

CURRICULUM POLICY 2020/21

Statement of Practice



LEES BROOK
COMMUNITY
SCHOOL

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Introduction

Lees Brook Community School is dedicated to deliver a high quality of education and curriculum for all of its learners. Our purpose is to give each learner the opportunity to study a broad, balanced and challenging curriculum that supports them to raise their achievement and aspirations.

Statement of Practice Curriculum Policy 2020/21

Curriculum staffing structure and responsibilities

Subject leadership

Teaching staff are arranged into 9 faculties.

Subject areas are allocated to faculties as shown below:

Mathematics	English	Science
Mathematics	English	Science
	Film Studies	Biology
		Chemistry
		Physics

Humanities	Languages	Design Technology
History	French	Technology
Geography	German	ICT
Religious Education		Computer Science
		Food
		Engineering

Expressive & Performing Arts	Physical Education	Vocational
Art	PE	Skills Academy
Dance		Catering
Drama		Construction
Music		Hair & Beauty
		Health & Social Care

Each faculty is led by a Learning Director (LD). The job description for the role can be found in the appendices. Each faculty has a Deputy Learning Director (DLD) who has additional responsibilities to support the LD.

Subject knowledge

It is the responsibility of Learning Directors to ensure that the subject knowledge of teaching staff in their faculty is current, relevant and at a sufficient level of depth to be able to meet the learning needs of all ability groups in their classes. Where teachers are asked to teach outside their subject area, appropriate provision should be made by the LD to ensure that they are properly supported. Systems to evaluate the quality of

education (such as lesson observation, work scrutiny and student voice) should consider the impact of teachers' subject knowledge on the effectiveness of learning and teaching.

The performance management process and faculty/whole school CPD time are used to develop subject knowledge, and should respond to changes in curriculum content or identified development needs for individual teachers and/or whole teams.

Curriculum Structure

The curriculum structure varies by year group and is designed and sequenced by the Headteacher and Deputy Headteacher (Quality of Education) to enable all students to have a broad and ambitious curriculum, which allows pupils to be supported in building their knowledge and applying their knowledge as skills throughout their journey at Lees Brook.

Curriculum design

All year groups are split into two bands (X Band and Y Band). In each band all students have equal access to all the subjects and the opportunities that arise from them.

Key Stage 3

At Key Stage 3, all students have lessons in the core subjects of English, Mathematics, Science, Modern Foreign Languages (French and German) and Humanities (Geography, History and RE). Their curriculum is also made up of lessons from Design and Technology, Performing Arts (Dance and Drama), Expressive Arts (Music and Art), Physical Education, Computing and PSHE which includes citizenship, careers information, advice and guidance as well as social, moral, cultural and health education.

Moving through Years 7 to 9 students begin to select subjects to study in more depth in order to build upon their knowledge and apply them in skills, so that they are ready for the next stage of education. Key Stage 3 curriculum maps, for all subjects, can be found on the school's website.

The allocation of periods per subject per fortnight is set out below:

Year 7

Year 7																				
Lessons	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Subject	En	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	Sc						
Lessons	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38		
Subject	Fr	Fr	Fr	Gm	Gm	Gm	Gg	Gg	Gg	Hi	Hi	Hi	RS	RS	Ar	Ar	Dr	Dr		
															Da	Da	Mu	Mu		
Lessons	39	40	41	42	43	44	45	46	47	48	49	50								
Subject	PE	PE	PE	PE	Co	Co	Tec	Tec	Tec	Tec	PSHE	PSHE								

← Rotation →

All Year 7 students have one specific library lesson a fortnight out of the English allocation and one specific numeracy lesson a fortnight out of the Maths allocation.

In Languages all pupils study the basics of French and German which allows them to study one of these in more depth moving on through the school. An identified group of students who require additional support in literacy will only study one of these languages and will have additional literacy lessons instead of the second language.

The Options Process

In the spring of Year 9, students select four subjects in addition to the core curriculum that they will follow in Key Stage 4.

There are two pathways:

- 1) A traditional EBacc pathway that students choose a Humanities subject, a Language subject and two other choices. Students are recommended this pathway if they have displayed the academic ability to cope with studying these options from Key Stage 3 and if they are planning to study A Levels or Level 3 qualifications in the future.
- 2) This pathway allows students to choose at least one EBacc subject in addition to the core offer and then three other choices. This pathway is recommended to students who may want to study more vocational and technical subjects and will support them better when planning for their next stage in education, employment or training.

Each option block will have 5 lessons a fortnight.

Key Stage 4

At Key Stage 4, all pupils follow examination courses. They continue to study the core subjects of English Language, English Literature, Mathematics and Combined Science at GCSE level. All pupils continue to have two hours of lessons in Physical Education per week and one hour of fortnight of PSHE.

All pupils in Key Stage 4 are given the opportunity to talk to a professional Careers Adviser. The Work Experience Programme gives all pupils the chance to take up a one week placement with a local employer in Year 10.

Students choose to study further examination courses from a wide range of subjects that include traditional academic subjects, vocational and technical courses as shown below. Courses are reviewed annually and new courses may be added or removed.

COURSES AVAILABLE FOR YEAR 10 2020 -2021

GCSE courses	GCSE courses	Vocational courses
English Language	Drama	Construction
English Literature	Film Studies	Engineering (Rolls Royce)
Mathematics	Food	Graphics
Combined Science	French	Hair and Beauty
Triple Science (Biology, Chemistry & Physics)	Geography	iMedia (ICT)
Art – Fine Art	German	Sport
Art - Textiles	History	
Computer Science	Music	
Dance	Physical Education	
Design and Technology	Religious Studies	

The allocation of periods per subject and current curriculum arrangements for each KS4 year group are below:

Students who achieve below grade 4 at GCSE English and/or GCSE Maths are required to continue studying these courses until a grade 4 is achieved. Provision is made to facilitate this; students receive six lessons per fortnight for both GCSE Maths and GCSE English. Students who achieve grade 4 and above are not required to continue studying Maths and English, however, these students will be requested to complete their qualification programme hours by undertaking work experience in their chosen vocational area.

Students who are working below the attainment needed to achieve a GCSE Maths and/or GCSE English grade will study a Functional Skills qualification or Entry Level qualification in Maths and/or English for six hours per fortnight per subject.

All students are provided with the pastoral care and support required to successfully complete their Key Stage 5 studies. Assistance is offered with apprenticeship and employment applicants or any other appropriate progression pathways.

Lees Brook Hall

Lees Brook Hall (LBH) is a personalised curriculum for students at threat of permanent exclusion from main stream education. The curriculum/provision has been designed for pupils to re-integrate back in to the mainstream school as quickly as possible. Parents, pupils and staff are involved in the review process.

Pupils receive additional support during their time in LBH to provide every opportunity for them to achieve and return back in to the main school or as part of LBH. Pupils in LBH benefit from a personalised curriculum and a significantly reduced class size.

Key Stage 3 pupils have lessons in the core subjects of English, Mathematics and Science. Their curriculum also includes a personalised PSHE programme, Physical Education and Construction lessons.

All Key Stage 4 pupils study for a GCSE in English Language, English Literature, Mathematics and Combined Science. In addition pupils are able to study for a qualification or have training towards a qualification that will prepare them for the next stage in their education. All pupils have a personalised PSHE programme that includes careers guidance.

Examination boards and specifications at Key Stage 4 and post-16

The choice of examination board and specification is the responsibility of the headteacher, taking advice from the respective Learning Director. The decision to adopt a board / specification is taken in the best interests of the Academy's student cohort.

The examination boards and specifications currently in use for Key Stage 4 pupils at Lees Brook Community School can be found on the Key Stage 4 curriculum maps for each subject, links to these can be found on the school website.

The examination boards and specifications currently in use for Key Stage 5 pupils at Lees Brook Community School are:

Subject	Award	Level	Specification	Board
Beauty Therapy	Technical Level	2	Beauty Therapy Diploma	VTCT
Hairdressing	Technical Level	2	Hairdressing Diploma	VTCT
Beauty Therapy	Technical	3	Beauty Therapy (Massage) Diploma	VTCT
Hairdressing	Technical Level	3	Hairdressing Diploma	VTCT
Construction	Award	1/2		WJEC

Vocational taster	Extended Award Certificate in catering and hospitality Certificate in Employability Skills	1	Aim Vocational	AIM awards
Employability skills		Entry Level 3		AIM awards

Sequencing

Learning Directors for each faculty are responsible for reviewing and developing their curriculum in order to make sure it is clear what the end points are for pupils and whether these are being achieved. Learning Directors along with the DLD are responsible for planning appropriate sequences of learning within the faculties and this is evidence within their curriculum maps and medium term plans. These are reviewed annually.

Learning Directors, DLD and SLT links are responsible for monitoring that teachers are sequencing individual lessons to support learners build their knowledge and skills.

Cross-curricular planning

Where appropriate curriculum teams should work with each other to ensure coherent delivery of cross-curricular themes and it is the responsibility of Learning Directors to provide opportunities for this to be planned into their curriculum maps and schemes of work.

Personal Development Curriculum

The Assistant Headteacher responsible for Personal Development works with the Heads of Year, Form tutors and PSHE teaching staff to plan the delivery of the personal development curriculum. This covers the PSHE lessons, assemblies, tutor group periods and extra-curricular/enrichment opportunities. Learning Directors are responsible for ensuring that when the opportunity arises elements of the personal development curriculum are included into their own faculty schemes of work or enrichment programmes.

Assessment

All students from Year 7 to Year 11 are given targets based on GCSE grades (9-1) using the Target Setting Policy. The targets are specific to each of subject areas and uses validated national data to produce a minimum expected target. Target grades are regularly reviewed using teacher assessments and on- going student progress at Lees Brook.

Assessment at Key Stage 3

Parents will receive termly reports that will indicate how their youngster is progressing towards these academic targets, with early intervention put in place if pupils start to consistently fall below expectations. Pupils receive whether they are above target (A), on target (O), below target (B) or significantly below target (SB). Subject evenings are held for each year group during the year for consultation with class teachers. In addition, parent/form tutor evenings are held to in order to report how youngsters are progressing personally and socially, as well as getting the overview of academic progress.

Assessment at Key Stage 4

Parents will receive termly reports that will indicate how their youngster is progressing towards these academic targets, with intervention being put in place if pupils start to consistently fall below expectations. Pupils receive GCSE predictions based on teacher assessments and on-going pupil progress. Pupils and parents also receive termly 'Raising Achievement Proforma' (RAP) sheets that indicate what knowledge, skills and understanding they are secure and not secure with. Two subject evenings are held for each year group during the year for consultation with class teachers.

Tracking of assessment data

Each faculty records key assessment data for each subject they have in order to help them plan for future lessons, inform reporting and plan for any required intervention. Data is collated within subject tracking systems and reported three times a year onto the school data system; this is uploaded onto SISRA Analytics. All teachers are expected to use SISRA Analytics to monitor the overall performance of their groups, as well as individual pupils to inform appropriate classroom interventions.

Quality assurance of assessment decisions takes place within faculty teams through internal standardisation and moderation and entering progress grades with a colleague. Learning Directors are responsible that this process is monitored and that it is reliable and valid.

The assessment calendar for reporting data can be found below:

Data Input	Year 11	Year 10	Year 9	Year 8	Year 7
1	04.12.20	04.12.20	04.12.20	04.12.20	04.12.20
2	03.02.21	19.03.21	19.03.21	19.03.21	12.03.21
3	19.03.21	02.07.21	02.07.21	02.07.21	02.07.21

Points of transition

Primary – secondary transition

Our strong transition programme for Year 6 pupils includes:

- regular contact with our partner primary schools, both at Lees Brook and in the partner primary schools.
- Involvement in the city wide information event regarding transition.
- Junior Links evenings, where Year 6 pupils attend Lees Brook to take part in a programme of delivered lessons for 4 weeks across the whole curriculum delivered by Lees Brook staff
- three Induction Days when Year 6 pupils come to Lees Brook and take part in lessons with their new tutor group.

Learning Directors and DLD are responsible for ensuring that they have an awareness of what pupils have learned at key stage 2 and use this to plan their curriculum for Year 7.

KS3 – KS4 transition

Throughout Key Stage 3 students receive appropriate careers education, advice, guidance and opportunities to make informed choices about the options they would like to take in Key Stage 4. An options information evening is held for pupils and parents in which local Post 16 providers are invited in addition to class teachers being available to consult with.

Lees Brook endeavours to provide all students with their first choices of options subjects, however there may be occasions when students choose a combination that does not fit within the curriculum structure. In this

instance the issue and possible solutions will be discussed by the timetable manager or a member of SLT with the pupil and parents. The school also reserves the right to cancel a course if there are not sufficient pupil numbers or staffing to make a viable class.

Transition to post-16

All Key Stage 4 students have an extensive programme of careers education, advice and guidance throughout their time at Lees Brook as part of a commitment to implement the Gatsby Benchmarks. A list of all the careers opportunities can be found in the appendices.

All Key Stage 4 students are given two opportunities within Lees Brook to attend a careers fair and Post 16 information evenings. All students are made aware of the opportunities and open days/evenings available at all local post 16 providers and given support in the application process through their tutor groups. Students in Year 11 are able to attend A-Level taster days and vocational qualification taster sessions within the Trust's Post 16 offer.

All Year 12 students attend an induction day before the Year 13 students return to The Skills Academy.