



LWS Academy Trust

Montefiore Drive, Sarisbury Green, Southampton, SO31 7NL. Tel: 01489 582684

www.lordwilson.org.uk

Curriculum Policy

Introduction:

LWS Academy is a specialist academy for boys that aims to provide a broad and balanced curriculum for all learners. This policy aims to set out the academy's aims, principles and procedures for the delivery of the curriculum.

Our Vision:

Together we will:

- Provide opportunity, security and encouragement.
- Accept guidance, responsibility and diversity.
- Share success, achievement and pride.
- Build self-belief, resilience and community within a caring environment based on mutual respect and trust.

Aims:

The aims of the curriculum are;

- To enable all children to learn, and develop their skills, to the best of their ability.
- To promote a positive attitude towards learning.
- To teach students in a highly structured yet supportive environment designed to maximise progress and attainment.
- To nurture successful learners, who enjoy learning, make progress and achieve.
- To encourage confident learners, who are able to live safe, healthy and fulfilling lives.
- To develop responsible citizens who can make a positive contribution towards society.
- To provide higher than average teacher: pupil ratio.
- To review student's progress on a lesson by lesson basis using the school's self-evaluation database system.
- To prepare students for the 'real' world.



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Curriculum Principles:

Every student will have a personalised approach to our curriculum offer, based on prior attainment data, student aspirations and challenging targets. Within a highly structured although differentiated experience, students are offered the level of learning appropriate to their recognised needs.

There are two teachers in all classes. This allows for 'team teaching' or the ability to split the group into smaller class sizes. Additional Student Support Assistant (SSA) support can be requested by teachers.

Curriculum Procedures:

Academy Curriculum for Key Stage 3 students:



The above diagram details the curriculum entitlements within Key Stage 3 including the 'scaffolding of support' which the academy ensures all students have access to.

There is specific emphasis on English and Mathematics ensuring that all students make academic progress in both. One-to-one interventions are available for those students who require additional support to 'narrow the gap' between actual and expected attainment.



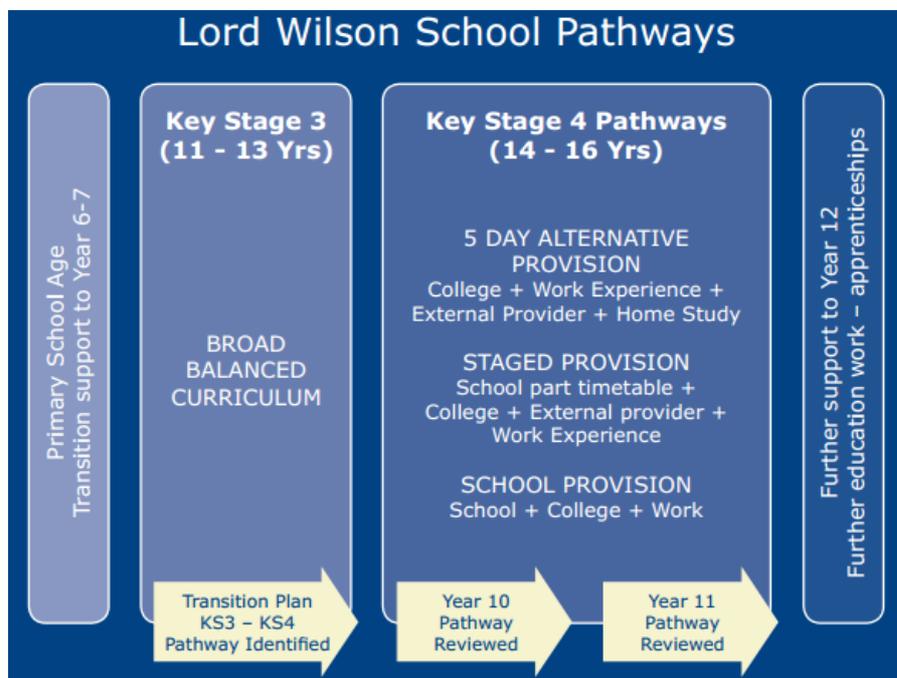
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Students also have access to technology (ICT, Food and Design Technology), Science, Physical Education, Humanities, Art and Music. Religious Education is taught through the academies comprehensive PSHE programme.

Academy Curriculum for Key Stage 4 students:



The Pathways model is an effective way of ensuring that all students are adequately prepared for the next stage of the educational continuum. The LWS Academy believes that the continuum stretches across all age ranges of education and it is our role to encourage and support successful transitions to and from the academy. The above diagram details the Key Stage 4 provision on a three staged approach. The expectation is that all students attend a college course and/or alternative provider for one to two days per week. This commitment and approach has shown to dramatically increase the students' successful transition from Key Stage 4 to 5.

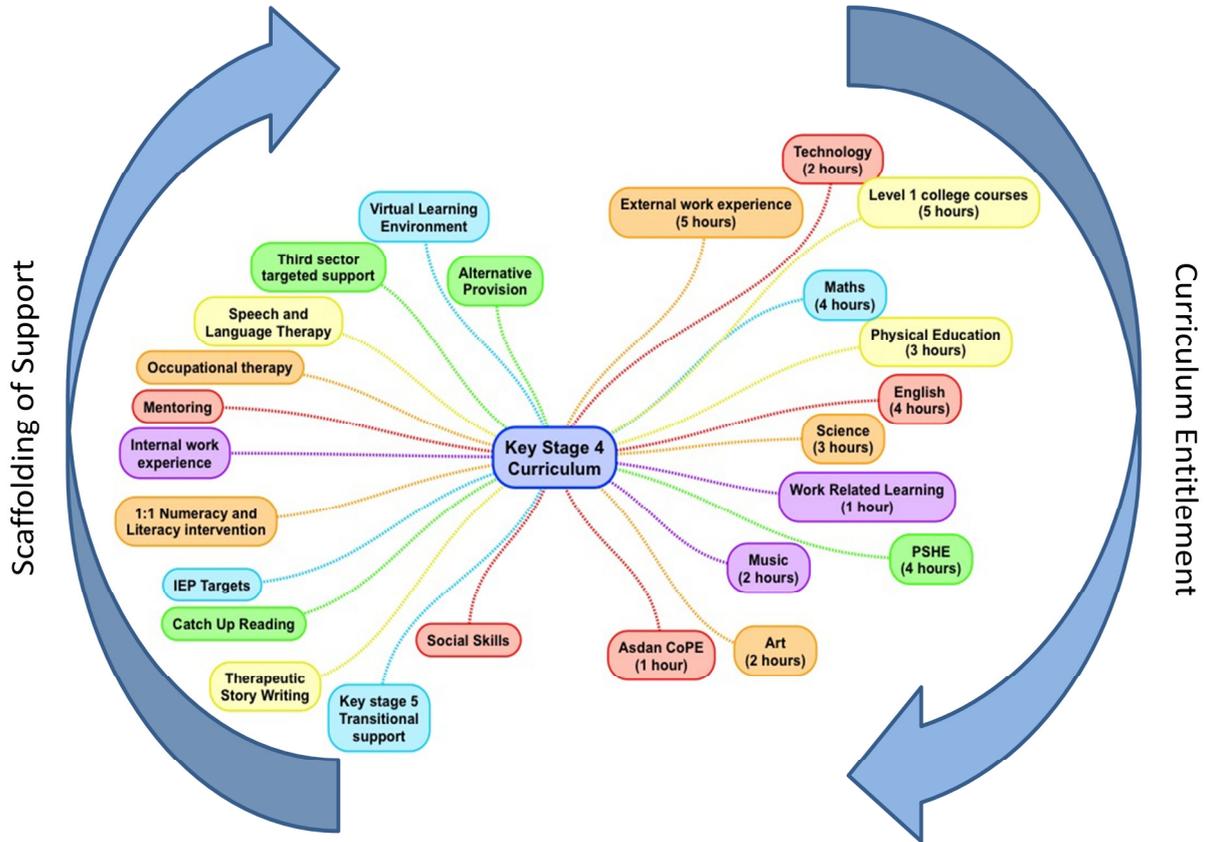
Students will still be entitled to all subjects as outlined in the diagram below including the 'scaffolding of support' which includes Key Stage specific 'scaffolding' such as Key Stage 5 Transitional support.



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All students will be entered for the appropriate level of accreditation in each subject area to ensure all students leave with as much accreditation as possible.

Organisation and Planning:

All curriculum departments adopt a three phase planning sequence, long, medium and short term. An overview of the year (long term planning) is produced by all departments in order for the school to plan cross-curricular activities throughout the academic year. This also allows all stakeholders of the academy (including pupils, parents and directors) the chance to quickly view what is taught across the curriculum in all subjects. We plan to have up to date long term planning documents on our Virtual Learning Environment and Academy Website.

Medium term planning allows the opportunity to view termly programmes of study which includes all specific topic schemes of work. This is then pass ported to the schools 'traffic light' pro-forma to allow teachers to plan over a topic and students to see their own learning journey.



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The 'traffic light' pro-forma also forms part of our short term planning process. This is in conjunction with our 'formal' lesson observation planning sheets.

The above process of planning allows the 'learning journey' of each student to be tracked to ensure that evidence of progress is clearly identifiable for all students.

Tracking student progress at LWS

Staff assess student progress in 'real-time' at LWS. Student progress is recorded on a lesson by lesson basis into our LWS Academy database. This data is then converted into a percentage which reflects learning targets/objectives being achieved, enabling us to forecast and predict progress and attainment. Some teachers still use levels to report progress and some agencies still require this data.

We assume that students are making progress if:

- Achieving their learning targets/objectives in lesson is at 80% (+/- 10%) or above.
- Attending lessons and provision.
- Targets/objectives are differentiated in planning toward a student acquiring knowledge and skills necessary to achieve.
- That the quality of teaching is good or better.

Departmental responsibilities at LWS Academy:

- To support and strategically lead the direction for the subject.
- To support and advise colleagues on issues related to the subject.
- To monitor students progress in that subject area.
- To provide efficient resource management for the subject.
- To plan (long, medium and short term) effective learning journeys for all students with adequate differentiation in place.

It is the responsibility of all subject teachers to keep up to date with developments in their subject at both national and local level. It is expected that all subject development planning links to whole school objectives identified in the Academy Development Pan.



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Outline of Curriculum at LWS Academy:

English

KS3:

In years 7 through to 9 pupils develop the three core areas: speaking and listening; reading and writing. These are taught by studying different topics each term. This year we started with developing writing by studying 'Heroes and Villains'.

A variety of texts are studied so that pupils can develop their analytical skills but also for inspiration within their own writing. This could be a short story, a film clip or extracts from a novel.

As well as topic lessons, pupils also have a Spelling, Punctuation and Grammar session once a week. This is to increase their core skills. Finally, speaking and listening is a core skill that is used within lessons. It is used to develop ideas, expand understanding and to plan.

KS4:

We are now offering two qualifications in English. These are:

- Functional Skills
- iGCSE

In year 10 we extend understanding of the key concepts by studying Functional Skills. The pupils also start to practise the necessary methods that will be needed in the final year.

The final year maintains the functional skills learnt in year 10 but the primary focus is on the project that counts towards the iGCSE.

This is made up of three components:

- 10% Speaking and Listening
- 40% Project
- 50% Examination (1 hour, both reading and writing is examined)

For the project pupils need to create their own question to answer and then research this. One example could be 'what is the best bait to use when fishing?' They will create a folder of work which will then be assessed as part of the qualification. In the Summer pupils will sit one exam.



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Maths

Programme of Study:

All Pupils will focus on perfecting their numeracy skills.

Students will commence this term by refreshing their knowledge of the most appropriate numerical methods for using the four operations, including working with decimals, ensuring that they are confident and ready to apply these skills to contextual situations and the rest of the curriculum. The work will be differentiated and personalised to reflect students' abilities and to maximise their potential for progress.

All pupils will:

- Take part in a wide range of fun games and activities to help develop their maths skills
- Choose to use maths skills for a variety of real-life situations like construction, cooking, engineering, mechanics, agriculture
- Develop problem solving skills using a variety of real life approaches.

Content:

- Number
- Calculating
- Statistics
- Algebra
- Handling data
- Shape, space and measure

Year 7, 8 and 9 will be following the Key Stage 3 scheme of work relevant to the level at which they are studying. Year 10 and 11 will follow the Key stage 4 scheme of work relevant to the level at which they are studying.

Assessment:

Year 7, 8 and 9 will be having an End of topic assessments to track progress. Year 10 will be taking their Functional maths exam- entry/ level 1/ level 2. Afterwards will take their GCSE exams during year 11. Year 11 will be taking their GCSE consisting of 2 exams: A calculator paper and a non-calculator paper.

Other forms of assessments includes the use of:

- My Maths booster packs set appropriate to the class
- Online Tasks
- Support Lessons



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Science

KS3 Curriculum

Key stage three students will study units in biology, physics and chemistry. In biology the students will explore the skeletal and muscular system. Students will also explore how plants make their own food in the photosynthesis unit. In chemistry, students will develop their investigatory skills by taking part in a number of experiments. Students will investigate acids, alkalis and the process of neutralisation. Processes such as evaporation and changing state will also be explored. In Physics students will take part in hands on investigations into magnetism and electricity. Within this unit students will explore forces as well as thinking about how gravity affects the earth.

KS4 Curriculum

There are two different courses in key stage four sciences. The first is entry level. This course is made up of 39 short topics in biology, chemistry and physics. At the end of each of these units the students will have to complete a ten minute test. There are also 36 'can do' tasks that students have to complete which vary from graph drawing to practical tasks such as carrying out food tests. Entry level is completely carried out in class and does not have any examinations. However, students can later be entered for GCSE if this would be a more appropriate course.

The second course that is offered in science is GCSE. This course is made up of all three disciplines: biology, chemistry and physics. The course is broken down into six units, these will cover a variety of topics from *understanding organisms* to *living for the future*. There are two examinations for GCSE science, one which is 1hour 15 minutes and the other is 1hour 30 minutes. These make up 75% of the students final grade. There is also a controlled assessment which is carried out in class. In the controlled assessment the students will research and carry out an investigation. The students will then have to complete a written piece in which they evaluate the results they collected. The controlled assessment makes up 25% of their final grade.



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Music

Lord Wilson School Academy Trust provides its pupils with a broad and well-rounded Music Education.

Our schemes of work use the musical interests of the pupils to fuel the material that we study, within a safe and stimulating, team taught environment. The pupil's choices are adapted to incorporate performing, composing, improvising, listening, reviewing and evaluating (comprising of the entire focusses of the 2014 Curriculum for Music and more).

Pupils are offered the opportunity to develop their skills as musicians in both an individual and group context, with units of work that champion practical and multi-sensory learning.

Music is the most recent addition to LWS's curriculum, promoting transferable skills, in a therapeutic context. Music helps to develop a young learner's ability to interpret information, fine motors skills and builds confidence in a range of social contexts.

At the moment we offer our learners the chance to develop their musical skills on the keyboard, but this is set to change drastically over the next year.

Physical Education

KS3 will study a range of traditional team sports such as football, basketball, baseball and tchoukball and individual activities including athletics, trampoline and fitness. All Year 9 students have the opportunity to achieve an Entry Level in PE.

In KS 4, students continue to build on their existing practical skills, and use this to work towards a BTech in PE.

Students across all key stages have the chance to represent the school at a variety of sporting fixtures as well as access to extra-curricular sports clubs.

After School Clubs include - trampoline, football and basketball regularly after school each week.

Break time clubs include - football, fitness suite, basketball, tennis in summer.



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Design Technology

Purpose of Study

Design and technology prepares pupils to participate in tomorrow's rapidly changing technologies. They learn to think and intervene creatively to improve quality of life. The subject calls for pupils to become autonomous and creative problem solvers, as individuals and members of a team. They must look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems. They combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. As they do so, they reflect on and evaluate present and past design and technology, its uses and effects.

Aims

To ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- critique, evaluate and test their ideas and products and the work of others.

Students in KS4 will have the opportunity to study 3 different GCSE depending on their personal pathway.

These are:

- AQA Design Technology GCSE Short course
- AQA GCSE Product Design
- AQA GCSE Resistant Materials

Subject Content

Students will cover the following topics during the theory and practical lessons:

- Orthographic drawing by hand and using different software
- Product development
- Product marketing
- Design methodology
- Sustainability issues
- Safe use of equipment and tools
- Use of ICT
- Methods of production
- Human factors



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Art and Design

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The Lord Wilson Academy curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Over the 5 years at LWS Academy students learning will ensure they have addressed all areas of the KS1-3 National Curriculum as well as being given the chance to progress to GCSE level and gain accreditation. By the end of their time at LWS Academy **ALL** students will be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.