

CURRICULUM POLICY



Aims of the Policy

- To satisfy the whole school aims relating to curriculum, teaching and learning.
- To promote the intellectual, social, physical, moral and spiritual needs of all our pupils
- To deliver effective teaching and learning strategies in order to stimulate high achievement and the realisation of each child's potential.
- To promote the personal, learning and thinking skills pupils will need to succeed in education, life and work.
- To develop a dynamic curriculum with the capacity for flexible responses to national and local educational initiatives and social change.
- To incorporate the five outcomes of the Government's "Every Child Matters" framework into all aspects of curriculum planning. To help enable all our pupils to be healthy, stay safe, enjoy and achieve, make a positive contribution and enjoy economic well-being regardless of background or circumstance.
- To deliver the curriculum in a variety of teaching approaches that suits the needs of different students. To match tasks to students and balance the challenge with likelihood of success for each student.
- To deliver subject matter appropriate for the ages and aptitudes of pupils, including any pupils with a statement
- where a pupil has a statement, education which fulfils his/her requirements
- personal, social and health education which reflects the School's aims and ethos;
- appropriate careers guidance for pupils receiving secondary education
- a programme of activities which is appropriate to the needs of pupils above compulsory school age;

Principles

The curriculum model at Longridge Towers School ensures pupils experience a curriculum which delivers

- Breadth – A broad curriculum will bring students into contact with the elements of learning (knowledge, concepts, skills and attitudes) and the areas of learning experience (aesthetic, creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological). It also acknowledges the value of learning outside the confines of the classroom across subjects and within the community at large.
- Balance – A balanced curriculum will ensure that each area of learning and experience will be given appropriate attention in relation to the others and to the curriculum as a whole.
- Coherence - A coherent curriculum will be planned as a whole and embrace the different areas of learning and experience so that they do not appear as discreet and unconnected but as contributing to overall progress and achievement.
- Relevance - A relevant curriculum will take account of the previous learning of the pupils and their readiness for new experiences.
- Personalised Learning - The curriculum has to allow for differences between children, even of the same age and within the same class. Personalised Learning involves matching tasks to pupils' ability balancing challenges with the likelihood of success for each student across the ability range. It implies a need for variation in teaching approaches and classroom organisation based on preferred learning styles.

Teaching and Learning

Longridge Towers School places emphasis upon the notion that teaching and learning processes are as significant as curriculum content in determining student progress and achievement.

Longridge Towers School will endeavour to:

- Promote the view that learning should be experienced as something which is enjoyable, engaging, rewarding and confidence building.
- Ensure that teaching enables learners to make progress and achieve.
- Ensure assessment supports effective teaching and helps raise achievement.

To this end, lessons should be planned and delivered to ensure that:

- The lessons aims are clearly communicated to the pupils.
- These aims and the learning achieved are reviewed at the end of the lesson or a block of lessons planned to achieve a specific goal.
- The result of the first two bullet points means that the lessons delivered will be multi-part in their nature.
- A variety of teaching styles is used, where appropriate.
- The differing learning styles are catered for.
- Personalised Learning and Thinking Skills (PLTS) are addressed where appropriate.
- Social, Moral, Cultural and Spiritual (SMCS) issues are addressed where possible.
- The five key issues addressed in the Every Child Matters (ECM) documentation is address where relevant.
- Each child is catered for using appropriate personalised learning (differentiation).

Schemes of Work

Should be written to:

- Deliver a curriculum which effectively works towards the pupils next external examinations.
- Broadens and deepens their experience where appropriate.
- Delivers work pitched at the correct level. That is, to extend the thinking of the individual, while also offering opportunities for success and progress.
- Identified opportunities to extend the more able pupils.
- Identifies content and methodologies to cater for the less able pupils.
- Identifies opportunities to address PLTS, SMCS issues and outcomes of ECM where possible.
- Include standardised assessment in line with the whole school Assessment, Marking and Reporting policy.

While the “Every Child Matters” framework underpins the delivery of all academic subjects it is expressly addressed in our PSHE programme where the aims are to encourage pupils to:

- Take an interest in topical and controversial issues.
- Engage in discussion and debate within a supportive and safe environment.
- Learn about their rights and responsibilities.
- Enjoy healthy, safe, responsible, fulfilled lives.
- Understand the nature of work.
- Become informed consumers.

The Scheme of Work for PSHE will give more detail as to the exact content across the year groups.

Curriculum Content

The following Curriculum Diagrams give detail of the subject content and their respective time allowances across the entire age range at Longridge Towers School.

All periods are 40 minutes in length with the exception of the Enrichment periods which last for 50 minutes.

Option subjects at GCSE level include:

Art
Biology
Chemistry
Drama
French
Geography
German
History
Information and Communication Technology (ICT)
Music
Physics
Product Design
Physical Education (Sports Studies)

The subjects available for study in the Sixth Form include:

Art
Biology
Chemistry
Design and Technology
Drama
Economics and Business
English Literature
French
Further Mathematics
Geography
German
History
ICT
Mathematics
Music
Physical Education
Physics

The following subject is taught to AS-Level over two years

Psychology
Broader studies and Extension
Critical thinking
Extended Project Qualification