

LUTTERWORTH HIGH SCHOOL



CURRICULUM POLICY

Reviewed: By the Achievement and Attainment Committee

Adopted: By the Governing Body 05/10/2021

Signed: Chair of Governors: Janet Price-Jones

Date: 05/10/2021

Signed: Headteacher: Julian Kirby

Date: 05/10/2021

Review Date 10/2022

Lutterworth High School Curriculum Policy

Introduction

The curriculum at Lutterworth High School conforms to the statutory requirements of the 1988 Education Reform Act and its subsequent amendments. This states that students will follow the National Curriculum unless there are elements to which they are, for any reason, dis-applied.

The school provides a balanced and broadly based curriculum, which:

- has students at its heart, inspires students, nurtures the talents of all and celebrates success
- promotes academic excellence and continuous improvement
- promotes the spiritual, moral, cultural, intellectual and physical development of all pupils
- prepares all students for the opportunities, responsibilities and experiences of adult life and the world of work
- instils in students the concept of lifelong learning
- offers equality of opportunity to all

Curriculum Aims

In order to achieve the above, each individual will be provided with equal opportunities to develop to their potential as a learner who:

- is committed to, motivated by and enjoys learning
- achieves high standards and makes excellent progress
- is conscientious and industrious
- is adaptable, independent and resilient
- is imaginative and creative
- is responsible and mature
- is able to acquire and understand increasingly complex knowledge, concepts and attitudes
- is able to think, question, analyse, investigate, evaluate and solve problems
- is able to learn independently
- is equipped with the key skills of communication, numeracy, ICT, problem solving, working with others and improving own learning performance
- is able to make informed and appropriate choices at the end of key stage 3 and key stage 4 is prepared for and committed to lifelong learning
- is tolerant and respectful
- can form and sustain good relationships with peers and adults
- is considerate to others
- is emotionally literate
- understands, appreciates and respects their own and others' beliefs, attitudes and behaviour
- understands and appreciates their own and others' achievements and aspirations
- values and respects their own and other languages, cultures, heritage and tradition
- is prepared for the world of work and leisure
- understands the social, political, economic and environmental nature of adult life

The following values lie at the heart of our curriculum:-

Equality

Teaching and learning methods are appropriately differentiated and varied to provide equality of opportunity for all.

Integrity

Curriculum provision ensures that standards of achievement and the primacy of teaching and learning are at the heart of all that we do.

Continuity and Progression

Curriculum provision is planned and provided within and across key stages in partnership with KS2 and KS5 colleagues to ensure both continuity and progress in the standards achieved by students and in the quality of teaching and learning.

Effectiveness and Efficiency

Curriculum provision ensures that the quality of education provided for students is maintained and enhanced through effective and efficient use of resources.

Consistency

Curriculum provision is consistent with aims, values and ethos of Lutterworth High School

Roles and Responsibilities

The headteacher will ensure that:

- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the academy and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed
- the amount of time provided for teaching the curriculum is adequate and is reviewed by the governors annually
- where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the National Curriculum
- the procedures for assessment meet all legal requirements
- students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve
- the governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum
- the governing body is advised on statutory targets in order to make informed decisions

The governing body will ensure that:

- it considers the advice of the headteacher when approving this curriculum policy and when setting statutory and non-statutory targets
- progress towards annual statutory and non-statutory targets is monitored
- it contributes to decision making about the curriculum

The deputy headteacher and assistant headteachers will ensure that:

- they have an oversight of curriculum structure and delivery
- detailed and up-to-date schemes of work are in place for the delivery courses within their key stage
- schemes of work are monitored and reviewed on a regular basis
- levels of attainment and rates of progression are discussed with progress leaders and curriculum leaders on a regular basis and that actions are taken where necessary to improve these
- appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students
- where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners

Curriculum leaders and progress leaders will ensure that:

- long term planning is in place for all courses
- schemes of learning encourage progression at least in line with national standards
- schemes of learning are in place and are used by all staff delivering a particular course to assure consistency of delivery
- assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion
- they share best practice with other colleagues in terms of curriculum design and delivery
- oversee CPD needs with regards to curriculum planning and delivery within their area of responsibility
- they ensure that monitoring of each department's marking policies takes place with regular reviews

Teaching staff and learning support staff will:

- ensure that the curriculum is implemented in accordance with this policy
- keep up to date with developments in their subjects
- have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students
- share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum
- participate in high quality professional development, working with other teachers to develop their skills in understand the learning needs of their students and how best to address those needs and engage them
- work in partnership with other agencies to provide an appropriate range of curriculum opportunities
- ensure that monitoring of each departments marking policies takes place with regular reviews

Students will:

- have their individual needs addressed and be given additional support if they start to fall behind in their learning, helping them get back on track quickly
- received personalised support to enable them to make the appropriate curriculum choices at the ends of key stages 3 and 4

Parents and carers will:

- be consulted about their children's learning and in planning their future education
- be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives
- be informed about the curriculum on offer and understand the rationale behind it

Monitoring, evaluation and review

The governing body will receive an annual report from the headteacher on:

- the standards reached in each subject compared with national and local benchmarks
- the standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time compared with national and local benchmarks
- the number of students for whom the curriculum was dis-applied and the arrangements which were made

The governing body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Curriculum Delivery

All students follow a common curriculum that meets the requirements of the National Curriculum.

The school week is organised into thirty 50 minute periods. In addition, students register in their tutor groups once in the morning.

Times of the school day

Preparation time	08:35 – 08:40
Registration	08:40 – 08:50
Period 1	08:50 – 09:40
Period 2	09:40 – 10:30
Break	10:30 – 10:50
Period 3	10:50 – 11:40
Period 4	11:40 – 12:30
Lunch	12:30 – 13:20
Period 5	13:20 – 14:10

Teaching groups and grouping by ability

On entry to the school at year 7, students are placed in mixed ability tutor groups within which, initially, they receive all of their teaching in the following subjects:

English; Mathematics; Science; Art; Computing; Design Technology (including food and nutrition); Geography; History; Modern Foreign Languages (French and Spanish); PE (including swimming) and Games; Religious Education; Performing Arts (music, dance and drama) and PSHE (personal, social and health education)

Setting is implemented at various stages during key stages 3 and 4 and is based on key stage 2 scores, ability and aptitude testing, average points score and teacher assessment. The points when setting is introduced are:

Year 7

In Year 7 students are set in mathematics during the first half-term and in science in January.

Year 8

In Year 8 students choose either French or Spanish and are set in MFL.

Year 9

In Year 9 students are set in PE.

Year 10 and 11

In Years 10 and 11 students are set in maths and science, they are in mixed ability groups for all other subjects

There is provision for students to move between sets at any time.

Homework

Homework is set in all subjects using the proprietary package, Show My Homework. Homework is used to support learning and develop independent learning. A separate homework policy details our aims.

Curriculum Leadership

All departments have a curriculum leader who is responsible for the curriculum and its delivery and assessment in their subject.

Curriculum Enrichment

The school offers a large range of co-curricular and extra-curricular activities. These are offered to students as part of The Emerald Way and designed to enrich the school's curriculum for all students.

The school delivers an annual Activity Week which offers a broad range of residential and school-based courses that develop the interests of all students in years 7 to 10. The Year 10 courses are offered as optional enrichment of GCSE courses

Higher Attainers

The school keeps a register of HA students and all departments offer activities, workshops and supplementary tasks to identified students.

Religious Education

Religious Education is part of all students' curriculum. Parents have the right to withdraw their child from Religious Education if they wish.

Sex Education

The school provides sex education in the basic curriculum for all students via science and PSHE and scheduled sessions in year 10 and 11. All students are encouraged and guided by moral principles and taught to recognize the value of family life. See also our Sex and Relationships Education Policy.

New Technologies and e-Safety

The school is committed to making excellent use of new technologies to support teaching and learning across the curriculum. All activities involving the use of ICT by students, staff and visitors are planned and delivered in compliance with the school's e-Safety and Information Security Policies.

Physical Education and Games

All students are expected to take part in the school's physical education (PE) and games programme. Students may only be excused from PE / games lessons for medical reasons, for which a note from a parent should be produced. Medical support should be provided in the event of a long-term excusal.

The Key Stage 3 Curriculum

Our curriculum at key stage 3 is designed to inspire and challenge all of our students to develop the knowledge, skills and personal attributes that will prepare them for their key stage 4 studies and, ultimately, for a successful and fulfilling life in 21st Century Britain. It is underpinned by the desire to maximize achievement whilst allowing students to enjoy learning. As a school we are committed to nurturing the talents of all and our curriculum has been designed to be flexible enough to allow us to provide additional support and extra challenge for those who need it.

When students arrive at Lutterworth High School they study a number of core curriculum subjects. These are organised into thirty 50-minute periods per week as shown in the table below. In recognition of the fundamental importance of literacy and numeracy there is considerable emphasis on the development of these areas across all subjects. All students follow our PSHE programme, participate in a programme of assemblies and get involved in a number of cross-curricular days during which they can explore certain themes such as Holocaust Memorial Day or particular aspects of careers education across several subject areas. Students are also strongly encouraged to participate in the wide range of house and extra-curricular activities.

SUBJECT	KEY STAGE 3		
	YEAR 7	YEAR 8	YEAR 9
English	4	4	4
Mathematics	4	4	4
Science	4	4	4
Computer Science	1	1	1
Physical Education (PE)	3	2	2
Religious Education (RE)	1	1	1
History	2	2	2
Geography	2	2	2
French/Spanish	3	3	3
Design Technology and Art	3	3	3
Performing Arts – Music, Dance and Drama	1	2	2
Personal, Social and Health Education (PSHE)	2	2	2
Total	30	30	30

The Key Stage 4 Curriculum

Our curriculum at key stage 4 is designed to provide students with a broad, balanced and flexible curriculum that inspires and challenges them to develop the knowledge, skills and attributes that will prepare them for their post-16 studies and, ultimately, for a successful and fulfilling working life. The curriculum is underpinned by the desire to maximize achievement whilst allowing students to enjoy learning. We pride ourselves on the breadth of opportunity available to our students, our excellent academic standards and our extremely supportive system of pastoral care. As a school we are committed to nurturing the talents of all, thus our curriculum has been designed to be flexible enough to allow us to provide additional support and extra challenge for those who need it.

The Core Curriculum

English, mathematics and science are compulsory subjects for all students. Their importance is reflected in the curriculum time allocated to them. In recognition of the fundamental importance of literacy and numeracy there is also a considerable emphasis on the development of these areas across all subjects.

The Core Curriculum	Qualification	Periods per week
English Language and English Literature	2 GCSEs	5
Mathematics	1 GCSE	5
Science - Combined Science or Separate Sciences	2 or 3 GCSEs	6 or 9
Core PE	-	1
Core RE/PSHE/Careers/Citizenship/Computing		1

All students participate in core PE, PSHE and careers education, attend a programme of assemblies and get involved in a number of cross-curricular days during which they can explore certain themes such as Holocaust Memorial Day or particular aspects of careers education across several subject areas.

Options

Our students have the opportunity to choose 4 options at key stage 4 to allow them to pursue their own talents, interests and aspirations. These are referred to in school as 'options'.

Options available	Qualification	Periods per week
Art and Design	1 GCSE	3
Business Studies	1 GCSE	3
Computer Science	1 GCSE	3
Creative Media	1 CNC	3
Dance	1 GCSE	3
Design Technology	1 GCSE	3
Drama	1 GCSE	3
Enterprise and Marketing	1 CNC	3
Food and Nutrition	1 GCSE	3
French	1 GCSE	3
Geography	1 GCSE	3
History	1 GCSE	3
Information Technologies	1 CNC	3
Music	1 GCSE	3
Physical Education	1 GCSE	3
Religious Studies	1 GCSE	3

Separate Science (the third science subject)	1 GCSE	3
Spanish	1 GCSE	3
Sports Science	1 CNC	3
Statistics	1 GCSE	3

The English Baccalaureate (EBacc)

The school makes sure that all students who wish to do so can study the EBacc suite of subjects and the curriculum option choices and timetable are structured so that all students are encouraged to choose this pathway.

To achieve the Ebacc students must study and pass English, maths, science, geography or history and a modern foreign language.

Personalisation

The key stage 3 and key stage 4 curriculums outlined above are relevant for the very large majority of our students, however, within the core offer there is scope for personalisation. When necessary the school works with students, their parents and carers and outside agencies to put together a flexible programme of learning to ensure that all of our students make the very best progress.

Extra-Curricular Programme

Students are also strongly encouraged to participate in the wide range of co-curricular and extra-curricular activities offered by staff as part of The Emerald Way.

Special Educational Needs (SEN)

The school has an SEND Policy for all students who are placed on the SEN register. The school, under the direction of the SENDCo, will determine the appropriate courses of action for each pupil in line with their EHCP or IEP and in consultation with outside agencies and parents.

Consultation

Parents who have concerns or complaints about any aspect of the curriculum should discuss these with the member of the senior leadership team with responsibility for the curriculum. If an issue is not resolved, parents should make an appointment with the headteacher to resolve the issue.

Monitoring and Review

This policy will be monitored by the Deputy Head (Curriculum) who will report to the Senior Leadership Group, Headteacher and Teaching and Learning Committee of the Governing Body on a regular basis.