



Curriculum Policy

The Lodestar Academy

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This policy will be reviewed annually.

The academy reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Steven Hulme (Headteacher)
Queries to:	Beth Woodward (Deputy Headteacher)
Date created:	September 2023
Date of last review:	n/a
Date of next review:	September 2024

1. What is this Policy About?

This curriculum policy sets out the intention of our curriculum approach, how we implement it and how we measure the impact of our curriculum on our pupils. It covers our approach to curriculum content and delivery and stands alongside other essential policies for curriculum implementation.

2. Who Does this Policy Apply to?

The Curriculum Policy is for all academy staff, commissioners, LGB, parents/carers, young people and inspectors.

3. Policy Requirements

Intent

Our mission is to enable young people to progress and succeed in sustained education, employment and training. We do this by engaging young people positively with their purpose through learning and future life aspirations. Our learners achieve positive outcomes, thrive and enjoy a quality education that is deliverable by skilled passionate people with high expectations in a place that is safe, high quality and appropriate.

To do this, we provide young people a broad and rich curriculum that gives them both the academic skills and qualifications needed to move successfully to the next stage of their lives, and the personal development skills to ensure a fulfilling future. We have set a curriculum in line with the National Curriculum alongside a school structure which supports our young people to overcome their barriers to learning, ensuring that they have bright futures both in their personal and professional lives.

Curriculum knowledge and skills intentions:

1. Equip pupils with key knowledge and skills to be successful in current learning as well as in future life.
2. A clearly designed curriculum showing progression of skills and knowledge as determined by the National Curriculum or exam board programme of study.
3. All Key Stage 4 pupils have the opportunity to sit appropriate national qualifications to support them in their future lives.
4. Improve the literacy and numeracy of our pupils with embedded opportunities to develop and practice skills.
5. Targeted plans to ensure reading is a key focus, reducing the gap between reading age and chronological age.
6. Ambitious curriculum including exposure to a variety of new experiences.

Curriculum flexibility intentions:

7. Provide opportunities and experiences for pupils' personal development and support them with their personal aspirations.
8. Provide a flexible approach to curriculum that meets the varying needs of our pupils through the use of academic and vocational curriculum alongside therapeutic support, ELSA, Motional and work with outside agencies to give a holistic, wrap around and personalised timetable.

Cultural capital intentions:

9. A full programme of PSHE incorporating RSE to support pupils in learning how to keep themselves safe, and to develop personal values and respect for others.
10. Fully embedded approach to SMSC, alongside personal development, RS, citizenship and British Values.
11. Holding the Rights Respecting Schools award, and ensuring our pupils know their rights and the rights of others. We have achieved the Bronze award.
12. Provide quality CEIAG to ensure pupils are able to make choices about their future, and to ensure positive destinations.
13. Through the ambitious curriculum, alongside the enrichment experiences and support offered, we enable our pupils to move to sustainable positive destinations.

Implementation

At Lodestar Academy we meet these intentions with:

14. The whole school curriculum

Our Key Stage 3 curriculum balances a strong core curriculum with opportunities to study art and humanities subjects. Alongside developing their academic knowledge, we use the Skills Builder programme to help pupils develop their essential skills of: listening, speaking, creativity, problem solving, staying positive, aiming high, leadership and teamwork. The Key Stage 3 curriculum has been designed to ensure that all pupils can build the necessary knowledge, understanding and skills to move on successfully to the Key Stage 4 stage of education, whether that is at Lodestar Academy or within a mainstream provision.

Core Curriculum:

Subject	Board	Specification link
English	AQA EL National Curriculum	https://www.aqa.org.uk/subjects/english/elc/step-up-to-english-5970/introduction https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#key-stage-3
Maths	EdExcel EL	https://qualifications.pearson.com/en/qualifications/edexcel-entry-level-certificate/mathematics-2017.html

	National Curriculum	https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study
Science	EdExcel EL National Curriculum	https://qualifications.pearson.com/en/qualifications/edexcel-entry-level-certificate/science-2016.html https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study
PSHE	National Curriculum (including RSE)	Lessons covering national curriculum requirements based on PSHE association In addition, use of Votes for Schools to debate up to date issues and share their view nationally SRE is built into these lessons
Careers		All pupils have access to careers information and guidance through use of Morrisby Careers and Morrisby Tracker.
SMSC, British Values, Citizenship		These are embedded throughout our curriculum and completions are recorded through Gridmaker.net as evidence

Non-Core Coverage, Assessed Using [IDEAS](#):

Subject	Coverage
Art	Pupils receive weekly lessons exploring a range of artistic techniques alongside a study of artistic schools.
Humanities	Pupils have a weekly lesson in history, geography and RS
Drama	Pupils have weekly lessons in drama, helping to develop their communication skills and confidence
Food Tech	Pupils have weekly food technology lessons
Skills Builder	https://www.skillsbuilder.org/

Our Key Stage 4 curriculum offers all pupils an opportunity to gain a number of qualifications. Our core offer ensures that pupils study English, maths and science to GCSE level, as well as developing their understanding of the modern world through the GCSE Citizenship Studies course. Pupils also receive instruction in ICT as part of the core offer. Our Pathway courses provide pupils with a choice of two further qualifications linked to areas of personal interest and skill and developed with local labour markets in mind.

At KS4, pupils study the following as core:

Subject	Board	Specification link
English	Eduqas GCSE	https://www.eduqas.co.uk/qualifications/english-language/gcse/eduqas-gcse-english-language-from-2015-e.pdf

Maths	AQA GCSE Edexcel FS L1	https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300/specification-at-a-glance https://qualifications.pearson.com/en/qualifications/edexcel-functional-skills/maths-2019.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments
Science	Edexcel ELC AQA GCSE	https://qualifications.pearson.com/en/qualifications/edexcel-entry-level-certificate/science-2016.html https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464
Citizenship	AQA GCSE	https://www.aqa.org.uk/subjects/citizenship/gcse/citizenship-studies-8100
Religious Studies	Eduqas short course GCSE	https://www.eduqas.co.uk/qualifications/religious-studies-gcse/#tab_keydocuments
PSHE		Lessons covering the national curriculum requirements In addition, use of Votes for Schools to debate up to date issues and share their view nationally SRE is built into these lessons
Food Tech	Eduqas	https://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition-gcse/#tab_keydocuments
SMSC, British Values,		These are embedded throughout our curriculum and completions are recorded through Gridmaker.net as evidence
Careers		CSW Group delivers independent careers information, advice and guidance to all KS4 pupils. All pupils have access to careers information and guidance through use of Morrisby Careers and Morrisby Tracker.
Sport		Non-examined.

Non-Core Curriculum:

These subjects are available to Pupils to study:

Subject	Content
Art	Pupils can choose to study a GCSE in Art. For Pupils who arrive later in KS4, they can study the Arts Award.
Sports Studies	Pupils can choose to study for a Level 1 qualification in Sports Studies as a Pathway B option.
Media Studies	Pupils can choose to study for a GCSE in Media Studies as a Pathway A option.
English Literature	Pupils can choose to study for a GCSE in English Literature as a Pathway A option.
Travel and Tourism	Pupils can choose to study for an iGCSE in Leisure and Tourism as a Pathway A option.
Duke of Edinburgh's Award	This award is available to Pupils as a Pathway B option.

Pupils receive the following number of lessons in the following curriculum areas across each school week:

	KS3	YEAR 10	YEAR 11
ENGLISH / LITERACY	4	4	5
MATHS / NUMERACY	4	4	5
SCIENCE	2	3	3
CITIZENSHIP	-	1	2
PSHCE	2	1	1
PE / SKILLS	2	2	2
ART	6	2	-
HISTORY	1	-	-
GEOGRAPHY	1		
FOOD TECHNOLOGY	2	1	
DRAMA	2		
RELIGIOUS STUDIES	1	1	1
PATHWAY A	-	4	4
PATHWAY B	-	4	4

15. In addition to these longer qualifications, shorter certificates are offered in

- Health and Safety
- Food hygiene

16. Additional qualifications may be followed dependent upon pupil's interests and prior study.

17. In addition, therapeutic offers to young people, dependent upon need, may include

- The Apricot Centre
- Mare and Foal
- SALT
- Motional interventions for behaviour
- Lego Therapy
- TIS interventions for behaviour

18. Alongside this broad curriculum offer, our intent is further met with a range of external visits, visiting speakers, focus events and charity days to add to our young people's experience.

Experiences our young people have the opportunity to engage with may include, but are not restricted to: visits from Careers South West (CSW), the DfE Activity Passport, DofE, volunteering and off-timetable drop-down days.

19. Our young people have the opportunity to stand for school council election, to represent their peers at the school council, enabling our learners to have a voice in their education and experience both locally and nationally.
20. Our school is also working to gain the Rights Respecting Schools Award at Silver level this year to demonstrate our commitment to developing our young people to understand their rights and the rights of others.
21. At a classroom level, implementation is demonstrated through our delivery of engaging lessons which allow our learners to succeed. We ensure our lessons are fully differentiated by need, and also preferred learning styles. We put learning into context for pupils, and use real world examples to show why the learning is important both now and in the future.
22. All lessons provide the opportunity for fully embedded literacy, numeracy, SMSC, RE and PD as well as other cross curricular links to ensure that learning is holistic and joined up.
23. Lessons have been planned to follow the National Curriculum or Exam board requirements and have been planned by a range of teachers to share experience and expertise to ensure our young people receive high quality input. They are then differentiated fully for the needs of each individual learner, and pitched at their working level with the opportunity for stretch and challenge to ensure good progression for all.
24. Marking and feedback is according to our policy and is moderated to ensure accuracy and consistency. Feedback provides clear actions for pupils to improve their work. Targets for each subject are clear, and are inside pupils books for ease of reference. This enables pupils to become responsible learners, and also gives clear direction on how to achieve.
25. We use teacher professional judgement, alongside regular work scrutiny and moderation to track our pupil's progress throughout the year. Mock exams help prepare our learners for their exams and to identify and support with related anxiety issues in preparation for their GCSEs. Exam style questions are used in lessons to support pupils and also to support teacher judgements. We do not routinely sit formal assessments in exam conditions as we do not feel this benefits our pupils, nor does it make good use of learning time.
26. Young people are supported with personalised approaches, following their BSPs, Motional assessments and learner profiles alongside subject specific assessment needs. They may receive 1:1 support, targeted individual or small group intervention

strategies, or technological assistance to overcome their barriers to learning ensuring success for our young people.

27. Lessons make use of techniques to revisit learning to support long term memory of concepts to further support achievement in current qualifications, but also to support pupils to see links in learning to provide a holistic view to their learning, rather than as isolated episodes.

Hidden Learning:

28. Outside of lessons and the curriculum offer, our original approach to supporting our pupils overcome their barriers to learning is evident. We have advocates on site to work with our pupils when extra support is needed, and who work closely with home and other services to fully support pupils both in and out of school. We have specific interventions to support with behavioural needs through Motional. We also have trauma informed schools trained staff.
29. Our school has a supportive and encouraging ethos, where pupils have freedom to express themselves and be listened to, and their successes are celebrated. Staff have high standards and expectation both academically and personally for themselves and our pupils.

Impact

We measure the impact of our approach through:

- External qualifications
- Number and range of qualifications pupils achieve
- Improvements in their Motional assessments
- Their destinations leaving us (tracked for a whole year, and support provided where necessary)
- Closing the gap in reading, spelling and numeracy ages
- Pupils returning to their mainstream education provision
- Regular review of the taught curriculum, and shared discussions on pedagogical approaches to ensure it remains relevant and meets the needs of our young people
- Regular review of our monitoring processes to ensure the highest quality of teaching and learning and sharing best practice.
- Regular monitoring schedule of both teaching and learning to ensure good progress for pupils and to ensure we meet and monitor the impact of our intended curriculum and approach.
- Continual improvements in quantity and quality off-site provisions and experiences to develop our learners' experiences and ambitions
- SEF reviews to monitor effectiveness of the whole curriculum
- Learner profiles and IBPs reviewed regularly and amended as necessary

- Improvements in attendance and reductions in behaviour incidents reflect on the appropriateness of the curriculum for our pupils

4. Definitions

SALT: Speech And Language Therapy

SLCN: Speech and Language Communication Needs

BSP: Behaviour Support Plan

ELSA: Emotional Literacy Support Assistant

5. Related policies

- Marking Policy
- Assessment Approaches
- Literacy across the curriculum guidance
- Numeracy across the curriculum guidance
- RSE Policy
- PSHE Policy
- SEN Policy
- SMSC Policy
- Safeguarding Policy
- Personal Development Policy
- Behaviour Policy
- External Trips and Visits Policy
- Provider Access Policy

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Curriculum Policy
EIA completed by:	Headteacher

Date of assessment:	September 2023
Assessment approved by:	LGB

We are committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, We have adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes
This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
Age Does this policy impact on any particular age groups or people of a certain age?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either

				positively or negatively on members of staff or pupils because of their age.
<p>Disability</p> <p>Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
<p>Gender reassignment (transsexual, transgender, trans)</p> <p>Does this policy impact on people who are transitioning from one gender to another (at any stage)</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
<p>Marriage and civil partnership</p> <p>Does this policy impact on people who are legally married or in a civil partnership?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.
<p>Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth)</p> <p>Does this policy impact on people who are pregnant or in their maternity period following the birth of their child?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.
<p>Race</p> <p>Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.

<p>Religion and belief</p> <p>Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.</p>
<p>Sex</p> <p>Does this policy impact on people because they are male or female?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.</p>
<p>Sexual orientation</p> <p>Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.</p>

3. More information/notes