



LANDAU  
FORTE  
ACADEMY  
AMINGTON

<b>Policy Name</b>	<b>Curriculum Policy</b>
<b>Policy Number</b>	<b>AMN067</b>
<b>Date of Issue</b>	<b>January 2021</b>
<b>Author</b>	
<b>Reviewed by</b>	<b>Dr J Morris</b>
<b>Date of next Review</b>	<b>January 2022</b>

# Policy Detail

## Introduction

At Landau Forte Amington, we firmly believe education is a powerful tool for enhancing social mobility and ensuring a fairer, more egalitarian, society. As such, our students are entitled to the highest quality teaching, which will ensure they master the powerful knowledge that will enable them to lead successful and prosperous lives. Students leave the Academy to be ambitious, brave and kind people who contribute positively to society.

We will achieve this through an ambitious, challenging and engaging curriculum that is based on the following 10 core design principles:

- Promoting the Academy values of being ambitious, brave and kind
- Teaching powerful knowledge which helps students achieve and creates a fairer society.
- Clearly mapped topics which ensure breadth and depth of knowledge, including a broad and balanced offer
- Ordering threshold concepts and content in order to support progression from KS2 and to KS4
- Space interleaving of topics to allow thinking time and increased knowledge retention
- Promotion of extracurricular/career opportunities which develop social and cultural capital
- Increased key vocabulary, reading, writing and numeracy opportunities
- Support for SEND and students with Low Prior Attainment, as well as challenge for students with High Prior Attainment
- Mass and distributed practice to evaluate the knowledge and skills gained
- Analysis of progress and results data to continue to refine the curriculum



## THE CORE TEN OF CURRICULUM DESIGN

### IMPACT

Evaluating the knowledge and skills to be gained

Utilises progress data/ results analysis to evaluate and refine

Spaced for mass and distributed practice

Rich in vocabulary, reading, writing and numeracy

Develop social/cultural capital through extracurricular opportunities

Inclusive of student needs, prior attainment and context

### INTENT

The knowledge and skills to be gained

Promotes the school's values

Clearly mapped choices/NC coverage

Outlines the powerful knowledge gained

Sequenced for core concepts/ KS4 progression

Spaced interleaving for content revisiting

**AMBITIOUS,  
CHALLENGING  
AND  
ENGAGING**

The structure and delivery of the knowledge and skills to be gained

### IMPLEMENTATION

## **Legislation and Guidance**

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

This policy complies with our funding agreement and articles of association.

## **Roles and Responsibilities**

### **The Governing Board**

The governing board will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

### **Principal**

The Principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

## Learning Leaders/SLT

Learning Leader/SLT will ensure that the school curriculum is implemented in accordance with this policy as follows:

- Learning Leaders will ensure clear Schemes of Learning are available and disseminated to all staff delivering their subject areas.
- Schemes of Learning should be the product of clear research and communication of the sequence of content necessary for students to make progress.
- Using National Curriculum and/or qualification specifications, each subject areas should assess, monitor and track student progress.
- In addition to the formal subject curriculum, subjects will provide a range of extra-curricular and super-curricular opportunities for students to experience where available.
- Subject leaders, including Senior Leaders, will monitor the quality of education provided in each subject area through a quality assessment schedule.

## Organisation

From curriculum will be organised as follows:

Core Subjects (30)						Options Subjects (20)			
LESSONS	9	9	9	2	1	5	5	5	5
<b>KS4 ALPHA</b> 9 GCSE Ebacc Triple Science	MATHS	ENGLISH ENGLISH LIT	SEPARATE SCIENCES x2	PE	MORAL	HISTORY GEOGRAPHY	SPANISH	SEPARATE SCIENCES x1	OPTION
<b>KS4 BETA</b> 9 GCSE Ebacc			COMBINED SCIENCE x2					OPTION	OPTION
<b>KS4 GAMMA</b> 9 GCSE			VOCATIONAL SCIENCE (combined GCSE exam)			HISTORY GEOGRAPHY SPANISH	OPTION	OPTION	VOCATIONAL OPTION
<b>KS4 DELTA</b> 8 GCSE			VOCATIONAL OPTION			VOCATIONAL OPTION	CONSTRUCT. PERS. TRAINING HAIR & BEAUTY	iAcheive ICT (confirm GCSE)	

Core Subjects (24)				Other Subjects (26)										
LESSONS	8	8	8	2	4	4	4	2	2	2	2	2	1	1
<b>Year 9</b>	MATHS	ENGLISH	SCIENCE	PE	GEO.	HISTORY	SPANISH	RE	COM. SCIENCE	DT	ART	MUSIC	DRAMA	DANCE

Core Subjects (22)				Other Subjects (28)										
LESSONS	7	8	7	3	4	4	4	2	2	2	2	2	2	1
<b>Year 8</b>	MATHS	ENGLISH	SCIENCE	PE	GEO.	HISTORY	SPANISH	RE	COM. SCIENCE	DT	ART	MUSIC	DRAMA	DANCE

Core Subjects (22)				Other Subjects (28)										
LESSONS	7	8	7	4	3	3	4	2	2	2	2	2	2	2
<b>Year 7</b>	MATHS	ENGLISH	SCIENCE	PE	GEO.	HISTORY	SPANISH	RE	COM. SCIENCE	DT	ART	MUSIC	DRAMA	DANCE

## **Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy.

## **Monitoring Arrangements**

Governors monitor whether the school is complying with its funding agreement and teaching a 'broad and balanced curriculum' which includes the required subjects, through:

- governors meetings
- school visits
- meetings with senior staff and middle leaders.

Learning Leaders and SLT monitor the way subjects are taught throughout the school by:

- work scrutiny
- learning walks
- department drop ins
- student/staff voice
- lesson observations
- line management meetings

Learning Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the Principal. At every review, the policy will be shared with the full governing board.

## **Links with other policies**

This policy links to the following policies and procedures:

- Assessment policy
- Non-examination assessment policy
- SEN policy
- Equality information and objectives



LANDAU  
FORTE  
CHARITABLE  
TRUST

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<b>Change Made</b>	<b>Reviewed</b>
<b>Made By</b>	<b>Dr J Morris</b>