



Lakelands
Academy

CURRICULUM POLICY

**NEXT REVIEW:
SPRING 2025**

Last Review 10/03/2022
Policy responsibility DH
Approval T&L
Next Review 3 Yrs

Aims of the Policy

The purpose of the curriculum is to help all students to:

- realise their full potential
- develop lively, imaginative and enquiring minds
- develop their confidence and resilience
- develop high aspirations
- acquire knowledge and skills relevant to adult life in a world of rapid and continuous technological change
- develop sound numeracy and literacy skills
- develop personal and moral values, respect for shared values and for other cultures, religions and ways of life
- develop an understanding of the world in which they live and appreciate human achievements
- take their place in society as healthy, informed, confident and responsible citizens.

Main Principles

The curriculum should have the following characteristics:

- Breadth, balance, relevance, differentiation allowing for personalised learning
- Progression and continuity
- Coherence

The curriculum should promote:

- Knowledge and understanding;
- Mastery of intellectual, physical and interpersonal skills
- Personal qualities, values and attitudes
- Equality of access for all pupils to academic experiences
- Developing independent learners

The academy should provide:

- a curriculum to satisfy statutory demands
- the most effective Teaching and Learning strategies, informed by up-to-date and reliable research, to support high expectations
- an entitlement to careers-based learning throughout Key Stages 3 and 4 – according to the Gatsby Benchmarks
- parents with the clear vision and substance of the curriculum relevant to their child for every faculty/subject.

The curriculum should be subject to planned evaluation and review.

Outcomes

The curriculum should:

- Deliver the statutory requirements
- Encourage a respect for the academy and its environment so that learning is a positive and pleasurable experience for all
- Help students to use language and number effectively
- Be broad, balanced, relevant and differentiated, meeting the needs of the full range of abilities within the academy
- Ensure continuity and progression within the school and between phases of education
- Prepare students to make informed and appropriate choices post-16
- Foster teaching styles which will offer and encourage a variety of relevant learning opportunities
- Help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills
- Help students acquire understanding, knowledge and key skills relevant to school, adult life and employment in a fast-changing world
- Help students develop personal moral values, respect and tolerance for cultural, religious and spiritual values and different ways of life.

The academy will therefore provide an environment in which young people of all abilities are able to develop the skills and attitudes, which will facilitate lifelong learning and sustained personal development.

Time Allocation

The Senior Leadership Team and Curriculum Leaders discuss the amount of time allocated to each subject regularly and at least annually. There are 50 one-hour lessons in a two-week (10 day) timetable.

To ensure there is appropriate curricular breadth and balance:

- Equal time is allocated to English and Maths, with sufficient curriculum hours to develop their literacy and numeracy to a good standard; extra targeted support is provided at Key Stage 3 by the SEN Team for identified students.
- A balance of Sciences, Humanities, creative and practical subjects ensures that all students are experiencing a diverse curriculum in which they are able to develop a wide range of knowledge and skills.
- All students study PSHEE to develop their awareness of the importance of good mental and physical health, positive relationships, managing risk and developing practical skills needed to thrive in the future.

Years 7, 8, 9

Pupils in year 7 - 9 meet the requirements of the National Curriculum, studying:

- English
- Mathematics
- Science
- French
- Geography
- Design Technology
- ICT
- Art
- Music
- PSHE
- RE
- Drama
- History
- Physical Education

DT consists of Food, Graphics and Textiles. Spanish is introduced during KS3 as a second language, to broaden their experience of languages. In Year 7, students are taught in their Tutor Groups except in English and Maths when they are taught in sets from the second half of the Autumn Term. During Year 8 and Year 9, students are taught in two bands across the subjects, in which they are taught in sets across English, Maths, Science, Humanities and MFL, and more mixed ability groups within those bands in Creative Arts and Technology.

Years 10 and 11

Pupils continue to follow the requirements of the National Curriculum, whilst embarking on public examination courses from entry level to level 3 qualifications.

All students study:

- English and English Literature
- Mathematics
- Combined Science
- Core P.E.
- PSHE

There are a range of options at GCSE to suit a variety of interests, including the Humanities, Languages, and creative subjects such as Drama, Art, Music and Media. Those with a passion for the Sciences can study Triple Science and, depending on numbers and abilities of students, Further Maths may be offered to those who are mathematically very able. There are also subjects that develop more specific career interests, including Computer Science, Graphics, Food Technology and Media.

Option Choices:

- Triple Science
- BTEC or GCSE PE
- History
- Geography
- RE
- French
- Spanish
- Computer Science

- Drama
- Art
- Music
- Media
- Business Studies
- Design & Technology
- Food Technology
- Child Development

Students in Year 9 are guided to follow the appropriate pathway that will ensure they enjoy their learning and succeed at GCSE, thus providing a strong foundation for their future learning and careers. There are three pathways at GCSE:

- **Pathway 1** for the most academically able: full EBacc route, comprising Core subjects, a Modern Foreign Language, a Humanities subject and two other options.
- **Pathway 2** for those not suited to studying a language: part-EBacc route, comprising Core subjects, one EBacc subject and 3 other options.
- **Pathway 3** for those who are more suited to a vocational route: a college course, ASDAN and Prince's Trust courses; some may also study one or two options, depending on their needs.

There are opportunities for some students to study Entry Level Certificate if they are unlikely to attain a GCSE grade in English, Maths and Science.

Also a variety of Entry Level to Level 2 subjects off site which may include:

- Animal Care
- Motor Vehicle Studies
- Land-Based Studies

This is dependent upon uptake and resources.