



LWS Academy

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Curriculum policy

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1. Our vision and Aims:

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.

Our curriculum aims:

- Provide a broad and balanced education for all pupils, within a safe environment.
- To enable all children to learn, and develop their skills, to the best of their ability.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment
- 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 schools self-evaluation tools.
- To prepare students for the 'real' world after LWS.

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.

3. Roles and responsibilities

3.1 The Local Governing Committee

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- 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
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 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, 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
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is 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 SEN

3.3 Other staff

Departmental responsibilities at LWS Academy:

- To support and strategically lead the direction for the subject.
- To support and advise colleagues on issues related to their 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 School Development and Improvement Plan (SDIP).

4. Organisation and planning

LWS offers all students access to a full, broad and balanced curriculum. Students will be able to study towards accreditation in the following subjects;

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Science
- GCSE History
- GCSE Food Technology
- BTEC Engineering (Level 1/2)
- Cambridge National Physical Education (Level 1/2)

Subjects are often taught in mixed ability year groups however we do have two teaching groups where students are placed for needs other than those linked to academic performance such as emotional and ASC needs. All subjects deliver subject knowledge in line within National Curriculum guidance however a large degree of differentiation is needed for students to be able to access this fully.

All subjects have their own policies which includes details of how each one is to be taught. A subject overview as well as the long term plan for each subject can be found on the website.

Students have two lessons of PSHE a week. In this time statutory curriculum such as Sex and Relationship Education (SRE), SMSC and British Values is taught. A whole school assembly is also delivered once a week in line with these topic outlines.

Careers education is delivered through the whole school teaching and is led by a site specific careers lead at LWS. This person liaise not only liaises cross-MAT but also with EBP who are our independent careers advisors.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that all pupils can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities 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 SEN policy and information report on our website.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Half termly governors meetings including data presentations.
- Attendance at student board meetings.
- Linked governors focusing on student progress and outcomes.

School leaders monitor the way subjects are taught throughout the school by:

- *Analysing progress throughout the school year but specifically half termly.*
- *Subject progress reviews*
- *Curriculum targets.*
- *Learning walks*
- *Work samples*
- *Peer observations*
- *Quality Assurance visits*

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Non-examination assessment policy
- SEN policy and information report
- Equality information and objectives