



PATRON
HM THE QUEEN



CURRICULUM POLICY 2020

Responsibility: Head of School

Reviewed: September 2020

Reviewed by: Deputy Head

Next Review due: September 2021

File location:

This policy is available: On the website - <http://www.lvs-oxford.org.uk/policies/10632.html>

- On request from enquiries@lvs-oxford.org.uk

Contents

1. Intent3

2. Legislation and guidance5

3. Roles and responsibilities5

4. Organisation and planning6

5. Inclusion..... 9

6. Monitoring arrangements10

7. Links with other policies 10

1. Curriculum Intent

Our curriculum intent is to provide each individual with:

- A rich curriculum which is individualised, creative, innovative and flexible allowing for the needs of each student to be met, enabling them to be successful lifelong learners.
- A curriculum that makes sure students reach their true potential during their time at LVS Oxford, whatever that may be.
- Offers a curriculum which is broad, balanced and differentiated in recognition of student's individual learning style.
- A safe and caring environment where students are motivated to learn.
- That develops an awareness of their wider and local community, which enables them to make a positive contribution, thus making them responsible citizens.
- Removes or reduces barriers to learning, whatever these may be.
- That enables students to acknowledge their achievements and have a sense of pride in their learning.
- That enables students learn a range of relevant skills for life beyond school, in the world of work for example.
- Enables students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- prepare students for life in modern Britain by upholding and teaching them about 'British Values'
- Supports student's social communication skills and awareness of themselves, so they can express their views and wishes and function independently as an adult.
- Support students' physical development and responsibility for their own health and enable them to be active.
- Ensures equal access to learning, with high expectations for every student and appropriate levels of challenge and support.
- Develops students' independent learning skills and resilience, to equip them for further/higher education or employment.
- Supports student's well-being, self-esteem and confidence.
- Makes sure that the curriculum at LVS Oxford continually evolves to make sure that it is appropriate for all the students who attend.

These intentions link with the schools mission statement.



LVS Oxford

Mission statement and aims of the school

The aims of the school are that we will support all young people to become:

- **Successful learners** who enjoy learning, make progress and achieve
- **Confident individuals** who are able to develop responsibility, build confidence, resilience and self esteem
- **Responsible citizens** who make a positive contribution to a Modern British Society, and are taught coping strategies and methods of **self help**, including how to access appropriate services

sexual exploitation, debt, gender identity and others

Responsible citizens who

- Are well prepared for life after LVS Oxford
- To be supported to take an active role in decision making about their future
- Are able to work cooperatively with others
- Respect others and act with integrity
- Understand their own and others' cultures and traditions, within the context of British heritage, and have a strong sense of their own place in the world
- Appreciate the benefits of diversity
- Challenge injustice, are committed to human rights and strive to live peaceably with others
- Sustain and improve the environment, locally and globally
- Take account of the needs of present and future generations in the choices they make

Confident individuals who

- Have a sense of self-worth and personal identity and are able to identify their needs
- Relate well to others and form good relationships
- Are self-aware and deal well with their emotions
- Have secure values and beliefs and have principles to distinguish right from wrong
- Become increasingly independent, are able to take the initiative and organise themselves
- Make healthy lifestyle choices
- Take part in physical activity and outdoor learning as a way of helping **self-esteem** and emotional wellbeing
- Are able to manage risks and stay safe
- Are able to understand where to get help and support in school on sex, drugs, alcohol, social media, bullying, health, LGBT, suicide, bereavement, radicalisation,

Successful learners who

- Have the essential learning skills of literacy, numeracy and information and communication technology.
- Are creative, resourceful and able to identify and solve problems.
- Have enquiring minds and think for themselves to process information, reason, **question** and evaluate.
- Communicate well in a range of ways.
- Understand how they learn and learn from their mistakes
- Are able to learn independently and with others
- Know about big ideas and events that shape our world
- Enjoy learning and are motivated to achieve the best they can now and in the future

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 BTECs, are approved by the Secretary of State.
- The school implements the relevant statutory assessment arrangements, as required.
- It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Head of School and Deputy Head

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 school's mission statement.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- 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 Subject Leaders, teachers, HLTAs.

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 and meets the schools mission statement.

Subject leaders and teachers must ensure that long, medium- and short-term planning is in place, that is challenging and meets the needs of the individual students and the curriculum intent of the school.

Class teachers and Subject leaders are responsible for:

- Long, medium- and short-term planning
- Planning that is flexible to the individuals in the class
- differentiation to meet the individual needs of students in the classroom
- summative and formative assessment of the learning
- using a range of teaching and learning strategies, techniques and resources, that makes the curriculum stimulating to the students and ensures engagement
- Provide clear opportunities for challenge and support
- directing the work of support staff
- attending and contributing to training and meetings are requested

The Speech and language therapists 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 structure

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.

There is a strong emphasis on meeting the individual needs and aspirations of every students at all ages.

Maths and English are taught in mixed ability groups at key stage three, based on year group and grouped according to qualification level at key stage four and five. Maths and English have 3 lessons per week at all key stages. We offer GCSE maths, GCSE English language and functional literacy and numeracy, as well as entry level qualifications, in maths and english. For the more able we offer GCSE English literature, this can be done in one year.

Science is taught at KS3 and there are 3 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 combined trilogy GCSE course, which is a double award and the AQA entry level award (single and double). Students, as in English and maths are grouped according to their qualification level, at key stage four and five.

ICT is taught across as a separate subject at KS3 and offered as an option at KS5. At KS4 ICT is cross curricular. Key stage three have one lesson per week, in years 7, 8 and 9. BTEC ICT is offered as an option in the Sixth form, as well as functional ICT. Students at Ks3 work towards the Duke of York badges at KS3.

Humanities (History, geography and Beliefs and Values) is taught at KS3 in mixed ability groups, there are 3 lessons per week, one per subject. The history, geography and RS national curriculum are broadly followed but adapted to meet the needs of the students. GCSE geography and history are offered at KS4 and in the Sixth form, as an option. Entry level history and geography is also offered.

At Ks3 and KS4 there is a strong emphasis on the creative curriculum, students experience Creative arts and crafts at key stage three, 2 hours per week. The students are accredited with the arts award. At key stage four students have business enterprise lessons weekly and GCSE art and the arts award is offered as an accreditation.

An Outdoor learning programme (Forest school/environmental education and gardening) is delivered to all key stage three students, this is to support the student's self-esteem and emotional wellbeing. This for 2 hours per week.

PSHE is taught across all year groups, by tutors and follows the prescribed programmes of study. PSHE is supported by a tutor and assembly programme. Sex and relationships education is taught through PSHE.

Modern British values are embedded into all curriculum subjects, as well as explicitly taught in PSHE.

RS education is delivered to each year group in Ks3 and is called beliefs and values. The focus at KS4 is on philosophy and included opportunities for students to debate topical issues in the world today.

Health and fitness is taught throughout the school. The intent at KS3 is to support the student's communication and problem-solving skills and as the students go through the school there is more emphasis on the relationship between emotional wellbeing and exercise and the important of being healthy. Students have 1 hour per week at KS3 and 4 and the opportunity to access a local gym at Sixth form. 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.

Careers education is delivered through PSHE lessons. The school engages Adviza to provide independent careers guidance to year 9 upwards. At Key stage four students all take a course in employability.

The development of social communication and interaction skills are embedded in all curriculum subjects and supported by the therapy team, who work with tutors in PSHE lessons, as well as delivering lessons on social thinking across KS3 and 4.

Life skills are taught throughout the school, support the ability of the students to be independent and problem solve.

Spiritual, moral, social and cultural development is taught throughout all subjects as well as explicitly through RS lessons.

Key stage three

Subjects	Hours taught per week
Maths	3 hrs
English	3 hrs
Science	2 hrs
Humanities	3 hrs
Health and Fitness	1 hr
Outdoor Learning	2 hrs
Music	1 hr
PSHE	3 hrs
Creative arts and crafts	2 hrs
ICT	1 hr
Social Thinking	1 hr
Life skills	1 hr

Tutor	2.5 hrs
Enrichment/extra-curricular	45mins

Key stage Four

Subject	Hours
Maths GCSE or functional skills literacy	3 hrs
English GCSE or functional skills numeracy	3 hrs
Science GCSE	3 hrs
Science entry level	2 hrs
Philosophy and ethics	1 hr
Employability	1 hr
Social Thinking	1 hr
Life skills	1 hr
Options GCSEs – art,history,geography,drama,eng lit BTEC Vocational / ASDAN single vocational courses	6 hrs
Health and Fitness	1 hrs
PSHE	1 hr
Business enterprise	1 hr
Study skills/enrichment	45 mins
Tutor	2.5 hrs

The impact of this curriculum is to ensure we meet the school's mission statement.

LVS Oxford Sixth Form

Students follow one of our 5 Learning Pathways depending on their attainment levels when they join the 6th Form. Each Pathway ensures that the student's educational journey is tailored to meet their needs as well as to challenge them. In the 6th Form learning is planned around individual needs, interests and ambitions of the young person. The 6th Form teamwork in partnership with the young person and their family to develop the right learning programme so that our students can achieve long term goals.

Each student learning programme will include:

- Functional Skills (Literacy, Numeracy, Communication and ICT) or GCSE English and maths
- Self Help
- Independence including Travel Training
- Social Skills
- Careers Education and Employability skills through the Way2Work programme
- Project SEARCH
- Work Related Learning

- Work Experience
- The Creative Arts
- Inclusion opportunities with the local community and other 6th Forms
- BTEC qualifications
- GCSE qualifications – Science combined, geography, history, drama, English literature

Our aim is to equip the students with the skills they will need to become valued and integrated members of their communities.

The curriculum is enriched by a range of creative and physical education programmes and opportunities, including extra-curricular activities, residential trips, sports clubs and hobby clubs. In the summer term the students plan their own School Prom for which they provide the music and entertainment, and catering.

Students can follow accredited courses leading to recognized national BTEC qualifications, Personal Progress and independent living and working provide a relevant programme of work, based on independent living skills as well as the core skills of English Math's and ICT. Assessment and attainment will ensure that students who are able to progress will be given every opportunity to study for further qualifications such as GCSE's and BTEC approved courses.

A well established and thriving work related learning programme and Work Experience opportunities, alongside college link courses, supports the students growing independence and readiness for life after school.

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 and the curriculum aims of the school. Subject leaders and teachers are expected to create long term plans for the subjects they teach.

6.0 Resources

All classrooms have access to a PC and interactive whiteboard.

The school has an ICT suite.

The school also has laptops, ipads and kindles for teachers to sue in class with students.

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

The school has an assigned area for horticulture and small animal care.

The school has a PE field.

The school as specific areas for intervention, this includes 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
- Teaching standards