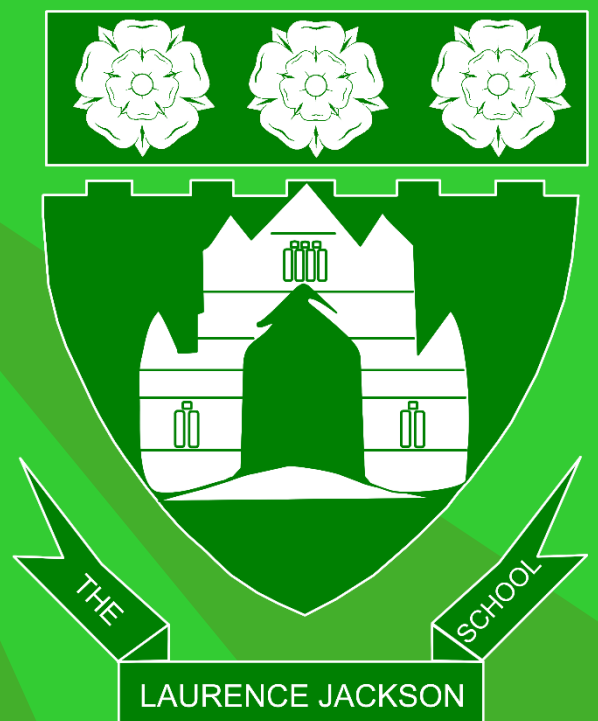


CURRICULUM POLICY



Author	Statutory changes	Doc version	Date
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Catherine Jukes	N/A	Version 2	July 2021

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1.1 Statement of Curriculum Intent:

At Laurence Jackson School our ambition is to inspire all students to be excellent at everything they do. That inspiration begins with providing an education that develops the whole person. We want our students to leave with knowledge and skills to ensure academic excellence and prepare them for life beyond Laurence Jackson School.

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 which will develop strong curriculum knowledge and skills
- An education that provides opportunities outside the classroom

1.2 Principles of our curriculum:

The principles of our curriculum are founded on the following:

- Students acquire subject-specific knowledge and are able to analyse texts, questions and solve complex problems
- Students will have opportunities to practise the subject specific knowledge and skills they have learnt
- Many opportunities will be built into lessons to secure the need to recall and retrieve prior learning
- An increasing number of students will be entered for the English Baccalaureate
- Literacy development will be prioritised and enhanced for those in most need to enable success
- The British values of democracy, the rule of law, individual liberty, and mutual respect of those with different faiths and beliefs are taught explicitly and reinforced in the way in which the school operate
- SMSC is embedded into pastoral and curriculum programmes
- Students will experience a careers education based on the Gatsby benchmarks supporting their next steps
- Some students will be offered a bespoke curriculum that supports their learning needs and progression to their next steps

The teaching of all subjects within the curriculum is fully compliant with our duties under the Equality Act 2010 and Special Educational Needs and Disability Regulations 2014.

1.3 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.

1.4: Key Stage 3 Curriculum Structure and Pathway Information

Students are organised into 4 ability bands at Laurence Jackson. These bands are determined by Key Stage 2 SATS and Y7 Cognitive Ability Tests (CATS) initially, with opportunities for movement between bands following key data points in each year. Students in all bands study a broad and varied curriculum, however as stated in our principles, the curriculum is tailored to the ability needs of students in each band. Students in the lower bands have curriculum time dedicated to developing learning and literacy skills in Years 7 and 8. This is supported by a graduated approach during Years 8 and 9 so that the curriculum comes gradually in line with Bands A and B as students' progress through Key Stage 3.

Curriculum intent and organisation for Bands A and B at Key Stage 3

Band	Year 7	Year 8	Year 9
A Band	2 classes 55 students	2 classes 60 students	2 classes 60 students
B Band	2 classes 55 students	2 classes 60 students	3 classes 85 students
A and B Band totals	110	120	144

Students in Bands A and B have achieved very highly at Key Stage 2 and in their Cognitive Assessment Test on entry to Laurence Jackson School. The two bands are parallel in every year. The number of students in these top two bands increases over the course of Key Stage 3, with the top 25 students from C band moving into B Band to support their options pathways. Further details are set out below in the Options section of this policy. Students in these bands will be very strongly encouraged to study the Ebacc suite of GCSE subjects.

Curriculum intent and organisation Bands C at Key Stage 3

Band	Year 7	Year 8	Year 9
C Band	3 classes 75 students	<i>2 classes 60 students</i>	<i>2 classes 55 students</i>
C Band Totals	75	60	110

The majority of students in C Band have typically made progress in line with expectations at primary school. Our ambition for students in this band is that they will develop the knowledge and skills they need at Key Stage 3 to go on to be successful in a range of academic and vocational

qualifications at Key Stage 4. In order to support and enhance their progress during Key Stage 3, students in this band will experience an enhanced literacy curriculum in Years 7 and 8 to ensure that their reading skills allow them to access the full curriculum offer successfully. Classes will be smaller in this half of the year group so that students can be supported and challenged to achieve high standards of engagement and progress. Our curriculum is constructed so that this additional provision enhances the broad and balanced curriculum that we offer to all our students.

Curriculum intent and organisation for Band D at Key Stage 3

Band	Year 7	Year 8	Year 9
D Band	2 classes 1 nurture class	2 classes 1 nurture class	2 classes 1 nurture class
D Band Totals	55	70	50

The curriculum is structured in D band to ensure that our least academically able students are supported to excel. Students in D band experience a curriculum that ensures they develop crucial knowledge, skills and abilities with increasing fluency and independence as they progress through the Key Stage. In Years 7 and 8 there is a significant focus on language comprehension and communication skills so that students build the secure foundations they need for future learning as they move into Year 9 and begin to prepare for Key Stage 4. Throughout Key Stage 3 the curriculum continues to be broad; learning for students in this band is additionally scaffolded so that they successfully experience the same broad curriculum that students who are academically more able do in the higher bands. In addition to this graduated support for literacy and reading, Maths is given additional curriculum time in order that learning can be secured.

As students in D band progress to Year 9, in addition to continuing to study the full national curriculum, they are given the opportunity to begin a single vocational qualification. This introduces them to the experience of working towards an external qualification in a way that builds their skills and confidence so that they are well prepared for the expectations of external qualifications in Years 10 and 11.

A very small number of students in D band access a nurture group which is designed to provide enhanced specialist support. All students accessing this provision have Educational Health Care Plans. Students in this provision follow a curriculum that is a hybrid between a Key Stage 2 and Key Stage 3 model and is graduated in approach over Years 7 to 9. This curriculum remains ambitious for every child from their individual starting points and ensures that they acquire the knowledge and cultural capital that they need to succeed in life and to make good progress.

Section: 1.5 Key Stage 3 Curriculum allocations

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.

Year 7

Curriculum allocations for A and B Band:

Core		Ebaac		Foundation	
English	7	Geography	3	Design & Tech	4
Maths	7			Art	2
Science	6	History	3	Music	2
				Drama	1
Learning4Life	2	MFL	5	ICT	2
PE	4			RE	2

Curriculum allocations for C Band:

Core		Ebaac		Foundation	
English	7	Geography	2	Design & Tech	4
Literacy & Reading	1				
Maths	8			Art	2
Science	6	History	2	Music	2
Learning4Life	2			Drama	1
PE	4	MFL	5	ICT	2
				RE	2

Curriculum allocations for D Band Class 1 and 2:

Core		Ebaac		Foundation	
English	7	Geography	2	Design & Tech	4
Literacy & Reading	2				
Maths	8			Art	2
Science	6	History	2	Music	2
Learning4Life	2			Drama	1
PE	4	MFL	3	ICT	2
				RE	2

Nurture:

Core		Topic Based Learning		Foundation	
English, Literacy & Reading+		Geography+		Design & Technology*	
		History+		Taught in a mixed mainstream class	
		ICT+		Music*	
Maths+		RE+		Art*	
		MFL+			
Science*		Drama+			
Learning4Life+		*taught by a subject specialist + taught by a KS2 or trained nurture specialist		*PE	
				Taught in a mixed mainstream class	

Year 8

Curriculum allocations for A and B Band:

Core		EBaac		Foundation	
English	7	Geography	3	Design & Tech	4
Maths	7			Art	2
Science	6	History	3	Music	2
				Drama	2
Learning4Life	1	MFL	5	ICT	2
PE	4			RE	2

Curriculum allocations for C Band:

Core		EBaac		Foundation	
English	7	Geography	3	Design & Tech	4
Literacy lesson	1			Art	2
Maths	7	History	3	Music	2
Science	6			Drama	2
Learning4Life	1	MFL	5	ICT	2
PE	4			RE	2

Curriculum allocations for D Band:

Core		EBaac		Foundation	
English	7	Geography	3	Design & Tech	4
Literacy lesson	2			Art	2
Maths	8	History	3	Music	2
Science	6			Drama	2
Learning4Life	2	MFL	3	ICT	2
PE	2			RE	2

Curriculum allocation for Nurture Group:

Core		Topic Based Learning		Foundation	
English+	7	Geography	10	Design & Technology*	4
Literacy/ Reading+	2			History	Taught in a mixed mainstream class
Maths*	8	RE	*taught by a specialist + taught by a KS2 or trained nurture specialists	Music	
Science	6	ICT		Drama	2
Learning4Life+	2			Conversational French	1
				PE*	4
				Taught in a mixed mainstream class	

Year 9

Curriculum allocations for A B and C Band:

Core		EBacc		Foundation	
English	7	Geography	3	Design & Tech	4
Maths	7			Art	2
Science	6	History	3	Music	2
		MFL	5	Drama	2
Learing4Life	1			ICT	2
PE	4			RE	2

Curriculum allocations for D Band Classes 1 and 2:

Core		EBacc		Foundation		Vocational	
English	7	Geography	3	D&T	4	One of the following: Child Development BTEC Sport BTEC Enterprise *students accessing this vocational offer will have the opportunity to experience MFL via drop down day provision during the school year.	5
literacy lesson	1			Art	2		
Maths	7	History	3	Music	2		
				RE	2		
Science	6			ICT	1		
Learning4Life	1			Drama	2		
PE	4						

Curriculum allocations for Nurture Year 9:

Core		Enhanced KS4 Preparation		Foundation		Vocational	
English*	7	Geography+	3	Design & Technology* Taught in a mixed mainstream class	4	One of the following: Child Development Taught in a mixed mainstream class BTEC Sport Taught in a mixed mainstream class	5
Literacy* lesson	1	BTEC Enterprise+	3				
Maths*	7	*taught by a specialist + taught by a KS2 or trained nurture specialists		Music*	2		
				RE+	2		
Science*	6			History+	2	Students accessing this vocational offer will have the opportunity to experience MFL via drop down day provision during the school year.	
Learning4Life+ PE*	1 4			Drama*	1		
Taught in a mixed mainstream class							

Section 1.6 Key Stage 4 Curriculum allocations

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.

Core Subjects		Options	
English Language and Literature	7	Option Choice 1	5
Maths	8	Option Choice 2	5
Science	9	Option Choice 3	5
Learning4Life	1	Option Choice 4	5
PE	4		

Curriculum organisation and numbers of classes in core subjects at Key Stage 4:

Band	Year 10 and 11		
	English	Maths	Science
A Band	2 classes: 60 students	4 classes 120 students:	2 classes: 1 Triple 1 Double Science
B Band	2 classes: 60 students	3 Higher 1 Foundation	2 classes: 1 Triple 1 Double Science
A and B total	Approx. 120		
C Band	3 classes 70 students	3 classes 50 students: 1 Higher 2 Foundation	3 classes 50 students: 1 Triple 2 Double Science
D Band	3 classes 50 students	3 classes 50 students	3 classes 50 students 1 Triple 2 Double Science
C and D Total	Approx. 130 students		

Options Choices & Pathway information at Key Stage 4:

Pathway/ Designation		Percentage of cohort	Qualification focus / recommendation	Band A	Band B	Band C	Band D
Blue	EBacc & Academic	65%	No more than 1 vocational	A1	B1		
Green			Up to 2 vocational	A2	B2	C1	
Orange	Vocational	25%	1 GCSE (French Geography, History or Triple Science) 3 vocational			C2 & 3	D 1 & 2
Yellow	Supported Vocational	10%	GCSE Geography 3 vocational				D3 (Nurture)

	Blue Pathway	Green Pathway	Orange Pathway	Yellow Pathway
Compulsory Core Subjects	GCSE English Language and GCSE English Literature	GCSE English Language and GCSE English Literature	GCSE English Language and GCSE English Literature	GCSE English Language and GCSE English Literature
	GCSE Maths	GCSE Maths	GCSE Maths	GCSE Maths
	Physical Education. (non-accredited)	Physical Education. (non-accredited)	Physical Education. (non-accredited)	Physical Education. (non-accredited)
	Personal, Social & Health Education (non accredited)	Personal, Social & Health Education (non accredited)	Personal, Social & Health Education (non accredited)	Personal, Social & Health Education (non accredited)
	GCSE Science Combined Award or 3 Single Sciences	GCSE Science Combined Award or 3 Single Sciences	GCSE Science Combined Award or 3 Single Sciences	GCSE Science Combined Award or Single Science
Options Subjects	GCE History	History	Geography	Geography
	GCSE Geography	Geography		
	GCSE French	French	History	NCFE Hospitality & Catering
	GCSE Spanish	NCFE Hospitality & Catering		
	GCSE Business studies	Media	NCFE Hospitality & Catering	
	GCSE Drama	Drama		
	GCSE Media	Cambridge National in ICT	BTEC Sport	Child Development
	GCSE RE	GCSE RE	GCSE RE	
	GCSE Art & Design OR Textiles	GCSE Business Studies	Cambridge National in ICT	
	NCFE Hospitality & Catering	NCFE in Engineering	GCSE Art & Design	Art and Design
	NCFE Child Development	GCSE Design & Technology: Product Design		
	Cambridge National in ICT	Music OR BTEC Performing Arts	Child Development	BTEC Sport
	GCSE Music OR BTEC Performing Arts			
	BTEC in Engineering OR GCSE Design & Technology: Product Design	GCSE PE OR BTEC Sport	GCSE Music OR BTEC Performing Arts	
	GCSE PE OR BTEC Sport	GCSE Art & Design	BTEC Enterprise	BTEC Enterprise

1.7 Summary of Exam boards and specifications

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

Section 1.8 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.