



**North Leamington  
School**

# **CURRICULUM POLICY**

**2020**

Policy Name: Curriculum Policy

Policy Details

**Date of Policy: June 2020**

**Date of next Review: June 2021**

## 1. General Principles

The School follows the DfE Curriculum purposes, values and aims laid down in the National Curriculum (DfE 2014). In summary

### Purpose

To provide a broad and balanced curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of students at the school and within society
- prepares students at the school for the opportunities, responsibilities and experiences of adult life.

In terms of our CORE purpose, our curriculum policy reflects our approach in the following ways:

Commitment: We are committed to providing a relevant, broad, balanced, exciting curriculum that reflects the needs of all our students, reflects national agendas and equips all students through appropriate progression routes into full time 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 provide to ensure that it reinforces our principle of 'everyone matters equally'.

Respect: We explicitly seek to develop the principle of respect throughout our curriculum. One way this is done is through choosing curriculum content and specific areas of study that teach students about the concept. This is through subject based lessons and also our VT 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'

### Values

Education should reflect the enduring values that contribute to personal development and equality of opportunity for all, a healthy and just democracy, a productive economy and sustainable development. These include values relating to: the self, relationships, our society, the environment.

## Aim

A curriculum based on the **knowledge** students need to meet our curriculum purpose. This knowledge is set out in our long and medium term plans. The ability to apply this knowledge (**skills**), is developed through our teaching and learning strategies which inform our short term planning to ensure all students are able to acquire new knowledge and make good progress

**INTENT:** What students need to know and be able to do

The **knowledge** students need to fulfil this purpose is set out in the subject and VT long and medium term plans. The wider curriculum knowledge is mapped in the wider curriculum, SMSC and CIAEG plans.

**IMPLEMENTATION:** How students learn and apply their knowledge.

The ability to apply this knowledge (**skills**), is developed through our teaching and learning strategies: Meta-cognition, Thinking Hard, Learning Pit, Literacy, Numeracy, SBS skills

Short-term plans describe how the knowledge will be taught and the skills developed

**IMPACT:** Assessment – how much knowledge has been learnt

Standardized assessments are used in all subjects across all year groups to assess the progress the students have made – what new knowledge has been learnt and whether it can be applied.

## We will aim to:

- Offer students appropriate curriculum pathways from Year 7 to Year 13 to meet their educational and career aspirations
- Provide stretch and challenge for all students regardless of their prior attainment
- Offer students the opportunity to study a second Modern Foreign Language at GCSE as part of the normal school day
- Maintain the number of opportunities for students to specialise in the Design, Arts and Performing Arts subjects
- Continue to give students the opportunity to develop key Personal, Learning and Thinking Skills across all subject areas through our Skills Beyond School programme.
- Ensure our curriculum is adapting to meet the needs of students following the impact of COVID-19, whilst remaining true to our curriculum purpose.

In order to organise and deliver teaching and learning of the curriculum effectively within the school, our teachers work in Faculty Teams, according to their subject specialism. All teachers appointed to NLS must be able to teach throughout the secondary age and ability range. Each Faculty Team is led by the Faculty Leader who is responsible to the Headteacher and Governors for the quality of teaching and learning throughout the whole Years 7-13 age range in all the subject areas within the Faculty.

Each subject's classrooms, related teaching, and learning spaces are situated in close proximity to each other as a suite of rooms, thus enhancing the Team approach to each area of the curriculum. We strongly believe that this combination of individual staff expertise with Faculty leadership and teamwork is critical to the school's success in public examinations, and we are confident that this enables us to offer every student a quality

curriculum and quality teaching and learning at NLS.

## 2. The Faculty Teams

### **Core Faculty**

English  
MFL  
Media  
Mathematics  
Science  
Biology  
Chemistry  
Physics

### **Faculty of Performance and Design**

Art  
Dance  
Drama  
Music  
Photography  
Physical Education  
Food and Nutrition  
Product Design  
Textiles

### **Faculty of Humanities**

Business Studies  
Citizenship  
Geography  
Health and Social Care  
History  
Psychology  
Religious Education  
Sociology  
ICT  
Computing  
Travel and Tourism

### **Individual Educational Needs (IEN)**

Nurture  
Learning Support  
Work focus  
English as an Additional Language (EAL)

### 3. Key Stage 3

Students will study the Key Stage 3 Curriculum in Year 7 and Year 8. Our Key Stage 3 curriculum gives students the opportunity to study a wide range of subjects including Art, Design and the Performing Arts, in order to expose them to a breadth of different learning experiences so they can make informed choices as they progress into Key Stage 4.

The following subjects will be taught in Key Stage 3:

English	Geography
Mathematics	History
Science	Religious Education / Citizenship / PSHE / Careers/SBS
Art	A Modern Foreign Language (French or German)
Dance	Information Technology
Drama	Design & Technology
Music	
Physical Education	

Additional pathways for students requiring support for Literacy, Numeracy or English as an Additional Language (EAL) will be provided through the IEN faculty supported by specialist teachers.

### 6. Key Stage 4

Students will study the Key Stage 4 Curriculum in Years 9, 10 and 11. This is to enable our schemes of learning to teach the skills and techniques necessary for success, develop the knowledge and understanding in depth and to be apply and extend the learning beyond the confines of an exam syllabus. It also gives time to “interleave” the curriculum so that key themes are revisited and developed. It gives time to allow our KS4 students to fully participate in our enrichment activities beyond their normal curriculum e.g. Alternative Curriculum Days, Activity Days and Field Trips.

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 Art, Design and Performing Arts subjects.

All NLS Y9 to Y11 students follow ‘Core’ courses, taking up 60% of their time, and they then make a ‘guided choice’ of 4 further ‘Options’, taking up the remaining 40% of their time.

#### Core Curriculum

English and English Literature, Mathematics, Combined Science (2xGCSE), Religious Education/Citizenship, Physical Education/Games.

#### Options

GCSE courses: Art, Drama, Music, Geography, History, P.E., French, German, Spanish, Food and Nutrition, Photography, Product Design, Textiles, Triple Science, Business, Media.

Vocational Courses: Dance, Health & Social Care, Music, Travel and Tourism, Sports Studies.

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 qualification. However, we recognise 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. These must be justified when completing the options form and supported by parents. SLT will decide if the pathway is appropriate. The vast majority of students will study at least one EBacc subject in addition to Combined Science.

For a small number of IEN students personalized pathways will be offered in consultation with parents. These may include a Level 1 VCert in Food and/or Sport, an IT skills qualification or additional support lessons in the Learning Support Room to address individual learning needs.

The curriculum needs of all students will be monitored throughout the year through Guidance Forum. Where it is felt a student requires an alternative curriculum pathway including external provision this will be decided by Guidance Forum in consultation with all relevant parties.

## 7. Key Stage 5

In the Sixth Form we offer a range of A level and Vocational Level 3 courses. Students choose 3 subjects to study in the Sixth Form. The subjects offered and entry requirements are published in the Sixth Form Prospectus each year. In some cases students may be able to study for a fourth GCE A level qualification. Students who have not achieved grade 4 or above in English or Maths GCSE will continue to study these subjects alongside their KS5 curriculum. Students are encouraged to study and re-sit English and Maths if they have not achieved at least a grade 5 at GCSE.

All Sixth Form students are allocated to a tutor group. In tutor sessions students follow a curriculum that covers PSHE and Study Support. Enrichment activities also take place on Wednesday afternoons.

## 8. Wider Learning across the Curriculum

Other important aspects and themes of the National Curriculum are delivered in a variety of ways across the school. These include:

- Careers Education & Work-Related Learning

- Business & Enterprise Education
- Citizenship
- Health Education
- Sex & Relationships Education
- Student Personal Development
- Skills beyond School (SBS)

## 9. 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 follow an R.E. / Citizenship course in Years 9 to 11 and sit GCSE RE.

In addition to the formal Religious Education Programme of Study for all NLS students, College and Year Assemblies take place regularly. The assemblies aim to:

- keep students informed about what is going on in school
- celebrate success for individuals and groups
- encourage students to address their peers
- encourage students to take an interest in affairs beyond the school
- demonstrate the place of spiritual, moral, social and cultural values in our lives
- assist in delivering the Student Personal Development Programme of the school
- provide an opportunity for reflection time

Parents/Carers who wish their children to be excused from the religious part of any assembly may make a request in writing to this effect to the Headteacher. A similar arrangement can be made for R.E. lessons. NLS assemblies and R.E. 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.

## 10. Individual Educational Needs (IEN)

All students, across the ability range, have individual learning needs, and one of the main tasks of NLS teachers is to try to differentiate between the needs of individual students and to try to respond appropriately as a teacher to each student through high quality wave one teaching. Where appropriate additional classroom support is provided by teaching assistants, who work closely with the teacher to meet student needs. Priority for such support is given to those students on the Special Educational Needs (SEN) Register of the school. All our teaching assistants receive In-Service Training to enable them to support the specific needs of our students.

By negotiation with parents/carers, some students will be withdrawn from class to work in the Learning Support Room, where they will be supported individually or in a small groups. Alongside the support given in class and in the Learning Support Room, students may be invited to take part in our Numeracy and Literacy Intervention Programmes, which run throughout the school year. Staff in the Learning Support Room

also support students who have other needs such as mobility/health problems, EAL and the school has ready access to the Local Authority's Early Intervention Service (EIS) for further assistance and specialist back-up.

All students are grouped by ability in English and Maths from the start of Year 7, and the school ensures additional support for the group of students eligible for the Year 7 catch-up funding as appropriate.

## 11. Reporting to Parents at NLS

We value the partnership between the school and the home very highly, and the NLS Reporting System is designed to strengthen this partnership by giving parents/carers as much regular information on their child's progress as possible so that we can act together on that information. Parents/carers who wish to discuss their child's progress at any time during the school year are invited to contact the Learning Mentor or College Leader for general concerns, or subject specific staff if appropriate. Contact details for all relevant teachers are available via the INSIGHT platform.

Teachers report on student progress three times per year against Prior Attainment Band, GCSE, BTEC or GCE target grade, as appropriate, in every subject/course studied. These assessments are used by Learning Mentors, Subject Leaders and SLT to track the academic progress of all individual students and pupil groups and to identify support strategies to extend achievement, as appropriate.

These assessment levels/grades are recorded in full and made available to parents/carers by means of the school's INSIGHT system which is accessed via the website. This enables parents / carers to keep up to date with their child's progress and attainment. Paper copies of the levels/grades can also be made available on request.

In addition to the grade assessments, a written report is provided each year for every student; this report describes the academic progress made in every subject/course, identifies areas for improvement and recommends strategies to enable the student to achieve further improvement.

## 12. The NLS Charging Policy

### **Educational Trips and Visits**

NLS offers a full programme of both curricular and extra-curricular visits, whether educational or recreational. All charges for those activities taking place during school hours must be of a voluntary nature. The school, however, would be unable to run many such visits if these voluntary contributions were not forthcoming. Students whose parents/carers are unable to pay are not prevented from taking part: if parents/carers are in receipt of Income Support or Family Credit, then the school may be able to offer

help with costs.

In cases where a curriculum 'field trip' is residential, for instance in connection with the Biology or Geography A-level courses, the school would charge for all associated board and lodging costs, since these are clearly 'out of school hours', but not for tuition. In the case of recreational school trips, such as our Skiing and Watersports holidays, these are clearly optional, taking place completely outside school hours, and we would charge the full cost to participants.

### **Instrumental Music Tuition**

NLS provides students with the opportunity to begin or continue learning to play a wide range of musical instruments. We cannot provide instruments, but specialist instrumental teachers provide tuition. The Performance Faculty will provide written advice on the cost of such tuition and how to apply.

### **Ingredients and Materials**

At NLS, we have traditionally asked parents/carers to contribute in various ways towards the cost of ingredients and materials in such subjects as Art and Design & Technology. This has enabled school to provide a wide variety of practical work, using good quality materials bought at cost price; the resulting 'products' then become the property of students. The Education Reform Act states that this is a voluntary contribution; however, we encourage parents/carers to continue to support us in this way in order that we can retain our present standards in such practical work. Again, if parents/carers are in receipt of Income Support or Family Credit then the school may be able to offer help with costs.

### **Supplementary Learning Materials**

Voluntary purchases of materials helpful to study can often be made through the school at advantageous prices, e.g. calculators, revision guides; each Subject Department concerned is responsible for purchasing and for providing appropriate guidance to parents/carers and students. 'Out of school' materials which support curriculum-related study, e.g. magazines, cannot be paid for by the school; many such support materials are, however, provided within the school Resource Centre.

### **Approval and Review**

**Effective from:** June 2020

**Approved by:** Steve Aspinall (Teaching and Learning Committee)

**Review date:** June 2021

**Review leader:** Steve Aspinall (Teaching and Learning Committee)