

The Trust Mission Statement

Strength through diversity
ambition through challenge,
excellence through curiosity.

Policy title	Curriculum, Teaching and Learning Policy
Rationale	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. 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.
Policy Statement	1. Statement of Intent Our curriculum at Lyndon School aims to: • Promote the intellectual, creative, cultural, linguistic, spiritual, moral and physical development of all our learners. • Embed a culture of challenge which realises the true potential of our learners. • Develop enquiring minds capable of reason, independent and critical thought, with oracy skills to communicate knowledge effectively and appropriately. • Celebrate the diversity of our learners and the communities we serve, engendering tolerance and respect. • Transform and deepen learning through rich and memorable experiences both in and outside of the classroom.

As such, our curriculum policy will:

- Ensure all learners undertake the Lyndon Learner Journey, broadening their horizons, building their confidence and enabling them to explore new skills.
- Provide a broad and balanced curriculum that fosters the love of learning and enables all learners to achieve their highest academic potential, meeting National Curriculum requirements and integrating independent learning skills, literacy, numeracy and ICT with all subjects.
- Meet the needs of individual learners, adapting the core curriculum where appropriate and within the constraints of time and resources and to provide a range of learning experiences both in and outside of the classroom going beyond the statutory requirements.
- Provide a choice of pathways as learners' progress through the school, preparing them thoroughly for relevant qualifications.
- Enable all learners to become successful learners, confident individuals and responsible citizens.

2. Curriculum Model

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, learners 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 learners. Learners 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 learner choice at KS4.
 - To manage peer dynamics to create the best possible learning environment.
 - To manage the requirements of learners with special needs.
- Whenever ability groups are created the following criteria will apply:
 - Learners must be placed in an appropriate set to enable them to access the curriculum.
 - Learners must not be penalised from accessing the most appropriate level of entry for an exam.
 - Learners must be placed according to ability, not attitude or behaviour.
 - Higher ability sets may be larger than lower ability sets to ensure learners' needs are met most appropriately.
 - Blocking of tutor groups should not place an unacceptable constraint on the timetable.

Key Stage Three

All learners, 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 learners, 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.

Learners 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 learners will be guided towards studying the Ebacc, due to its enabling nature for further and future study and a wide range of careers.

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

3. Curriculum Implementation

At Lyndon School, all learners 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 learners to become immersed in new learning experiences, as part of the Lyndon Learner Journey; our curriculum is designed to support learners in making links between subjects through the sequential building of knowledge and the enhancement of their cultural understanding, and to provide both character education and to develop their leadership capacity.

To support learners in their ability to acquire new knowledge and develop skills, we have implemented a learning sequence that supports learners 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, learners 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, learners can 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 learners 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 learners receive quality guidance to improve in future tasks.
- Each half term, learners 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 learners 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.

4. Literacy

Our Literacy and Oracy strategy aims to develop learners, as part of their journey, so that they are:

- Voracious readers, who read both academically and for pleasure, with a passion to improve their reading ability and challenge themselves to read widely.
- Confident speakers, who can communicate with peers and adults alike, shifting contexts in their use of language where required, and who are unafraid of public speaking.
- Expert writers, who can articulate their views, ideas, and opinions utilising a wide range of strategies and utilising a broad range of techniques, both creatively and academically.
- Fluent, with a rich vocabulary which enables them to present nuanced thoughts and feelings, ensuring they are always understood.

As part of our commitment to research-led school improvement of educational provision within our academy, we will engage with both proven strategies and the latest thinking to ensure that all colleagues are able to provide learners with the support and guidance they need to improve their Literacy and Oracy skills.

Alongside this, all learners at Lyndon will receive:

- A free book, to continue their reading journey.
- Opportunities to read for pleasure in tutor time, via our 'Love2Read' scheme.
- Access to a high-quality library, with a regularly refreshed catalogue and an expert librarian to support with book choices.
- High quality, challenging texts to read across the curriculum, which enhance the learning journey.
- Guidance to improve their reading in the classroom, with targeted interventions to support reading where learners are struggling.
- Regular talk in the classroom, guided by expert teachers of Oracy.
- Extended writing in all literacy-based subjects, to ensure learners are prepared for the rigours of Key Stage 4 exams and further education beyond them.
- Homework which helps to improve their reading competence and confidence.

5. 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 learners 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.

6. Marking & Guidance

Overview

At Lyndon School, we will ensure that learners get the maximum benefit from their education through an entitlement to regular guidance from teachers. This will enable them to understand their progress and achievement and inform them of what they need to do next to improve. The methods of marking and assessment of work will be applied consistently throughout the school.

Objectives

1. To advance learner progress and outcomes.
2. To monitor, evaluate and review learners' current stages of progress, and identify their next steps for further progress and improvement.
3. To give learners accurate feedback on their progress and attainment.
4. To promote a positive self-image and growth mind-set for learners in accordance with school aims, and, through this, encourage them to value and take pride in their work.
5. To celebrate and reward learners' achievement and progress.
6. To agree and set challenging targets for improvement.
7. To standardise the marking procedures throughout the school.

8. To enable learners to self-evaluate their work and take responsibility for setting their own targets.
9. To enable teachers to know what each of their learners can do and what they need to do in order to improve. This should be clearly communicated to the learners either through written or verbal feedback.

Principles of Marking and Feedback

7. Marking will be against the learning objective/driving question and individual targets
8. Any learning points / misconceptions will be addressed.
9. Learners will have the opportunity to reflect on their feedback and question comments.
10. There will be an opportunity for the learner to participate in the process so that there is a shared perspective on guidance and marking.
11. Marking and guidance pens will be colour-coded and used as follows:

Stationery used:	Task undertaken:
Black/Blue pen	Learners' work
Purple pen	Teachers' feedback
Green Pen	Response to teacher feedback /DIRT / peer assessment/self-assessment
Purple Highlighter	Literacy errors identified by teachers

LITERACY MARKING CODES		
//	PARAGRAPH Start a new paragraph or reconsider a paragraph change.	C CAPITAL LETTER ERROR Change to or from a capital letter.
R	GRAMMAR ERROR Re-write the area for clarity.	P PUNCTUATION ERROR Add missing or change incorrect punctuation.
	SP SPELLING MISTAKE Copy the corrected spelling using green pen, three times.	W INCORRECT WORD Replace with the correct word.
	V VOCABULARY Replace with more ambitious or Tier 3 vocabulary.	

Assessing Learning

Assessment for Learning (AfL) (formative assessment) should take place throughout all lessons.

This could include: peer assessment, self-assessment, verbal guidance, questioning, short tests/ quizzes, e-learning, use of Thinking Skills based tasks, mini plenaries, short or extended pieces of writing, etc.

AfL Tools:

This could include: peer assessment, self-assessment, verbal guidance, questioning, short tests/ quizzes, e-learning, verbal guidance, "live" marking, "over the shoulder" marking, etc.

Focussed Marking

Assessment of Learning (AoL) (summative assessment) is focussed on the outcome of learning and is more formal. It will be identified in Depts'. SOL and will often take shape in the form of an exam style question and extended pieces of written work in preparation and monitoring of progress between assessment windows.

This is an independent task or assessment and should take place a minimum of once a half term. Learners should receive detailed and diagnostic guidance to improve and make further progress.

Each full marked piece should involve:

- Identification and teacher correction of spelling mistakes (5 maximum) per assessment piece;
- Identification of literacy errors using purple highlighter;
- WWW and Learning Question(s) for learner response;
- Response from learner (in detail answering the question(s) set or re-write the whole piece or a section as guided by the teacher);
- Verbal Guidance to the learners' improved piece should be given by the teacher, highlighted by the 'Verbal Feedback' stamp.

Guidance will be personalised, and appropriate time will be provided in lessons for learners to review, fix and edit the marked work to enable them make further progress.

Teachers should focus on correcting frequent mistakes and should not attempt to correct everything in books. 'Focused marking' is marking a section of the work rather than correcting all of it.

Teachers should mark an assessed piece of work in detail and offer sophisticated guidance, ensuring it is specific and diagnostic.

All subject Schemes of Learning should have time built into each unit/module for self-assessment and self-evaluation procedures. There may be some variation in practice between teams, but the principles outlined should clearly underpin team practice.

Assessment

All staff must keep a record of learners' assessed work, e.g. including homework, tests or practice examination papers. It is expected that moderated periodic assessment takes place in line with the NAT assessment calendar. Alongside ongoing AfL and internal assessments to monitor learner progress across the year.

Quality assurance of assessment rests on:

Standardisation, where colleagues use assessment guidelines and standards files to discuss and agree grades from sample work. This then leads to; **Moderation**, where teachers bring samples of their class and their judgements are reviewed by other staff and a final decision made.

In the case of both Marking and Assessment; Curriculum Leaders are expected to:

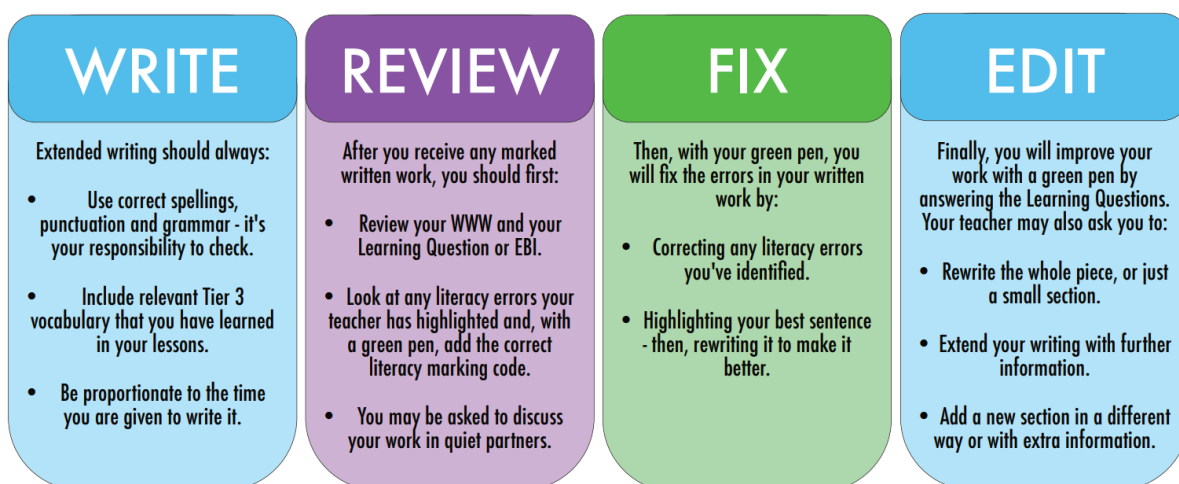
- Monitor the consistency and effectiveness of the curriculum implementation each half term, use quality assurance processes (standardisation, moderation, workbook trawls & learning walks) to ensure the quality of education is at least good and increasingly outstanding.
- Ensure all learners' needs are effectively addressed and monitored.
- Develop and review each half term the assessment processes, materials and recording mechanisms to support individual learner progression and provide quality information for Key Stage monitoring and target setting for the learners, colleagues, parents, carers and partner institutions.
- Ensure tracking systems at learner, group/class and cohort levels, are kept up to date and used to plan next learning steps.
- Set, monitor and use AfL strategies to achieve the agreed subject targets at Key Stages 3 and 4.

Frequency of guidance:

- Each half term, learners will receive one focussed piece of marking.
- Where a curriculum area does not have extended pieces of writing or high volumes of literacy marking, two pieces of focused marking will be required for each learner.
- In practical subjects where there are a series of practical lessons guidance will be in verbal for all learners.

Guidance for learners:

Learners will follow the step-by-step process below once teachers have marked their focused piece of work.



7. Home Learning

How much home learning should our learners get?

At Lyndon, we believe that home learning is crucial to learners making the most progress – not just because it allows opportunities to revise and to reflect, but also through opportunities to learn beyond the topic and to demonstrate independence. Learners will increase the amount of home learning they do as they move up through the year groups; as a guide, learners will always have home learning weekly for English, Mathematics, Science, Geography, History, and (if they study it) Languages. In Key Stage 4, learners will also receive home learning tasks from any other subject they are taking.

Alongside this, learners should read a book of their choice for 20 minutes each weeknight.

Year 7	1 hour per evening
Year 8	1 hour 15 minutes per evening
Year 9	1 hour 30 minutes per evening
Year 10	2 hours 15 minutes per evening
Year 11	2 hours 15 minutes per evening

Key Stage 3 learners should attend at least one extra-curricular activity each week from the wide selection available to them.

What types of home learning might be set for learners?

Below are some examples that may be set as home learning – this is not an exhaustive list. Departments 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. This will be quality assured by curriculum leaders and senior leaders.

- Completing activities using curriculum apps such as Seneca, Sparx or Linguascope.
- Preparing for an upcoming lesson.
- Reading a section of a text or the whole of an article.
- Completing quizzes through Microsoft Forms.
- Revising key information for a test.
- Research that will be used for an activity next lesson.
- Completing exam questions and past papers.
- Drafting an essay based on a source text.
- Learning how to spell key vocabulary and their definitions.
- Making a model or a piece of art.
- An informative, creative or persuasive piece of writing.
- Making revision materials.
- Watching a documentary or listening to a podcast and reporting back on it.
- Creating or practicing a presentation or a speech.

How can learners keep track of their home learning?

To ensure that they know when the home learning task is going to be checked by their teacher, learners should record their home learning tasks and their deadlines in their student planner; home learning tasks which are set every week for a regular turn-in are pre-printed in the planners, for simplicity. To help them to track their 20 minutes reading per evening, there is a tick box in their planner. They can also use their planner to record which days they attend an extra-curricular club.

Learners should always attempt to complete the home learning task even if they are struggling. Effective learning does involve challenge and our learners need to learn to persevere when faced with these challenges. Learners are expected to see the teacher before the home learning deadline if they are having trouble; teachers will be mindful of family emergencies and, on the rare occasions when they happen, give appropriate extensions.

What are the consequences for not meeting the deadline set?

Learners who do not submit home learning tasks by the deadline will receive a behaviour log (20 minutes detention); the teacher will also explain the expectations for home learning and set a new deadline for it to be completed by. Should a learner then miss this revised deadline, they will be issued with a further behaviour log for non-compliance and will be

	expected to hand the home learning task in next lesson. In the case of continued non-compliance, which we define as any more than two per term, the class teacher will contact home to discuss this issue further. <u>How will home learning be marked?</u> Not all home learning tasks will need to be marked, for example: Sparx and Seneca self-marked tasks, reading and preparing texts, or practicing spellings and key vocabulary. Projects and extended pieces of work may receive full written feedback if they form part of the assessment plan for the curriculum. Some home learning tasks, where appropriate, may be teacher-, peer- or self-marked during lesson time. However, all home learning tasks will be checked by class teachers. At the end of each week, parents should sign the planner page to confirm that all homework tasks were completed. 8. Curriculum review process Each year, the curriculum will be reviewed by Curriculum Leaders in partnership with their teams and with their Senior Leadership Team line managers, as well as undertaking review activities across Summit Learning Trust. The nature of these reviews 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 learners 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 Curriculum Leaders, in partnership with their teams, and will focus on ensuring that sequencing within topic areas is clearly defined. • Assessment within the curriculum will take the forms and schedules outlined in the Teaching and Learning Intent Statement and Assessment Policy. • Assessment will be curriculum-linked and focussed on ensuring learners are making progress towards their A.R.E.
Monitoring and review	Senior Leadership Team
Links	
Staff responsible	Vice Principal - Provision & Learning Assistant Principal – Curriculum Intent and Personal Development Assistant Principal – Curriculum Implementation
Committee responsible	Lyndon Local Governing Body (LGB)
Date approved	July 2026

**Review
date***

July 2027