



# **LANSDOWN PARK** ACADEMY

## **Curriculum Policy**

**2017-18**

## **Curriculum Policy at Lansdown Park**

### **Rationale:**

The Curriculum at Lansdown Park supports our mission statement: *Belong, Grow, Succeed* by giving pupils 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 pupils feel safe and are happy.

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 pupil to be met. It aims to promote the social, moral, spiritual and cultural development of the pupils as well as their intellectual and physical development.

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. This helps solidify learning for the young people and gives purpose to their learning.

Our Key Stage 3 curriculum is based on the national curriculum and includes the core subjects of English, Maths, Science, Humanities, PE and PSHE. The Key Stage 3 curriculum also has the built in flexibility of Pathways lessons which students choose according to their interests and abilities. Pathways lessons include national curriculum subjects like Art and Design, Technology and Food technology; as well as more vocational subjects such as Construction.

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

We endeavour to provide opportunities for pupils who are identified as having a gift or talent to develop their skills and abilities in that area.

### **Curriculum aims:**

- That pupils access a broad and balanced curriculum
- That pupils make good to outstanding progress against personal targets
- That pupils have a sense of pride in their learning and achievements
- That pupils have opportunities to participate in a range of co-curricular enrichment activities within and beyond the Academy day.
- That pupils develop communication skills in order to be able to clearly express their needs, access the curriculum and be ready for adult life.
- That pupils develop reading skills through phonics based reading scheme
- That pupils develop skills for independence
- That pupils use of ICT is encouraged, learning skills and safety for modern technology
- That pupils develop a greater awareness of their local community and make a positive contribution to society
- That pupils learn a range of skills for life beyond the Academy

### **Literacy and Numeracy:**

Literacy and Numeracy are incorporated into English and Maths lessons in both Key Stages 2 and 3 and are consciously reinforced throughout all aspects of the curriculum. Phonics is embedded into the Key Stage 2 curriculum for students that require it and there is a large focus across the Academy on developing speech, language and communication skills across all subjects.

Teachers will follow the National Curriculum and will plan activities appropriate to learners' age and abilities. Class teachers will differentiate material for young people, allowing them to access a planned curriculum.

### **PSHE and SMSC**

PSHE is a timetabled session twice a week.

An annual plan of significant dates in the religious and cultural calendar ensures that there is a focus through Humanities and PSHE lessons on important cultural and religious festivals and commemorative days.

The development of social and communication skills is also a key part of the PSHE/SMSC curriculum. See PSHE policy for further information.

### **Enrichment:**

The curriculum is enriched by educational trips, visits and visitors, local community links and opportunities within the timetable to engage with new experiences, for example: Horse World, educational visits, Bristol Drugs Project awareness workshops, knife crime awareness workshops.

### **Responsibilities:**

Class teachers are responsible for:

- medium and short term planning
- differentiation to meet the individual needs of pupils
- 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 pupil progress
- attending and contributing to training and meetings are requested

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 Learning Centre 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 pupils to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality. The school promotes an ethos of respect for everyone.