



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 learners appreciate and accept the responsibilities associated with having younger members of the 'family' around. The younger learners 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 pupils 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 learners.
 - There is a match between individual learners' 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 learners with a range of programmes of study and opportunities for progression.
- 6.0 Provide a core curriculum that will allow learners to pursue education at a higher level or take on apprenticeships.
- 7.0 Provide learners with an entitlement curriculum.
- All learners will be entitled to high quality teaching and learning which will encourage the development of skills required to become independent learners.
 - All learners will be entitled to a coherent and soundly based curriculum which is responsive to the changing demands of the community.
 - All learners will be entitled to individual advice and guidance.
- 8.0 Provide learners 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 pupils 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. 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 who need targeted support, in order to encourage learning and ensure each pupil 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 pupils 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 pupils 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

RE

Business Studies

In addition, pupils 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 1-4 and pupils elect to study up to 3 or 4 AS levels in Year 12. Passes in Mathematics and English – grades 1-4 are expected.

In Year 13 most continue to study three of these subjects to A2 level. In some circumstances pupils 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 pupils who are above compulsory school age, an assessment would be made of the pupil'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 aims to provide access and opportunity for all children in the School. 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 pupils, 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 pupils. 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 is committed to providing any necessary support and teaching to those for who English is an additional language. Where this is required; an appropriate programme will be developed and implemented based on the needs of the individual pupil.

PSHE

All pupils follow a PSHE programme appropriate to their age which reflects the schools 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 pupils in Years 1-9 are taught PSHE as a discrete subject. Citizenship is introduced in the senior school in Y7. 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 (8:45-9:00am). All pupils attend weekly assemblies which may involve the whole school, Houses or separate Primary and Senior Assemblies. There are many opportunities for pupils to take on responsibility in school and make a positive contribution e.g. Prefects (Junior and Senior), House Captains, class monitors.

CAREERS

All senior pupils receive careers guidance. Support is offered to pupils in Y9 who are considering GCSE options along with opportunities to discuss potential options with teachers at an options evening. Pupils are also offered impartial guidance and support to make the right choices about post 16 education and assisted with applications. Any pupil making an application through UCAS for university is assigned a tutor who will guide them through the process. Pupils in Year 10 go out on work experience at 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 pupils 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 pupils' work to establish a level of attainment and to inform future planning. Teachers use assessment information to track the progress of individual pupils.

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

EQUAL OPPORTUNITIES DISABILITY DISCRIMINATION ACTS

We believe all pupils 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 aims to teach the British values of tolerance, mutual respect, democracy, the rule of law and individual liberty. Pupils 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:

- Previous school holidays to Iceland and France have developed independence
- 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

Reviewed by P Sessions September 2019

Next Review date: September 2020