



North Leamington School

Curriculum Policy

2023

Approval and Review

This Policy is reviewed in discussion with staff and governors.

Effective from: April 2023

Approved by: Teaching and Learning Committee

Review Date: April 2026

Review Leader: Deputy Headteacher

1. Introduction

NLS Curriculum Aims

NLS aims to provide a broad, balanced and exciting curriculum that:

- Enables all our students to be successful and make good progress
- Promotes the development of values, moral purpose, physical and mental wellbeing in an ethical and diverse environment
- Prepares students for future opportunities, responsibilities and experiences

Our curriculum has been carefully designed to deliver knowledge and skills in a logical order, building on prior knowledge to ensure that all our students develop as successful learners. Knowledge is delivered within all aspects of the Curriculum in a progressive manner from Key Stage 2 starting points, all the way to Year 13 as part of a 7 year journey. The journey of each subject is depicted on our website through our carefully planned learning journeys. The ability to apply this knowledge practically or cognitively (skills), is developed through our teaching and learning strategies, and the experiences we provide for our students.

We actively encourage Subject Leaders to take appropriate opportunities to enhancing their curriculum offer with trips and experiences that will enrich the learning of all students.

NLS Curriculum and our CORE values

The curriculum embodies the CORE values of our school:

Commitment: We are committed to providing a relevant, broad, balanced, exciting curriculum that reflects the needs of all our learners, reflects national agendas and equips all learners through appropriate progression routes into employment and long term success in an ever changing world.

Opportunity: Through our curriculum we seek to provide as many opportunities as possible for students to develop their skills and talents. We constantly review the opportunities we offer to enrich our curriculum to ensure that they are varied and relevant. All students have the opportunity to study a wide variety of subjects for as long as possible, and our wider curriculum offer including, extra-curricular clubs, year group trips, international schools activities and much more, ensure our students have a wide variety of experiences.

Respect: We explicitly seek to develop the principle of respect through choosing curriculum content and specific areas of study that teach students about the concept. This is through both subject based lessons and our tutor curriculum. We aim to ensure that all of our students develop into respectful citizens capable of displaying empathy and understanding with the world around them.

Excellence: We provide a curriculum that enables students to develop excellence in a wide range of areas. This can be through examination success, performances and sporting achievements for example. It is important that everyone has the opportunity to achieve excellence and to be proud of their achievements. Through our curriculum provision we seek to remove as many barriers to learning as possible so that all can achieve their 'personal bests'

Every subject benefits from specialist rooms and resources which enhance the fantastic learning experience. Subjects are grouped into 3 faculties and each faculty is led by a senior member of staff who ensures consistently high standards and facilitates the sharing of ideas about teaching, learning and our student's progress.

2. 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 set out in the Department for Education's [Governance Handbook](#).

This policy complies with our funding agreement and articles of association.

3. Roles and Responsibilities

Governors will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

Governors will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The 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 pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, 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 and Deputy Headteacher Curriculum will ensure 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 pupils 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 Religious Education, where appropriate

- The school's procedures for assessment meet all legal requirements
- Governors are fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- Governors are advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

The Leadership team and the Subject Leaders will ensure that the school curriculum is implemented in their areas of responsibility in line with this policy.

4. Organisation and planning

Our curriculum is carefully planned and constructed by all Subject teams to ensure that there is appropriate support and challenge for all students to experience a relevant and inspiring curriculum. Subject Leaders have carefully shaped the curriculum at NLS, to ensure that it is at least as ambitious as the National Curriculum. This curriculum is sequenced progressively from Key Stage 2 starting points, throughout the 7 year journey from Year 7 to Year 13 and is depicted in our curriculum learning journeys. Further detail on what is covered in each unit, the consistent assessments used to ensure knowledge is secure and future learning points are identified, and the home learning linked to the lessons are documented in our Curriculum Overviews for each subject. These are then supported by detailed planning held centrally by each department.

We keep the curriculum as broad as possible, for as long as possible to allow all students a rich experience. Students study the full range of National Curriculum subjects throughout Years 7, 8 and 9 and every subject a student begins in year 7 remains accessible up to year 13, enabling our young people to become knowledgeable and confident, with a deep academic and cultural understanding. We work with partner primary schools to ensure that subject staff have a good understanding of the Key Stage 2 curriculum through paired moderation, CPD and school visits so we can ensure a smooth transition.

Within school we operate a Faculty structure, consisting of the Core Faculty, Performance Faculty, Humanities Faculty and IEN Faculty. This ensures all subjects are supported in the development and delivery of a high quality Curriculum by a senior member of staff in charge of the Faculty. This includes line management support for all of our Subject Leaders, peer support for teachers, the sharing of teaching and learning strategies, a consistent approach to quality assurance to ensure we provide the best possible experiences, and learn from and with each other.

Key Stage 3

Students will study the Key Stage 3 Curriculum in Year 7, Year 8 and Year 9. Our Key Stage 3 curriculum gives students the opportunity to study a wide range of subjects, in order to ensure they have a broad foundation to their Secondary education which builds upon their Key Stage 2 knowledge.

The following subjects will be taught in Key Stage 3:

English
Mathematics

Science
Arts (Fine Art, Textiles, Photography)
Geography
History
Religious Education
PSHE
Computing
Drama
Modern Foreign Languages
Design Technology
Music
Physical Education (Games)

Additional programmes for students requiring support for Literacy, Numeracy, English as an Additional Language (EAL) or bespoke learning needs will also be provided through the IEN faculty in consultation with parents/carers and the student.

Key Stage 4

Students will study the Key Stage 4 Curriculum in Years 10 and 11. NLS Governors and staff are committed to providing a broad range of courses and qualifications at Key Stage 4, appropriate both to the differing abilities and interests of students and to their future career needs. Our “open” options offer enables students to choose from a wide range of academic and vocational courses including a full range of Arts and practical subjects.

All Key Stage 4 students follow ‘Core’ courses, which are compulsory elements of the National Curriculum for approximately 60% of their timetable, and they then make a guided choice of 4 further ‘Options’, for the remaining 40% of their timetable.

Core Curriculum

English and English Literature, Mathematics, Combined Science (2xGCSE), Religious Education, PSHE and Physical Education.

Options

We run a wide range of GCSE and vocational courses, which we are always looking to develop and these will be viewable on the school website. We are passionate about supporting our students to study subjects linked to all areas of our Key Stage 3 curriculum as well as new areas for which they have developed the foundation skills.

In line with the Department for Education’s ambition for the majority of students to study the full English Baccalaureate (EBacc) suite of subjects, students are strongly encouraged to choose options that will lead to them acquiring this suite of qualifications. However, we recognize that there are other positive options choices that will provide suitable and aspirational pathways for students. Therefore, students can choose other options, which offer suitable progression pathways. Students will study at least one of History, Geography, Computer Science or Triple Science as part of their 4 options subjects.

Commented [MF1]: We call it Games to differentiate from GCSE PE – but perhaps it is better this way round rather than just Games?

Support Pathway:

The curriculum needs of all students will be monitored throughout their time at NLS and where it is felt a student requires an alternative curriculum pathway this will be decided by members of the Senior Leadership Team in consultation with parents/carers and the student. This may include:

- Bespoke programmes to support specific needs,
- The Prince's Trust Achieve programme which develops life skills and prepares students for the world of work
- Additional support with Maths or English
- Support for students with English as an Additional Language
- Entry level qualifications

Key Stage 5

Students will usually choose 3 subjects to study in the Sixth Form. We offer a broad range of A-level and BTEC qualifications both directly linked to our Key Stage 4 courses, and also new subjects for which they have developed the pre-requisite skills. The subjects offered and entry requirements are published in the Sixth Form Prospectus each year.

All Sixth Form students also take part in PSHE lessons and enrichment opportunities.

Tutor Time

Students in every year group have a dedicated tutor group. The Tutor Time curriculum facilitates students' development of our CORE values (Commitment, Opportunity, Respect and Excellence). This consists of a broad programme of personal development and opportunities which working in partnership with parents/carers enable students to contribute positively to our school community and the wider world.

Form Tutors and Year Leaders lead a programme of tutor sessions and assemblies which includes:

- Elements of our PSHE curriculum which gives students the knowledge, skills, and attributes they need to keep themselves healthy and safe, be aware of their own wellbeing, and to prepare them for what is happening in school as well as for future life and work in modern Britain.
- College, national and international events.
- Careers Education, Information Advice and Guidance
- Establishing clear routines and our World Class Basics which students can then transfer into other lessons and beyond into the wider world
- Celebrating the achievements of students across school
- Reflecting on their next steps in areas such as learning, leadership, attendance and attitude towards learning.
- Age and stage appropriate Intervention programmes as required
- Pastoral support according to students' individual needs
- Literacy development and other cross-curricular opportunities

Extra-Curricular Opportunities

As well as the wide variety of experiences available through our curriculum lessons, students are also able to enrich their experience through a whole host of extra-curricular activities and clubs. These opportunities are outlined on our website and promoted through both Tutor time and relevant subject lessons.

Religious Education at NLS

Religious Education is taught throughout Years 7-13, in accordance with both the National Curriculum and the Agreed Syllabus of Warwickshire County Council. Varied teaching and learning methods are used, and students are encouraged to think for themselves, exploring religious beliefs and practices in order to gain understanding of both their own cultural heritage and of the variety of traditions that are influential in the modern world. All NLS students sit GCSE RE.

NLS assemblies and RE lessons are unequivocally 'multi-cultural' and 'multi-faith' by nature, however: our professional aim is to prepare students for adulthood in a pluralistic society, a society in which positive citizens respect each other's fundamental beliefs and values.

Parents/carers who wish their children to be excused from Religious Education may make a request in writing to this effect to the Headteacher.

Links with other policies

This policy must be used in conjunction with the following policies:

- Teaching, Learning, Assessment and CPD policy
- Relationships and Sex Education policy
- SEND policy and Accessibility plan