

LUTTERWORTH HIGH SCHOOL



CURRICULUM POLICY

Reviewed: By the Full Governing Board 10/12/2024

Adopted: By the Governing Board 10/12/2024

Signed: Co-Chairs of Governors: Janet Price-Jones and Carmella Hunt

Date: 10/12/2024

Signed: Headteacher: Julian Kirby

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Policies linked to:

Relationship and Sex Education	SEN	
Assessment and Feedback	Homework	
Literacy	Equality Objectives	

1. Introduction

The curriculum at Lutterworth High School is aligned to our values and our mission statement of 'Where learning comes first.' Our values for students are:

- We aim to deliver exceptional teaching that allows everybody to make excellent progress.
- We aim to instil a lifelong love of learning and a sense of awe and wonder.
- We want to nurture talents and interests through an exceptional range of co-curricular opportunities and visits.
- We want our students to leave school as fully rounded individuals ready to embrace life in the 21st Century.

To deliver these values our curriculum is ambitious and carefully sequenced. It is broad and balanced with students undertaking a range of subjects to allow them to pursue their talents and interests. All students engage with rich knowledge and concepts.

2. Curriculum Aims

Curriculum Intent

The curriculum intent for all courses is explicit, shared and explains how each course fits with the whole school curriculum. It is designed so that students engage fully with, and go beyond the knowledge, skills, and concepts of all subjects in the national curriculum. The curriculum is designed to include enriching cultural experiences that enable students to appreciate fully the breath of human creativity, achievement, and endeavour.

The curriculum prioritises a strong academic core of subjects, such as those offered in the EBacc. At KS4 subject choices are offered that support students' learning and progression and enable them to work towards achieving their goals.

The curriculum has three 'threads' woven through all subjects. They are:

- **Discovering careers** Our aim is to ensure that young people are aware of the breadth and diversity of careers that are out there.
- **Understanding the modern world** Our curriculum creates opportunities for students to study, discuss and understand complex issues
- **Expressing your ideas** All students are given opportunities to present to their peers as well as the opportunity to debate contemporary issues. The curriculum promotes the understanding of, and respect for legitimate differences of opinion.

The curriculum supports students' physical development and responsibility for their own health and enables them to be active at school.

The curriculum is designed to support students' spiritual, moral, social and cultural development as well as an understanding of British values.

Curriculum Implementation

Curriculum leaders plan their curricula for each subject by setting out their long-term plans for each year group. This shows the content to be taught across a series of units or topics in each term, and to which groups of students. Each subject keeps these plans under continuous review

Medium-term plans set out the specific knowledge and skills which we want students to know and how this is sequenced and organised. These plans also include detail about how and when students will be assessed.

Short-term plans are written on a weekly or daily basis and teachers use these to set out the specific learning and assessment for each lesson, and to identify what resources and activities will be used in the lesson.

On entry to the school at year 7, students are placed in mixed ability tutor groups within which, initially, they receive all 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 used in mathematics and implemented in the first term of key stages 3 and is based on key stage 2 scores, ability and aptitude testing, average points score and teacher assessment. There is provision for students to move between sets at any time.

In general students are taught in mixed ability classes and there is some grouping by tier of entry and aptitude in science and PE.

Curriculum Impact

The curriculum is designed to be aspirational for all students and for them to achieve outcomes beyond national averages.

Aspirational individual targets are set for all students using national benchmarking data.

The school will evaluate the success of the curriculum in a broad way and values co-curricular and enrichment experiences as an integral and essential part of the learning experience at Lutterworth High School.

Relationships Education, Relationships and Sex Education (RSE)

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum and other aspects are included in religious education (RE).

Parents have the right to withdraw their children from the [non-statutory] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing using the form found in Appendix 3 of the Relationship and Sex Education Policy and addressed to the headteacher.

Religious Education

Religious Education is part of all students' curriculum. Parents have the right to withdraw their child from Religious Education if they wish. Requests for withdrawal should be put in writing and addressed to the headteacher

Co-Curriculum

All students can take part in a broad range of extra- and co- curricular activities offered as part of The Emerald Way. The activities are offered in four categories: creativity, competition, culture, and charity.

3. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards.

4. Roles and Responsibilities

The Governing Board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also make sure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for students to cover the requirements of the funding agreement
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for students lead to qualifications that are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum.

The Headteacher

The headteacher is responsible for making sure that the policy is followed, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEN

The Senior Leadership Team

The deputy headteacher and assistant headteachers will make sure that:

- They have an oversight of curriculum structure and its implementation

- Detailed and up-to-date schemes of work are in place for the delivery of courses within the areas they manage
- Schemes of work are monitored and reviewed on a regular basis
- Levels of attainment and rates of progression are discussed with key stage 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 and aspirations 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

Curriculum leaders and any others with responsibility for the oversight of any course will make sure that:

- Long term planning is in place for all courses
- The curriculum intent for all courses is explicit, shared and explains how each course fits with the whole school curriculum
- 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

Other staff

All other school staff will ensure that the school curriculum is implemented in accordance with this policy.

5. Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving at their full potential.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

Further information can be found in our equality objectives and in our SEN policy.

6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- The Achievement and Attainment Committee
- Governor visits with senior leaders
- Governor visits with curriculum leaders
- Meetings with student council

The headteacher, senior leaders and curriculum leaders monitor the way subjects they are responsible for are taught throughout the school by:

- Planning scrutiny
- Work scrutiny
- Subject review
- Learning walk
- Lesson observation
- Student voice
- Parental survey

7. Links with other policies

This policy links to the following policies, procedures, and guidance:

- Assessment and Feedback Policy
- Higher Attainers Policy
- Literacy Policy
- SEN Policy
- Homework Policy
- Relationship and Sex Education Policy
- Equality Objectives

8. Monitoring and Review

This policy will be monitored by the Assistant Headteacher (Curriculum) who will report to the headteacher, the senior leadership team, and the Achievement and Attainment Committee of the governing board on a regular basis.

This policy will be reviewed every year by the Assistant Headteacher (Curriculum). At every review the policy will be shared with the full governing board