



PATRON  
HM THE QUEEN



# Oxford & Hassocks

## CURRICULUM POLICY

**Responsibility:** Head of Centre

**Reviewed:** January 2019

**Reviewed by:** Deputy Head

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**File location:** e.g. <Z:\All-Sites\Policies and Procedures\IT\Acceptable Use Policy.doc>

**This policy is available:**

- On the website - <http://www.lvs-oxford.org.uk/policies/10632.html>
- On request from [enquiries@lvs-oxford.org.uk](mailto:enquiries@lvs-oxford.org.uk)



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## 1. Aims

Our curriculum aims to:

- A curriculum which is individualised, creative, innovative and flexible allowing for the needs of each student to be met.
  - Provide a broad and balanced education for all students.
  - That students develop a greater awareness of their local community and make a positive contribution.
  - That students make outstanding progress against personal targets.
  - That students acknowledge their achievements and have a sense of pride.
  - That students learn a range of skills for life beyond school.
  - Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
  - Support students' spiritual, moral, social and cultural development.
  - Support students' physical development and responsibility for their own health, and enable them to be active.
  - Promote a positive attitude towards learning.
  - Ensure equal access to learning, with high expectations for every student and appropriate levels of challenge and support.
  - Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals.
  - Develop students' independent learning skills and resilience, to equip them for further/higher education and employment.
  - Supports students well-being , self-esteem and confidence.

## 2. Legislation and guidance

LVS Oxford is an independent special school but it chooses to broadly follow the national curriculum, therefore this policy reflects the requirements to provide a broad and balanced curriculum, and the [National Curriculum programmes of study](#).

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](#).

### **3. Roles and responsibilities**

#### **3.1 The governing board**

The governing board will monitor the effectiveness of this policy and hold the Head of School 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
- Enough teaching time is provided for students to cover the National Curriculum and other statutory requirements
- Proper provision is made for students with different abilities and needs, including students with special educational needs (SEN)
- All courses provided for students 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
- It fulfils its role in processes to disapply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Students from year 9 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

#### **3.2 Head of School**

The Head of School 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 students 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
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum

- They manage requests to withdraw students 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 students with different abilities and needs, including children with SEN

### 3.3 Other staff

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

Subject leaders are responsible for the quality of the curriculum delivered at all key stages in their subject. The curriculum must match the students' needs and ensure it is of a high standard.

The Head of Sixth form is responsible for the Sixth form curriculum, especially the vocational subjects delivered.

Class teachers are responsible for:

- medium and short term planning
- differentiation to meet the individual needs of students
- summative and formative assessment
- using a range of teaching and learning strategies, techniques and resources
- directing the work of Teaching Assistants
- attending and contributing to training and meetings as requested

The Speech and language therapist and Occupational therapist are responsible for supporting the subject leaders and teachers in ensuring that all students can access the curriculum and the curriculum is relevant to the needs of the students.

### 4.0 Organisation and planning

Due to the nature of the school and the needs of the students the curriculum is designed creatively to ensure the students are engaged and experience a wide variety of curriculum options. The curriculum is adapted from the national curriculum to suit the needs of the students.

Maths and English are taught in ability groups at all key stages. Maths and English have 4 lessons per week at all key stages. Maths and English lessons are always before lunch to maximize student's concentration and focus. At KS3 the national curriculum is followed for the more able but for the less able the students follow a skills based curriculum, focused on phonics, comprehension, spelling, writing and SPAG, in line with the primary national strategy.

Science is taught at KS3 and there are 2 lessons per week, the AQA Ks3 science curriculum is broadly followed. Science at KS3 is taught in mixed ability groups. At KS4 the school offers the AQA science GCSE course, which is a double award and the AQA entry level award.

Computing is taught to students in KS3. In Ks4 students can opt to take GCSE computer science. In KS5 BTEC ICT is offered as an option.

Humanities is taught at KS3 in mixed ability groups, there are 2 lessons per week. The history, geography and RS national curriculum is broadly followed (topics approach) but adapted to meet the needs of the students. GCSE geography and history are offered at KS4. In Ks5 GCSE's in Geography and history are also offered.

At Ks3 there is a strong emphasis on the creative curriculum, students experience horticulture, art, DT, Forest schools and cooking. At Ks4 students are able to take creative options, which include cooking, small animal care, art and construction.

Enterprise is taught as a separate subject throughout all the key stages and the school is very committed to developing the skills of enterprise.

PSHE is taught as a separate subject in Ks3 and as a course in Key stage four. At Ks5 PSHE is taught as a separate subject.

RS is taught as a separate subject at Ks3 (and as a short course GCSE at Ks4). Students also have RS education delivered through assemblies and tutor time.

Sex and relationships education is delivered by an outside organisation called Brook. This is delivered to all key stages yearly.

Careers education is delivered through an annual Careers week, as well as through PSHE lessons and the school uses a programme called Fast Tomato. The school engages Adviza to provide independent careers guidance to year 9 upwards.

Due to the nature of the school and the students there is an emphasis on social communication. At KS3 and 4 students are taught social communication skills with a Speech and Language therapist.

All students through the school have Health and Fitness sessions, these are to establish a sense of being healthy and the importance of exercise in relation to maintaining wellbeing. Each key stage has a minimum of 2 hrs per week. A huge variety of forms of exercise are followed e.g. swimming, walking (using local area), gym sessions, gym classes, basketball, as well as athletics and archery.

The school nurse also delivers education on basic first aid, personal hygiene and healthy eating.

At KS5, there is a strong emphasis on Vocational subjects and pathways towards employment. The subjects offered vary from forensic science, furniture restoration, small animal care to business, land based studies to Health and social care. Students can study GCSEs in maths and English but Functional maths and English is also offered. Students are taught in ability groups for maths and English. All students attend a local college weekly and do work experience to develop their employability skills.

British values are taught throughout all aspects of the curriculum, as well as through the tutor programme.

Spiritual, moral, social and cultural development is taught throughout all subjects as well as explicitly through RS lessons and an annual Cultural diversity week.

### **5.0 Short, medium and long-term planning expectations.**

All teachers are expected to undertake their own short term planning, the school has a lesson plan document. The subject leaders and teachers are required to undertake medium term planning and create schemes of work that match the student's needs. Subject leaders and teachers are expected to create long term plans for the subjects they teach.

### **6.0 Resources**

English, maths, RS, ICT and humanities have subject specific teaching rooms, which are equipped with white boards and interactive screens. The school has an ICT suite. The school also has laptops, ipads and kindles for teachers to use in class with students.

As the school does not have a science lab, the local secondary mainstream school is used and LVS hires one of the schools science labs when required.

There is a vocational building which has a fully equipped cooking room, vocational work room as well as an art room. This building is also the Sixth form base.

The school has an assigned area for horticulture and currently has chickens to support the delivery of small animal care.

The school has a PE field but no indoor PE facilities.

The school has specific areas for intervention, this included pastoral and literacy and maths intervention.

### **7.0 Inclusion**

Teachers set high expectations for all students. They 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)

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

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

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

## 6. Monitoring arrangements

The Head of school and Deputy Head will co-ordinate the monitoring cycle. This will include:

- auditing planning
- moderating assessment data
- analysing progress data
- learning walks
- work scrutinies
- curriculum development and planning
- initiating training/workshop opportunities with specific focus

Subject leaders monitor the way their subject is taught throughout the school by:

- auditing planning
- moderating assessment data
- analysing progress data
- learning walks
- work scrutinies
- curriculum development and planning

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

## 8.0 Links with other policies/ documents

This policy links to the following policies and procedures:

- Assessment policy
- Teaching and learning policy
- Marking and feedback policy
- SMSC at LVS Oxford document
- Student Careers journey at LVS Oxford
- PSHE at LSV Oxford