



THE LAMMAS SCHOOL

Curriculum Policy

Last Reviewed: July 2023
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Reviewed Biennially



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1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all students that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support students' spiritual, moral, social and cultural development
- Support students' 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 for all students, with high expectations for every student and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all students
- Equip students with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals
- Provide a broad curriculum prioritising a strong academic core of subjects, such as those offered in the EBacc
- Develop students' independent learning skills and resilience, to equip them for further/higher education and employment

These curriculum aims are underpinned by our values:

'At Lammas School we do not teach young people to know their place in society but rather discover their talents and passions and to take their place in society, making a difference wherever their futures take them.'

We ask our students to think about who they will become for themselves and for the world. To this end, we are committed to continually exploring to what extent education and the curriculum equips young people to succeed and thrive in tomorrow's world, even if we can't see or even imagine it yet.'



Our curriculum development work has ensured a spiral curriculum which enables students to revisit and build upon topics and skills which evolve in complexity as they transition in age. We are committed to a concept of 'quality first teaching for all' and this links directly to our desire to ensure social justice and equity; a curriculum that is relevant to and accessible by all.

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 we have 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.

This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The governing board

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 students to cover the National Curriculum and other statutory requirements
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for students 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 students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- All students from year 7 onwards are provided with independent, impartial careers guidance through the weekly Unifrog curriculum and supplementary events and opportunities

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 objectives which reflect the aims of the school and indicate how the needs of individual students 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 students are met by permanent or temporary disapplication from all or part of the National Curriculum
- Requests to withdraw children from curriculum subjects, are well-managed, 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
- An effective SEN provision is in place for students with different abilities and needs

3.3 Other staff

At Lammas, Curriculum Leaders design and plan SOL which spiral from Year 7 all the way through to Y13. SOL across all subjects map opportunities where RSE and safeguarding topics can be enhanced school-wide (and within and age-related context).

Curriculum leaders evaluate and review their curriculum through discussions in 1:1 Line Management and in the wider forum of Middle Leadership evaluative practice.

The Senior Leadership team reviews the impact of subject curriculum through its cycle of teaching and learning monitoring and evaluation and data analyses based on individual and school-wide student outcomes.

As a Trust, we have embarked on a three-year project to evaluate curriculum and as a staff body we have worked alongside secondary (as well as primary) partner schools to evaluate *what* and *how* we teach as well as *what* and *how* our students learn, inside and outside the classroom. The Griffin Schools Trust is on a journey to explore ideas and share effective, innovative practice that will contribute to our vision.

4. Organisation and planning

4.1 The Year 7 Curriculum (KS3)

We maintain a strong focus on English, Mathematics and Science, which is reflected in the timetable allocations for these three core subjects. However, our students also experience a range of practical and creative subjects including art, music and drama every week. This balanced approach in Year 7 ensures they develop as individuals, with a range of strengths and talents. Most importantly, the Year 7 curriculum contains real challenge and rigour, building on their primary education to establish and embed the academic foundations that our students will need to go on to success at GCSE, A-Level and University.

Each week students in year 7 study the following subjects:

Art	Food and Nutrition	Music
Computer Science	French or Spanish	Physical Education
Drama	Geography	Religious Studies
English	History	Science

Ethics	Mathematics	
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An exemplar Curriculum Overview for Year 7, Term 1 is below. Terms 2 and 3 are accessible via the school website.



4.2 The Year 8 Curriculum (KS3)

Lammas School enables students in Year 8 to build on the firm foundations of the Year 7 curriculum. Year 8 students are supported to think as a writer, a mathematician, a scientist; they are encouraged to become wider readers, researchers and explorers as they extend their understanding of the concepts underpinning each academic subject discipline. The focus remains achieving high levels of literacy, numeracy and scientific understanding and application and a large proportion of students' weekly allocation is devoted to excelling in the core subjects – they will study Maths and English four times a week and science three times a week. Students will of course continue to develop their talents in the equally valued practical and creative subjects such as Drama, Art and Physical Education. It is important that during Year 8 students develop the key higher level thinking skills that are vital to underpinning their success in Year 9 next year, and beyond.

4.3 The Year 9 Curriculum (KS3)

Year 9 is a pivotal year in your child's education: they have consolidated the knowledge and skills developed and built upon in Year 7 and Year 8 and are now poised to access the next stage of their education, which will include national examinations at the end of Year 11 and UVI. Year 9 is the final year of Key Stage 3 and the year in which students decide, with the advice of their teachers, which subjects they should continue into GCSE. Students need to use Year 9 to develop the maturity required for GCSE.

The content of the Year 9 curriculum continues the strong focus on English, mathematics and science started in years 7 and 8. They also experience the same range of practical and creative subjects including design technology, art, music and drama every week that will feed into their options choices for Key Stage 4.



4.4 The Year 10 Curriculum (KS4)

Year 10 is the first of the critical two-year Key Stage 4. Key Stage 4 builds on the basic subject knowledge and application developed across the separate subjects in Key Stage 3. In Key Stage 4, students will be exposed to a more in depth, mature and sophisticated study of their chosen GCSE subjects. The specialist vocabulary required for each subject, the increasing challenge of the concepts, the expectation in terms of homework and revision require a more focused mind-set and attitude to learning. Students will both be working towards their GCSE assessments and of course, preparing for Key Stage 5 choices and beyond.

Subjects at Key Stage 4 are separated into two categories: Core and Optional;

- Core subjects are compulsory and will be studied by all students. Students may study more than one core subject depending on their chosen pathway. This will largely be based on their Key Stage 3 results, but it also affected by their progress throughout year 10.
- Students have *chosen* optional subjects. The majority of students will study three optional subjects and some study four. Again, this is largely dependent on their Key Stage 3 results.

Art	Drama	Music
Business Studies	English	Physical Education
Biology	French	Physics
Citizenship	Geography	Religious Studies
Chemistry	Health and Social Care	Sociology
Combined Science	History	Spanish
Computer Science	Mathematics	

4.5 The Year 11 Curriculum (KS4)

Year 11 is, of course, the crucial year for students, culminating in national examinations. This is their opportunity to demonstrate knowledge and understanding, and how they can apply this, across all their subjects. Year 11 is one of the most exciting, challenging and important times in a child's education. During this year, students will continue on their journey towards achieving GCSE and/or BTEC qualifications that will act as a gateway to success for the rest of their lives and their teachers and tutors will be there to support them at every point.

4.6 The Year VI Curriculum (KS5)

We pride ourselves on our ability to offer learning pathways that will take you to the next stage in your life – be that university, a career or an apprenticeship. In keeping with our ethos of delivering bespoke education, our course offering includes both A-Levels and BTECs, allowing us to tailor a programme to suit each and every VI former.

Our study programmes offer a wide variety of extension courses to complement the main areas of study, and Lammas Lectures are delivered to widen horizons. We offer many opportunities to work with different organisations outside of the VI Form environment and focus on developing skills of Leadership, Organisation, Resilience, Independence and Communication (LORIC).



4.7 The RSE Curriculum (Ks3-Ks5)

At Lammas, RSE is delivered explicitly to KS3 (Years 7 to 9) in Ethics lessons which form a key part of their broad and balanced curriculum.

In KS4 and KS5, RSE is delivered within the Pastoral Curriculum (daily tutorial sessions).

Students across all key stages receive a minimum of 1 hour of RSE education per week.

The SOL for each and every department in the school, map areas of learning with an RSE focus and these lessons and topics serve to further enhance the delivery of RSE school-wide.

In addition to the RSE curriculum we also engage our students in a comprehensive Pastoral Curriculum during tutorial time. It is a supplementary learning journey invested in developing our students' character. The Pastoral Curriculum aims to equip students with the skills, knowledge and competencies, distinct from their academic work that will help them succeed in the future.

Supplementary and specialist age-related RSE learning also takes places whole-school during three Drop Down Days each academic year.

The RSE curriculum has a strong focus on discussion, debate and active participation; written work is kept to a minimum with the intention of engaging students of all abilities. At Lammas 'knowing the child' is central to our teaching and learning ethos and staff who deliver the RSE curriculum, do so with due regard to the abilities, needs and vulnerabilities of the students in their classes; teaching and learning is adaptive so that all students can access the curriculum.

RSE is taught in the main within the Ethics curriculum (at KS3) although some of the more detailed, biological aspects of RSE are taught within the science curriculum, and other aspects are also included in religious education (RE).

Elements of the RSE, sex education we provide, aim to educate students beyond the biological content of the science curriculum. These sessions involve sexual health, sexuality, healthy lifestyles, diversity and personal identity. They are not intended to promote sexual activity.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Further detail and information about our RSE curriculum (including curriculum maps and planning), can be found in our RSE Policy on the school website.

4.8 The Pastoral Curriculum (Ks3-Ks5)

At Lammas, students across all Key Stages receive a daily 30-minute Pastoral Curriculum through our tutorial programme. This is an additional learning journey invested in developing our students'

character; to help them move from the intangible to the tangible, from the qualitative to the quantifiable.

Sessions within the Pastoral Curriculum are intended to equip our students with the skills, knowledge and competencies, (distinct from their academic work) that will help them succeed in the future and focus on developing the skills of Leadership, Organisation, Resilience, Independence and Communication (LORIC).

Sessions enhance RSE curriculum topics at KS3 and deliver core content at KS4 (in conjunction with specialist cross-curricular input and designated KS4 RSE Drop Days)

In addition, our pastoral curriculum is intended to:

- Create cohesion and community amongst students
- Develop attachment to the school & year group
- Develop better relationships between tutor and tutees – ‘Tutor First’; where children see their tutor as their ‘go to adult’
- Promote the three core Griffin values; Leadership, Wisdom & Courage and the three school rules: safety, Learning & Respect
- Encourage active participation and nurture oracy and literacy skills

Pastoral Curriculum

Objectives & Expectations




ASSEMBLY

- E- ALL tutorials must deliver at least ONE assembly per academic year
- E- Encourage student participation and topic selection in assemblies
- E- There must be one Rewards/ Recognition Assembly per cycle
- E- Students must enter and exit the Hall in a very orderly manner (preferably in silence)
- E- HOY should invite guest speakers (staff or external) to deliver assemblies on a range of topics pertinent to their year group
- E- Assemblies should promote the 3 core Griffin values; Wisdom, Courage, Leadership

SELF-AWARENESS

- E- Check Lamas App to find out what is or has been happening in school (weekly)
- E- Check Student Notices on the Lamas App/ Google
- E- Distribute attendance figures weekly- Students record this on their attendance cards
- E- Monitor and celebrate merits and recognition
- E- Use <http://www.classroomsecrets.co.uk/quizzes.html>
- E- Use <https://www.bbc.co.uk/newsround> (KS3) or <https://www.bbc.co.uk/iplayer/live/bbcnews> (KS4)
- D- Pastoral and academic mentoring conversations (between student and tutor)

LITERACY & READING

- E- Ensure ALL students undertake silent reading regularly
- E- Ensure ALL students have a reading book with them EVERY day
- E- Promote regular use of the library and encourage book changes
- D- Read aloud to your tutees
- D- Initiate some ‘active reading’ activities (comprehension/ word association games)
- D- Listen to students read individually

GUIDANCE

- E- LORIC SOL Sessions (KS3-5 Learning journey- RSE, HE mandatory learning)
- E- Presentations are delivered meaningfully and promote participation, discussion & interaction

SELF-DEVELOPMENT

- E- UniProg Careers Programme
- E- Continuation of Guidance work from previous sessions as required- use this time to undertake practical follow-up tasks or to continue discussions

Check equipment daily and work with student, HOY and home to ensure high standards of organisation	Check uniform daily and work with student, HOY and home to ensure high standards of presentation	Lead towards our 3 core values: Wisdom, Leadership & Courage & Our 3 behaviour rules: Safety, Learning & Respect
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5. Inclusion

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

- Students with high prior attainment
- Students with low prior attainment
- Students from disadvantaged backgrounds



- Students with SEN
- Students with English as an additional language (EAL)

Teachers plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers also take account of the needs of students whose first language is not English. Lessons are planned so that teaching opportunities help students to develop their English, and support students in taking part in all subjects or improving their command of the English Language.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Regular (and calendared school reviews)
- Improvement Boards for monitoring, evaluation and self-review
- Curriculum leaders and subject *linked* senior leaders monitor the way subjects are taught and the curriculum delivered through a robust teaching and learning monitoring process which includes cyclical Learning Reflections (Book Looks), Learning Walks, Formal Observation, Assessment and Data Review (Standards Analyses).

This policy will be reviewed biennially by the Deputy Headteacher. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- SEN policy and information report
- RSE Policy
- Equality information and objectives