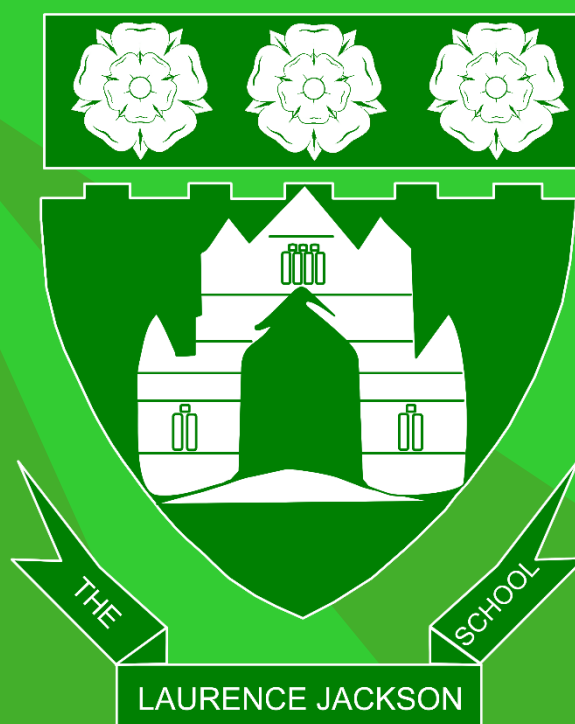


CURRICULUM POLICY



Author	Statutory changes	Doc version	Date
Charlotte Sunley	N/A	Version 1	September 2020

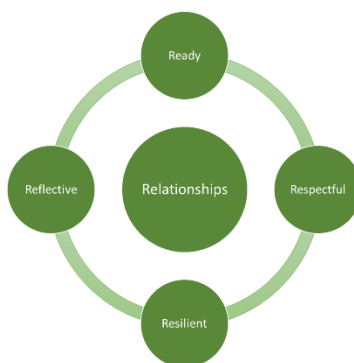
Statement of Curriculum Intent:

At Laurence Jackson School our aim is to inspire excellence in our students.

At Laurence Jackson School, students will experience:

- An education that develops character
- An academic and practical curriculum that is ambitious, broad and varied
- Quality first teaching to develop curriculum knowledge and skills
- An education that provides opportunities outside the classroom

An education that develops character:



Developing character has five key elements at Laurence Jackson School. We know that positive relationships need to be at the centre of everything we do and students need to be able to demonstrate the four key behaviour strands of **be ready, be respectful, be resilient, be reflective**. The skills and personal attributes that are developed by these strands are;

- ✓ good organisation
- ✓ good manners
- ✓ honesty
- ✓ good physical and emotional health
- ✓ confidence
- ✓ aspiration

We believe that supporting students to develop these skills and attributes leads to students who are equipped to be excellent both academically and socially.

The **be ready** strand focuses on the importance of good organisation and timekeeping, meeting school expectations of dress and conduct and having a positive attitude to learning and to educational opportunities both sporting and cultural. We believe that instilling the importance of being ready to make the most of every opportunity is where inspiring excellence begins.

The **be respectful** strand emphasises the importance of good manners, honesty and the ability to reflect on personal behaviour choices and understand the impact an individual has on the wider school, community and society. This strand drives high expectations of students' conduct and interactions with adults and their peers and is achieved by students and staff inspiring excellence in each other by valuing and respecting every member of our school community.

The **be resilient** strand focuses on developing confidence and emotional resilience in our students so that they are equipped for the challenges of their lives and are aspirational for their future successes.

The **be reflective** strand focuses on the importance of self-reflection and self-regulation in order to support students' success and the development of the ability to self-improve. We want our students to be able to inspire success in each other through this strand and an important aspect of this strand is celebrating success through rewards for students who are demonstrating the skills and attributes that we believe are intrinsic to excellence.

An academic and practical curriculum that is ambitious, broad and varied

Laurence Jackson School strives to **inspire excellence** through a curriculum designed to inspire personalised academic excellence for students of all abilities. Students will experience an academic and practical curriculum that is ambitious, broad and varied and aims to foster a joy for learning. Subject leaders are experts in their subjects and in collaboration with their teams construct curriculums that engage and promote a deep understanding of a wide range of topics.

The curriculum is deliberately broad and varied at KS3 with all students studying a broad range of subjects, both academic and practical, through Years 7 to 9. Students are taught in both ability pathways and mixed ability which ensures that the curriculum offer is tailored to individual needs and ensures that they are able to succeed. At KS4, options provide a rich choice of both academic and vocational provision to inspire all students to be successful on their future pathways. Students select GCSE options during Year 9 and begin to study their chosen subjects in Year 10. Students are encouraged to study a range of academic and practical subjects at GCSE or equivalent tailored to their ability. In Years 10 and 11 there is a focus on developing the knowledge, understanding and skills that will lead to exam success and the key skills that students have developed at KS3 are further refined to ensure that they are equipped to excel in their chosen range of subjects.

Quality first teaching is fundamental to the success of our curriculum. For students of all abilities, there is a focus on developing their ability to learn and remember crucial knowledge, developing the quality of their literacy through improved vocabulary and extended writing, and building the skills that allow them to work successfully independently. The joy and inspiration of curriculum learning is further enriched by a wealth of curriculum opportunities and competitions outside the classroom.

An education that provides opportunities outside the classroom

At Laurence Jackson School, we aim to Inspire Excellence by looking ahead to the future and out to the wider world. Students will experience an education that develops the whole person, where students develop strong character attributes to be successful in life in line with the school ethos. Developing our students' understanding of their social responsibilities as citizens of our school, our community, our country and internationally is central to this aspect of our ethos. This character development is being enriched by the development of our SMSC and Learning4life (PSHE) curriculums.

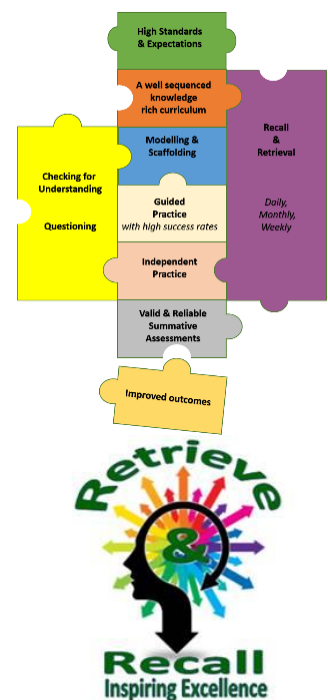
Laurence Jackson School is a school that is proud to serve its local community and seeks to develop students' understanding of their place in that community. We also provide opportunities for our students to have a range of cultural experiences and ensure that they have opportunities to learn about, and travel to,

communities that are outside our locality. Sport is a central part of our school life both within the curriculum and through enrichment activities because we recognise that good physical health supports good mental health and that developing a love of being active and a value of physical fitness is an important part of preparing our students for successful futures. Sporting opportunities at Laurence Jackson School also provide an opportunity for students to engage with others outside of our local community through regional, national and international competitions.

We aim to develop our students' understanding of their place in an ever-changing world as part of inspiring them to a successful future. Our careers education programme begins in KS3 and provides students with an understanding of the world of work and the careers which will be available to them locally, nationally and internationally. Work Experience Week during Year 10 is also an important vehicle for inspiring students to look ahead to future career opportunities and helps guide their decisions about education post 16.

Quality first teaching to develop curriculum knowledge and skills

Through quality research, CPD and collaboration with other schools, students will experience quality first teaching in all subject areas. Curriculum design ensures knowledge and skills are explicit to all, sequenced logically and retrieved/practiced regularly to ensure students know and remember more. Modelling and scaffolding in lessons provide students with worked examples and individualised support when learning new content. Students are provided with periods of guided practice to ensure high success rates before being supported and challenged to work independently. There is a focus on questioning to support students' learning within lessons. Resilience in independent learning is encouraged to prepare students for life beyond Laurence Jackson School. Teachers plan learning that allows students to learn and remember more. Recall and retrieval activities are embedded at the start and end of every lesson in order to ensure the recall of prior learning and daily learning. Assessment processes are under review to support effective formative and summative processes within subject areas. Contextual classcharts data and SEN support plans ensure all teachers plan learning to support students' needs.



Assessment/Reporting to Parents Overview

- All students are set a minimum expected grade based on KS2 data that we expect them to achieve at the end of KS4.
- Regular recall and retrieval activities ensure that students embed knowledge to develop long term memory.
- Following assessments, QFT and targeted intervention is put in place to address gaps in knowledge.
- Summative assessments at Laurence Jackson School are represented by progress checks. These assessments take the form of two formal progress checks, where appropriate such assessments are conducted in formal exam settings to support students in their preparation for GCSE exams.
- Summative assessment is used to evaluate the learning and progress at the end of a period of teaching.
- Learning approach, behaviour and home learning criteria are allocated to students on each progress check. For each student, progress will be measured against their minimum expected grade in each subject with the use of the following statements; above, on, towards and below. Where applicable, raw scores are provided on progress checks.
- KS3 years have one parent consultation evening per year.
- KS4 years have two parent consultation evenings per year.

Grouping of students:

- At KS3, students are divided into four bands, A, B, C and D.
- Bands A and B are parallel; all A and B students (approx. 120 per year group) should be considered top set. Typically, Bands A and B are comprised of students with minimum expected grades of 7+/9 and KS2 points scores of 106-120. In some subject groups 1 and 2 are set by subject specific ability (Maths and Science) and in others subjects (inc. English) the groups are mixed with the band.
- Band C comprises of students with prior attainment of between 100 – 106 and minimum expected grades of 5+/6+. Band D largely comprises of students with prior attainment of below 100 (and the majority have minimum expected grades of 3+/4+/5+).
- In addition, Nurture groups at KS3 ensure personalised support is in place to meet the additional needs of students who may not have made age expected progress at the end of KS2.

KS3 Curriculum Hours:

- All lessons are 1 hour in length and there are 25 lessons per week. We use a 2-week timetable.
- Learning4life (PSHE) provision is through timetabled lessons, RE, tutor time and assemblies.
- Home learning is focused on retrieval of prior learning to support crucial curriculum knowledge. Further details are available in the Home Learning Policy.

KS3 Curriculum Hours per Fortnight			
Subject	Y7	Y8	Y9
English	7	7	7
Maths	7	7	7
Science	6	6	6
Art	2	2	2
Computing	2	2	2
Design	2	2	2
Drama	1	2	2
MFL (French/Spanish)	5	5	5
Geography	3	3	3
History	3	3	3
Music	2	2	2
PE	4	4	4
Learning4Life (PSHE)	2	1	1
RE	2	2	2
Technology	2	2	2
Nurture	15	15	11

KS4 Curriculum Hours:

- At KS4 Core subjects are set by ability in Y11 and bands at Y10.
- Option Groups are largely mixed ability with some setting if there is more than one group in an option block.
- All lessons are 1 hour in length and there are 25 lessons per week. We use a 2-week timetable.
- Learning4life (PSHE) provision is through timetabled lessons, RE, tutor time and assemblies.
- Home learning is focused on retrieval of prior learning to support curriculums. Further details are available in the Home Learning Policy.

KS4 Curriculum Hours per Fortnight		
Subject	Y10	Y11
English	8	9
Maths	7	9
Science	10	12
PE	4	4
Learning4Life (PSHE)	1	1
Option 1	5	5
Option 2	5	5
Option 3	5	5
Option 4	5	N/A

KS4 Qualifications:

The following subjects are offered in options blocks for the academic year 2020-21

Y10 Options 2020-21			
Option 1	Option 2	Option 3	Option 4
Triple Science Spanish French Business History Geography Art	Geography History Statistics Drama Art Engineering Child Dev Sport PE GCSE	History Geography Triple Science Art Media French Hospitality and Catering Computing Engineering	Geography History RE Music PE GCSE Business Enterprise Music performance D&T
Subject	Qualification Title	Exam Board	
Art	GCSE Art and Design	AQA	
Biology	GCSE Biology	AQA	
Business	GCSE Business	AQA	
Catering	L1/L2 Award in Hospitality and Catering A	WJEC	
Chemistry	GCSE Chemistry	AQA	
Childcare	CACHE Level 2 Technical Award in Child Development and Care	CACHE	
Drama	GCSE (9-1) Drama	Edexcel	
D&T	WJEC Eduqas GCSE (9-1) in Design and Technology	WJEC Eduqas	
Engineering	NCFE Level 1/2 Technical Award in Engineering	NCFE	
English	STEP UP English	AQA	
English Language	GCSE English Language	AQA	
English Literature	GCSE English Literature	AQA	
Enterprise	BTEC Tech Award in Enterprise	Pearson	
French	GCSE French	AQA	
Geography	GCSE Geography	AQA	
History	GCSE History	AQA	
ICT	OCR Level 1/2 Cambridge National Certificate in Information Technologies	OCR	
Maths	ELC Maths	AQA	
Maths	GCSE Mathematics	AQA	
Media	GCSE Media	WJEC Eduqas	
Music	GCSE (9-1) Music	Edexcel	
Music	BTEC Tech Award in Music Practice	Pearson	
PE	GCSE (9-1) Physical Education	Edexcel	
Physics	GCSE Physics	AQA	
RE	GCSE (9-1) Religious Studies B	Edexcel	
Science	GCSE Combined Science: Trilogy	AQA	
Spanish	GCSE Spanish	AQA	
Sport	BTEC First Award in Sport	Pearson	

Y11 Options 20-21		
Option 1 Art French Geography History PE Spanish	Option 2 Art Business Computing Engineering Geography History Music	Option 3 Child Dev Engineering Hospitality and Catering Geography History PE Design
Subject	Qualification Title	Exam Board
Art	GCSE Art and Design	AQA
Biology	GCSE Biology	AQA
Business	GCSE Business	AQA
Catering	L1/L2 Award in Hospitality and Catering A	WJEC
Chemistry	GCSE Chemistry	AQA
Childcare	CACHE Level 2 Technical Award in Child Development and Care	CACHE
D&T	WJEC Eduqas GCSE (9-1) in Design and Technology	WJEC
Engineering	NCFE Level 1/2 Technical Award in Engineering	NCFE
English	AQA Step Up English	AQA
English Language	GCSE English Language	AQA
English Literature	GCSE English Literature	AQA
French	GCSE French	AQA
Geography	GCSE Geography	AQA
History	GCSE History	AQA
ICT	OCR Level 1/2 Cambridge National Certificate in Information Technologies	OCR
Maths	ELC Maths	AQA
Maths	GCSE Mathematics - Higher	AQA
Maths	GCSE Mathematics - Foundation	Edexcel
Music	GCSE (9-1) Music	Edexcel
PE	GCSE (9-1) Physical Education	Edexcel
Physics	GCSE Physics	AQA
Science	GCSE Combined Science: Trilogy	AQA
Spanish	GCSE Spanish	AQA

Curriculum Development/Review:

- Curriculum hours and subjects offered at both KS3 and KS4 are reviewed by senior leaders and governors on an annual basis.
- Curriculum implementation is reviewed and quality assured through:
 - Student outcomes and progress
 - Subject leaders' collaboration
 - Subject leader SLT link meetings
 - Lesson visits and observations
 - Work scrutiny
 - Subject deep dive reviews
 - Student learning conversations
 - Parental feedback
 - External Reviews