



LANGTREE SCHOOL GOVERNORS’ CURRICULUM POLICY

THE LANGTREE SCHOOL ACADEMY TRUST COMPANY

AN EXEMPT CHARITY LIMITED BY GUARANTEE

COMPANY NUMBER 7980335

In this policy as in all documents of The Langtree School Academy Trust Company (“TLSATC”) any reference to Langtree School, School, Governors of Langtree School or Trustees of Langtree School Academy Trust Company is a reference to The Board of Directors of The Langtree School Academy Trust Company and any reference to the headteacher of Langtree School is a reference to the Chief Executive Officer of TLSATC.

STATUS:	
RECOMMENDED	✓
STATUTORY	
REVIEW FREQUENCY	3 years
DATE OF POLICY	2012
DATE OF LAST REVIEW	February 2018
REVIEW DUE	February 2021
COMMITTEE	Curriculum & Standards

LANGTREE SCHOOL GOVERNORS' CURRICULUM POLICY

1. Rationale

- 1.1 The school curriculum comprises all learning and other experiences that Langtree School provides for its students. This includes the national curriculum, religious education, collective worship, sex and relationship education, and Personal, Social and Health Education (PSHE), including citizenship, careers education and drugs education.
- 1.2 In addition to the taught curriculum, students also benefit from a range of extra curricular opportunities and experiences such as trips and residential visits, twilight curriculum courses, lunchtime and after school clubs and these are important elements of the wider curriculum of the school.
- 1.3 Wherever possible, the curriculum will be personalised to meet the individual needs of the individual learner. This might involve provision of an alternative course, option or pathway.
- 1.4 It is the responsibility of all Team Leaders, Heads of School, senior staff and governors to monitor the delivery of the curriculum in order to ensure that it meets the challenge detailed in paragraph 3 below. It is also the responsibility of all subject and pastoral leaders to inform senior managers and the Headteacher of any proposed amendments to the curriculum through the line management system.
- 1.5 As a designated Performing Arts College, the curriculum at Langtree will continue to develop to support the aims and objectives in the Performing Arts College bid.

2. Aims

The school curriculum is designed to support the following aims:

- 2.1 To provide opportunities for all students to learn and achieve.
- 2.2 To promote students' spiritual, moral, social and cultural development.
- 2.3 To equip all students with the necessary skills to take their place as effective citizens in a democratic and increasingly technological society.
- 2.4 To recognise the needs of the individual student and to provide the flexibility to meet the needs of the individual learner in order to facilitate personalised learning.
- 2.5 To promote creativity and creative thinking as a strategy for learning and personal development in line with our Performing Arts status

3. Policy Detail

Each student will follow a curriculum which:

- 3.1 is broad, balanced and designed to deliver the relevant knowledge, skills and understanding through structured learning programmes and experiences;
- 3.2 satisfies the requirements of the Education Reform Act relating to the National Curriculum, religious education and collective worship, ensuring that sufficient time is allowed for all aspects of this essential curriculum;
- 3.3 provides continuity of learning experiences, as well as progression within, between, and beyond the key stages;
- 3.4. promotes creativity in thinking, expression and work in all that students do and achieve
- 3.5 offers appropriate learning challenges, leading to the highest standards of personal achievement, while responding to students' diverse learning needs;

- 3.6 actively prepares for the responsibilities and opportunities that arise throughout life, including those offered by the family and the world of work, within a multicultural and increasingly technological society;
- 3.7 extends knowledge, experience, imagination and understanding in ways which develop critical and analytical capability, thinking skills, awareness of moral values, and capacity for enjoyment;
- 3.8 is flexible to respond to the needs of all learners, valuing equally vocational and academic learning, and offering a range of pathways to success across the 14-19 experience in conjunction with our 14 – 19 partner schools and tertiary providers; thus facilitating personalised learning
- 3.9 develops spiritual awareness and aesthetic appreciation, and fosters respect for the environment;
- 3.10 provides a religious education which takes account of the principles and practices of the principal religions, whilst reflecting the fact that Christianity is the main religious tradition in our society;
- 3.11 provides sex and relationship education, by including information about reproduction in a moral context, which emphasises the importance of the family and of mutual respect in personal relationships;
- 3.12 includes an entitlement for all students to experience work related learning, enterprise and citizenship;
- 3.13 promotes equality of opportunity and a principle of equal value, developing understanding and respect for the rights of others;
- 3.14 develops constructive attitudes and qualities, promotes the importance of healthy living and emphasises the value of personal relationships based on mutual respect;
- 3.15 works in partnership with the family, the business community, and society at large, leading to an appreciation of the value of co-operative development;
- 3.16 uses the latest technology to enhance teaching and learning in all subjects, and provides the opportunity for all students to study at least one technological subject at KS4;
- 3.17 provides a range of opportunities to consolidate and extend students' skills in literacy, numeracy, ICT, thinking skills, listening skills and oracy across all subject areas;
- 3.18 promotes an awareness of Britain's place in Europe and the world, inculcating tolerance and respect for the cultural differences in other societies; all the above to be facilitated through our Performing Arts status

4. Links to other policies and documentation

This policy should be read in conjunction with:

- 4.1 The Sex Education Policy.
- 4.2 The Collective Worship Policy.
- 4.3 The National Curriculum