



Curriculum Policy

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1. **Our Philosophy of the Curriculum**

Our curriculum is designed to offer both a continuum through Years 7-11 and a high degree of personalisation. Hence, we seek to provide breadth and balance whilst supporting both high outcomes and personal development. We aim to broaden students' knowledge and experience, increase students' abilities to learn for themselves, build self-esteem and self-management and promote the development of good relationships. As part of this, a number of subjects are offered which do not feature in any performance tables (for example the enrichment programme, Extended Project, Further Mathematics and a Post 18 Level four qualification in Art) but which add significant depth and breadth to the learning experience of students. Central to our philosophy is a desire that students are happy and enjoy their time at the school and a highly enriching curriculum is a fundamental way in which we seek to achieve this aim.

2. **The Aims of the Policy are to:**

Set out how we provide students with a personalised curriculum that responds as flexibly as possible to the individual needs and requirements of each student.

We constantly review our curriculum to ensure that it provides an excellent education that also excites and inspires.

3. **The Policy:**

All subject areas and staff will:

- deliver a curriculum appropriate for the ability of students up to the age of 18. Subjects deliver the content outlined in the National Curriculum and this is then enhanced to suit the needs of our learners (however, Academy status removes the *requirement* to deliver the NC content)
- by way of the curriculum provided, stretch and stimulate all students and prepare them for the appropriate external assessments
- provide appropriate recording and reporting arrangements
- develop the attributes of a Lawrence Sheriff Learner, encouraging students to be curious, organised, proactive, resilient and reflective
- structure the curriculum so that learning is sequenced with regard to building schema and considering cognitive load
- provide for students with Additional Educational Needs via the Main School and Sixth Form curriculum models
- personalise the learning experience for all students
- use metacognitive strategies to enable students to refine their learning behaviours
- continually monitor, evaluate and review current provision via review by the leadership team, line managers and the governing body Academic Strategy Committee
- provide appropriate careers guidance and work-related learning
- foster voluntary extra-curricular activities and promote students' contributions to the school and their achievements in informal, social and extra-curricular activities
- teach with political impartiality to ensure that steps are taken to offer a balanced presentation of views.

4. **Key Stages**

In order to meet the needs of our inquisitive and able students, the school utilises years 7-11 to equip them with the academic characteristics needed for post 16 studies whilst also preparing them for their GCSE exams and for life.

Rather than view studies as two distinct phases, KS3 and KS4, our curriculum provides our students with the opportunity to explore what interests them and develop a range of skills. All students follow the same broad curriculum in year 7 and 8; they then choose a number of option subjects at the end of year 8. In year 9 they will develop skills further and embark on GCSE courses in many of their subjects whilst also studying a rotation of subjects, before making their final option choice at the end of year 9.

In year 12 we continue to allow students flexibility. Whilst most will choose 3 subjects to study to A level, where appropriate some may choose 4 or even 5 A levels in year 12. They may then choose to continue with all of these to A level or they may decide to concentrate on 3, having gained an AS in their fourth or fifth subject. In addition to a broad range of A levels, we offer BTEC qualifications in Engineering and Art. We also offer a number of other qualifications that help to prepare students for both the next stage of their studies and for life outside of academia; these include Maths Studies, the Extended Project and the Certificate and Diploma in Financial Studies.

5. **Enrichment**

This is given priority within the school day and takes place from 10.25-10.55 twice a week. Students are given an enrichment experience in vertical groups from year 7-13. The enrichment handbook demonstrates the wide breadth of options offered by the school. Our aim is to pass on a love of learning outside the conventional curriculum. We believe that students will be inspired by a chance to experience a range of subjects that excite or interest the members of staff who are delivering them.

As enrichment and extra-curricular activity is an area where disadvantaged pupils can often miss out, this structure helps to ensure that all students can access the wider curriculum.

6. **Extended Project**

Allowing all students to undertake an extended project is a key part of our provision, since it provides the opportunity for all to undertake in-depth research in an area of specific interest. This promotes independent study and prepares students with the tools required for future research. All students develop the skills needed to undertake an Extended Project during their early years at the school, with the opportunity to gain a formal qualification at both Level Two and Level Three. They can then opt to complete an AS Extended Project throughout years 10 and 11 or in the sixth form.

7. **Personal Development**

PD is delivered during discrete Personal Development lessons within the timetable and are embedded within the academic curriculum (as appropriate for different subjects), and the tutor and assembly programmes. The British values of democracy, rule of law, personal liberty, and respect and tolerance are promoted within both the PSHE and Citizenship programmes. Audits are carried out to track, monitor and improve the provision. The values and ethos of the school are rooted in the belief that people matter, and the PSHE and Citizenship programmes help to foster this culture throughout the school.

All students are delivered a programme of health education through Science, RE, Relationship and Sex Education PSHE programme incorporating drugs and substance awareness, to prepare them to live safe, responsible and healthy lives now and in the future.

There are two routes of delivery:

- (a) Direct - through RE/Science/Relationship and Sex Education Sessions; and Personal Development/PSHE programmes Years 7-13. This will be delivered in timetabled Personal Development/PSHE lessons (Year 7 -9 & Sixth Form) and the vertical tutor programme. Students in Year 10 & 11 will also receive age appropriate sessions in Year groups through PSHE sessions, outside speakers/presentations and assemblies aimed at particular year groups.
- (b) Indirect - through addressing moral and ethical issues which may arise in any subject, discussion with teachers, assembly.

8. **Tutor programme**

To further integrate our values and ethos, and foster the family atmosphere we operate a vertical tutoring system. Tutor time is a priority within the school day and is used to enhance much of the work of the wider curriculum. PSHE, Citizenship (Rights Respecting School), Careers, and literacy are all supported by the tutor programme. See Appendix 1.

9. **Careers**

The Careers programme involves specific days, activities, visitors, interviews, and timetabled lessons all aimed at targeting and personalising the programme for students from year 7 to 13. Students also have a year group specific careers session, that is taught in houses (lower school) and mixed house groups in Sixth Form fortnightly during Wednesday tutor time. It fulfils the DfE Careers Strategy and the school has met the Gatsby Benchmarks. Please refer to the CAIEG policy and the section of the school website for further information.

10. **Literacy, Language and Oracy**

Our presentation and Poise framework sets out what effective communication might look like and is embedded within the timetable curriculum and the wider curriculum. Our Literacy lead, together with SLT, identifies areas for development and strategies to close gaps. Our aim is to develop a love of reading, to ensure all students have the literacy skills to access a rigorous and knowledge rich curriculum, and that students understanding how effective communication helps to prepare them for life beyond school.

11. **Curriculum enhancement**

In support of, and in addition to, enrichment the school offers a range of co-curricular trips. These enhance and improve the curriculum studies and help students to develop and understand their place within the world around them. Some of the opportunities include World Challenge, Duke of Edinburgh, MFL trips to Cologne, Berlin, and Paris, Geography trips to Iceland, and joint Business and Politics trips to the USA.

12. **Sheriff Learners**

As a staff we have identified the characteristics that we believe make Sheriff Learners unique and will help develop a lifelong love and ability to learn. These characteristics of curiosity, organisation, resilience, reflectiveness and being pro-active are embedded within all aspects of the school curriculum. Subject lessons, homework and assessments develop and encourage these characteristics; as do school, house and year assemblies. Reference is made to them in school reports and the school behaviour policy also identifies these characteristics within the merit system.

In addition, the 'Science of learning' is explicitly taught to students. This is delivered through induction days, year assemblies, and part days off timetable. Techniques are then developed and embedded within lessons.

13. **Gifted and Talented**

Our view is that because of the selective nature of the school, all students within it are gifted. We will promote opportunities for students with specialised talents in particular areas (e.g. Music, Art, Sport and Academic subjects), however our central aim is that through high quality teaching which is tailored to the needs of each student, we enable all students to meet or exceed the standards achieved by similarly gifted students nationally.

We value and recognise achievement in all areas equally. Outstanding work in academic areas is given the same degree of regard as outstanding performance in sport, music, drama etc. Working hard is seen as worth rewarding, independent thinking is actively encouraged.

Since almost all students within the school would be on the gifted and talented register within another environment, it is essential that our teaching enables all pupils to:

- Have a secure environment in which they feel happy to display ability and to take risks.
- Have a teacher who expects excellence and not just competence.
- Experience challenge, often finding the work difficult, and developing confidence and resilience in learning.
- Engage in exciting discussion and debate.
- Have access to learning opportunities that recognise the range of learning styles.
- Be given praise and be set challenging targets.
- Know that they can ask questions and be given a considered response.
- Relax and have fun.
- Know that 'having a go' is more important than getting it right.

Our classrooms offer a carefully structured positive atmosphere for learning for all pupils. Teachers seek to provide tasks that promote problem-solving skills associated with clear thinking and encourage a spirit of investigation and collaborative learning.

Students have the opportunity to explore and further develop their talents during enrichment, EP and additional extracurricular activities such as educational visits, depth days and masterclasses.

14. **Identifying talent**

During the primary school transfer visit, prior to entering the school, pupils will be asked about specific talents and achievements in areas such as music, sport or academia. This information can then be used to promote pupils' talents during their time at the school.

We also depend upon notification from teachers or tutors when they become aware of emerging talent and extraordinary achievement within the student body, which will allow us to seek out and provide further opportunities in order to allow pupils to push the limits of their abilities.

15. **Remote Learning**

The school's priority is always to deliver high-quality face-to-face education to all pupils. Remote education will only ever be considered as a short-term measure and as a last resort where in person attendance is not possible. (See Appendix 3)

16. Academic Structure – Years 7-11

A two-week timetable has been implemented and the numbers of periods specified each fortnight.

Year 7:

En	Ma	Sci	Hi	Gg	MFL 1	MFL 2	Dt/ Art	Food/ drama	Personal Development	Mu	PE	RPE	Ep/Cp	Total
8	8	6	4	4	4	4	4	2	2	2	6	4	2	60

In year 7, students will select 2 out of French, German and Spanish to study through to Year 9.

Year 8:

En	Ma	Sci	Hi	Gg	MFL 1	MFL 2	Dt/ Art	Drama/ Food	Personal Development	Mu	PE	RPE	Cp	EP	Total
8	8	6	4	4	4	4	4	1	2	2	5	3	2	3	60

Year 9:

All students will study the core subjects, either developing their skills or starting the GCSE course. They also complete a rotation of Extended Project, Computer science, Classical civilisation, Statistics, and Personal Development (PD).

En	Ma	Bio	Chem	Phy	PE	RPE	EP/Comp/Stats/ Class civ/PD
10	7	4	4	4	6	3	4

Students will also study 3 options subjects (one Humanity, one MFL and one other subject) for 6 periods a fortnight).

	Geography or History	French, German or Spanish (This must have been studied in Y7&8.)	A second Humanity, a second language, Music, Art, Engineering
Y9	6		6

Year 10 and Year 11:

All students will now have finalised their option subjects.

	En	Ma	Bio	Chem	Phy	PE	RPE
Y10	8	7	4	4	4	6	3
Y11	8	8	4	4	4	5	3

	Year 9 Option choice			Year 10 Option choice
	French, German or Spanish	Geography or History	A second Language, a second Humanity, Music, Art or Engineering	Extended Project, Statistics(Y10), Computer science or Classical Civilisation

Y10	6	5	6	7
Y11	6	6	6	6

Sixth Form

The current Sixth Form option blocks are shown below:

Year 12

A	B	C	D
Chemistry Economics French Geography Engineering Maths Philosophy and Ethics Maths Studies ICDL EP	Biology Classical Civilisation Economics English Language Maths Physics Politics Psychology Maths Studies ICDL EP	Art Biology Business Computing English Literature German Music Physics Maths Studies ICDL EP	Business Chemistry Further Maths History Maths Psychology Physical Education Spanish Maths Studies ICDL EP

Year 13

A	B	C	D
Biology Business Computing Geography Politics Psychology Physics	Business Chemistry English Literature Further Maths German Maths Spanish	Art Chemistry Economics History Maths Music Physical Education Psychology	Biology Economics Engineering English Language French Maths Philosophy and Ethics Physics

All students are also following a programme of PSHE covering RPE, careers, PSHE and Citizenship throughout years 12 and 13.

PE is offered on Monday and Wednesday afternoon of week A

Students have the opportunity to study the Extended Project or BCS Level 3 Certificate in IT User Skills (ICDL Advanced) digital literacy qualification.

We also enable some students to continue with Financial Studies up to the full A level.

In addition, a Foundation Art Degree course is also available.

Homework Allocation 2024/25

SUBJECT	YEAR 7	YEAR 8	YEAR 9	YEAR 10/11
English	2	2	2	2
Maths	2	2	2	2
German	1	1	N/A	N/A
French	1	1	N/A	N/A
Spanish	1	1		
Science	1	1	N/A	N/A
History	1	1	N/A	N/A
Geography	1	1	N/A	N/A
RE	1	1	1	1
Art/Dt/Personal Development/ Comp/Drama/Music/EP	As required*	N/A	N/A	N/A
EP	N/A	1	N/A	N/A
Art/Dt/Personal Development/ Comp/Drama/Music	N/A	As required*	N/A	N/A
Rotation	N/A	N/A	As required*	N/A
Biology	N/A	N/A	1	1
Chemistry	N/A	N/A	1	1
Physics	N/A	N/A	1	1
MFL 1	N/A	1	N/A	N/A
MFL 2	N/A	1	N/A	N/A
Option 1	N/A	N/A	1 or 2	1 or 2
Option 2	N/A	N/A	1 or 2	1 or 2
Option 3	N/A	N/A	N/A	1 or 2
Option 4	N/A	N/A	N/A	1 or 2

HWK duration per subject	20-25 minutes	25-30 minutes	30-40 minutes	30-40 minutes
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***homework for these subjects will be less frequent in nature as they only have one lesson per week or are studied on rotation**

In Sixth Form we expect students to be undertaking 6 hours of homework per subject per week. Please see appendix 2 for further details.

Appendix 1: Tutor programme

All tutor groups - Form time programme 2024-25

		Week A					Week B				
		Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
Morning tutor time	10.25-10.55	Daily Notices Current affairs	Enrichment	Daily Notices PSHE	Enrichment	Daily Notices Tutor time Reading Attendance	Daily Notices Citizenship	Enrichment	Daily Notices Careers	Enrichment	Daily Notices Tutor time Reading Attendance
Afternoon tutor time	3.10-3.30pm	Caldcott Y7-13 Prep work (SPS)	Y7-13 Competitions, games and challenges	2 Hartfield Y7-11,13 Prep work (SPS)	Y7-13 House Assembly	Y9, 10, 13 Year Assembly / Y7,8,11,12 School Assembly	10 Hartfield Y7-9,11-13 rk (SPS)	Y9 Hartfield Y7-8,10-13 Competitions, games and challenges	Y11 Hartfield Y7-9,10,12-13 Prep work (SPS)	Y8 Hartfield Y9-13 Prep work (SPS) Y7 Assembly	Y8,11,12 Year Assembly / Y9,10,13 School Assembly Y7 Hartfield
Afternoon tutor time	3.10-3.30pm	Kent Y7-13 Prep work (SPS)	Y7-13 House Assembly	2 Hartfield Y7-11,13 Prep work (SPS)	Y7-13 Competitions, games and challenges	Y8, 10, 13 Year Assembly / Y7,8,11,12 School Assembly	10 Hartfield Y7-9,11-13 rk (SPS)	Y9 Hartfield Y7-8,10-13 Competitions, games and challenges	Y11 Hartfield Y7-9,10,12-13 Prep work (SPS)	Y8 Hartfield Y9-13 Prep work (SPS) Y7 Assembly	Y8,11,12 Year Assembly / Y9,10,13 School Assembly Y7 Hartfield
Afternoon tutor time	3.10-3.30pm	Simpson Y7-13 Prep work (SPS)	Y7-13 Competitions, games and challenges	2 Hartfield Y7-11,13 Prep work (SPS)	Y7-13 House Assembly	Y9, 10, 13 Year Assembly / Y7,8,11,12 School Assembly	10 Hartfield Y7-9,11-13 rk (SPS)	Y9 Hartfield Y7-8,10-13 Competitions, games and challenges	Y11 Hartfield Y7-9,10,12-13 Prep work (SPS)	Y8 Hartfield Y9-13 Prep work (SPS) Y7 Assembly	Y8,11,12 Year Assembly / Y9,10,13 School Assembly Y7 Hartfield
Afternoon tutor time	3.10-3.30pm	Tait Y7-13 Prep work (SPS)	Y7-13 House Assembly	2 Hartfield Y7-11,13 Prep work (SPS)	Y7-13 Competitions, games and challenges	Y9, 10, 13 Year Assembly / Y7,8,11,12 School Assembly	10 Hartfield Y7-9,11-13 rk (SPS)	Y9 Hartfield Y7-8,10-13 Competitions, games and challenges	Y11 Hartfield Y7-9,10,12-13 Prep work (SPS)	Y8 Hartfield Y9-13 Prep work (SPS) Y7 Assembly	Y8,11,12 Year Assembly / Y9,10,13 School Assembly Y7 Hartfield
Afternoon tutor time	3.10-3.30pm	Wholeser Y7-13 Prep work (SPS)	Y7-13 House Assembly	2 Hartfield Y7-11,13 Prep work (SPS)	Y7-13 Competitions, games and challenges	Y9, 10, 13 Year Assembly / Y7,8,11,12 School Assembly	10 Hartfield Y7-9,11-13 rk (SPS)	Y9 Hartfield Y7-8,10-13 Competitions, games and challenges	Y11 Hartfield Y7-9,10,12-13 Prep work (SPS)	Y8 Hartfield Y9-13 Prep work (SPS) Y7 Assembly	Y8,11,12 Year Assembly / Y9,10,13 School Assembly Y7 Hartfield

Appendix 2: Homework delivery plan

1. The school is strongly committed to the value of regular homework for the following reasons:

- it encourages the skills in independent study which are crucial for lifelong learning
- it spaces learning so that stronger neural pathways are formed
- it reinforces skills learnt within school hours
- it extends learning opportunities
- it provides a manageable way to approach major tasks such as GCSE and A-Level coursework
- it actively involves parents and guardians as partners in pupils' learning
- it encourages pupils to take responsibility for their own learning
- it enables students to develop their organisational skills, to be curious, reflective, pro-active and resilient

2. As a school we broadly accept the findings of research on how much time pupils should spend on homework at each stage of their school careers:

Years 7-8:	60 minutes per day
Year 9:	1-2 hours per day
Years 10-11:	1.5-2.5 hours per day
Years 12-13:	6 hours per subject per week

3. Heads of Year will write home to make parents aware of the homework expectations and other crucial assessment dates. Homework will be set on Google Classroom and homework diaries will be provided by the school for students organise their work and record set deadlines. Parents and students can also view homework assignments and deadlines via EduLink.

4. The school will use its rewards and sanctions system in order to encourage students to complete work by the specified deadline.

5. We are keen to involve parents fully in the process of homework. Parents are encouraged to:

- provide a peaceful place where students can work
- make it clear that they attach importance to the completion of homework
- encourage and praise pupils when they complete homework
- check that deadlines are met and sign student's homework diary

6. The school library is provided for students as a suitable place to study. The library is available for use on a voluntary basis from 3.45 - 4.30 pm Monday to Friday. The school also has an after school homework drop in centre which is available for use from 3.45 to 5.00pm each evening.

7. Homework will cover a wide variety of tasks, depending upon the age of the student and the nature of the subject. The list below is designed to give parents and pupils an idea of the possible range of assignments, but it is in no way exhaustive or definitive:

- essays
- research
- reading
- drawing
- report writing
- making a model
- interviews

- word processing
- desktop publishing
- projects
- revision
- learning material by heart
- preparation for the following lesson

8. Homework will be regularly assessed by staff. Sometimes the assessment will take the form of a written comment or there may be occasions when a verbal comment or group discussion is more appropriate. Some homework may be marked as key tasks in a year's assessment, others may simply be checked to ensure that a stage in learning has been completed.

Appendix 3: Remote Learning

Cases where remote education may be provided

Attendance is mandatory for all pupils of compulsory school age. Lawrence Sheriff School will consider providing remote education to pupils in circumstances when in-person attendance is contrary to government guidance or where the setting is not safe to open, either completely or in part.

This might include:

- occasions when school leaders decide that it is not possible for their setting to open safely e.g. after heavy snowfall
- occasions when opening would contradict guidance from local or central government

In these circumstances pupils will have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning.

In circumstances where students receive remote learning this will be via google classroom.

The school will endeavour to overcome barriers to digital access where possible for pupils by, for example:

- distributing school-owned laptops accompanied by a user agreement or contract if possible
- securing appropriate internet connectivity solutions where possible
- providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- having systems for checking whether pupils learning remotely are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern

When teaching pupils remotely, the school will continue to consider how to transfer into remote education what we already know about effective teaching in the live classroom. This will include opportunities for regular feedback and interaction with teachers and peers.

In the event of school closure, and following any additional guidance, we would expect to quickly identify students of key workers, and any other vulnerable or disadvantaged students who would need to attend school. A supervised computer room would be provided for these students so that they can access the same work set as other students.

Academic work

Teachers will continue to use Google classroom and Zoom following these guidelines:

- i. Work will be set lesson by lesson but could be set at the start of the day.
- ii. Work will be a combination of links to external websites, videos and resources together with resources provided by the classroom teacher.
- iii. Work will follow a usual lesson pattern with guidance on how much time each task should take.
- iv. Where appropriate teachers will also set homework but will set work that does not need to be completed whilst in front of a computer screen.
- v. Guidance should be given on how work should be completed and how it should be submitted.
- vi. As work is being set in line with the normal timetable and timed as if a normal lesson, the work set each day should require 4.5 hours to complete classwork. Students should then be completing any homework set.