



**STONE LODGE**  
SCHOOL

# Curriculum Policy

<b>Date Drafted</b>	January 2019
<b>Date Agreed with Trustees</b>	
<b>Date to be reviewed</b>	September 2021

## **Monitoring, Evaluation and Review**

The Governing Body will review this policy at least annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the School.



## **Vision, Values for Our Curriculum**

Stone Lodge School is a place where building successful lives for all our students is at the heart of everything we do.

We aim to provide the very best learning experiences to ensure that our students leave Stone Lodge well prepared for success in all aspects of their future lives, developing their skills, attitudes and abilities to enable them to achieve ambitious life goals. Our curriculum comprises of a broad and innovative range of learning experiences planned for each student. Our curriculum offer, in conjunction with excellent teaching, impacts positively on learning and progress, enabling all students to actively respond to the opportunities and challenges of a rapidly changing world.

### **Aims**

- To develop a learning community which is safe, purposeful, challenging and fosters mutual respect between all members.
- To secure the best possible progress and the highest academic achievement for all, by providing challenging learning and catering fully for the diverse needs of each of our students.
- To provide rich and varied contexts for students to acquire, develop and apply a broad range of knowledge, understanding and skills, to encourage a love of learning and a desire for lifelong learning.
- To enable all students to develop their creativity and talents to the full, using our STEM focus across the school to maximise this potential.
- To personalise our curriculum, ensuring it is flexible and appropriate, preparing students for the challenges of a fast changing modern world.
- To promote students' self-esteem and emotional well-being through our curriculum, offering opportunities for students to develop their knowledge, understanding and appreciation of their own and different beliefs and cultures.

High quality teaching enables students to enjoy their learning, achieve their potential and develop as individuals. This includes stimulating learning which:

- Improves knowledge, skills and understanding
- Endeavours to overcome barriers to learning
- Unlocks the next steps to further improvement for students
- Promotes the highest standards of behaviour for learning.

Opportunities are provided for all students to receive appropriate levels of challenge and support, to broaden their academic, cultural, social, sporting and technological horizons, preparing them for contributing positively to a diverse 21st Century society.

## Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

It complies with our funding agreement and articles of association.

## Objectives

### For Students

- To be fully involved in their learning at all stages, by participating in the setting of targets for improvement, completing all learning tasks within lessons and for homework with their very best effort, and by engaging with our systems for self-evaluation and review.

### For Parents and Carers

- To become actively involved in working with the school to support their child's progress and development, through consistent and regular communication and full involvement in the advice and guidance process at all stages.

### For Teachers

- To plan teaching effectively, allowing for the diverse learning needs of each group. Setting clear learning objectives linked to assessment criteria and planning for a range of activities to increase motivation and accelerate progress.

### For Heads of Department

- To ensure quality schemes of work and resources are in place to support lesson planning and delivery for all learning abilities. This must include the cross curricular provision in Literacy, Numeracy, ICT, and Oracy.
- To monitor, evaluate and review the quality of the curriculum and its impact on teaching and learning across the subject area, as outlined in the school policy, putting in place mechanisms for change where necessary.
- To monitor the academic progress of students across the curriculum and ensure any potential barriers to learning are recognised and strategies are put in place to remove them, which may involve our curriculum offer.

## **For the Head Teacher and SLT**

The Head Teacher and Senior Leadership Team (SLT) is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect those of the school and indicate how the needs of individual students will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- The school's procedures for assessment meet all legal requirements
- The LGB is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The LGB is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.
- To offer a programme of professional development that will ensure a quality curriculum for all our students.

## **For the Governors**

The LGB will monitor the effectiveness of this policy and hold the Head Teacher to account for its implementation.

The LGB will also ensure that:

- A robust framework is in place for setting curriculum priorities.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for students to cover the requirements of the funding agreement.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).
- It participates actively in decision-making about the breadth and balance of the curriculum.

## **A curriculum that meets the needs of its community**

At the core of our curriculum approach at Stone Lodge School, are our vision, values and overall aims. Our overall intent is to equip students to lead successful lives, and provide an academic and moral education in which students become informed and active citizens, embodying our values of Respect, Integrity, Determination, Equality and Self-management.

Also central to our curriculum design is our belief that the community we serve will benefit most from a curriculum that promotes Growth Mindset, a passion for the STEM disciplines and creativity, as well as, of course a thirst for academic excellence.

Growth Mindset is a core theme throughout our curriculum because we are a non-selective school in an area with several Grammars, and without this emphasis our students can develop the misconception that university and the highest professional roles are only suited to their selective school counterparts.

Our curriculum gives particular focus to sustaining passion in STEM subjects because this will present them with a wealth of opportunities both locally and globally. In the surrounding area of our school, recent years have seen huge growth in local industry, from rapidly expanding new housing developments, to the announcement of the large commercial development London Paramount Entertainment Resort. Also, number of Dartford based, established companies within design, construction and engineering such as Laing O' Rourke and Whitecode Design have already formed partnerships with us in order to enhance the STEM element of our curriculum. We are committed to working with local industry partners with a focus on ensuring our curriculum is both cutting edge and destination driven for our students and their community.

The rapid expansion of the local community continues to lead to growth in the public services industry, especially with locations like Darenth Valley Hospital, Blue Water and Ebbsfleet International being so close. Our curriculum places citizenship and public service at a high priority as students move through the school.

Whilst traditional academic rigour is one core of our curriculum, equally we place emphasis in the visual and creative arts, as we believe this broadens our student's horizons, enhances their cultural capital and increases their communication skill, confidence and creativity.

## Curriculum Organisation and Structure

Students will be taught in 6 50-minute blocks of time each day with lesson length reducing to 45 minutes on Wednesdays to allow for an earlier finish for extended extra-curricular opportunities and twilight staff development. Where appropriate, some lessons may be doubles, 1 hour 40 minutes, particularly for practical activities.

There will be a planned series of enrichment activities where students will be organised by subject areas to participate in activities that will enhance the curriculum, giving the opportunity for a range of different learning experiences, support for the core subjects, intervention, and cross curricular projects.

The curriculum offer will be reviewed annually in line with new statutory requirements and recommendations from external agencies. Decisions will be made based on the needs of our students in each year group, as we recognise that each separate cohort will have different strengths and needs.

### Key Stage 3 - Year 7&8: 30 50-minute Lessons Per Week

The key stage 3 programme of study is followed during years 7 and 8. In the core subject's students are generally set in single gender groups and set by ability.

<b>English</b> 4 Lessons ( <b>1 Drama</b> ) <i>Gender &amp; Ability Set</i>	<b>Maths</b> 4 Lessons <i>Gender &amp; Ability Set</i>	<b>Science</b> 4 Lessons <i>Gender &amp; Ability Set</i>
<b>Physical Education</b> 2 Lessons <i>Gender &amp; Ability Set</i>	<b>Religious Studies</b> 2 Lessons <i>Mixed Ability &amp; Gender</i>	<b>History</b> 2 Lessons <i>Mixed Ability &amp; Gender</i>
<b>Geography</b> 2 Lessons <i>Mixed Ability &amp; Gender</i>	<b>Art Design &amp; Technology</b> 3 Lessons <i>Mixed Ability &amp; Gender</i>	<b>Computing</b> 2 lessons <i>Mixed Ability &amp; Gender</i>
<b>Music</b> 1 Lesson <i>Mixed Ability &amp; Gender</i>	<b>Spanish</b> 3 Lessons (2 for Mand) <i>Mixed Gender, Ability Set</i>	<b>Successful Lives</b> 1 lesson <i>Mixed Ability &amp; Gender</i>
<b>Mandarin</b> 2 lessons (1 Spanish, 1 after school) <i>Most Able, Mixed Gender</i>		

## Key Stage 4 - Year 9 to Year 11: 30 50-minute Lessons Per Week

In Key Stage 4 students will follow the English Baccalaureate subjects, Religious Studies and three options, giving them 10 or 11 GCSE or equivalent qualifications. In the majority of subjects, students will be taught in ability sets, some coeducational and some single gender (outlined below). Option groups are mixed ability.

<b>English (Lit &amp; Lang)</b> 5 Lessons <i>Gender &amp; Ability Set</i>	<b>Maths</b> 5 Lessons <i>Gender &amp; Ability Set</i>	<b>Core &amp; Additional Science</b> 4 Lessons <i>Gender &amp; Ability Set</i>
<b>Physical Education (Core)</b> 2 Lessons <i>Mixed Ability &amp; Gender</i>	<b>Citizenship &amp; PSHE</b> 2 Lessons <i>Mixed Ability &amp; Gender</i>	<b>Religious Studies</b> 2 lessons <i>Mixed Ability &amp; Gender</i>
<b>Option 1</b> 3 Lessons <i>Mixed Ability &amp; Gender</i> <i>(Choose one from table A ensuring EBacc)</i>	<b>Option 2</b> 3 Lessons <i>Mixed Ability &amp; Gender</i> <i>(Choose one from table A or B)</i>	<b>Option 3</b> 3 Lessons <i>Mixed Ability &amp; Gender</i> <i>(Choose one from table A or B)</i>

### Options

Table A	Table B
<b>GCSE</b>	<b>GCSE</b>
<ul style="list-style-type: none"> <li>• History</li> <li>• Geography</li> <li>• Spanish</li> <li>• Mandarin</li> <li>• Triple Science (replacing Double)</li> <li>• Computer Science</li> <li>• DT (Product Design for Level 1 students)</li> </ul>	<ul style="list-style-type: none"> <li>• Art and Design</li> <li>• Drama</li> <li>• Business Studies/ Finance</li> <li>• Technology (DEC!)</li> <li>• DT Food Technology</li> <li>• RE</li> </ul>
<b>BTEC L1</b>	<b>BTEC L2</b>
<ul style="list-style-type: none"> <li>• Engineering</li> <li>• Applied Science</li> <li>• Sport</li> <li>• Public Services</li> <li>• Health and Social Care</li> </ul>	<ul style="list-style-type: none"> <li>• Engineering</li> <li>• Applied Science</li> <li>• Sport</li> <li>• Uniformed and Public Services</li> <li>• Health and Social Care</li> <li>• Performing Arts</li> </ul>

## **Successful Lives Programme**

Our 'Successful Lives' programme will develop students' knowledge, skills and understanding of:

- Spiritual, Moral, Social, Cultural (SMSC) issues
- Citizenship
- British Values
- Relationships and Sex Education
- Healthy lifestyles
- Careers
- Growth Mindset
- Financial independence

The programme is delivered through a number of curriculum approaches including:

- Termly 'Focus Days'
- Daily Tutor Periods
- Assemblies
- 'Successful Lives' weekly lessons
- Subject specific lessons where themes link with the Successful Lives themes

Students will be helped to cope with the pressures of modern society, to make informed choices about financial management, drugs and sexual health, as well as applying the learning of British Values to their lives both in and out of school. Tutors and close home-school links will effectively support this important aspect of the School. Teachers will seek to reduce the significant stresses and pressures that young people have to negotiate in their everyday life, encouraging positive behaviours which will be celebrated throughout the school.

## **Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Higher attaining students



- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

Further information can be found in our Equality Information and Objectives Statement, our EAL Policy and in our SEND Policy and Information Report.

### **Links with other policies**

This policy links to the following policies and procedures:

- Assessment Reporting and Recording Policy
- SEND Policy and Information Report
- Equality Information and Objectives Statement

