



LANSDOWN PARK ACADEMY

Curriculum Policy

Policy Written (Date): June 2020	Written by (name): Andy Welsh
Ratified on (date):	Review (date): June 2021
Signed:	

Intent

The Curriculum Aims at Lansdown Park support our mission statement: *Belong, Grow, Succeed* by giving students the opportunity to learn and develop in a supportive and creative environment in which there is a focus on recognising achievement and supporting progression and in which students feel safe and are happy.

At Lansdown Park Academy we recognise that our students have faced challenges in accessing a mainstream educational provision. These challenges often relate to special educational needs and social and emotional issues.

Given this context we understand the importance of a broad and balanced curriculum that, through an individualised approach, supports our students to reengage with learning and develop both their academic and social and emotional skills.

Through a combination of learning techniques, we aim to ensure pupils enjoy learning and feel prepared for their next steps in education and life. We also intend to offer pupils new and exciting experiences through our offsite curriculum activities that are designed to build resilience, confidence and self-esteem.

The Curriculum at Lansdown Park Academy has been developed in consultation with students, parents and carers, staff and educational partners, with the aim of recognising this context and the needs of our students as learners and individuals.

Implementation

At Lansdown Park we aim to give every young person the opportunity to achieve their full potential by providing them with a broad and balanced curriculum. We recognise that many of our learners require the curriculum to be differentiated by not only content but also in delivery and therefore the curriculum is individualised, creative, innovative and flexible allowing for the needs of each student to be met. It aims to promote the social, moral, spiritual and cultural development of the students as well as their intellectual and physical development and well-being.

The Academy is committed to providing a broad and balanced curriculum, based on the National Curriculum. The Key Stage 2 curriculum at Lansdown Park follows the national curriculum, with flexibility dependent on young people's needs. Our Key Stage 3 and 4 curriculum is also based on the national curriculum. At all key stages core subjects include English, Maths, Science, Humanities and also the foundational subjects of PE, PSHE & Careers Education, Creative Arts and Food Technology.

Intervention sessions are also provided for students to develop their literacy, reading and numeracy skills. These 1:1 sessions support classroom learning and target specific areas of development for students on a termly basis.

All students also participate in our Offsite Curriculum which includes a range of engaging and practical activities across key stages such as BMX, climbing, mountain biking, music studio sessions and land based studies and conservation work. At KS2 also activities such as Forest School, Swimming and Horticulture. Work Experience

and Community Volunteering form important parts of our KS4 curriculum and a basis for building skills around independence that in turn support successful Post-16 move on.

Nurture, Thrive practice and attachment theory principles are a key element of our approach at Lansdown Park Academy. Our Nurture and Thrive trained staff provide intervention sessions for individuals and groups and all staff use social and emotional assessment results to personalise sessions and guide delivery.

The Outdoor learning Programme and our Nurture and Thrive approaches have been developed in recognition of their therapeutic value. At Lansdown Park Academy we recognise that this therapeutic support is critical for our students to develop their social and emotional skills in order for them to be successful as learners and in their future lives.

The timetable and Curriculum are reviewed annually to ensure compliance with current legislation and guidance and taking into account best practice.

Through our individualised approach we endeavour to provide opportunities for students who are identified as having a gift or talent to develop their skills and abilities in that area.

Curriculum and Pedagogy

At Lansdown Park Academy we recognise that all students want to learn. We therefore understand that in order to successfully implement our curriculum it is our responsibility to support our students to overcome any barriers to learning that they face. These may be both academic and social and emotional in nature.

A key way in which teaching staff do this at Lansdown Park is through the use of evidenced based effective pedagogical principles and teaching and learning strategies. Teaching and learning is planned and taught using a structure that prioritises clear and defined learning outcomes, scaffolding, worked models and examples, guided and independent practice, regular reviews and retrieval of learning, questioning and self and peer assessment. A key focus of this structure is to support the working and long term memory needs of our students.

Impact

- To develop confidence, independence and self-worth; to improve mental and physical well-being
- To acquire new knowledge and skills, building upon skills known
- To improve all forms of communication in a language rich environment
- To make social and emotional progress measured through a range of Welfare data: attendance, behaviour, Boxall and Thrive profiles, well-being surveys
- To develop skills of independence that to enable success within education, life and their futures

- To be engaged and have a sense of pride in learning and personal development
- To have the skills to be able to read a sufficient level in order to be able to access qualifications and the wider environment such as further education and employment
- To be successful in sustained destinations and chosen career pathways

Curriculum Content

The academy will have due regard to the national curriculum at all times throughout the academic year and will ensure every student has access to the following subject areas:

Core	Foundation
English	Art and Design
Mathematics	IT Skills
Science	Citizenship
RE	Food Technology
PSHE and Careers Education and Guidance	Geography
Relationships and Sex Education (RSE)	History
Offsite Curriculum	PE and Sport

Literacy, Communication and Numeracy

Literacy and Numeracy are incorporated into all lessons and reinforced throughout all aspects of the curriculum. Phonics is embedded into the Key Stage 2 curriculum and there is a large focus across the Academy on developing speech, language and communication skills across all subjects.

Teachers follow the National Curriculum and plan activities appropriate to learners' age and abilities. Class teachers differentiate material for young people, allowing them to access a planned curriculum. In Key Stage 3 and 4 students are entered into appropriate public examinations including functional skills and GCSE.

Reading

We aim to provide all of our students with the skills and strategies to read with confidence, fluency and understanding. Initially this involves identifying gaps in learning through accurate baseline assessment and ensuring that all students have the phonological understanding to read words accurately. We use the Read Write Inc phonics programme to support KS2 phonics learning and an age appropriate phonics based intervention model in KS3 and KS4.

Specifically, we intend for our students to develop the two dimensions of reading – word reading and comprehension. To achieve this teachers lead our universal provision which, in KS2, includes methods such as class and shared reading, phonics lessons which target gaps in knowledge and build fluency and confidence around reading, and ‘Rapid Reader’ online books which develop student’s skills around: literal comprehension, fluency, high frequency word recognition, and also inference. In KS4, individual reading texts, class texts and excerpts that promote discussion and positive communication skills around comprehension are used. In addition, all teachers plan to explicitly teach subject and domain specific vocabulary across subject areas.

Our targeted and specialist intervention provision is for students with additional needs related to reading. Once identified these students participate in personalised reading intervention programmes. Student progress is closely monitored and used to inform next steps which may include further intervention. Students who face significant challenges with reading may be referred for specialist support and assessment.

English

In English at all stages, students follow a broad and balanced curriculum that enables them to develop their confidence, independence and ability in all areas of literacy. Each unit is planned to cover a wide variety of genres allowing for students to experience a range of text types through reading, writing and speaking and listening opportunities.

We aim to use rich and varied texts to help students develop their vocabulary, word and sentence level understanding, communication and reading skills and develop a love of reading. Throughout each unit, a focus on communication and interaction skills as well as embedding the key literacy skills of writing and reading is paramount. Phonics programmes are used across all key stages to ensure that students learn and develop the skills and knowledge needed for independent reading and writing.

In KS4, we begin studying for examinations and each class teacher will select the best course for students in their class. Students can work towards Entry Level, Functional Skills or GCSE English Language. Reading and writing continue to be the main skills assessed in all of these qualifications, alongside speaking and listening. Students will be guided towards producing extended pieces of work independently, as well as comprehending meaning in written texts.

Maths

In Maths at KS2 and KS3 we follow the National Curriculum and use baseline assessments to tailor each students learning in class and address any gaps in their maths knowledge. Students cover topics in Number, Measurement, Geometry and Statistics, building on prior learning, ready for their progression to KS4. KS3 students are able to achieve qualifications at entry and functional skills level where appropriate.

In Maths at KS4, students complete qualifications at Entry Level, Functional Skills level

1 and 2, and GCSE level. Entry level develops the students' basic and relevant mathematical skills across real world subjects such as money, time and measurement. Functional Skills refines their problem solving strategies and practical skills required to tackle unfamiliar challenges in the world of work and everyday life. At GCSE students work towards a highly-regarded academic qualification in Maths, a strong foundation for employment.

PSHE, SMSC, Citizenship and Careers Education and Guidance (CEG)

At Lansdown Park Academy we believe that a strong PSHE and SMSC education is important to help our students develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE and SMSC curriculum is strongly tied to our RSE, relationships, health education and pastoral care programme.

At KS2 and KS3 PSHE is taught in timetabled lessons using the Jigsaw PSHE programme as well as many issues and topics relating to PSHE being integrated into other areas of the curriculum.

At KS4, discreet lessons, using an appropriately planned PSHE curriculum gives students the opportunity to engage with a range of relevant themes including key elements of the Citizenship curriculum including British Values. The PSHE curriculum also allows students to gain accreditation for the ASDAN Careers and work experience short course which lead to credits towards the Award and Certificate of Personal Effectiveness. Relevant and engaging opportunities are also planned into the PSHE curriculum that support our students to develop their independence and broaden their knowledge and experience of the world. These include community volunteering, conservation project work, work shadowing opportunities, options information sessions, careers interviews, college taster days, Health and Safety training and preparation for work experience, college application support and apprenticeship support and applications.

The aim of CEG is to enable students to find out about the world of work, develop key employability skills and ensure that they take responsibility for planning their own career pathway. CEG at Lansdown Park Academy takes place within PSHE and other core lessons, as well as through external visits and guest speakers. KS4 students will also receive 1:1, independent guidance. Your child will learn how to research different jobs, make decisions and find out what opportunities are open to them once they leave school. They will also be supported in applying for their post 16 choices, whether college placements or apprenticeships. Finally, your child will be offered an enhanced transition package to ensure that their move into further education or training is a successful one.

Science

Science is an essential part of a broad and balanced curriculum and gives students many of the skills and qualities essential for future employment. In KS2 students participate in a range of scientific learning both in and outside of the classroom. A key aspect at this level is encouraging enjoyment and engagement with STEM activities and methods as well building a foundation of subject specific learning. In KS3 and KS4 students build on this foundation by engaging in accredited courses at Entry level. An

important part of our science curriculum is placing subject learning in the real world environment through offsite educational visits and visitors.

Global

Global lessons include learning relating to the Humanities subjects and Citizenship. Students have the opportunity to engage with discreet learning in the subject areas of History, Geography and RE on a termly basis. In RE at Lansdown Park Academy we aim to explore the key beliefs of different traditions and develop respect and understanding for other religions, cultures and viewpoints. Learning is informed by the local SACRE guidelines and the Awareness Mystery and Value Syllabus.

PE

The PE curriculum offers a broad and balanced offer encompassing individual skills, health and fitness and team work. At Key Stage 2 students are timetabled to have 2 hours per week of PE. Sports premium funded additional hours include visiting specialist coaches who run a range of sports sessions and swimming lessons. At KS3 and 4 students are also timetabled 2 hours per week of PE and access additional sports and outdoor activities through our Outdoor Curriculum, which can include rock climbing, BMX racing, tennis, badminton and gym visits.

Creative Arts

In KS2 creative activities run through the curriculum and subject areas to support engagement and enjoyment in learning. Students also participate in discreet creative art lessons where they have opportunities to encounter different areas of study and mediums. These range from clay modelling or drumming sessions to textiles and fine art.

In KS3 and KS4 students work towards an Entry Level Certificate in Art and Design by building a portfolio of work in the areas of study of fine art; graphic communication; photography; textile design; and three-dimensional design. Students have the opportunity to record their personal responses and creative work in a range of mediums and the flexibility of the course allows teachers to create personalised pathways for each student.

Food Technology

Our Food Technology lessons provide young people with the opportunity to develop skills and techniques in food preparation, achieve their basic hygiene certificate, as well as a number of food related areas such as:

- Food hygiene and safety
- Healthy eating
- How to shop and cook on a budget
- Where and how our food is grown and or produced

Students encounter a range of foods and recipes from diverse cultures and put their skills to use in 'real life' scenarios such as 'Come Dine With Me', 'Ready Steady Cook',

and when providing food and refreshments for academy coffee mornings and celebrations.

Offsite Curriculum

At Lansdown Park Academy every student has the opportunity to access a range of outdoor learning and activities through participation in our Offsite Curriculum. Students encounter new sights and experiences during educational visits and exposure to new and novel outdoor and sporting activities.

For our KS3 and KS4 students our Offsite Curriculum is structured using the ASDAN approach and provides students with opportunities to develop their knowledge and skills in the key areas of Ability To Learn; Teamwork; Problem Solving; IT Skills; Literacy; and Numeracy.

Activities and visits include:

Museum visits	Swimming
Big Pit	BMX racing
Glastonbury Tor	Cycling Proficiency
Stanton Stone Circle	Badminton
Roman Baths	Table tennis
Bathurst Basin	Climbing
Community Volunteering	

Forest School

Our Forest School sessions cover aspects of horticulture like the growing of plants and garden maintenance, and also the environment and how to keep yourself safe in the wider world. Forest School lessons are used to give students a better understanding of nature, the world around them and the opportunity to develop and improve their social skills in an engaging and novel setting.

Thrive and Nurture Support

At Lansdown Park Academy we recognise that support for the social and emotional needs of our students is critical for their success as learners and people. To underpin a culture of social and emotional awareness and support throughout our practice, all staff receive training in the areas of Nurture or Thrive principles, attachment theory and trauma related practice. Students are baseline assessed at the start of their placement and social and emotional targets are identified. Teachers, and specially trained Nurture and Thrive practitioners use these targets to plan and personalise learning and support at a class level, and also at an individual level in targeted intervention sessions. Progress toward targets is monitored for each student and learning planned accordingly to support and promote positive emotional and social growth and cognitive development, at whatever level of need.

Responsibilities:

Class teachers are responsible for:

- medium and short term planning
- differentiation to meet the individual needs of students
- summative and formative assessment
- following the Academy marking policy
- using a range of teaching and learning strategies, techniques and resources
- directing the work of Learning Facilitators to support student progress
- attending and contributing to training and meetings

Teachers, Deputy Head and the Head teacher are responsible for:

- Monitoring medium and short term planning
- Monitoring differentiation within planning and classes within their subject and/or area
- Analysing and acting upon data and progress information
- Monitoring marking within their subject/area
- Developing the curriculum in their area and maintaining their professional development
- Supporting deliver training to the wider school staff

Deputy Head is responsible for:

- Co-ordinating and collating monitoring information
- Reporting to SLT and Governors termly on curriculum, progress and learning and teaching
- Liaising with teachers on analysis of data and progress information
- Overseeing curriculum development across the academy
- Overseeing whole staff professional development and training

Monitoring and Evaluation:

The Deputy Head and Head teacher will co-ordinate the monitoring cycle. This will include:

- auditing planning
- moderating assessment data
- lesson observations
- analysing progress data
- observing lessons
- learning walks
- work scrutinies
- curriculum development and planning
- initiating training/workshop opportunities with specific focus linked to the Academy Development Plan

See Monitoring, Evaluation and Development of Learning and Teaching policy for further information.

Resources:

Resources are allocated in line with the priorities indicated in the Academy Development Plan.

CPD:

All staff are provided with opportunities for professional development and training in line with the Academy Development plan and the organisations training needs analysis and strategy. Training needs will be linked to the school's performance management process.

Equal Opportunities:

The Academy supports the rights of all students to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality. The school promotes an ethos of respect for everyone.

Additional Information In response to Covid-19 Pandemic

If there is an incident of unsafe behaviour constituting a Health and Safety risk to the school population, such as failure to follow Covid secure practices of maintaining social distance / wearing face masks (unless exempt), coughing, sneezing, biting or spitting towards anyone, then a risk assessment will be carried out and parents/carers will be contacted. This may require a period of home learning whilst the risk assessment is completed. If the actions are repeated or perceived as deliberate, namely purposefully putting someone else's safety at risk, there will be a requirement for the pupil to engage in a programme of home learning until it can be demonstrated. This is covered in our 'Remote Learning Policy' and ensures your child can still access learning. We will regularly review the risk assessment, and they will be welcomed back onto the Academy site when we all determine that the pupil is no longer a risk to the health and safety of others.

Where there is an issue of a family not wanting to send their child in due to anxieties around COVID-19 it may be necessary to create a 'blended learning approach' eg. Remote learning plus 1:1 sessions in a outdoor session/sports based/walk and talk to get them out and check wellbeing, plus regular welfare calls.

Blended learning approaches are appropriate bespoke learning packages to support the needs of a young person who is having difficulty processing the complex health and safety issues surrounding COVID-19, and as a result are in a regular state of heightened anxiety and dysregulation. In these circumstances we may decide with the support of our specialist team and the parents/carers to deliver a blended learning package for that child.

Such a blended approach will be reviewed regularly and the young person will be receive a supportive transition to a fuller on-site programme of learning as and when it is felt they can manage the higher sensory setting of the Academy.