups.
- Destinations data.
- Attendance data.
- Behaviour logs.
- Engagement in enrichment activities.
- Student voice.
- Progress towards the Gatsby benchmarks.