



LANGTREE SCHOOL TRUSTEES

CURRICULUM POLICY

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, Trustees 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 Head Teacher of Langtree School is a reference to the Chief Executive Officer of TLSATC.

STATUS:			
RECOMMENDED		STATUTORY	
REVIEW FREQUENCY	Three Years		
DATE OF POLICY	APRIL 2024		
DATE OF LAST REVIEW	February 2021	Spring 2024	
REVIEW DUE	Spring 2027		
COMMITTEE	Curriculum and Standards		
Signed:			
Curriculum Policy April 2024			

LANGTREE SCHOOL TRUSTEES' 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, relationship and sex education (RSE), 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 Trustees 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 Head Teacher of any proposed amendments to the curriculum through the line-management system.

1.5 As a previously designated Performing Arts College, the curriculum at Langtree will continue to reflect our commitment to the delivery of excellent provision in the creative and performing arts disciplines, within lessons, in our extracurricular activities and throughout the school.

2. Aims

The school curriculum is designed to support the following aims:

2.1 To provide opportunities for all students to learn and achieve, and to promote a positive attitude to lifelong learning.

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 active and healthy lifestyles, creativity and creative thinking as a strategy for learning and personal development

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 complies with our funding agreement and articles of association;

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 both 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 where appropriate, uses the latest technology to enhance teaching and learning in all subjects, and provides the opportunity for all students to incorporate technology into their study methodologies.
- 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 values of tolerance and respect for the cultural differences in other societies.

4. Roles and responsibilities

4.1. The Board of Trustees

The Board of Trustees will monitor the effectiveness of this policy and hold the Head Teacher to account for its implementation.

The Board of Trustees will also ensure that:

- 4.1.1. A framework is in place for setting curriculum priorities and aspirational targets
- 4.1.2. Enough teaching time is provided for students to cover the National Curriculum and other statutory requirements
- 4.1.3. The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for students to cover the requirements of the funding agreement
- 4.1.4. Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- 4.1.5. The school implements the relevant statutory assessment arrangements
- 4.1.6. It participates actively in decision-making about the breadth and balance of the curriculum
- 4.1.7. It fulfills its role in processes to disapply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- 4.1.8. Students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

4.2. Head Teacher

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

- 4.2.1. 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 students will be met
- 4.2.2. The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Board of Trustees
- 4.2.3. Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum
- 4.2.4. Requests to withdraw children from curriculum subjects, where appropriate, are managed appropriately
- 4.2.5. The school's procedures for assessment meet all legal requirement
- 4.2.6. The Board of Trustees is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- 4.2.7. The Board of Trustees is advised on whole-school targets in order to make informed decisions

4.2.8. Proper provision is in place for students with different abilities and needs, including children with SEN

4.3. Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

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

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL).

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

5. 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