



LYNDON SCHOOL

The Trust Mission Statement
Strength through diversity ambition
through challenge,
excellence through curiosity.

| Policy title | Curriculum Policy |
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| Rationale | <p>The curriculum is all the planned activities that are organised to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the academy organises to enrich the experience of pupils. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach pupils how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.</p> <p>This Curriculum Policy sets out our vision with respect to the purpose, organisation and aims of the curriculum. The curriculum is central to ensuring the highest possible expectations for the pupils, staff and communities we serve. In this document, the term curriculum is used with two meanings in mind: firstly, to mean the curriculum in terms of the offer of subjects, qualifications and courses which our pupils follow.; it is also used to mean the substance of pupils' education - that is, the actual knowledge, skills and understanding, including how this is chosen and sequenced, which we expect our pupils to learn during their time in school. The intended meaning in each case will usually be clear from the context.</p> |

Policy Statement

1. Statement of Intent

The heart of Lyndon School is its ambitious, inclusive and knowledge rich curriculum. Our curriculum promotes the intellectual, creative, cultural, linguistic, spiritual, moral and physical development of all our students, with the goal of deepening their knowledge and broadening their horizons. Our curriculum celebrates the individuality and diversity of our students and the communities we serve, engendering understanding, acceptance and respect.

All aspects of our broad and balanced curriculum have been carefully constructed to incorporate the 3 values of Strength through diversity, Ambition through challenge and Excellence through curiosity. By embedding these values in , we aim for our students to be simultaneously challenged and supported in all that they do, enabling them to access the high-quality education to which they are entitled. Rich in opportunity and choice for all students **the curriculum is designed to ensure that** the potential of each of our students is recognised and opportunities are created so that **all students experience the feeling of joy and achievement.**

The curriculum is designed to create learning opportunities which encourage deep learning, creativity, critical thinking and problem solving to support students in becoming the decision makers of the future. **As a school, we want our students to become immersed in learning experiences which support students in making links between subjects through the sequential building of knowledge and the enhancement of their cultural understanding.** To support students in making these links and to engage in the knowledge rich curriculum, **all lessons are based on the Excellence in Teaching Programme (EiTP) underpinned by Rosenshine’s Principles of Instruction.**

Lyndon School recognises that the curriculum goes beyond the subject knowledge and skills delivered in lessons, and that to sustain a positive culture within our school and to support pupils’ well-being, we strive to enable our pupils to be happy and engaged students. Therefore, our enrichment curriculum is a cornerstone of the students’ learning experience, with opportunities offered throughout the year and across the school to provide everyone with a chance to shine **and to gain confidence, whether this be through STEM, Sport, Performing Arts and Design Technology experiences.** The enrichment programme is specifically designed to ensure that our students are informed and build their cultural literacy, through being exposed to the best that has been thought and said. This commitment to providing rich and memorable learning opportunities engenders an appreciation of human creativity and achievement supporting students in becoming informed, confident, and prepared in taking each step towards achieving their dreams.

2. Curriculum Implementation

At Lyndon School, all students will participate in a knowledge-rich curriculum which provides a wide range of experiences and learning opportunities, to deepen knowledge and broaden horizons.

Our curriculum intent is underpinned by our ethos and values of strength through diversity, ambition through challenge and excellence through curiosity. As a school, we want our students to become immersed in new learning experiences; our curriculum is designed to support students in making links between subjects through the sequential building of knowledge and the enhancement of their cultural understanding.

To support students in their ability to acquire new knowledge and develop skills, we have implemented a learning sequence that supports students in securing, understanding and retaining new knowledge.

The Excellence in Teaching Programme (EiTP) learning sequence is underpinned by Rosenshine's Principles of Instruction; in every lesson, students are guided through the following learning sequence:

- Recall and retrieval activities are used to support well-researched practices which move learning from short- to long-term memory. By regularly revisiting prior learning, students are able to more quickly remember knowledge and apply skills, meaning that their learning is accelerated.
- Supporting this, each lesson contains new learning delivered through high-quality explanations. This 'direct instruction' ensures all students receive the correct information they need to rapidly make progress in the following supplementary tasks and questions. These tasks are then assessed during lesson time, ensuring all students receive quality guidance to improve in future tasks.
- Each half term, students undertake two graded assessments, in which they will receive feedback and guidance in the form of 'What went well' and either an 'Even better if' or a supplementary 'Learning Question (LQ)'; these graded assessments ensure that students are making good progress towards their MEOs and enable teachers to direct in-class intervention, to teach or re-teach material where there exist any misconceptions.
- All subjects, regardless of their nature, follow the EiTP model and assessment cycle. For additional information regarding EiTP, please refer to the Teaching and Learning Statement of Intent.

Curriculum Model and Timetabling

The curriculum will be delivered through an agreed curriculum model and timetable

- Groupings and settings will be applied on a subject-specific level and will be monitored through Senior Leadership Team review. There will be a blend between mixed ability teaching and ability grouping depending on need and circumstance.
- In Year 7 some subjects will be taught in tutor groups. These are mixed ability groups that have been put together with the aim of producing a balance of gender, ethnicity, ability, students with statements and feeder primary school. In all teaching groups teachers will use a range of techniques and resources to differentiate the curriculum to meet the needs of all students. Students may be allocated into groups other than their tutor group at every key stage.

The reasons will usually be:

- To create more teaching groups to reduce class size.
- To create ability sets to maximise achievement.
- To manage carousels of subject components to make efficient use of resources and staff.
- To maximise student choice at KS4.
- To manage peer dynamics to create the best possible learning environment.
- To manage the requirements of students with special needs.

Whenever ability groups are created the following criteria will apply:

- Students must be placed in an appropriate set to enable them to access the curriculum.
- Students must not be penalised from accessing the most appropriate level of entry for an exam.
- Students must be placed according to ability, not attitude or behaviour.
- Higher ability sets may be larger than lower ability sets to ensure students' needs are met most appropriately.
- Blocking of tutor groups should not place an unacceptable constraint on the timetable.

Key Stage Three

All students, unless there is a specific identified requirement to adapt the curriculum to meet the needs of individual learners, will receive a broad and balanced curriculum in Key Stage 3 which encompasses the National Curriculum subjects and entitlements.

Key Stage Four

All students, unless there is a specific identified requirement to adapt the curriculum to meet the needs of individual learners, will study qualifications above level 1, either GCSE, GCE or BTEC.

Students will be offered a range of core pathways, based on their prior academic performance and teacher assessment during Year 9. These pathways will be defined each year based on the unique characteristics of each exam cohort. It is our school's ambition that students will be guided towards studying the Ebacc, due to its enabling nature for further and future study and a wide range of careers.

All students will have access to the Ebacc either via their preferences or via their pathway, regardless of prior performance.

3. Personal development • The curriculum has a vital role to play in developing pupils' positive behaviour and attitudes to learning. This includes teaching about mutual respect for all and an understanding of the importance of democracy; the rule of law; individual liberty; tolerance for those with different faiths and beliefs and for those without faith; the importance of moral and ethical choices; a variety of cultural understandings and experiences.

- Science lessons, PE lessons, ICT lessons and Collapsed Learning days will ensure students learn how to keep themselves and each other safe, including - but not limited to - Relationships and Sex (RSE) Education, Health Education and Online Safety.
- A range of assemblies, intended for different audiences, and Collapsed Learning Days will be used to deliver SMSC and PSHE education across both Key Stage 3 and 4.
- We deliver programmes of education which develop pupils' personal and social characters. See our RSE policy and programme for further detail.
- We believe that it is important to prepare pupils for the next stages of their education/life through an effective careers education programme which is based on the Gatsby Benchmarks. See our CEIAG policy and programme for further detail.
- Pupils are taught what constitutes good behaviour and what the benefits of good behaviour are. See Behaviour Policy for further detail.
- Social, emotional and behaviour skills are taught within the curriculum so that this together with our effective wider work supports pupils to be confident, resilient, and independent, and to develop strength of character.

4. Home Learning

Students will receive a home learning diet of:

Key Stage 3: minimum 30 minutes per week per subject.

Key Stage 4: minimum 30-60 minutes per week per subject. Every department will decide which home learning styles are most appropriate for their curriculum; different subjects will have different styles of home learning tasks to ensure suitability. A list of examples can be made available upon request.

This will be quality assured by the designated member of senior leadership for home learning.

Home learning requirements during remote learning

- Students will continue to be issued home learning materials whilst engaging in remote education; however, we will expect these home learning tasks to be driven by curriculum need and will ideally be away from the computer.
- Pupils will receive consequences for not completing home learning tasks where these were elements of flipped learning rather than simply consolidation.
- Not all home learning tasks will need to be marked, for example: reading and preparing texts, practicing spellings and key vocabulary, and Century nuggets; however, all home learning tasks should be acknowledged and checked in line with our school marking policy.
- Projects and extended pieces of work will receive full written feedback as part of the school's assessment policy. Some home learning tasks, where appropriate, may be teacher-, peer- or self-marked during lesson time.

5. Curriculum review process

Each year, the curriculum will be reviewed by Subject Team Leaders in partnership with their teams and with their Senior Leadership Team line managers. The nature of this review will be approached twofold:

- Key Stage Three will be reviewed against Age Related Expectations (ARE) and the equivalent subject coverage offered by the National Curriculum, to ensure that students receive a curriculum which is at least as challenging and broad.
- Key Stage Four will be reviewed against the relevant qualification specification and will aim to ensure that all subject teaching is completed by the end of the Spring half-term of Year 11, allowing focussed revision time beyond this point.
- Long-term plans will be created in the form of Curriculum Maps for each Key Stage. These maps will be available via the school website and will be linked directly to specific subject curriculum intent.
- Medium- and short-term plans will be co-ordinated based on these plans by Subject Team Leaders, in partnership with their teams, and will focus on ensuring that sequencing within topic areas is clearly defined.

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| | <ul style="list-style-type: none"> Assessment within the curriculum will take the forms and schedules outlined in the Teaching and Learning Intent Statement and Assessment Policy. <p>Assessment will be curriculum-linked and focussed on ensuring students are making progress towards their A.R.E.</p> |
| Monitoring and review | Senior Leadership Team |
| Links | |
| Staff responsible | Vice Principal - Provision & Learning Assistant Principal (Provision) – Curriculum and Personal Development |
| Committee responsible | Lyndon Local Governing Body (LGB) |
| Date approved | |
| Review date* | September 2024 |