



CURRICULUM POLICY

2023-2024

Responsibility: Principal

Reviewed: September 2023

Reviewed by: Deputy Head

Next Review due: September 2024

This policy is available: On the website - <https://www.lvs-oxford.org.uk/about-us/key-information/policies/>

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

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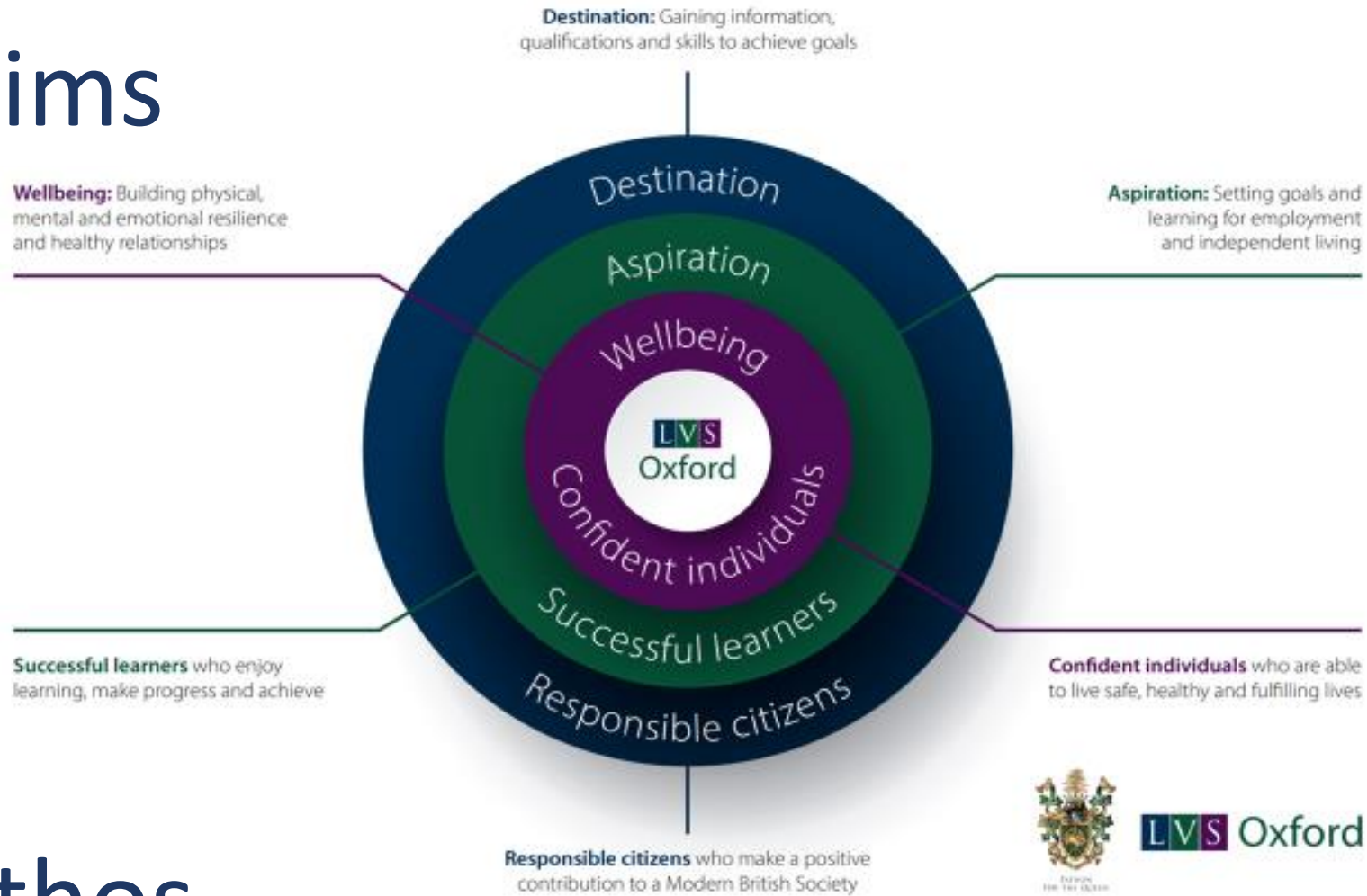
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1. Curriculum Intent

Our curriculum intent is to provide each individual with:

- A curriculum which is broad, balanced and differentiated in recognition of student's difficulties and needs, underpinned by a strong focus on well-being.
- A rich curriculum which is individualised, creative, innovative and flexible so that barriers to learning are mitigated or removed, enabling them to thrive and be successful lifelong learners.
- A curriculum that acknowledges progress and achievement and nurtures a learner identity, enabling students to successfully reach their true potential during their time at LVS Oxford.
- 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.
- Develops students' independent learning skills and resilience, to equip them for further/higher education or employment.
- That develops an awareness of their wider and local community, which enables them to make a positive contribution, thus making them responsible citizens.
- prepare students for life in modern Britain by upholding and teaching them about 'British Values'.

Aims



Ethos



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

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

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,

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

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 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.
- 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 Principal and Deputy Head

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 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

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:

- Formulating a Curriculum Map to illustrate how curriculum content is sequenced and structured from Year 7 up to Year 11 and/or Post-16 to facilitate assessment for learning and student progression
- 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

The Academic and *Learning for Life* Curriculum

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 enabled to thrive and make progress.

Concurrently, all students follow the *Academic and Learning for Life* Curriculum Pathways. Each student has strengths, interests and aspirations and these determine the levels of qualification studied. The **range of assessments** offered to students enable them to demonstrate their **progress and potential** both in academic subjects and in life skills. Students are prepared for a variety of post-16 destinations, including the LVS Oxford Sixth Form.

Academic Pathway	<i>Learning for Life</i> Pathway
English	ASDAN <i>Life Skills</i> Challenge or <i>Key Steps</i> (Year 9 Transition Programme)
Mathematics	Personal, Social and Health Education (PSHE)
Science	Relationships and Sex Education
Humanities	ICT
• Geography	Health and Fitness
• History	Outdoor Learning
• Beliefs and Values (Religious Education)	Music
Art	Expressive Arts

Maths and English are taught in mixed ability groups at key stage three, based on year group. 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 'synergy' 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 students have one lesson per week, in years 7, 8 and 9. ICT Functional Skills is offered to all students in the Sixth Form. Students at KS3 work towards the iDEA (Digital Enterprise Award) badges at KS3.

Humanities is taught at KS3 in mixed ability groups, there are 3 lessons per week, one per subject. The History, Geography and Religious Studies National Curriculum are broadly followed but adapted to meet the needs of the students. Spiritual, moral, social and cultural development is taught throughout all subjects as well as explicitly through RS lessons. RS education is delivered to each year group in KS3, focusing on Judaism, Islam and Christianity. -In Years 9, 10 and 11, students complete the ASDAN Beliefs and Values short course in order to deepen their understanding of world religions and how they contribute to a multicultural society; to gain an awareness of the impact that humans have on the environment and how to protect our planet; and to become a responsible citizen and understand the laws needed for a fair and just society.

GCSE Geography and History are offered at KS4. Entry level History and Geography is also offered.

At KS3 there is a strong emphasis on the **creative curriculum**. Students in KS3 are timetabled for 2 hours a week of creative arts and crafts which is accredited with the Arts Award. All KS4 students have a creative arts lesson each week. GCSE Art is offered as an option in KS4, with some students completing this course in the Sixth Form.

An **Outdoor Learning** programme is part of the *Learning for Life* curriculum and delivered to all key stage three students for 2 hours a week. The aim of this programme of study is to enrich the students' learning experiences with cross-curricular projects whilst building their knowledge of the world all around them through practical activities. The emphasis is very much on fostering a strong sense of well-being and strengthening learner identity through individual and group tasks. In addition, by spending time outdoors, students are provided with the opportunity to build their physical stamina and resilience through active learning.

PSHE is central to the *Learning for Life* curriculum offer. It is taught across all year groups, under three broad themes: *Relationships, Health and Well-being; Living in the Wider World*. Life skills are taught through PSHE activities, enabling students to develop greater independence and in preparation for adulthood. Sex and relationships education is taught through PSHE. Modern British values are embedded into all curriculum subjects, as well as explicitly taught in PSHE. Careers education is delivered through PSHE lessons. The school provides a programme of careers guidance and work experience to year 9 upwards. At KS4 students all take an Entry level or Level 1 course in Employability.

Alongside PSHE, students attend school assemblies and carry out activities with their form groups based on a values-based pastoral programme that incorporates important calendared events, festivals and celebrations.

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. A wide

variety of forms of exercise are followed e.g. team sports such as football, basketball and volley ball, and individual sports such as tennis, boccia and athletics.

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.

Key stage three

Subjects	Hours taught per week
Maths	3 hrs
English	3 hrs
Science	3 hrs
Humanities	3 hrs
Health and Fitness	1 hr
Outdoor Learning	2 hrs
Music	1 hr
PSHE (Transition - an additional hour in Year 7)	1 hr
Social Thinking	1 hour
Creative arts and crafts	2 hrs
ICT	1 hr
Social Thinking	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	4 hrs
Science GCSE & Science Entry Level	4 hrs
ICT	1 hr
Employability	1 hr
Duke of Edinburgh Bronze Award	1 hr
Options GCSEs: Option A: History or Art; Option B: Geography or ASDAN Humanities; Option C: Vocational Taster Courses in Land-based sector or Hospitality; or, ASDAN Expressive Arts	7 hrs
Health and Fitness	1 hr
PSHE	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 2 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
- Independence including Travel Training
- Social Communication skills
- Careers Education and Employability skills through the Ways2Work programme
- Project SEARCH - HPQ
- Work Related Learning
- Work Experience
- The Creative Arts
- Inclusion opportunities with the local community and other 6th Forms
- BTEC qualifications
- GCSE qualifications – Science combined, Art, Philosophy and Ethics, drama, English literature –

Alongside the above students study on-line courses which enable them to get a taste of their chosen college course or work environment, for example we have courses such as Zoology, Criminology, Sign language, Coding, Animal welfare, Advanced course in adolescent depression, Advanced course in speech and language, Level 2 TA course and several other courses requested by students.

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 recognised 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 use in class with students.

There is a vocational building which has a fully equipped cooking room, and D & T workshop as well as an art room. This building is also the Sixth Form base.

The school has an orchard, wildflower field and an assigned area for gardening.

The school has a PE field.

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 a broad range of National subjects, 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 Principal and Deputy Head will co-ordinate the monitoring cycle. This will include:

- auditing planning
- moderating assessment data
- analysing progress data
- learning walks
- work scrutinises
- 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 scrutinises
- 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 procedure
- Teaching standards