



# **CURRICULUM POLICY**

Authors: TD  
Group: LVC Full Governors  
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## 1. Introduction

At Linton Village College the core ambition of the curriculum is to foster a love of learning in our young people. We believe that all students thrive best when they are inspired by a creative, challenging and enriching curriculum. When students leave the College they will be enthusiastic about their learning and next steps. This is underpinned by the Henry Morris ethos that education should be a 'cradle to the grave' experience.

We consider a broad and balanced curriculum offer, with equal importance placed on the creative arts and technology subjects and well as core, foundation subjects, to be imperative in fostering life-long Linton Learners. Knowledge and understanding, underpinned by key skills, are critical in creating inquisitive, considered thinkers who have a passion for acquiring an appreciation of subject disciplines and develop a genuine respect and tolerance for others. Enrichment and social, moral, spiritual and cultures opportunities are fundamental in developing the whole child at Linton Village College; they help to broaden students' horizons, build relationships for learning and develop as active and positive members of their communities.

We believe that developing curious, caring, responsible, independent, ambitious and reflective students is of paramount importance. These Linton Learner attributes are central to the design and implementation of our high-quality curriculum.

## 2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the College has chosen to follow.

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](#).

It complies with our funding agreement and articles of association.

## 3. Roles and responsibilities

### 3.1 The Governing Body

The governing body will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

The governing body will also ensure that:

- regular meetings are in place for discussing curriculum priorities;
- it participates actively in decision-making about the breadth and balance of the curriculum, including consideration of LVC's options offer and process;
- the College is complying with its funding agreement and is teaching a "broad and balanced curriculum" with sufficient teaching time provided for students to cover the requirements of all courses offered;
- proper provision is made for students with different abilities and needs, including children with special educational needs and disabilities (SEND);
- all courses provided for students which lead to qualifications, such as GCSEs, are approved by the secretary of state;
- the College implements the relevant statutory assessment arrangements;
- all students are provided with an appropriately resourced CEIAG provision;
- they evaluate the impact of curriculum implementation through triangulating the College's curriculum self-evaluation and quality assurance.

### 3.2 The Principal

The Principal, through delegation to members of the SLT, is responsible for ensuring that this policy is adhered to, and that:

- all required elements of the curriculum, and those subjects which the College chooses to offer, have aims and objectives which reflect the aims of the College and indicate how the needs of individual students will be met;
- all students, in both Years 8 and 9, select options that meet the College's expectations;
- the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body;
- they manage requests to withdraw children from curriculum subjects, where appropriate;
- the College's procedures for assessment meet all legal requirements;
- the governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- the governing body is advised on whole-College targets in order to make informed decisions;

- proper provision is in place for students with different abilities and needs, including children with special educational needs and disabilities (SEND);
- the quality of curriculum delivery and experience of all learners meets the College's high expectations, leading to high levels of authentic student engagement and successful academic outcomes for all groups of learners;
- Curriculum Leaders, Subject Leaders and Programme Leaders are supported with access to specialist subject training and departmental time to develop curriculum expertise and delivery.

### **3.3 Curriculum Leaders**

Curriculum leaders are responsible for ensuring that:

- Subject and Programme Leaders are accountable for the curriculum design, assessment and student outcomes in their subjects in accordance with College policies;
- comprehensive, well-resourced schemes of learning and assessment materials are in place across the curriculum;
- regular and impactful quality assurance takes place to maintain consistently high standards of curriculum experience;
- appropriate support and training is available to all Subject and Programme Leaders;
- Subject and Programme Leaders are aware of the latest curriculum developments and teaching pedagogy.

### **3.4 Subject & Programme Leaders**

Subject and Programme Leaders are responsible for:

- the design of the curriculum, which maps knowledge progression and the sequencing of concepts;
- overseeing the development and evaluation of schemes of learning which should include key assessments, home learning opportunities, helpful resources and enrichment opportunities;
- monitoring and tracking of students' attainment and progress to inform further curriculum development and intervention;
- supporting subject teachers to deliver the curriculum effectively.

### **3.5 Teachers**

Teachers are responsible for:

- personalising schemes of learning in order to meet the needs of the students in their groups;
- sharing their passion for the subject through expert subject knowledge and planning/delivering stimulating lessons;

- contributing to the development and evaluation of the schemes of learning which should include key assessments, home learning opportunities and helpful resources;
- engaging proactively with relevant curriculum training and development opportunities.

## 4. Organisation and planning

### 4.1 General

Organisation and planning of the curriculum is the responsibility of each individual Subject or Programme Leader. Each curriculum should build upon the prior learning that has taken place in KS2 and develop the skills required for post-16 study, and where appropriate, should include:

- sex and relationship education;
- spiritual, moral, social and cultural development;
- British Values;
- opportunities to develop the Linton Learner attributes;
- CEIAG.

### 4.2 Grouping and Setting

In Year 7 and 8 the students are split into two year halves for teaching and this is determined by the language they study. Moving into Year 9 students are still in two year halves and taught as a whole year for maths and their options subjects. In Years 10 and 11 they are all taught as a whole year group. Whilst the majority of teaching takes place in mixed ability groups, there are some subjects where setting occurs. Decisions regarding setting arrangements are made in accordance in consideration of the profile of the student cohort and the professional judgement of subject teams.

Setting is based on the students' performance over the year, as well as prior attainment, as different skills are assessed at different points. Discussions will take place between teachers where students are on the borderline of groups and their professional judgement is used to determine which set they are placed in. These sets are not fixed and movement between them can happen in any year group when appropriate during the academic year.

### 4.3 Options

The selection of options is a two-stage process in years 8 and 9.

In Year 8 students are given the first opportunity to personalise their curriculum; they are asked to select **four subjects** from the eight available below. This allows students a gain a deeper appreciation of subject disciplines and to make a more informed decision in Year 9 about their final options. To maintain breadth and balance, students must select at least one subject from each of the two Faculty areas.

<b>Arts</b>	<b>Business &amp; Enterprise</b>
Music	Food & Nutrition
Art & Design	Design & Technology
Drama	Engineering
Dance	Business Studies

Full details of this process, including the timeline can be found on the College website: [Year 8 Options Booklet](#).

In Year 9 students make their final choices about the subjects they will study in years 10 and 11 alongside English, maths, science and core PE. They must choose only from those they have been studying in Year 9 with the exceptions of statistics and health & social care. In order to maintain breadth and balance students are expected to select subjects from at least three Faculty areas. Extremely rare exceptions can be made at the College's discretion.

<b>Languages</b>	<b>Humanities</b>	<b>Maths &amp; Science</b>	<b>Sports &amp; Arts</b>	<b>Business &amp; Enterprise</b>
French* Spanish*	Geography* History* Religious Studies	Statistics	Art & Design Drama Dance Music PE/Sport+	Business Studies+ Computer Science Design & Technology Engineering Food & Nutrition Health & Social Care^

\* EBacc – The College believes that this combination of subjects gives students a good broad academic curriculum and encourages all students to carefully consider selecting them, however we recognise it is not right for everyone and those who don't wish to opt for both, a Language and geography or history, must justify their options with regards to their future aspirations.

+ OCR National

^ BTEC

Full details of this process, including the timeline can be found on the College website: [Year 9 Options Booklet](#).

#### 4.4 Subject Time Allocations & Structure

We run a 50 period two-week timetable and each period is one hour long. Below are allocations of periods of periods per fortnight.

Subject	Year 7	Year 8	Year 9	Year 10	Year 11
English	7	7	6	7	9
Maths	6	6	6	7	7
Science	6	6	6	10 or 12	10 or 12
RS	2	2	2	2	-
Geography	3	3	3	<p style="text-align: center;">20 Year 10 &amp; 11 Options 4 subjects</p>	
History	3	3	3		
French/Spanish	5	6	6		
Art	2	2	12 Year 9 Options 4 subjects		
Drama	2	2			
Music	2	2			
Dance	1	1			
Design & Engineering	3	3			
Food Technology	2	2			
Computing	2	2	2		
Core PE	4	3	4	4 or 2	4 or 2

## 5. 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:

- High achieving students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEND
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEND can access every subject, wherever possible, and ensure that there are no barriers to every student achieving.

We do personalise the curriculum for those who require it and this is done on an individual basis. This could include some of the following:



- Support sessions in Learning Support;
- Support sessions in the Support Hub to help support an individual's needs;
- Literacy and numeracy intervention to ensure that all students are able to access the full curriculum;
- Reduced options in Years 9 to 11 to incorporate extra English or maths sessions; A reduction in curriculum options in order to increase a student's chances of successfully achieving the ambitions of the Curriculum policy;
- Lessons at the Granta School coordinated with Linton lessons.

For students who are unable to access the College curriculum for health or other reasons an Individual Alternative Education Plan is implemented.

## 6. Monitoring arrangements

Governors monitor whether the College is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Termly meetings for Link Governors with Curriculum Leaders;
- Participating in Faculty reviews;
- Providing challenge and support to the SLT at governor meetings.

The SLT monitor the curriculum through:

- Fortnightly line management with curriculum leaders, and where appropriate subject leaders;
- Ongoing monitoring of Departmental Development Plans;
- Faculty and aspect reviews;
- Half termly Curriculum Leaders meetings;
- Learning Walks/Lesson Observations;
- Data analysis.

Curriculum, Subject and Programme Leaders monitor the way their curriculum should be delivered throughout the College by:

- Fortnightly meetings with Subject or Programme Leaders, where appropriate;
- Learning Walks/Lesson Observations;
- Faculty reviews across the College;
- Data analysis;
- Work/book scrutiny;

- Appraisal;
- Half termly TLR and Faculty meetings.

## 7. Enrichment

There is a broad range of extra-curricular opportunities, including trips and visits, which are planned enrich and extend the curriculum at the school. There are also many lunchtime and after school clubs including:

- Sport: all the major sports have clubs for all the years to participate. Inter school fixtures are an important and regular feature.
- Music: extensive participation in a wide variety of clubs which include: String Orchestra, Wind Band, Harmony Choir, Pop Choir, Flute Choir, Guitar Ensemble, Samba Band, Brass Group and Rock School. Most of the children will experience concert performance, many on trips abroad.
- Drama: there is a lower school drama club, Linton Youth Theatre and an annual school productions. The youth service also has a number of issue based drama groups.
- Art: ArtsAward Scheme.
- Other clubs and open sessions at lunchtime and after school include: subject sessions, STEM, programming, debating society and warhammer.

## 8. Links with other policies

This policy links to the following policies and procedures:

- [Assessment, Recording and Reporting Policy](#);
- [Home Learning Policy](#).
- [Educational Visits Policy](#).
- [Special Educational Needs and Disabilities](#);
- [SRE Policy](#);