

CURRICULUM POLICY

Aims

The curriculum at Longridge Towers School has been drawn up in accordance with the whole school aims, detailed in the Headmaster's Mission Statement:

- To deliver a broad, balanced, coherent and relevant curriculum that meets the needs of all pupils.
- To create circumstances which allow children to express themselves academically, artistically, physically, creatively, emotionally, spiritually and socially.
- To create a positive teaching environment which values teaching and learning, mutual respect, individuality, consideration and personal responsibility.
- To promote a sense of self-worth, confidence and independence in all our pupils.
- To provide opportunities for pupils to broaden their experiences and extend their thinking.
- To continually evaluate all teaching with the aim of ensuring that it is of a high standard focussed on promoting learning.
- To maintain a safe environment in which all can work and progress.
- To promote equal opportunities for all, regardless of ability, gender, race, religion, sexuality or disability.
- To foster effective working relationships with pupils, parents and other professional bodies, where communication is regular, co-operative and relevant, to the benefit of all interested parties.

The curriculum is designed to give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Where pupils are below compulsory school age, the school delivers a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development, as well as their communication and language skills. Where pupils are above compulsory school age, the school delivers a programme of activities that is appropriate to their needs. In this way, all pupils have the opportunity to learn and make progress, and prepare effectively for the opportunities, responsibilities and experiences of life in British society.

This is achieved by:

- Using effective teaching and learning strategies that encourage high aspirations and seek to realise the potential of each child.
- Employing 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.
- Delivering subject matter appropriate for the ages and aptitudes of pupils, including any pupils with a Statement, Education Health & Care Plan or IEP.
- Where a pupil has a Statement, Education Health & Care Plan or IEP, providing education which fulfils his/her requirements.
- Providing personal, social, health and economic education which reflects the School's aims and ethos.
- Giving appropriate careers guidance for pupils in the Senior School.

Curriculum Administration

In the Senior School, there is a Curriculum Committee comprising representatives from each 'faculty area'. These have the responsibility of liaising with other staff as appropriate and overseeing curriculum development and resources in their subject areas. In the Junior School, subject leadership is gradually being developed led by the Head of the Junior Department.

Monitoring of staff performance and subject/departmental management is achieved within the staff review process, for which there is a separate policy.

Key features of the academic curriculum

Throughout the school, there are a number of key issues that are addressed through the academic curriculum. These are identified in schemes of work and/or medium term plans as distinct, colour coded themes as follows:

1. Differentiation - activities/tasks/areas for support and challenge etc. - red
2. Communication/literacy - green
3. ICT - pupil opportunities - dark blue
4. Fundamental British Values - gold
5. Numeracy - pink
6. SMSC - light blue

Each of these concepts should permeate the taught curriculum and feature regularly in lesson planning. It is appreciated that some themes will occur repeatedly in particular subjects, such as communication in languages and SMSC in PSHE. However, occasions to address all of these areas should be identified wherever possible. Differentiation opportunities are incorporated routinely into all lesson plans, to include support and challenge for pupils of all abilities. As a result, we expect pupils to acquire speaking, listening, literacy and numeracy skills.

The curriculum takes into account the ages, aptitudes and needs of all pupils. It supports the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

For pupils in the Senior School, the curriculum includes up-to-date careers guidance that is impartial, enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential.

Curriculum Development

The content of the curriculum is reviewed annually. New specifications are developed and introduced by individual departments/faculties and schemes of work amended accordingly.

There is an appraisal of the needs of each cohort entering the Sixth Form to assess whether any appropriate vocational qualifications should be offered alongside A-levels. In recent years, BTEC courses have been offered in Economics and Music.

The SLT and Curriculum Committee are mindful of the implications of changes in the format and assessment of GCSEs and A-levels. At A-level students no longer sit AS examinations except by individual agreement. Instead they take rigorous internal examinations in their chosen subjects at the end of the Lower Sixth. This provides an objective measurement of their progress, concrete evidence of achievement for university applications and an opportunity for focused work in the summer break if improvement is required. The curriculum, assessment procedures and subject choices are considered annually, to ensure that school policy takes account of curriculum developments and the needs of each individual group of students.

Individualised Learning

Setting of pupils

This occurs in certain situations where it is deemed to be beneficial to the pupils and can be facilitated within the timetable. Setting allows pupils of similar abilities to be taught together, enabling them to move at a more appropriate pace. It also allows teaching group size to be adjusted in favour of those pupils who require more individual attention.

Gifted and Talented

The needs of the academically most able pupils are met through a range of strategies, including careful in-class differentiation, which should include an appropriate level of cognitive challenge. There are also activities such as Mathematics Challenges and other external competitions and pursuits that provide a high level of intellectual stimulus. The wide variety of school clubs, particularly music, sport, chess, science and the arts, allow pupils the opportunities to excel in many different areas and be educated in a rich and stimulating environment.

Learning Support

All pupils have a right to equal access to the curriculum. A number of pupils, however, require additional support in order to make the expected academic progress. Some of these pupils have been identified as having a specific learning difficulty, while others may simply have gaps in their knowledge, medical needs, or low confidence and require some extra help. All pupils with special educational needs are given targeted support. This is often in the form of an Individual Education Plan/Personal Learning Plan or a Health Care Plan which outlines support specific to their needs. Both parents and pupils are involved from the outset in the development of IEPs, which are written by one of the school SENDCos, with input from teaching staff and reviewed regularly. We also ensure that these pupils have full access to the school's curriculum. Some pupils without IEPs are placed into support groups and/or specifically monitored by staff. Opportunities to discuss other pupils causing concern are given at staff meetings and the support timetable is regularly amended to cater for the changing needs of the pupils within the school.

Where a pupil has an Education Health & Care Plan, the school provides education which fulfils their requirements.

GCSE Option choices

In addition to the core subjects, pupils have the opportunity to choose either three or four optional subjects at GCSE. Those choosing only three options will be provided with individual targeted support during the blank periods. This will allow for consolidation of skills, deeper study and the development of positive attitudes to learning. By taking one less GCSE overall, it is anticipated that better progress will be made in the remaining subjects.

Liaison between Senior School, the Junior Department and the EYFS

There is frequent and regular contact, at all levels, to ensure that pupils have a smooth transition from one area of the School to the next and that pupils benefit from continuity in curriculum approach. Liaison between the schools includes the following:

- Headmaster's regular visits to the Junior Department
- Senior Leadership Team and Senior Management Team Meetings (weekly)
- Regular meetings between Head and Deputy Head of Junior Department and the EYFS Manager
- Regular SENDCo faculty meeting across Junior and Senior departments
- Mutual lesson observations
- Shared teaching, for example in Games/PE, SEND, Modern Languages, Art and Music, Junior Department pupils have some lessons taught by Senior School staff within the main building and so become familiar and comfortable with its layout and staff
- Cross-curricular days with activities spread across key stages
- Whole school staff have some shared staff-meetings and whole school in-service training days
- End of year transition meetings in the Junior School, and Junior-Senior School transition meetings, where staff meet previous teacher to discuss pupils

Homework

Regular homework is a valuable aspect of the learning process and contributes to the development of sound study habits. It encourages pupils to develop the habit of independent study and promotes application and self-discipline. It also presents a regular opportunity to reinforce skills, which have been learnt in the classroom. Homework has a valuable role to play in involving parents in their children's learning, allowing them to show interest and give support where necessary.

Literacy, Numeracy and Key Skills

In the Junior School, specific literacy and numeracy skills are identified in long term planning, which ensures that appropriate subject matter is taught and there is progression in the pupils' learning across the year groups. The focus of literacy lessons is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. If a pupil who enters the school for whom English is not their first language then support will be provided in written and spoken English. We aim to develop pupils' knowledge, enjoyment and understanding of mathematics in a variety of ways, including practical activity, exploration and discussion.

Literacy and numeracy skills are further developed in the Senior School, both via English and Maths lessons, as well as through identifying key topics in the wider curriculum. Both literacy and numeracy are key themes identified in departmental schemes of work/medium term plans (see above) and also addressed in Key Skills lessons (see below).

In the Junior Department, all pupils have the opportunity to develop core skills of reading, mental arithmetic and handwriting in a tailored lesson every day.

At KS3, all pupils take part in a weekly lesson (on a carousel basis) designed to enhance their academic provision and help to develop their skills in areas such as literacy, numeracy, ICT and attitudes to learning. Each of these skill areas will be addressed by a specialist member of staff, who will assist pupils in developing their competency in these crucial cross-curricular aspects of learning.

The role of parents

We believe that parents have a fundamental role in supporting their children in school, which they are actively encouraged to do at every available opportunity, for example in monitoring homework tasks or becoming involved in their children's reading. Parents are always welcome to make an appointment to come into school to discuss any concerns.

In addition we aim to inform and involve parents through the following:

- Staff e-mail addresses are available to parents
- Use of the Homework Diary/Planner as channel of communication is encouraged
- Diaries and Learning Journeys in EYFS
- Parental workshops in EYFS
- Weekly newsletters
- A class meeting in the first half of the Michaelmas Term for each year group (Junior School)
- Parents' Evenings at least once a year.
- A short 'settling-in report' for parents of new pupils at the end of October.
- From KS2 upwards, regular 'Grades' reports sent to parents outlining effort and attainment.
- A written report twice every year.
- Transition information and meetings for parents of pupils in Years 6, 9 and 11.
- Prize giving at the end of the year.

Beyond the classroom

In addition to the regular taught curriculum, Longridge Towers School provides pupils with numerous further opportunities to enhance their educational experience:

Enrichment – There is an extensive enrichment programme which is designed to complement and enrich the experience of pupils in the school. Enrichment usually takes place at the end of the main school day, between 4.00 and 4.45pm, although some events may also happen at lunch time.

All pupils are actively encouraged to participate in the enrichment programme. If they are interested in sport, music, art or drama, there are many opportunities to become involved. They may also wish to attend sessions of general interest such as Astronomy, Book Club, Adventure Service Challenge/ Duke of Edinburgh Awards, or join a curriculum-based activity like Spanish or Latin. A supervised homework club option is also available for those who wish to get on with academic work, whilst having access to staff and resources if needed.

Service to Others – We seek to develop the pupils' sense of responsibility through various posts of office within the school. The pupils run their own 'School Council' in both the Junior and Senior departments. There are House Captains and prefects in both the Junior and Senior Schools and it is hoped that all pupils will be actively involved in many different areas of school life. We encourage the pupils to be good citizens through taking initiative and planning fund raising for various charities throughout the year. In addition, pupils organise and run stalls at the annual 'Christmas Fair'. Many Sixth Form students are actively involved in supporting Junior School activities and events; there is usually an expectation for Sixth formers to participate in some type of community service either within or outside of school.

Trips and Visits – We aim to provide pupils with a wealth of first-hand experiences and we place a strong emphasis on educational visits, visitors to school and residential trips. We actively encourage speakers to come into school to discuss aspects of either their working or cultural life, e.g. dentists, the services, authors or people from different religious backgrounds. We believe that the pupils gain from these experiences as it gives them an insight into the working world and develops their empathy and tolerance of people from different backgrounds and cultures.

Personal, Social and Health Education

Our PSHE programme reflects the school's aims and ethos. It also specifically addresses the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. It encourages pupils to:

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

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

Assemblies

All pupils attend regular school assemblies in both the Junior and Senior departments that cover a wide range of appropriate topics. Pupils also have the opportunity to be involved in leading assemblies should they wish to do so. In the Junior School, weekly celebration assemblies take place and each class hosts a special assembly during the year to which parents are invited. More details are given in termly assembly plans.

Curriculum Content

The most recent curriculum map (2018-19) is shown below:

Longridge Towers Curriculum Diagrams 2019-2020

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
U6	Option 1 5 lessons				Option 2 5				Option 3 5				Option 4 5				PE 3	Service 1	NC/PHSE/Careers 6				Enrichment 5												
L6	Option 1 5 lessons				Option 2 5				Option 3 5				Option 4 5				PE 3	Service 1	NC/PHSE/Careers 6				Enrichment 5												
5	Maths Set A Set B 3 lessons		English Set A Set B 4		Science Biology Chemistry Physics 7			Set A Set B		Block A 3		Block B 3		Block C 3		Block D 3		PE 3		PS HE 1		Enrichment 5													
4	Maths Set A Set B Set C 3 lessons		English Set A Set B 4		Science Biology Chemistry Physics 7			Set A Set B		Block A 3		Block B 3		Block C 3		Block D 3		PE 3		PS HE 1		Enrichment 5													
3	Maths Set A Set B Set C 3 lessons		English Set A Set B 4		Science Set A Set B 3		Fre/Ger/Spain 4		Hist 2		Geog 2		Key Sk 2		Key Sk 2		Dra 1		Art 1		Mu 1		DT 2		PE 3		PSHE 2		Enrichment 5						
2	Maths Set A Set B Set C 3 lessons		English Set A Set B 4		Science Set A Set B 3		Fre/Ger/Spain 4		Hist/Geog 3		Key Sk 1		FP 1		Dra 1		Art 1		Mu 1		DT 2		PE 4		PSHE 2		Enrichment 5								
1	Maths Set A Set B Set C 3 lessons		English Set A Set B 4		Science Set A Set B 3		Fre/Ger/Spain 4		Hist/Geog 3		Key Sk 1		FP 1		Dra 1		Art 1		Mu 1		DT 2		PE 4		PSHE 2		Enrichment 5								
J6	Key Skills 5 lessons		Maths 5 lessons		English 4		Science 3		Fre 1		Hum 2		RS 1		ICT 1		Art 1		DT 1		Mu 1		PE including sw 4		PS 1		Enrichment 5								
J5	Key Skills 5 lessons		Maths 5 lessons		English 4		Science 3		Fre 1		Hum 2		RS 1		ICT 1		Art 1		DT 1		Mu 1		PE including sw 4		PS 1		Enrichment 5								
J4	Key Skills 5 lessons		Maths 5 lessons		English 4		Science 3		Fre 1		Hum 2		RS 1		ICT 1		Art 1		DT 1		Mu 1		PE including sw 4		PS 1		Enrichment 5								
J3	Key Skills 5 lessons		Maths 5 lessons		English 4		Science 3		Fre 1		Hum 2		RS 1		ICT 1		Art 1		DT 1		Mu 1		PE including sw 4		PS 1		Enrichment 5								
J2	Key Skills 5 lessons		Numeracy 4 lessons		Literac 3		Scienc 2		Fre 1		Hum 1		RS 1		ICT 1		Mu 1		Art 1		PE including sw 4		PS 1		Enrichment 5										
J1	Key Skills 5 lessons		Numeracy 4 lessons		Literac 3		Scienc 2		Fre 1		Hum 1		RS 1		ICT 1		Mu 1		Art 1		PE including sw 4		PS 1		Enrichment 5										
EYFS	Prob solve and Nur 5 lessons		Communication/Lar 5		Know/Und 3		Fre 1		ICT 1		Mu 1		Creative 3		Physical devel 4		Per/Sw 2		Enrichment 5		Cushion Club 5														

EYFS – The seven areas of learning for EYFS are taught through focussed teacher-led sessions and play-based activities.

All periods are 55 minutes in length. All subjects are compulsory in Key Stages 1-3, except for there being some degree of choice in Modern Foreign Languages at Key Stage 3.

Core subjects at GCSE level are:

English
Maths
Science (3 separate or combined science)
PE and Games
PSHE

Option subjects at GCSE level include:

Art
Computer Science
Drama
DT (Product Design)
French
Geography
German
History
Music
Physical Education (Sports Studies)
Spanish

The subjects available for study in the Sixth Form include:

Art
Biology
Chemistry
Computer Science
DT (Product Design)
Drama
Economics
English Literature
French
Further Mathematics
Geography
German
History
Mathematics
Music
Physical Education
Physics
Psychology

Extended Project Qualification (EPQ) – half A-level

There is also a wide programme of careers advice in the Sixth Form, along with extensive support for students with University and College applications.

Policy updated: 15/09/19 (PW)
Next Review: August 2020