

Curriculum policy

Litcham School



Approved by:

Governing Body

Date: 16 January 2020

Last reviewed on:

January 2022

Next review due by:

January 2024

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The development and implementation of an all through knowledge led curriculum has been at the heart of our school for the past four years. Consequently, outcomes are good and pupils are well prepared for the next stage of their lives.

We believe that all young people have the capacity to learn, grow and develop, and that they are entitled to equality of access and opportunity. We aim to support and motivate every pupil to achieve his or her fullest potential.

1. Curriculum Intent

We intend that our curriculum:

- Is ambitious and designed to give all pupils the knowledge and cultural capital they need to be successful
- Provides a broad and balanced education for all pupils that follows the National Curriculum
- Enables all pupils to study the full curriculum with no narrowing. Therefore:
 - Pupils of all abilities have access to the full curriculum
 - In the primary phase, a broad range of subjects is taught in all Key Stages, including Year 6.
 - In the secondary phase, a broad range of subjects is taught throughout years 7 to 9
 - At Key Stage 4, the EBacc is at the heart of the curriculum.
- Engages our young people in their learning
- Challenges our young people
- Is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. As an all through school, we have carefully sequenced the curriculum from EYFS to Year 11 in all subject areas
- Supports pupils’ spiritual, moral, social and cultural development
- Supports pupils’ physical development and responsibility for their own health, and enables them to be active
- Promotes a positive attitude towards learning
- Ensures equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Is successfully designed to meet the needs of pupils with Special Educational Needs and/or disabilities (SEND), developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence

- Provides subject choices that support pupils' learning and progression, and enables them to work towards achieving their goals
- Develops pupils' independent learning skills and resilience to equip them for further/higher education and employment
- Promotes the learning and development of all of our children to ensure they are ready for their next Key Stage.

The curriculum at Litcham School is all that pupils learn and experience. The curriculum should enable pupils to shape their world through the following:

- Growth in personal confidence
- The facility to be creative
- The challenge of responsibility
- The development of fundamental British values
- A clear and practical moral framework
- The opportunity to make informed choices
- A respect for people, community and the environment
- The experience of success and celebration of achievement
- Resilience.

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 the school has 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](#).

It complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Curriculum Implementation

The work given to our pupils is demanding and matches the intent of our curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. Over the course of study, teaching is designed to help pupils remember long term the content they've been taught, and to integrate new knowledge into larger ideas. Teaching materials selected and created by teachers reflect the school's ambitious intentions for the course of study, and contribute to reducing staff workload. These materials support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

Teachers have a good knowledge of the subject(s) and courses they teach. As an all through school, our primary curriculum is significantly enhanced by input from secondary subject specialists and at our secondary phase, the vast majority of teachers are subject specialists.

Reading is prioritised throughout the school to allow pupils to access the full curriculum offer. The school provides a rigorous and sequential approach to the reading curriculum that develops pupils' fluency, confidence and enjoyment in reading. We have a sharp focus on ensuring that younger children gain the phonics knowledge and language comprehension necessary to read. The school uses Read, Write Inc to deliver phonics at the Primary Phase.

4. Roles and responsibilities

4.1 The Local Governing Board

The Local Governing Board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Local Governing Board 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, Mathematics and Science, 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 SEND
- All courses provided for pupils below the age of 17 that lead to qualifications, such as GCSEs, 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
- Pupils from Year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

4.2 Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, reflect the aims of the school and the intent of the curriculum
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Local Governing Board
- Requests to withdraw children from curriculum subjects are managed where appropriate
- The school's procedures for assessment meet all legal requirements
- The Local Governing Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Local Governing Board is advised on whole-school targets in order to make informed decisions
- The curriculum is underpinned by best practice and national research, including the EEF and materials from the Norwich Research School
- Proper provision is in place for pupils with different abilities and needs, including children with SEND.

4.3 Head of Departments and primary phase Subject Leaders

Head of Departments and primary phase Subject Leaders are responsible for ensuring that this policy is adhered to. They ensure that the intended curriculum is implemented securely and consistently, and that every teacher has a firm and common understanding of the school's curriculum intent and what it means for their practice. They ensure that series of lessons contribute well to delivering the curriculum intent.

To do this they ensure that:

- Long term planning is in place for all courses
- The curriculum is underpinned by best practice and national research, including the EEF and materials from the Norwich Research School
- Schemes of learning encourage progression at least in line with national standards
- There is consistency in terms of curriculum delivery
- Schemes of learning are in place and used by all staff delivering a particular course and this also contributes to reducing workload
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of pupils
- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of pupils
- Assessment is appropriate to the course and the pupils following particular courses. There will also be consistency of approach towards assessment to improve impact and reduce workload
- All relevant information/data is shared with the data administrator. This includes meeting deadlines related to examination entries etc.
- Pupil 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 in terms of curriculum design and delivery with other colleagues, including those across the Trust
- They oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

4.4 Teaching staff and learning support staff

Teaching staff and learning support staff are responsible for ensuring that this policy is adhered to and they:

- Ensure that the intended curriculum is implemented securely and consistently
- Provide work for their pupils which is demanding and matches the intent of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
- Teaching materials reflect the school's ambitious intentions for the course of study and contribute to reducing staff workload. These materials support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Have a firm and common understanding of the school's curriculum intent and what it means for their practice
- Ensure that series of lessons contribute well to delivering the curriculum intent
- Plan to help pupils remember long term the content they've been taught and to integrate new knowledge into larger ideas. They therefore ensure that metacognitive strategies are employed and that regular opportunities for retrieval practice of sequential knowledge are built into provision, based on current research

- Keep up to date with developments in their subjects
- Evaluate what knowledge and skills pupils have gained from one learning opportunity, and consider this when planning the next learning opportunity for these pupils
- Have access to, and are able to interpret, data on each pupil to inform the design of the curriculum in order that it best meets the needs of each cohort of pupils
- Share and exchange information about best practice amongst their colleagues, across the Trust and through external networks, resulting in a dynamic and relevant curriculum
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs and engage pupils
- Work in partnership with other organisations to provide an appropriate range of curriculum opportunities.

4.5 Pupils

Pupils:

- Are treated as partners in their learning
- Have their individual needs addressed through a curriculum which is knowledge based and provides ambition, breadth, balance and support
- Are given additional support if they start to fall behind in their learning, helping them to get back on track quickly
- Receive co-ordinated support to enable them to make appropriate curriculum choices at Key Stage 4.

4.6 Parents and Carers

Parents and Carers:

- Are informed about their children's learning through a variety of mediums, including extensive documentation of the curriculum being available on our website
- Are offered advice on how they can support the learning of their children
- Will be confident that their child is receiving a **high-quality** education that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- Are informed about the curriculum on offer, including the rationale behind it.

5. Organisation and planning

The taught curriculum is delivered through a variety of means including lessons, educational visits, assemblies, events, homework and alternative curricular days (IMPACT days).

The curriculum has been designed to provide all pupils with a broad and balanced knowledge based experience appropriate to their needs, abilities, interests and aspirations. A comprehensive programme of enrichment activities encompassing study support, sport, music, drama, outdoor activities, trips and visits underpins the academic curriculum, giving pupils access to an extensive range of opportunities.

How teaching is organised

EYFS curriculum

The EYFS curriculum is taught in a separate Reception class. The Early Years curriculum is ambitious and designed to give children the knowledge, self-belief and cultural capital they need to succeed. The curriculum is coherently planned and sequenced, building on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.

There is a strong focus on the early acquisition of phonics and early maths skills.

Details of the curriculum can be found in the EYFS policy.

Primary Curriculum

Pupils are taught in mixed ability classes, with one class in each year group. The National Curriculum is followed to ensure breadth, depth of knowledge and balance.

Pupils have discrete English and Mathematics lessons. Other curriculum areas are also taught discretely including Computing, Modern Foreign Languages, Personal, Social and Health Education, PE, RE and Science. Where work is taught thematically, teachers ensure that the National Curriculum requirements of each separate subject are met through careful planning, assessment and record keeping.

Class teaching, group work and individual teaching are used as appropriate. For example, individual teaching is used in the teaching of reading or music.

As an all through school, the curriculum has been mapped from Reception to Year 11. The primary phase prospectus details the knowledge and methodology for each subject area.

- English: The curriculum develops reading, writing, speaking and listening. Reading is a priority, with a sharp focus on ensuring that younger children gain the phonics knowledge and language comprehension necessary to read. The school uses Read, Write, Inc to deliver phonics.
- Mathematics: A mastery approach (based on White Rose) is followed so that pupils gain the knowledge to handle numbers and measures mentally, orally and in writing; use a variety of calculations accurately and appropriately; interpret and use data presented in graphs, charts and tables; properties of 2D and 3D shape and basic algebra.
- Science: The curriculum is planned using half termly or termly themes and linked with other relevant subjects where appropriate, including technology, geography, mathematics and computing.
- Computing: The curriculum is taught through discrete lessons and as an integral part of all other curriculum subjects. The school has a range of devices that pupils can access.
- History, Geography, Art and Design and Technology are often taught in a thematic way:
 - History: The curriculum develops pupils' knowledge so that they can investigate sources of evidence, ask interesting questions, explore the lives of people from the past and look at changes to society over extended periods of time.
 - Geography: The curriculum develops pupils' knowledge about maps, their locality, places further afield, environmental issues, and skills concerned with observing, recording, and analysing evidence.
 - Art: Pupils are given the opportunity to use a variety of materials and techniques to produce both two and three dimensional work. The curriculum includes discussions of specific paintings and other works of art and the lives of artists.
 - Design and Technology: The curriculum develops pupils' knowledge of problem-solving techniques alongside the ability to apply them to new situations, using a range of hand tools and basic materials. Several classes have lessons taught by a specialist Design and Technology teacher from the secondary phase.

- Drama: When appropriate, pupils are given the opportunity to act and be involved in role play.
- Modern Foreign Languages: Pupils study French, with every Key Stage 2 class having a fortnightly foreign language lesson, all of which are taught by a specialist language teacher.
- Music: Music is taught throughout the school consisting of; listening and appraising, creating and exploring musical activities, singing and performing. Key Stage 2 children are provided with many additional experiences in music and the opportunity to perform alongside older children. Individual instrumental tuition is available on string, woodwind, guitar, piano, brass and percussion instruments. The school uses Charanga for music.
- PHSE: The majority of the Personal, Social and Health Education (PHSE) curriculum is delivered through SCARF's SCARF (Safety, Caring, Achievement, Resilience, Friendship) whole-school approach to promoting positive behaviour, mental health, wellbeing, resilience and achievement.
- Physical Education: All children have regular, timetabled PE lessons, coupled with an outstanding range of extra-curricular PE and competitions through a West Norwich and Derham Sports Partnership. All Key Stage 1 and Key Stage 2 classes have the opportunity to swim.
- Religious Education: RE is taught using an enquiry approach covering Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. RE is based on the Discovery RE scheme and is taught weekly.
- RSE (Relationships and Sex Education). The school was an early adopter of the new RSE curriculum. Pupils are taught the curriculum in their classes by their class teacher.

Key Stage 3 Curriculum

Cohorts are carefully divided into mixed ability tutor groups in Year 7 based on prior attainment and information provided by primary schools. Pupils are taught in these groups for the majority of their subjects. In Years 8 and 9, pupils are reorganised into new mixed ability groups for English, Maths, Languages, Humanities, Computer Science, Art and Music. English, Mathematics and Science have the ability to set groups according to ability. Decisions are taken based on how the curriculum can best be implemented to maximise impact.

Key Stage 3 Curriculum hours

Pupils follow a fortnightly timetable with 25 hours per week. The table below shows the number of hours per week for each subject during 2021-2022:

Subject	Year 7	Year 8	Year 9
English	4	4	4
Mathematics	3.5	3.5	3.5
Science	3.5	3.5	4
Art	1	1	1
French & Spanish	3	0	0
French, Spanish or German	0	3	3
Geography	1.5	1.5	1.5
History	1.5	1.5	1.5
Computer Science	1	1	1
Music	1	1	1
PE	2	2	2
PSHE	0.5	0.5	0
RS	1	1	1
Technology	1.5	1.5	1.5
Total	25	25	25

Key Stage 4 Curriculum

EBacc is at the heart of the curriculum. All pupils study English, English Literature, Mathematics, Statistics, Science and History or Geography (or both). The vast majority of pupils opt to study a Modern Foreign Language.

Key Stage 4 Curriculum hours

Pupils follow a fortnightly timetable with 25 hours of teaching per week.

The table shows the number of hours per week for each subject or option during 2021-2022:

Subject	Year 10	Year 11
English*	3.5	4
Mathematics**	5	4.5
Science***	4.5	4.5
RS	***	***
PE	2	2
Option A	2.5	2.5
Option B	2.5	2.5
Option C	2.5	2.5
Option D	2.5	2.5
Total	25	25

* Pupils study English Language and English Literature

** Pupils study Mathematics and Statistics. Our most able pupils can also study for Free Standing Maths Qualifications in Additional Mathematics

*** Over a third of pupils take the three separate sciences of Biology, Chemistry and Physics. The remaining pupils take the double award.

**** Provision for core RS and RSE (Relationships and Sex Education) is taught through units of work predominantly delivered on IMPACT days and other year group sessions provided by specialists from outside agencies, e.g., Jigsaw.

Option subjects are as follows:

- Art
- Child Development
- Computer Science
- Drama
- Physical Education
- Geography
- History
- Modern Foreign Languages:
 - French
 - German
 - Spanish
- Music
- Personal and Social Development (ASDAN)
- Religious Studies
- Design and Technology:
 - Food Preparation and Nutrition
 - Design and Technology with a specialism in Textiles or Timbers

Pupils receive high quality information, advice and guidance to support the options process through:

- IMPACT day provision
- Tutors
- Subject staff
- Beacon East Careers Service
- Guidance interviews with senior staff.

The Senior Deputy Headteacher manages the options process in conjunction with the Head of Year 9. Parents and pupils are invited to a combined options and parent evening.

Collective Worship

The school is a non-denominational all-through school.

At the primary phase there is a weekly whole school assembly. Key Stage 2 children have two further assemblies which always have a spiritual, moral, social or cultural dimension and may involve a collective act of worship. Year 2 children attend one of these assemblies. Local Church of England ministers lead an assembly every half term. At certain times of the year we hold additional acts of worship, some of which are held at the local church. These include Harvest festival, Christingle and Easter services.

At the secondary phase, each year group has a weekly assembly which always has a spiritual, moral, social or cultural dimension and may involve a collective act of worship. In addition, daily tutor periods may be used to help pupils with their spiritual, personal, social and emotional development. Assemblies and tutor periods underpin the ethos that we endeavour to foster in the school.

Parents have the right in law to withdraw their children from collective worship in both phases of the school.

Religious Education

Provision for Religious Education challenges pupils to reflect on questions about life's ultimate meaning and purpose. Pupils are encouraged to reflect on different religions, beliefs, values and traditions. They are also encouraged to explore their own unique beliefs and values, and they are given space to express them. Provision meets legal requirements and the Norfolk Agreed Syllabus for Religious Education is adhered to.

The RE course in Key Stage 1 and 2 is a bespoke curriculum based on the agreed syllabus. The RS course in Key Stage 3 covers philosophical and ethical issues, examining the nature of belief, the relationship between beliefs and actions, and a reflective exploration of values. A number of faiths are examined, as are secular viewpoints. The RS course at Key Stage 4 is taught to all pupils through modules within IMPACT days.

6. Inclusion

Teachers set high expectations for all pupils and use assessments to inform their teaching. Teachers plan lessons so that pupils with SEND can study every subject wherever possible, and ensure that any barriers to pupils achieving well are removed.

Teachers take account of the needs of pupils whose first language is not English. Lessons are planned to help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

7. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and complying with this curriculum policy through:

- The Department Review process
- School visits
- Meeting with the School Council
- Agreeing the curriculum, including Key Stage 4 options.

Heads of Department and primary phase Subject Leaders monitor the curriculum and the way this is implemented throughout the school through quality assurance, including:

- Curriculum dives
- Learning walks
- Lesson observations
- Work scrutiny
- Department Review

Heads of Department and primary phase Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed bi-annually by the Assistant Headteacher for Teaching and Learning. At every review, the policy will be shared with the Local Governing Board.

8. Links to other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND policy and information report
- Equality information and objectives
- Pupil Premium policy

A handwritten signature, possibly 'A. Hulse', followed by the date '10/2/22'.