



Blanche Nevile School

Curriculum Policy

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NB: Updates since last year's policy have been highlighted in blue.

NB: 'headteacher' has been changed to 'Co-Headteachers' throughout the policy.

Aims and Objectives

At Blanche Nevile School, we believe that all pupils are entitled to a broad and balanced curriculum which celebrates the diverse nature of our school community and is designed to be accessible and engaging.

Our curriculum provides a range of learning opportunities in and outside of the classroom, and promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

Our Curriculum:

- Provides a broad and balanced entitlement to all pupils.
- Provides equal opportunities for all pupils regardless of gender, aptitude, cultural, ethnic or religion.
- Prepares pupils for further study, the world of work and to become active citizens.
- Enables pupils to develop positive personal and social values.
- Provides a variety of activities which bring about effective learning, appropriate challenge and leads to achievement for all pupils.
- Provides continuity and progression across all year groups.
- Raises standards in both teaching and learning.
- Increases pupils' motivation, enthusiasm and engagement for learning by contextualizing learning and making it meaningful.
- Develops pupils' confidence and independence.
- Establishes strong cross-curricular links.
- Creates and maintains an exciting and stimulating learning environment.
- Provides opportunities to apply knowledge and learning in practical and problem-solving tasks.
- Provides opportunities for learning and teaching to take place beyond the classroom.
- Provides an understanding of British Values and life in modern Britain.

Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (**July 2025**) 'Statutory framework for the early years foundation stage'
- DfE (Aug 2024) 'Working together to improve school attendance'

Roles and responsibilities

The Governing Board is responsible for:

- Approving this policy.
- Liaising with the co-headteachers, subject leaders and teachers with regards to pupil progress and attainment.
- Formulating a curriculum committee who assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

The Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the Headteacher's reports.

The Co-Headteachers are responsible for:

- Communicating the agreed curriculum to the Governing Board on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the Governing Board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up to date with any relevant statutory updates and taking action where required.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.

The Deputy Headteacher of Teaching and Learning is responsible for the day-to-day organisation of the curriculum and takes an active lead in the monitoring of teaching and learning.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the headteacher.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the co-headteachers, [SEND Lead](#) and Speech and Language team to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the [SEND Lead](#), Learning Support Assistants (LSAs) and Communication Support Workers (CSWs) to ensure pupils receive the support they need in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their

talents and stretch them.

- Celebrating all pupils' academic achievements.
- Monitoring the progress of all pupils and reporting on this to the co-headteachers.
- Working to close the attainment gap between academically more and less able pupils.

Subject leaders are responsible for:

- Providing strategic leadership and direction to their team.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this to the co-headteachers.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

Equal opportunities and inclusion

The school will have due regard for the Equality and Diversity policies at all times when planning and implementing the curriculum. The school will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Age
- Disability
- Gender identity
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

Organisation and planning

Adaptive Teaching

- Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning.
- Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing additional work that is above the academic level of their peers.

- Teachers will plan lessons to accommodate pupils of mixed ability, making cross-curricular links where possible.
- Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.
- Disadvantaged pupils and those with EAL will receive additional support – this may include dedicated time with support staff and access to specialist resources and equipment where required.
- Learning Support Assistants will be deployed within lessons strategically so that they can assist with pupils who require additional help but are also able to minimise disruptions where necessary.

Classrooms

Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

Curriculum Delivery

- The school's curriculum will be delivered over 190 days.
- At Primary, each school day will be split into four sessions and pupils will have a break and a lunchtime.
- At Secondary, the school operates a five-period day, with additional time for registration and/or
- There is both a break and lunchtime.
- The taught school week comprises 25 one-hour periods organised across a two-week timetable.
- Teaching time per subject reflects the importance of key skills and competencies in English and Maths and the need to maintain a broad and balanced curriculum [as well as a deaf specific curriculum covering BSL and Deaf Studies](#)

Remote Learning

Attendance at school is mandatory for all pupils; however, there may be circumstances where in-person attendance is either not possible or contrary to government guidance.

The school's Remote Education Policy sets out how education will be delivered if pupils cannot attend school in person.

The school has provisions in place, through [Seesaw at Primary](#) and Google Classroom at Secondary, to support pupils who cannot attend temporarily.

The Primary Curriculum: a Topic based Curriculum

At Blanche Nevile Primary, we have small class sizes, with a high adult to child ratio. This ensures that lessons are tailored [and adapted](#) to meet individual needs and that every child receives appropriate levels of support and challenge.

In Nursery and Reception, we follow the Early Years Foundation Stage Curriculum (see EYFS policy). Pupils in Key Stages 1 & 2 follow the National Curriculum as a starting point.

KS 1/2 Intent

The curriculum is designed to enable all our pupils to learn in a fun, meaningful and engaging way and make progress to achieve their full potential.

We pride ourselves on providing a learning environment that is safe, caring, supportive and stimulating so that pupils feel challenged, motivated and have high aspirations for the future. The curriculum and learning environment are designed to build positive self-esteem in our children. We use a wide range of resources to suit different learning styles and foster active learning through whole class teaching, small group work, and one-to-one teaching, collaborative work and independent learning activities.

Staff have high expectations of pupils' achievements. Learning intentions and outcomes from the curriculum are matched to individual pupils' needs to ensure they make progress that is commensurate with their own learning and development potential.

Curriculum Planning

Blanche Nevile Primary follows the Highgate Primary (our partner school) Curriculum. This is a topic-based approach to learning that provides a cross-curricular, thematic teaching structure designed to engage children of all abilities.

It comprises a range of units of work, each planned to last for half a term. These units of work, or topics, are designed to provide continuity and progression in children's learning, and for children to learn the essential knowledge, skills and understanding of a broad range of curriculum subjects.

Wherever possible, subjects are delivered through the topic. This enables children to build on their general knowledge and enquiry skills as well as facilitating the development of their communication, literacy and numeracy skills in a range of cross-curricular contexts. Subjects such as Maths, BSL, Science, PSHE, PE and RE are taught discretely allowing for skills development. Computing/ICT is taught as a subject in its own right **as well as being** integrated throughout the curriculum.

The school curriculum is all the planned activities and experiences that the school provides in order to promote children's personal development, growth and learning.

It includes not only the formal requirements of the National Curriculum, but also the enrichment programmes, community events and range of extra-curricular activities or experiences that the school organises in order for children to achieve well, develop character and be well prepared for the next stage in their education.

These enrichment experiences include:

- Forest School and Outward-Bound Curriculum
- Assemblies
- Performances and Concerts
- Celebrations, Festivals and Themed Days

- Visitors to the school
- School visits and trips

In addition to this, as a school for deaf children, we have a strong focus on supporting our pupils to develop a strong deaf identity, so they develop positive self-esteem and become confident learners as young deaf people. Deaf identity is developed and celebrated through BSL and Deaf Studies lessons, recognition of key dates relating to sign language and deafness as part of the SMSC calendar, and the recognition of deaf role models, artists and writers through lessons, trips and visitors.

KS1/2 Implementation

Our pupils develop and grow through learning in a fun and stimulating environment. The holistic approach at Blanche Nevile looks at the whole child, establishing language and communication as well as deaf identity.

Social and independence skills are developed, and peer groups allow pupils to form lasting friendships.

Our young people learn together in small groups and are taught by Qualified Teachers of Deaf Children and Young People, with the support of Communication Support Workers and Learning Support Assistants. The curriculum is adapted to suit individual needs.

We recognise that our children learn in different ways, and we therefore plan and deliver the curriculum in a multi-sensory, adapted approach to engage all learners using a range of visual, kinaesthetic and auditory (where appropriate) resources and stimuli to maximise learning.

Bilingualism

Our school's bilingual practice in BSL and English is central to our curriculum and is the defining characteristic in our philosophy and policy on teaching and learning. The curriculum is delivered bilingually in BSL and English by staff who are fluent in both languages, and this is unique to the school.

We value BSL and English equally; recognising that for the majority of our children BSL is their preferred and dominant language, which enables them to access the curriculum to maximise their academic, social, emotional, and physical development. Where BSL is the first language, pupils have full access to information in BSL and use this to develop their knowledge and understanding of English as a second language.

We recognise the need to be flexible in our language approaches for pupils with emerging and developing English as a second language, as well as those pupils with additional needs.

Literacy, Phonics and Reading Schemes

Pupils have daily guided reading with staff to ensure they have opportunities to constantly develop their reading skills and develop their abilities in translating from English to BSL.

We use the following Phonics and Reading Schemes:

- ❖ Floppy's Phonics (through the use of Visual Phonics)
- ❖ Big Cat Collins Reading Scheme

Inclusion

Inclusion lessons with mainstream peers take place mostly through topic work, music and PE. These lessons are planned jointly by Blanche Nevile and Highgate Primary School teachers. There are also opportunities for integration through performances, celebrations and assemblies.

Pupils who will benefit academically may attend mainstream Maths and Literacy lessons and are accompanied by a Communication Support Worker. [Decisions about integration are made alongside parents/carers and the multi-disciplinary team. The degree to which pupils integrate is highly personalised and reviewed regularly.](#)

Homework

Regular and appropriate homework is an integral part of pupils' curricular entitlement. Homework enables pupils to consolidate and extend work covered in lessons. Homework also provides opportunities for families to become involved in their child's learning.

KS1/2 Impact

Staff provide effective and immediate feedback throughout lessons to check, consolidate and progress learning. This is achieved through the high staff to pupil ratios within classes and promotes positive and relevant discussion between staff and pupils regarding their work. This immediate feedback is an effective tool in supporting progress and impact.

End of key stage assessments are completed at the end of EYFS against the Early Learning Goals and at the end of KS1 and KS2 against the expected standards, or pre-key stage standards. These may be Teacher Assessments or the Standardised Attainment Tests (SATs) in KS1 and 2.

We monitor the impact of our whole school curriculum in a range of ways.

- Observations
- Learning walks
- Book/work scrutiny
- Teacher/Support Staff meetings
- Assessment Data
- Moderation both internal and external
- External Monitoring visits by School Improvement Partners
- Monitoring by Governors
- Leadership Team development work on SEF/SDP
- EHCP Reviews
- Pupil Voice

- Parent/Carer voice
- Staff voice
- Multi-Disciplinary Team meetings
- Pupil progression
- Moderation

The impact of our curriculum is evident through pupil's enjoyment of learning. Pupils are prepared for the next stage in their educational journey and effectively transition into Year 7.

Secondary Curriculum: Learning for All

The National Curriculum is the starting point for the Blanche Nevile Secondary Curriculum and is delivered through discrete subject teaching. In addition, pupils are prepared for the next stage in their education, employment or training by our broad curriculum.

KS3 Intent

- To ensure broad, ambitious and individually tailored access to the National Curriculum, constantly adapting and evolving to remain challenging, flexible and personalised.
- To be aspirational for all learners ensuring that they are on a learning path that is ambitious, age appropriate and delivered at an individualised pace.
- To ensure learners' SEMH needs are addressed to enable consistent learning.

KS4 Intent

- To ensure all students gain nationally recognised qualifications at a level appropriate to their ability.
- To ensure all students are following an ambitious and driven curriculum path that meets their individualised needs.
- To ensure all learners are prepared for adulthood and ready to take their place as responsible citizens.
- To promote and encourage students to take responsibility for their own learning to ensure all learners reach appropriate destinations on leaving KS4.

KS3/4 Implementation

Pathways

Our curriculum has been developed to prepare our students for life beyond our school. Matching each young person's learning to their needs and interests enables them to aim high and achieve their very best. There is a high level of personalisation in our curriculum and a wide range of subjects can be studied at different levels of outcome, from Entry Level to GCSEs.

Our secondary curriculum includes a strong focus on creative and practical subjects that develop social communication and other essential skills for their future adult lives.

Our Secondary offer includes GCSEs, Level 1 and Level 2 qualifications, Entry Level Certificates (ELCs) and Unit

Awards.

Years 7/8/9 Core Aspect of Learning

Subject	Learning and development area
Art, Graphics, Textiles, English, Religious Education, Physical Education, Home Cooking	Aesthetic, creative, expressive
Graphics, Textiles, Geography, Computing, Mathematics, Science	Science, mathematical, spatial
Art, Drama, Physical Education, Home Cooking	Physical, recreational
Graphics, Textiles, Geography, Computing, Science, Maths	Science, technological
Personal Social Development, English, Geography, History, Science, Religious Education, British Sign Language,	Social, environmental, literacy
Where appropriate, students also have Life Skills sessions	

Years 10/11 Curriculum Pathways

Compulsory Subjects		Options *	
English	GCSE, Functional Skills + Unit Award	Art & Design	GCSE, Entry Level 2, Unit Award
Maths	GCSE, Functional skills, ELC, Unit Award	Graphic Communication	GCSE
Science	GCSE, Entry Level Certificate, Unit Award	Humanities	Entry Level Certificate
Computing	Functional Skills, Unit Awards	P.E	GCSE, BTEC, Unit Award
BSL	Level 1, 2 and 3	Religious Studies	GCSE
PE	No Exam – Short Course	Life Skills	No Exam
PSD	No Exam	Enterprise	No Exam
Careers	No Exam		

We are also able to offer further vocational and academic qualifications dependent on cohort

*Options are decided by the school working with parents, carers and the young people to ensure that the most suitable subjects and the most appropriate accreditation pathways are selected.

Integration and Curriculum Support

Where it will benefit pupils academically and is appropriate for them in terms of their social and emotional wellbeing, confidence and peer group, students may integrate into Fortismere School (our mainstream partner school) for part of the week.

Decisions about integration are made alongside parents/carers and the multi-disciplinary team. The degree to which pupils integrate is highly personalised and reviewed regularly.

Where pupils integrate into mainstream classes, they will be accompanied by a Communication Support Worker and will receive Curriculum Support sessions, where CSWs or Teachers of the Deaf provide post-teaching support to reinforce and clarify what has been covered in class.

Literacy and Reading

To promote and sustain a love of reading, the school has timetabled regular 'Drop Everything and Read' (DEAR) sessions. During these sessions, pupils engage in reading through a range of approaches, including listening to stories read aloud, reading independently, or reading aloud to an adult, according to individual need and preference.

Pupils have access to libraries within our school and host schools, ensuring availability of a wide range of text types. The school invests in a variety of texts, including graphic novels, to ensure that all pupils are able to access reading independently, regardless of their reading age, whilst maintaining age-appropriate interest and challenge.

The school is committed to providing reading materials that reflect a diverse range of authors, cultures, and experiences. This commitment is embedded within the curriculum map, which ensures that pupils are exposed to texts and writers from across the globe and engage with stories featuring diverse characters and perspectives. In addition, the school actively includes texts that reflect Deaf identity, Deaf experiences, and positive representations of disability, enabling Deaf pupils to see themselves positively represented within literature.

Schemes of Work (SoW)

Subject leaders are responsible for devising SoW based on the National Curriculum Programmes of Study and accredited syllabuses. These break down learning into carefully sequenced lessons.

Teaching and Learning

Pupils are encouraged to take increasing responsibility for their own learning and to be actively involved in the learning process. Strategies will include working individually, in pairs and small groups, whole class teaching, practical work, problem solving, role-play, the use of ICT and video and visits outside the classroom. Please see our Teaching and Learning Policy .

Homework

Regular and appropriate homework is an integral part of pupils' curricular entitlement. Homework enables

pupils to consolidate and extend work covered in lessons, to carry out private study and research and to develop good study habits. Homework also provides opportunities for families to become involved in pupils' learning. Please see our Secondary Homework policy.

Monitoring, Evaluation and Review

The Senior Leadership team and subject leaders are responsible for monitoring and reviewing the curriculum. This is highlighted in the Monitoring, Evaluation and Review Schedule that runs throughout the school year. This schedule includes regular lesson observations and feedback, learning walks, scrutiny of books and moderation.

We also monitor the impact of our whole school curriculum in a range of ways.

- Observations
- Learning walks
- Book/work scrutiny
- Teacher/Support Staff meetings
- Assessment Data
- Moderation both internal and external
- External Monitoring visits by School Improvement Partners
- Monitoring by Governors
- Leadership Team development work on SEF/SDP
- EHCP Reviews
- Pupil Voice
- Parent/Carer voice
- Staff voice
- Multi-Disciplinary Team meetings
- Pupil progression
- Moderation

Reporting and assessment

Informal assessments will be carried out regularly to measure pupil progress. These will include end of topic tests, quizzes, practice papers and other formative and summative assessment activities. The outcomes and results of assessments will be used to inform future planning and target setting. Results of informal assessments will be recorded and reported back to the co-headteachers, pupils and pupils' parents/carers through parent/carers evenings and school reports.

Pupils will also complete national assessments. The results of these assessments will be reported back to the headteacher, pupils and their parents/carers.

Assessment of pupils with EAL will take into account the pupils age, length of time in the UK , previous

education and ability in other languages.

Additional access arrangements and special consideration will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance. [Please see our Secondary Assessment Policy for further details.](#)

Monitoring and review

This policy is reviewed annually by the co-headteachers and the Curriculum Committee on behalf of the governing board.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.