

Status of policy

The policy is updated in response to the annual Lambeth Academy Curriculum review. Current local and national changes assist Lambeth Academy in achieving its aims.

Academy vision

Lambeth Academy's vision is to be an 'exceptional' school providing an outstanding educational experience through exemplary learning and a curriculum that ensures that every student at Lambeth Academy develops their individual talents, abilities and interests to exceed their full potential. To achieve United Learning's aim to bring out 'The best in Everyone' the curriculum aims to meet the needs, interests and aspirations of all learners providing clear pathways for progression and personal learning and ensuring all in the school have equal opportunities and equal access to the curriculum.

Aims

The curriculum offers a broad and balanced education suited to students of all abilities and across the full age range. The curriculum is accessible, flexible, challenging and inclusive and ensures entitlement for all learners offering continuity and coherence and secures high standards. Students are offered choices which enable them to follow personalised learning pathways within a framework of equality of opportunity.

Principally the curriculum aims:

- To contribute effectively to students' intellectual, physical and personal attainment and development;
- To be appropriate for the age, ability, gender and ethnicity of students;
- To prepare students for the next stage of their education, training or employment;
- To provide continuity and progression throughout the key stages;
- To provide a suitable and effective learning environment for those students requiring special provision, including very able students and those with statements of special need, and for those students who have English as an additional language;
- To provide equality of access and opportunity for all students to learn and progress;
- To provide access to extra-curricular activities for the purpose of enrichment;
- To secure strong outcomes in all subjects;
- To develop the idea of 'capable, resilient learners' and employability from Year 7 to 13.

Consultation

This policy has been developed following consultation with the governing body, Senior Leadership Team and Teaching Staff

Relationship with other policies

This policy should be read in conjunction with:

1. Performance Development and Review Policy for teaching staff.
2. Homework Policy
3. Setting Policy
4. Literacy Policy
5. Marking Policy
6. Exams Policy
7. Equal Opportunity Policy
8. The Sex and Relationship Education Policy
9. Assessment, Reporting and Recording Policy

The Curriculum

The curriculum is broad and balanced with personalised pathways that will empower and prepare students for adult life. The curriculum structure is driven by Lambeth Academy's commitment to delivering educational excellence by providing a wide range of subjects and opportunities that will

create a desire for learning. By the end of their school career students are equipped with the skills, knowledge and ethos required to be lifelong learners.

The school's curriculum follows statutory requirements and the requirements of the National Curriculum. 60 minute lessons provide pace and challenge across the curriculum areas. Students are taught in a combination of sets (in the core subjects English, Mathematics and Science) and mixed ability teaching groups.

Years 7 to 9

All students follow the National Curriculum core and foundation subjects. The curriculum is flexible and is able to support personalised pathways in the core subjects of English, Maths, and Science.

During the first two terms in Year 7 students are placed in sets in Mathematics, English and Science based on a range of data including CATs verbal and non-verbal reasoning scores. Comprehensive monitoring and assessment ensures that sets are reviewed regularly, and changes made where necessary. Learning needs are identified and addressed, including those of the more able student. With a clear focus on literacy and numeracy, the curriculum and timetable provides a degree of flexibility to accommodate individual needs. An embedded PHSE (Personal, Health and Social Education) is delivered through the Performance curriculum with SRE delivered through the PE curriculum. A comprehensive literacy programme is delivered across the curriculum enabling students to see links between areas of learning.

Students will learn one language from a choice of French, Spanish and Chinese from Year 7. For some students, there is the opportunity to learn 2 modern foreign languages and/or take GCSEs in Home languages. The co-curricular and CEIAG provides students with an excellent range of enterprise learning experiences with the opportunity to choose vocational subjects such as Business and Health and Social Care as an option and gain accreditation from Year 10..

Years 10 and 11

The core curriculum consists of:

- GCSE English
- GCSE English Literature
- GCSE Maths
- GCSE Science
- PE (non- exam course)

The options process allows students to choose from a variety of academic and/or vocational subjects based on their individual interests. The provision is regularly reviewed and the curriculum currently enables a large majority of students to meet the EBacc criteria.

A wide variety of enrichment activities are provided as part of the extended day, with work experience offered to students in Year 10. The curriculum is underpinned by a robust system of Careers Education, Information, Advice and Guidance (CEIAG) across the Academy. This includes a programme of training for all staff, implementation of ILPs, careers advice and guidance and the tutor system.

Post 16 Provision

Personalised learning lies at the core of progression into this route and is underpinned by a rigorous system of CEIAG supported by individual learning plans.

The curriculum offers breadth of provision through collaboration with education partners, employers and work based learning providers to ensure that the Post 16 provision offers a wide

range of A-level courses together with level 3 vocational qualifications and some level 2 courses to meet the needs of all learners.

The sixth form curriculum provides clear pathways of progression with opportunities for students to progress successfully on to university, apprenticeship training, employment or further education. GCSE re-take English and Maths are available, so that students at all levels may achieve the base-line qualifications needed to progress.

In collaboration with industry we deliver the 'Career Academy Project', where Year 12 & 13 students are given the opportunity to participate in an 18 month program of focused work experience. Our aim is to continue to develop opportunities for work experience for all post-16 students.

Reporting and Assessment

Rigorous and on-going assessment is essential in developing a curriculum to suit the needs of students. Across the key stages students' progress is regularly assessed (formative and summative) and reported upon to parents. The Senior Leadership Team (SLT) uses the data to monitor how effective teaching and the curriculum is.

Staff Development

In-house CPD is delivered annually in order to ensure curriculum teams are kept abreast of changes and to improve standards of teaching and learning. Performance Management is used strategically to identify and address training needs. Initiatives in curriculum development and teaching and learning styles are monitored to ensure teachers are well-equipped to deliver the curriculum effectively.

Co-curricular Activities

The Academy offers a wide and inclusive programme of co-curricular activities that takes place outside the formal curriculum. All students in Years 7 to 9 are encouraged to participate.

Management, Leadership and Quality Assurance

The Principal has overall responsibility for the day to day organisation of the curriculum and reporting to the governing body. The curriculum middle leaders' work with the Senior Leadership Team (SLT) to provide a strategic lead and direction on the curriculum to ensure Lambeth Academy delivers the policy's aims.

The role of middle leaders is to:

- Keep up to date and review developments in their subject, at both national and local level ensuring development planning links to whole-school objectives.
- Regularly monitor and review the plans for all teachers, ensuring that all classes are taught the full requirements of the Curriculum.
- Examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used and that planning leads to a broad and balanced curriculum taking into account the needs of different learners.
- Monitor the way in which resources are stored and managed.
- Ensure that both formative and summative assessments are used to promote learning.
- Ensure that clear learning outcomes are identified in plans and that students receive consistent and developmental feedback on their work.

The role of the curriculum team and specialist teacher is to:

- Keep up to date with developments in their subject, at both national and local level ensuring development planning links to whole-school objectives.
- Plan and deliver lessons that meet the full requirements of the curriculum.
- Use appropriate teaching strategies that take into account the needs of different learners.

- Use resources effectively in order to deliver the aims of the curriculum.
- Plan for and use both formative and summative assessments to monitor and track pupil progress.
- Ensure that clear learning outcomes are identified in plans and that students receive consistent and developmental feedback on their work.

Monitoring and review of the policy

This policy will be reviewed by the Lambeth Academy SLT, relevant Governing Body committee, subject leaders and curriculum teams.

Date for review Curriculum policy is reviewed annually (Note: Curriculum map review to take place annually by December of each academic year).