



**Longfield**Academy

## **Curriculum Policy**

September 2023

Review Date: September 2024

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# Curriculum Policy

## Leigh Academies Trust - Curriculum Statement

Our central purpose is to ensure that all students within Leigh Academies Trust achieve the highest standards. These standards apply to all that students do.

We aim to develop a coherent curriculum that builds on young people's experiences and prior learning, which enables all young people to become successful learners, confident individuals and responsible citizens.

### Our Curriculum intentions

- Instil in students a thirst for learning
- Teaching practice is underpinned by four pedagogical drivers: Challenge for all, scholarship, stickability and technological intelligence
- Challenge and inspire every student to achieve high standards and make better than expected progress
- Close the gap and enable those not achieving age-related expectations to catch up with their peers
- Promote high standards in literacy, numeracy and ICT capability
- Provide continued entitlement to a coherent, broad and balanced curriculum
- Have and be able to use high-quality learning and thinking skills and become independent learners
- Be relevant to our students and prepare them for the here and now, for the next phase of their education, and for their future
- Widen horizons and raise aspirations about the world of work and further and higher education
- Develop the skills and attributes to enable students to participate fully and positively in democratic, modern Britain
- To provide a wide range of opportunities to develop Social, Moral, Spiritual and Cultural awareness
- Help students recognise that personal wellbeing is essential to success and lifelong learning

We expect from students:

- A commitment from each student to work and to learn
- Self-reliance, resilience and a sense of responsibility
- Respect and tolerance for others

### Longfield Academy Curriculum Intent and Implementation

Longfield Academy believes in providing a curriculum for its students that will equip them with the skills, knowledge and attitude to transform their community and achieve beyond expectations. We have taken the content of the National Curriculum and blended it with the skills and ethos of the International Baccalaureate (IB) Middle Years Programme (MYP) to provide a foundation in Key Stage 3 (KS3) in readiness for the rigours of KS4 qualifications. This will 'develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect' (IB Mission Statement) and provide pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement' (National Curriculum Aim).

In Year 7, the curriculum is taught in College groups. This 'schools within a school' model makes for a smooth transition from Primary by enabling the students to work with the same peers, much like at Primary. The embedding of the MYP allows for GCSE options to be started in Year 10 rather than Y9, maintaining a breadth to the KS3 curriculum. The KS4 curriculum offer is designed to provide a wide range of choices for

students including the EBacc suite of subjects. Our students choose 4 options, 2 from the Ebacc suite and 2 other options ensuring students study a breadth of curriculum whilst being able to study them at depth. By choosing 2 option subjects, we are able to ensure that more curriculum time is dedicated to the option subjects so that students are more likely to succeed in them. Our most able mathematicians, however, have the opportunity to do Further Mathematics to gain an extra qualification whilst laying a solid foundation for those who want to pursue a maths A Level. The co-curriculum provides further opportunities for breadth of experience e.g performance events are not restricted to those choosing performing arts subjects.

The taught curriculum is organised and structured into 24 lessons a week. Each lesson is 60 minutes long as we believe this provides adequate time to sequence learning within the lessons and across lessons. It allows teachers to encourage deeper thinking and understanding as a result without being rushed to a conclusion and simply learning factual information.

The co-curriculum provides opportunities for students to explore their physical and emotional wellbeing, their attitudes and the world in which they live.

Through regular diagnostic assessment teachers are able to identify student strengths and weaknesses and carefully plan to fill those gaps. Data collection points (AGOS (All Grades On System)) are used by leaders to evaluate progress and provide focus for interventions where necessary.

Through regular Trust wide collaboration, best practice from across the Trust can be brought into Longfield's practice. Having sister schools sharing the same MYP ethos enables this to take place more readily.

## **KEY STAGE 3:**

### **Year 7**

All students study the same broad curriculum with 100% of their time within College based groups. Subjects studied are Mathematics, English, Science, Design & Technology, ICT, Spanish, French, Geography, History, RE, Drama, Music, Art, PSHE and PE. All are taught through the framework of the MYP, providing students with explicit skills and aptitudes.

### **Year 8**

The year group is divided in 'halves' (3 classes in one 'half', 3 in the other) for the core subjects of English, Mathematics and Science. For the remaining subjects teaching continues to be organised by College group. Subjects remain the same as Year 7 with further development of skills and attributes through the MYP.

### **Year 9**

The year group is divided in 'halves' (3 classes in one 'half', 3 in the other) for the core subjects of English, Mathematics and Science. For the remaining subjects teaching continues to be organised by College group. Subjects remain the same as Year 8 with further development of skills and attributes through the MYP.

## KEY STAGE 4:

The Academy runs a 2-year Key Stage 4 (KS4), Years 10 to 11. The Academy KS4 Options Booklet is issued in Module 3 of Year 9.

At Key Stage 4, all students study English Language, English Literature and Mathematics at GCSE. They also have a lesson of Physical Education each week - this is not examined.

Based on Year 9 outcomes some students follow a Triple Science course and sit Biology, Chemistry and Physics GCSEs, this is one of the students option choices. The remainder follow the Combined Science GCSE course, the equivalent of 2 GCSEs. All students then choose one of History or Geography and also continue the language they currently study. Students then have a free choice of 2 further subjects from a broad range across the whole curriculum (listed at the foot of this policy).

In addition to the subject-based curriculum there are several cross-curricular themes which are covered in more than one subject area - for example, e-Safety, Economic and Industrial Awareness, Enterprise and Careers, Sex, Health, Multi-cultural and Environmental Education. These are also delivered independently through various focus Days.

Art & Design	Food & Nutrition
Biology	French
Business Studies	Geography
Chemistry	Graphics
Combined Science	History
Computer Science	Mathematics
Creative iMedia Cambridge National	Music
Dance	Photography
Design & Technology	Physical Education
Drama	Physics
English Language	Religious Studies
English Literature	Spanish
Enterprise & Marketing Cambridge National	Technical Certificate in Financial Studies

## KEY STAGE 5:

Students joining the Sixth Form are encouraged to follow a broad, challenging curriculum. The normal expectation for Level 3 students is that they will take three subjects for the 2 years. Exceptional students may follow 4 courses where appropriate.

In addition, all students are offered opportunities to retake GCSE Mathematics and English Language. The Academy provides subject specific conferences for students as well as events focusing on aspects of PSHE such as Sexual Health.

The Academy operates within the Leigh Academies Trust Post 16 Consortium (LAT16), enabling it to offer a broader range of courses. The Post-16 prospectus is issued annually, giving course details, option block arrangements and entry criteria.

This policy is reviewed annually or more frequently if that is required.