



Curriculum Policy

LeAF Studio (LeAF Stage & Screen / LeAF Elite Athlete Academy)

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Curriculum Policy

1. Introduction

- 1.1 **Overview** - This policy sets out the school's aims, principles and procedures for the delivery of the curriculum at LeAF Studio. It reflects the values and philosophy of LeAF Studio and provides a framework for staff, both teaching and non-teaching. This policy is intended to be used in conjunction with the schemes of work for each subject that give details of what learners in each age group will cover.
- 1.2 **Principles** - LeAF Studio seeks to support every learner by offering a curriculum that is broad, balanced and appropriate to the learners' ages, abilities and aptitudes. As part of the LeAF Campus Multi Academy Trust, LeAF Studio values its freedom to make decisions relating to the curriculum, utilising the National Curriculum, the professionalism of its staff and educational best practice to inform its decisions. Our curriculum includes the various extra-curricular activities that are organised in order to enrich the children's experience as well as the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. Our curriculum is all the planned activities that we organise in order to promote learning and that enable personal growth and development. We want our learners to grow into positive, responsible people who can work and co-operate with others, while at the same time developing their knowledge and skills in order to achieve their true potential. Accordingly, LeAF Studio provides an educational environment which is caring, friendly, well-structured, positive and academically challenging to each individual learner.
- 1.3 **Values** – The following are the main values of LeAF Studio, upon which we have based our curriculum:
- We value children's individuality; we listen to the views of all of our learners, and we promote respect for other cultures and religions.
 - We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
 - We value the importance of each person in our community, and we organise our curriculum to promote inclusion, co-operation and understanding among all members of our community.
 - We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We will strive to enable each learner to be successful, and we provide equal opportunities for all our pupils.

1.4 **Aims** – The LeAF Studio curriculum aims to enable all young people to become successful learners who...

- are creative, resourceful and able to identify and solve problems
- have enquiring minds and think for themselves to process information, reason, question and evaluate
- communicate well in a range of ways
- understand how they learn, and learn from their mistakes
- are able to learn independently and with others
- know about big ideas and events that shape our world
- enjoy learning and are motivated to achieve the best they can now and in the future

The LeAF Studio curriculum aims to enable all young people to become confident individuals who...

- have a sense of self-worth and personal identity
- relate well to others and form good relationships
- are self-aware and deal with their emotions
- have secure values and beliefs and have principles to distinguish right from wrong
- become increasingly independent, are able to take the initiative and organise themselves
- make healthy lifestyle choices
- are physically competent and confident
- take managed risks and stay safe
- recognise their talents and have ambitions
- are willing to try new things and make the most of opportunities
- are open to the excitement and inspiration offered by the natural world and human achievements

The LeAF Studio curriculum aims to enable all young people to become responsible citizens who...

- are well prepared for life and work
- are enterprising
- are able to work co-operatively with others
- respect others and act with integrity

- understand their own and others' cultures and traditions, within the context of British heritage, and have a strong sense of their own place in the world
- appreciate the benefits of diversity
- challenge injustice, are committed to human rights and strive to live peaceably with others
- sustain and improve the environment, locally and globally
- take account of the needs of present and future generations in the choices they make
- can change things for the better
- are able to handle the conflicting values they encounter in society

In addressing these aims the LeAF Studio curriculum seeks to deliver the outcomes of the Every Child Matters Policy which are:

- i. To be healthy;
- ii. To stay safe;
- iii. To enjoy and achieve;
- iv. To make a positive contribution;
- v. To achieve economic well-being.

2. Definitions

- 2.1 National Curriculum - Curriculum prescribed by the DfE featuring programmes of Study for each subject and requiring Teacher Assessments at the end of Key Stage 2 (Primary) and Key Stage 3 (Secondary). In addition at Key Stage 2 there are Standard Assessment Tests (SATs);
- 2.2 Statemented Students - Students who have a statement of their special educational need referring to either their behaviour or learning or a combination of both. For these students there may be a need to adjust or disapply the National Curriculum.

3. Related Policies and Documents

- 3.1 Sex & Relationships Education Policy;
- 3.2 Child Protection Policy;
- 3.3 Safeguarding Policy;
- 3.4 SEN and Inclusion Policy;

Other policies, processes and procedures may be identified from time to time as circumstances change and may be added to this list.

4. Equal Opportunities

- 4.1 Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.
- 4.2. In accordance with statutory requirements LeAF Studio aims to make the curriculum accessible to all students as far as is reasonably practicable. LeAF Studio has a Disability Accessibility Plan which is available to parents and carers on request.

5. Differentiation

5.1 Differentiation:

- i. is a method of organising learning activities
- ii. is the match of what is offered to what is needed
- iii. considers the stage of learning that the learner has reached
- iv. considers their own skills and abilities

5.2 The National Curriculum Council (NCC) defined differentiation as:

"the process by which curriculum objectives, teaching methods assessment methods, resources and learning activities are planned to cater for the needs of individual pupils."

5.3 In a differentiated classroom:

- i. learning experiences are based on diagnosis of learner readiness, interest, and/or learning profile;
- ii. content, activities, and products or other assessments are developed in response to differing needs of varied learners;
- iii. teaching and learning are focused on key concepts, understandings and skills;
- iv. all learners participate in "respectful" work;
- v. teachers and learner work together to ensure continual engagement and challenge for each learner;
- vi. the teacher coordinates use of time, space, and activities;
- vii. flexible grouping ensures consistently fluid working arrangements, including whole class learning, pairs, triads, and quads, learner-selected groups, teacher-selected groups, and random groups;
- viii. time use is flexible in response to learner needs. A variety of management strategies such as placements, external trips and visits, contracts, independent study, tiered assignments, and peer mentors are used to help target instruction to learner needs;
- ix. clearly established individual and group criteria provide guidance toward success;
- x. learners are assessed in a variety of ways appropriate to demonstrate their own thought and growth.

5.4 A variety of differing teaching and learning methods and materials are used in all courses to suit students' different needs.

- 5.5 Curriculum Area Leaders will provide Schemes of Learning, based on the National Curriculum Programmes of Study which are designed to stretch the most able, providing extension work and additional homework and which also support the less able, providing support materials and work which is challenging, motivating and allows every learner to be successful.
- 5.6 Curriculum Area Leaders and teaching staff will organise groupings to allow learners to be supported according to their educational needs and in such a way as to allow them to be successful. This may be through setting or through mixed ability groupings and will vary from subject area to subject area. In general, groupings of learners will be based on the criteria below:
- i. prior attainment;
 - ii. gender (balance in groups);
 - iii. social preference;
 - iv. preferred learning style.
- 5.7 The courses offered by LeAF Studio also provide differentiation and take into account the variety of abilities, learning styles and the social and economic needs of the learners and society as a whole.
- 5.8 In order to raise standards of attainment and to provide our learners with the best opportunities for progression the vast majority of learners will access courses which provide the possibility of a level 2 or 3 qualification, but there will always be the opportunity for students with specific educational or social needs to follow courses that may be limited to some level 1 qualifications.
- 5.9 Students may access at Key Stage 4 a range of GCSE and BTEC courses tailored to suit their learning styles, educational needs and future progression.

6. Subjects Offered:

- 6.1 KS4 – All learners will follow GCSEs in English, Maths, Science (Triple Award) and either History or Geography. Unless stipulated through individual agreement between the Curriculum Director and learner's parent/carer, all learners will also follow GCSEs in French and Religious Education (Philosophy and Ethics). Learners also follow a vocational curriculum relevant to their individual career aspirations, selecting from either Sport or Performing Arts. This portfolio of qualifications will ensure that they may progress to post 16 education or to work with training.

Project Based Learning (PBL) assignments are also followed by all KS4 learners in which they develop a range of skills and qualities including leadership, communication skills and team work - skills that will prepare them for success in the work place.

- 6.2 KS5 – All learners will follow a learning timetable of a minimum of 15 hours, unless individually agreed by the Curriculum Director and learner's parent/carer, which will

comprise of either academic (AS/A2 Level) or vocational (BTEC) qualifications, or a combination of the two, depending upon the individual learner's ability and career aspirations.

- 6.3 For some learners, those who may have particular needs, interests or talents, there are a range of additional courses provided through LeAF Studio. These include re-takes in core subjects as well as courses validated by sport or performing arts governing bodies.
- 6.4 To access these courses learners and their parents/carers will have to agree with the Curriculum Director that it is in the best interests of the learner to follow these courses.

7. Enrichment Activities

- 7.1 Enrichment activities will give time for students to engage in activities not normally arranged as part of the standard curriculum, for example; sports tournaments and competitions, performances (such as Rock Challenge), charity work (CRED visit to Rwanda), etc.
- 7.2 It is intended that this time will allow opportunities for students to develop transferable skills such as communication, teamwork and self-management, so that they can be successful learners whilst at the same time allowing them opportunities to engage in exciting and enjoyable activities.

8. Disapplication

- 8.1 In accordance with the law, LeAF Studio has the right to respond to individual needs by modifying the National Curriculum programmes, or dis-applying the National Curriculum for the duration of Key Stage 4, to:
 - i. allow a student to participate in extended work-related learning;
 - ii. allow a student with individual strengths to emphasise a particular curriculum area; and
 - iii. allow a student making significantly less progress than other students of his/her age to consolidate his/her learning and progress across the curriculum.
- 8.2 Decisions about any of the above will only be made after discussion with the individual learner and their parent/carer.

9. Collective Worship

- 9.1 LeAF Studio will provide a programme of regular opportunities for reflection on social and moral issues, learners' futures and their personal and collective responsibilities in the College and in the wider community.

10. Sex and Relationship Education:

- 10.1 LeAF Studio provides sex education in the basic curriculum for all learners, in which they are encouraged and guided by moral principles and taught to recognise the value of family life.
- 10.2 A full statement of LeAF Studio's Sex Education Policy is available to parents/ carers. It has regard for the Government's guidance in *Sex and Relationship Education Guidance (0116/2000)*.
- 10.3 In accordance with the law the biological aspects of human reproduction remain compulsory for all learners, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

11. Political Education

- 11.1 The promotion of partisan political views in the teaching of any subject in LeAF Studio is prohibited by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

12. Extra-Curricular Activities

- 12.1 LeAF Studio has a wide and varied programme of performing arts and sporting activities that take place outside the formal curriculum. All learners are expected to take part in elements of the programme appropriate to their specialism.

13. Independent Learning

- 13.1 LeAF Studio will set independent learning as appropriate however any work set will reflect the longer school hours that students study at LeAF Studio each week. As guidance LeAF Studio expects learners to spend the following times on independent study:
- i. Years 10 and 11 – Up to 1-2 hours per day.
 - ii. Post 16 - Up to 3-4 hours per day.

14. Special Educational Needs

- 14.1 LeAF Studio has a Special Educational Needs (SEN) Policy for statemented and non-statemented students.
- 14.2 LeAF Studio will determine the appropriate courses in consultation with the parents/carers who should refer to the SEN Policy for further information.

15. Safeguarding

15.1 E-Safety and the Curriculum

Teaching staff will provide guidance on e-safety for all learners through the KS4 PBL curriculum. In addition all subject areas will reinforce the message of online safety through their use of ICT within the curriculum.

15.2 Staff Training, Induction and Recruitment

Safeguarding and Child Protection training will be delivered to all staff on a regular basis (at least once per year) and to all new staff as soon as is practicable as part of their whole school induction. Staff will be recruited using the principles of the Safer Recruitment training provided for Senior Leaders, Governors and Directors.

16. Concerns and Complaints

- 16.1 Parents and carers who have concerns about any aspect of the curriculum should discuss these in the first instance with their child's Personal Coach.
- 16.2 If the issue is not resolved, parents and carers may make an official complaint in writing in line with the Complaints Policy which can be obtained from the LeAF Studio web site or from the Studio office.

17. Monitoring and Review

- 17.1 This Policy will be monitored by the Curriculum Director who will report to the Executive Principal on its implementation on a regular basis.
- 17.2 The Executive Principal will report to the Governing Body's Curriculum & Ethos Committee on the progress of the policy and will recommend any changes.
- 17.3 The Governing Body's Curriculum & Ethos Committee and the Executive Principal will provide advice to the Full Governing Board in relation to strategic issues arising in relation to the Curriculum Policy.