

LVS ASCOT

WHOLE SCHOOL CURRICULUM POLICY

Introduction

The Licensed Victuallers School seeks to provide a broad balanced education for all its students, in accord with its Mission Statement of preparing caring, confident citizens for the future.

The curriculum encompasses all the planned activities which we organise in order to promote learning, personal growth and development. It includes not only the formal lessons taught, but also the range of co-curricular activities that the school organises in order to enrich the experience of the young people. It also includes the 'hidden curriculum', that which young people intuit from the expectations placed on them and from the way in which they are treated.

The curriculum, whilst paying due regard to achieving high standards in all curriculum areas, is also broad, exciting and challenging and embraces the five outcomes set out in Every Child Matters:

Stay safe;

Be healthy;

Enjoy and achieve;

Achieve economic well-being;

Make a positive contribution.

Aims and Objectives

The aims of our school curriculum are:

- To enable each young person to be successful and to enable them to learn and develop their skills to the best of their ability;
- To teach young people how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.
- To promote a positive attitude towards learning, so that young people enjoy coming to school, and acquire a solid basis for lifelong learning;
- To teach young people the basic skills of English, maths and information communication technology (ICT);
- To enable young people to be creative and to develop their own thinking;
- To teach young people about their developing world, including how their environment and society have changed over time;
- To enable young people to be positive citizens in society and respect the views of each individual young person, as well as for people of all cultures.
- To teach young people to have an awareness of their own spiritual and moral development as well as their intellectual and physical growth.
- To help young people understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To enable young people to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

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JUNIOR SCHOOL

Organisation and Planning

At LVS Junior School we plan our curriculum in three phases. We agree a long-term plan for each year group. This indicates what topics are to be taught in each term. We review our long-term plan on an annual basis.

In our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic.

Our short-term plans are those which our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

Teaching children with ALN

The curriculum in our school is designed to provide access and opportunity for all young people who attend.

We recognise the fact that there are young people of different abilities in all classes and we provide suitable learning opportunities for all young people by matching the challenge of the task to the ability of the young person. We try to achieve this by:

- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks that are differentiated to meet the young people's different ability levels;
- providing resources of different complexity according to the ability of the young person;
- using teaching Assistants, where appropriate, to support the work of individual young people or groups of young people.

The Foundation Stage

The curriculum that we teach in the Reception class meets the requirements set out in the EYFS. Our curriculum planning focuses on the Early Learning Goals developing young people's skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Reception Class builds on the experiences of the young people in their pre-school learning. We work hard to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

During the children's first term in the Reception class, their teacher makes a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the target setting future curriculum planning for each child.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

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Functional skills

We deem the following skills as having great importance in the overall delivery of the curriculum:

- communication;
- application of number;
- information technology;
- working with others;
- improving own learning and performance;
- problem-solving.

In our curriculum planning we highlight these skills, so that the children's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to reach their true potential.

Monitoring and review

The Assistant Head (Curriculum) is responsible for the day to day organisation of the curriculum. Head teacher and Assistant Head (Curriculum) monitor the weekly lesson plan for all teachers, ensuring that all classes are taught a broad and balanced curriculum and that all lessons have appropriate learning objectives.

SENIOR SCHOOL

In Years 7, 8 & 9 pupils follow a common curriculum in which the time allocation for each subject is carefully balanced to give all an appropriate exposure to the linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative domains. Note worthy features include the introduction of a second language for top sets in Years 8 & 9, the allocation of 2.5 hours per week for Core PE in Years 7 & 8; the opportunity for pupils to experience a wide range of Design Technology subjects – Food, Graphics and RM; and the commencement of GCSE Science courses in Year 9.

In Years 10 & 11 pupils follow a GCSE programme in which there is a core of PE, English, Maths, Science and French or Spanish. They have a free choice of 4 options from the comprehensive list appended and the school will, as far as possible, design the timetable to accommodate all. The school guarantees that all pupils will be allocated 3 out of 4 choices.

The school provides subject matter appropriate of all ages and abilities. The construction of the timetable enables setting or banding on a flexible departmental basis, and schemes of work include references to material for students with learning support as well as extension opportunities for the most able. Information is available to all teachers regarding those pupils with special educational needs, including IEPs where appropriate. Some pupils are withdrawn from lessons for 1:1 support in literacy and numeracy, while others are supported in the lessons by LSAs. For those who are identified as Gifted and Talented the school also provide enrichment

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opportunities via lectures, visits and conferences and where appropriate, acceleration is practiced in key areas such as Mathematics, English and MFL.

The school supports the acquisition of Functional Skills via their inclusion in schemes of work for Maths English and ICT and opportunities are also embedded in schemes of work for other subjects. As part of its developmental plan, the school is in process of defining a broader range of such skills, which will be signposted in future schemes of work.

The school uses a full range of baseline testing, MidYIS, YELLIS, and ALIS, to establish academic targets and monitor progress. Outcomes are analysed at Senior Management and Departmental level to display subject residuals and value added and these statistics form the basis for review meetings between SMT and HODs in the Autumn Term.

Pupils progress is reported regularly via Parents Evenings, and Full and Interim Reports which use clear diagnostic work criteria, current performance and target grades as an effective means of communication.

In Years 12 & 13, for students above the compulsory school age, a wide range of subjects is provided. These are appended, and through the inclusion of BTEC, OCR National and Applied A Levels, the school seeks to reflect the wide range of learning styles of those who will wish to stay into the Sixth Form and enable the most open access possible. Conversely, for the most able students, extension opportunities are offered via courses such as Further Maths, the EPQ and links with the Open University via the YASS Scheme. Students are able to choose subjects from 5 option boxes, and as in Years 10 & 11, these are constructed on the basis of market research into student choices, so that as many as possible can make their optimum selection.

Reviewed January 2012

Reviewer C Cunniffe; H C Donnelly

This policy must be reviewed no later than: January 2013