

Curriculum Policy

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1. Rationale

This document is a statement of the aims and principles for delivery of a knowledge based curriculum at The Langley Academy. We provide a curriculum which is broad, balanced and above all stimulates the student's love of learning. We will ensure that all students have the opportunity to progress regardless of gender, race, first language, physical or intellectual ability. Expectations are high and we will support but never limit students' progress. Assessments will not involve cultural, social, linguistic or gender bias.

Our curriculum is intended to help students to:

- Transition successfully from Key Stage 2 and prepare them for the next steps at each Key Stage
- Achieve high standards and make progress that is at least in line with their prior attainment
- Catch up with their peers where they are not achieving age related expectations at age 11.
- Become independent learners
- Be challenged and stretched to achieve their full potential
- Have increased commitment to and enjoyment of learning
- Develop socially responsible individuals who contribute to their community

2. Subject lesson allocation

The Academy works on a fortnightly timetable of 50 one hour lessons. Each week has four 35-minute tutor sessions, one 50-minute prep session for Years 9, 10 and 11, and a 50-minute enrichment session for Years 7 and 8.

3. Key Stage 3: Years 7 and 8 (Key Stage 3 of the National Curriculum)

Our Key Stage 3 programme meets the National Curriculum requirements issued by the DfE. All students in Key Stage 3 will study a broad and balanced curriculum.

The National Curriculum comprises of:

- Core subjects: English, Mathematics and Science
- Foundation subjects: History, Geography, Design and Technology (DT), Creative and Performing Arts, Physical Education (PE), Computing, Religious and Personal Studies (RPS), and Modern Foreign Languages (MFL)

KS3 fortnightly allocations		
Subject	Year 7 Periods	Year 8 Periods
English	7	8
Maths	8	7
Science	8	8
History	3	3
Geography	3	3
French or Spanish	3	3
Core computing	2	2
Art	2	2
Drama	2	2
Music	2	2
DT (including food)	4	4
P.E. and games	4	4
RPS	2	2

Statutory requirements:

Area	Taught during
Religious education	Religious and Personal Studies
Relationships and sex education (RSE)	House tutor and embedded in the curriculum
Spiritual, moral and cultural development	
Careers Education	
British Values	
Personal, Social, Health (including mental health and wellbeing) and Economic (Financial planning) education	
Physical Education	PE/Games

KS3 Nurture Group

This provision has been developed to support students that need help adjusting to the demands of a secondary school curriculum. Some of these students will present with low literacy and numeracy skills that make it difficult for them to access the mainstream curriculum. The year 7 students will be taught English, History, Geography, and RE in a nurturing environment by a qualified teacher and an LSA. Year 8 students will be in the nurture setting for English. The students will be in mainstream classes for the rest of their courses with transitional support.

4. Key Stage 4: Years 9, 10 and 11 (Key Stage 4 of the National Curriculum)

At Key Stage 4 we provide options that are both academic and vocational. These options are constantly reviewed to ensure we offer a curriculum that is both rigorous and accessible for all. Separate or combined science is taught within the designated science lessons. The decision on which exam a student will sit will be made by the Head of Science and their class teachers.

Subjects are split into the core (mandatory classes, highlighted in green) and 3 optional courses for years 9, 10 and 11.

KS4 fortnightly allocations:			
Subject	Year 9 Periods	Year 10 Periods	Year 11 Periods
English	9	9	9
Maths	10	9	9
Science	9	10	10
History	5	5	5
Geography	5	5	5
Languages	5	5	5
Computing	5	5	5
Art	5	5	5
Business Studies	5	5	5
Drama	5	5	5
Media	5	5	5
Music	5	5	5
Product design	5	5	5
Prince's Trust	5	5	5
Food	5	5	5
Vocational	5	5	5
GCSE P.E.	5	5	5
RPS	3	3	3
PE	4	4	4

GCSE examinations are taken at the end of Key Stage 4. Students may also sit a GCSE in their community language. Prince's Trust is an option pathway for students who have previously been members of the nurture group.

5. Key Stage 5: Years 12 and 13 (Sixth Form Optional GCE A Level/BTEC Subjects)

At Key Stage 5 we provide additional options which are both academic and vocational. These options are constantly reviewed to ensure we offer a curriculum that is accessible for all but also rigorous. Students choose 3 subjects. Each option has 10 lessons per fortnight. See website for latest course offering.

Other Level 3 courses

We offer triple BTEC Business and triple BTEC Sport. This is equivalent to studying 3 A levels.

Students who do not achieve a grade 4 or above in their Maths or English GCSE will be enrolled into a GCSE retake class for the subject which comprises of 4 lessons a fortnight.

6. Beyond the formal curriculum:

Co-curricular

Our curriculum extends to a vast array of extra-curricular opportunities we term “Enrichment”. Although mandatory for KS3 students, all students have access to and are encouraged to take part in an extensive program, which seeks to extend their learning and widen their life experience. Enrichment classes are chosen each half term by the students allowing them to access more than one opportunity to further their experience.

Prep for KS4

Our curriculum includes one prep session a week for students to develop their ability to become an independent learner. Homework is a fundamental factor to embed the learning of our students. These sessions will allow the Academy to facilitate provisions for all to complete their homework in key subjects as well as revision for courses.

These sessions allow students to take responsibility for effective time management in an environment that offers peer support and teacher facilitation. Students will also learn about and practise using the most effective study skills.

Work experience

Work experience weeks are integrated into years 10 and 12. The time allows students to use their learning in context of the real world and to start to gain experience for their CVs.

7. Monitoring

The Academy via the Director in charge of curriculum, Senior Leadership and Governors monitor the appropriateness of the curriculum, measure its impact, taking into account levels of achievement, progress, and engagement.

8. Policy Review

This policy will be reviewed by staff and governors. Changes will be made to ensure that this policy reflects best practice and is up to date.

Review Date: May 2019

Ratified Date: January 2020

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Date of next review: January 2022