



LAMMAS  
SCHOOL

## **CURRICULUM POLICY**

### **INTRODUCTION**

Lammas School provides education from Key Stages 1-5. We are committed to maintaining strong links between the Primary and Secondary units. We believe that we are not only preparing children for their educational journey but also for the life that lies beyond.

We pride ourselves in maintaining a family atmosphere where the older students appreciate and accept the responsibilities associated with having younger members of the 'family' around. The younger students also benefit by experiencing the whole of the educational process without the worry of having to change school at 11 and 16 years of age.

Our curriculum aims to support our aims and ethos which we believe to be important in our school. It provides the means by which the school educates students in the necessary knowledge, skills and understanding they need to achieve their potential and lead fulfilling lives. It aims to promote the fundamental British values of democracy, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

## PRINCIPLES

The Curriculum offered will:

- 1.0 Promote equality and diversity and be consistent with and complementary to other Lammas School policies.
- 2.0 Meet the individual development needs and aspirations of students.
  - There is a match between individual students' needs and aspirations and the programmes of study and support offered.
  - Teachers ensure lessons are differentiated appropriately.
- 3.0 Address national and local targets for education and training.
- 4.0 Meet local priority needs by providing relevant education and training for 5-19-year olds.
  - Lammas School will provide a curriculum to raise achievement of young people.
  - Lammas School curriculum will take account of the development of language, literacy and numeracy skills.
  - Lammas School will provide learners with a general understanding of the public institutions and public services that currently exist in England.
- 5.0 Provide students with a range of programmes of study and opportunities for progression.
- 6.0 Provide a core curriculum that will allow students to pursue education at a higher level or take on apprenticeships.
- 7.0 Provide students with an entitlement curriculum.

- All students will be entitled to high quality teaching and learning which will encourage the development of skills required to become independent learners.
- All students will be entitled to a coherent and soundly based curriculum which is responsive to the changing demands of the community.
- All students will be entitled to individual advice and guidance.

8.0 Provide students with a curriculum that incorporates tutorial support and appropriate functional skills and enrichment activity.

9.0 Ensure that the curriculum offered is supported by appropriate plans and schemes of work for all the subjects taught, and that it is implemented effectively.

- All subject leaders will ensure that appropriate schemes of work and lesson plans are developed along with appropriate assessment and verification strategies in line with Lammas School's procedures.

10.0 Ensure that a variety of modes of delivery is provided to meet the need of all learners.

11.0 The curriculum at Lammas School will be reviewed regularly and updated in line with new developments, and/or changes in awarding body specifications.

- Staff will liaise with awarding bodies to ensure the curriculum delivery is in line with awarding body requirements and ensure awarding body specifications are current.
- Staff will support the development of new curriculum qualifications in line with national initiatives and awarding body changes and developments.

12.0 Receive priority support within staff development planning to ensure that teaching and learning and curriculum development are constantly reviewed and improved.

- 13.0 Ensure that partisan political views are not promoted in the teaching of any subject, while in attendance at Lammas School, while taking part in extra curricular activities which are provided or organised by or on behalf of Lammas School, in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at Lammas School or elsewhere.
- 14.0 Promote equality and diversity and be consistency with and complementary to all other policies.

## **THE PRIMARY SCHOOL CURRICULUM**

The Primary Curriculum lays the foundation for standards of excellence, designed to excite and develop learning - with literacy and numeracy skills considered to be of prime importance. These include speaking and listening, written communication and interpretation, reading fluency, spelling and presentation. The techniques and conceptual understanding of mathematical principles and processes are strongly emphasised.

History, geography and science develop relevant knowledge, research and classification skills whilst PSHE give opportunities for self, group and community awareness. RE studies introduce children to the major religions of the world. The teaching of Spanish from Year 3 is also an essential part of the curriculum. Primary students develop an increasing sense of responsibility for their own work and conduct, and a respect for the rights of others, in readiness for progression into the senior part of the school.

Lessons are differentiated to enable every child to progress and achieve so that the less able receive appropriate support- yet gifted and talented pupils are able to strive ahead and be stretched and challenged academically.

The children are taught in mixed ability groups. Wherever possible, Years 5/6 are taught by senior school teachers. Practical activities are explored wherever appropriate and children are requested to explain their learning strategies and evaluate their work. All our planning includes support for pupils of all abilities. In addition, we provide individual plans for students who need targeted support, in order to encourage learning and ensure each student achieves his/her true potential.

## **THE SENIOR SCHOOL**

### **Key Stage 3 (Years 7, 8 and 9)**

At Key Stage 3, the curriculum builds on the good practice of the primary school and develops basic appreciation and understanding of the concepts and skills required for GCSE examination courses. There continues to be an emphasis on the development of mathematics, reading, writing, speaking and listening and all students follow a timetable which includes English language and literature, mathematics, French or Spanish, history, geography, biology, chemistry, physics, art and design, computing, citizenship, PSHE, careers, religious education, drama (Y7/8) and PE/games. Teachers are expected to demonstrate appropriate knowledge and understanding of the subject matter being taught and utilise classroom resources effectively. They are also expected to demonstrate and promote high standards of literacy and set expectations for students to apply their English and mathematics skills throughout all areas of the curriculum.

### **Key Stage 4 (Years 10 and 11)**

At Key Stage 4, all students study up to nine GCSE subjects (with Science counting as two GCSE's for certification purposes) mainly with the OCR board.

## **GCSE SUBJECTS STUDIED**

### **Core subjects**

English language and literature

Mathematics

Science

**Options**

Art and design

Modern foreign language

History

Geography

Psychology

Business studies

ICT/computing

In addition, students continue to study the following non-examination subjects: PSHE, citizenship and careers and PE.

The level/tier of entry for examinations are determined by teacher assessment and performances in the mock GCSE examinations taken in the January of the final year. A full range of after school activities is available on a half termly basis. All these courses are designed to re-enforce and/or enhance the school curriculum.

**Key Stage 5 (Sixth Form Year 12 and 13)**

The minimum requirement for entry into the sixth form is 5 GCSEs at grades A\* to C and students elect to study up to 3 or 4 AS levels in Year 12. Passes in Mathematics and English – grades A\* to C are expected, although re-sits are available for any student requiring them. In Year 13 most continue to study three of these subjects to A2 level. In some circumstances students may continue to study four. Subject availability and choice are made in discussion with individual students before entry into the sixth form. AS/A level courses have been offered in:

Mathematics

Physics  
English literature  
History  
Geography  
Psychology  
Art and design  
ICT

The sixth form curriculum is supplemented by tutorial time, careers advice and PE/games.

For students who are above compulsory school age, an assessment would be made of the student's needs (educational, social, personal, emotional, physical development and communication and language skills), and a suitable programme would be developed in consultation with the student and parents. There are regular reviews of the programme and adjustments made when necessary.

Throughout the senior school, the children are taught in mixed ability groups. Practical activities are explored wherever appropriate and children are requested to explain their learning strategies and evaluate their work. All our planning includes support for pupils of all abilities. In addition, we provide individual plans for pupils in order to encourage learning and ensure each achieves his/her true potential.

### **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INCLUDING THOSE WITH A STATEMENT OF SEN OR AN EHC PLAN**

Lammas School aims to provide access and opportunity for all students. Sometimes we may feel it necessary to adapt the curriculum to meet the needs of an individual child. This will always be done in consultation with parents. The needs of all students, including gifted and talented and under/low achievers, are regarded as special and paramount and staff will endeavour to provide the best opportunities they can for all students. An Individual Learning Programme policy caters for the requirements of all students with a special need. Any pupil who has an EHC plan or statement will have an ILP that provides targets to address the needs outlined in the plan. Children on the SEN register are identified on planning. All ILP's are reviewed annually.

## **ENGLISH AS AN ADDITIONAL LANGUAGE**

Lammas School is committed to providing any necessary support and teaching to those for whom English is an additional language. Where this is required an appropriate programme will be developed and implemented based on the needs of the individual student.

## **PSHE**

All students follow a PSHE programme appropriate to their age which reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation).

All students in Years 1-9 have weekly PSHE lessons and Years 7-9 have weekly citizenship lessons. From Y9, PSHE is taught on a rota basis with careers and citizenship. However, form tutors also provide PSHE guidance during tutor time in the morning. All students attend weekly assemblies which may involve the whole school, houses or separate primary and senior assemblies. There are many opportunities for students to take on responsibility in school and make a positive contribution e.g. Prefects (junior and senior), House Captains, class monitors.

## **CAREERS**

All senior students receive careers guidance. Support is offered to students who are considering GCSE options, along with opportunities to discuss potential options with teachers at an options evening. Students are also offered impartial guidance and support to make the right choices about post 16 education and assisted with applications. Any student making an application through UCAS for university is assigned a tutor who will guide them through the process. Students in Year 10 go out on work experience towards the end of the school year.

## **AFTER SCHOOL ACTIVITIES**

We offer a full range of after school activities which serve to enrich the curriculum of the school. Full details are available for parents/children at the beginning of each half term. Extra lessons are available in some subjects for students after school and exam revision lessons may be offered during school holidays near to the exams.

## **OUT OF SCHOOL ACTIVITIES**

Where possible, teachers will organise trips to complement areas of the curriculum and full use is made of the local facilities which include museums, theatres and sites of local interest.

## **HOMEWORK**

A school homework timetable is published for each form at the beginning of each year. The homework diary is signed at home weekly and checked and signed by the form teacher weekly. Please see the homework policy for further details.

## **ASSESSMENT AND REPORTS**

Assessment is an essential part of the teaching process. Regular assessments are made of students' work to establish a level of attainment and to inform future planning. Teachers use assessment information to track the progress of individual students.

Record keeping and assessment procedures are defined in the Assessment Policy.

## **EQUAL OPPORTUNITIES DISABILITY DISCRIMINATION ACTS**

We believe all students in the school should have equal opportunities and equal access to the curriculum at all times. Please refer to the Equal Opportunities Policy.

## **BRITISH VALUES AND PREPARATION FOR LIFE IN BRITISH SOCIETY**

Wherever possible, the curriculum at Lammas School aims to teach the British values of tolerance, mutual respect, democracy, the rule of law and individual liberty. Students are given opportunities to develop the appropriate skills and attitudes needed to make a valuable contribution to society, both now and in the future.

Opportunities include:

- School trips to develop independence (previous trips include Iceland and France)
- School council representatives and house captains are elected as an introduction to voting, democracy and government
- The house system encourages collaborative working and tolerance and provides opportunities for links with the local community and fundraising
- Lessons on the structure of government and politics through citizenship lessons
- Prefect roles encourage responsibility
- Class monitors encourage responsibility and organisational skills
- Various fundraising activities throughout the year encourage awareness of the community and responsibility to others e.g. Children in Need, Comic Relief, Save the Children – wear a Christmas Jumper day, Wear Pink for Breast Cancer

## Lammas School Curriculum Policy Provision Map

Lammas School is registered as an independent school and conforms to the standards of provision set out in the DfE guidance for the Registration of Independent Schools <http://www.gov.uk/government/publications/independent-school-registration>

The following document set out how Lammas School provides pupils with the required provision.

Required Provision	Description (taken from DfE guidance, see above)	How this is provided by Lammas School
<b>Linguistic</b>	<p>This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. In all schools, there must be lessons in written and spoken English.</p> <p>Many schools will also teach other languages and some will use a language other than English as the main medium of instruction.</p>	<p>This is mainly provided through English lessons.</p> <p>There is an emphasis on developing skills in phonic awareness in KS1. In KS2, KS3, KS4 and KS5, key skills are developed in reading, writing, speaking and listening.</p> <p>Pupils are also given opportunities for linguistic development in other subject areas and are encouraged to take part in plays, assemblies, readings at the Carol Service and Harvest festivals and World Book Day celebrations.</p> <p>Opportunities for developing knowledge of other languages, is provided through studies in a modern foreign language from KS2.</p>
<b>Mathematical</b>	<p>This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.</p>	<p>This is mainly provided through mathematics lessons.</p> <p>Opportunities for mathematical development can also be found in other areas of the curriculum e.g. Science, Geography, Psychology, Computing and ICT.</p> <p>Where possible pupils are given opportunities to relate mathematics to real life experiences.</p>

<b>Scientific</b>	This area is concerned with increasing pupils' knowledge and understanding of nature, material and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.	This is mainly provided through Science lessons.  Links with other subjects are made when possible. Practical investigation is encouraged, with pupils taught to plan, hypothesise, carry out a fair test and evaluate their findings.
<b>Technological</b>	Technological skills, can include the use of information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.	This is mainly provided through lessons in Computing and ICT.  Pupils are equipped with the modern skills of programming and coding, along with lessons in how to use technology safely. Links with other subjects are made when possible.
<b>Human and Social</b>	This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. In most schools the subjects of history and geography make a strong contribution to this area.	This is mainly covered by lessons in humanities (Geography, History and RE).  In History, pupils cover a range of historical time periods, exploring how people lived and the impact this had on our lives today. Geography lessons ensure a balance of factual knowledge and geographical issues such as sustainability. In RE, pupils learn about all the major religions.
<b>Physical</b>	This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health.	This is covered by lessons in PE.  The Lammas Leisure Centre is used by the school for sports lessons and activities covering different aspects of PE. Lessons aim to improve individual skills and to develop team spirit.  Primary pupils visit the swimming baths weekly, and as confidence and skills improve, swimmers participate in the Amateur Swimming Award Schemes and the annual Swimming Gala with other schools in the local area. There are also opportunities for pupils to take part in Inter-house sports competitions.

<p><b>Aesthetic and Creative</b></p>	<p>This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution including art, music, dance, drama and the study of literature because they call for personal, imaginative, and often practical, responses.</p>	<p>The art curriculum ensures a balance of skills and work with different media. Teachers provide opportunities for pupils to apply skills in other areas of the curriculum where possible.</p> <p>Drama is taught as a discrete subject in Y7/8 and pupils may choose to take part in school plays and productions. There are opportunities for pupils to do individual readings at the annual Harvest Festival and Carol Service celebrations as well as take part in singing.</p> <p>Primary children in Y1-4 take part in the Nativity as part of the Carol Service.</p>
<p><b>Spiritual, moral, social and cultural development</b></p>	<p>Pupils should be led towards: distinguishing right from wrong; respecting civil and criminal law; acting consistently with their beliefs; acting with a view to consequences of their own and others' actions; becoming confident and positive contributors to their local communities and society; becoming effective users of public services and facilities (according to their maturity); gaining insights into the origins and practices of their own cultures, and into those of society more widely; respecting the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; appreciating racial and cultural diversity; avoiding and resisting racism; and developing a balanced perspective of opposing views.</p>	<p>This is mainly provided through lessons in RE and PSHE but it is also achieved through the ethos and aims of Lammas.</p> <p>Lammas school has developed links with the local church, providing pupils to visit and take part in Christmas and Harvest festivals.</p> <p>The House system in school provides pupils with opportunities to develop links with the local community and to engage in the democratic process of electing a house captain.</p> <p>The School Council represent pupils and provide a student voice.</p> <p>Senior students in KS4 undertake work experience with local businesses.</p>