



LLOYD WILLIAMSON
FOUNDATION

The

**Lloyd Williamson
Schools Foundation**

Curriculum Policy

1. Introduction

At LWSF, we believe that children learn best in a safe environment where they feel comfortable. Teachers establish clear procedures and routines to underpin this, and they provide both challenge and support as appropriate to each child. We offer an integrated curriculum where subjects are linked, and we make frequent real-life connections supported by trips and projects. Small class sizes stimulate educational experiences that are relevant and accessible to all, and we engage in activities where children produce and share their work with their own class and others.

LWSF provides an education which supports all children to be prepared for the ever-changing world in which we live. Our focus is to support all students to feel good about who they are – to develop a strong sense of self – so they can meet the demands of an evolving world with discipline and rigour and feel validated for their efforts and achievements. We aim to ensure a smooth transition through the stages of education both at LWSF and on to other further stages beyond 11 and 16 years old.

We incorporate a thorough academic education with a development of personal character and relationship skills based on emotional literacy.

Our education is underpinned by our ethos that every child should feel valued and given the encouragement to become the best that they can be. Our objective is that our students will leave prepared for the many different directions in which life may take them. Our curriculum is challenging and inspiring and builds within each child a passion for life and learning. We work closely with parents and encourage a shared vision between the school and home.

We aim to cultivate a positive attitude towards learning which we believe will support them to be successful in later life.

Our curriculum is well planned for each age group and Key Stage and ensures that children of all abilities, including those with special education needs and/or disabilities can acquire knowledge and understanding, develop and practise new skills and make progress in a range of areas of learning. Where a child has a statement of special educational needs, (EHC Plan) we make provision to meet the requirements set out in the statement.

2. Aims and Objectives

Our curriculum aims to develop in all students:

- A passion for life and learn where children can become passionate about the talents and skills they are good at as well as feeling inspired and challenged to learn new things about themselves, others and the world.
- A capacity to be proactive, engaged and interested in questioning themselves, others and the world around them rather than being passive learners – we want them to learn through mistakes and taking considered risks.
- A sense of emotional literacy, where they can learn empathy for self and others and understand the impact of taking responsibility in building a positive community based on respect and empathy.

- A clear understanding of, and respect for, core British values including **democracy**, the **rule of law**, **individual liberty** and mutual **respect** for and acceptance of those with different faiths and beliefs.
- Positive engagement with diversity including age, gender, disability, race, culture, sexuality and the impact of socio-economics. To this end we are a Stonewall Champion School.
- A positive attitude towards health and fitness and an understanding of the importance of these.
- An interest in the safe use of ICT so they can use it effectively in the world in which they live.

In summary, we support our children to be curious and have a thirst for knowledge, know how to learn and work independently as well as part of larger community, understand their own abilities, strive to pursue their best results, are kind and compassionate, live healthy lifestyles, are prepared for the next stages of life and have respect for self, others, and the world.

We do this by providing a fun, engaging, and stimulating learning environment that supports children to feel good about what they know and challenge them to go beyond what they know. We have high expectations by encouraging independent learning and self-discipline. We have an established and mutually supportive partnership, in which parents and staff share responsibility for the education of the children. Through resources and opportunities for discussion and learning, we promote awareness of, and respect for, a diversity of cultures, values and beliefs and abilities. We work together to create a caring community of learners, where every child feels safe and valued and ensuring that all children have appropriate and equal access to the curriculum to meet their learning needs.

LWSF staff contribute to the aims of the policy through their own learning and interests. Teachers provide a safe space where children learn to take considered risks and make mistakes they can learn from. Staff encourage and reward students for doing their work to the best of their ability. Teachers plan and deliver stimulating lessons which are appropriate to the age and development of the children, and in which all children feel able to participate.

3. Monitoring and Review

This Policy is subject to continuous monitoring, refinement and audit by the Co-Principals. All teaching staff contribute in reviews at staff meetings.

4. Parents and Communication

Parents are encouraged to know the curriculum and documents are provided online e.g. Curriculum Topic List, Year Group Curriculums, as well as through parents evenings and bi-annual reports.

5. Implementing the Policy

This policy is implemented via appropriate schemes of work and the teachers' planning (Medium Term and Weekly Lesson Plans). These plans account for the age and needs of all pupils, including those with an EHCP.

6. Assessment

The school has a high ratio of teaching staff to pupils and we also have a close working relationship with parents/ guardians. This enables us to know the children well, be able to assess their needs and plan lessons to take account of each child.

Assessment is ongoing. Formal assessments are GL and Star Assessments. The children complete in house tests and assessments and staff make 'teacher' based assessments. The assessments become more formal as the children get older (usually from year 6 upwards). This process enables teachers to be able to accurately plan and then deliver appropriate work and also allows us to see each child's progress. Progress is summarised in bi-annual reports.

7. How the curriculum prepares our children for life in the modern world

- Curriculum talks: parents and people from the wider community come in to talk to the children about their vocations and chosen paths. The children have opportunities to ask questions.
- Trips: children throughout the school learn about different professions via the extensive trips programme
- Clubs: LWSF is committed to offering a broad range of clubs, many delivered by visiting professionals
- Curriculum: subjects contribute to an understanding of future careers (for example, from Year 6 upwards the children learn about social maths e.g., salaries, mortgages, taxes etc). In the secondary school. We offer a programme of Art, Music, Drama and Film Studies which are taught by specialists.
- Options Evenings and Career talks: These are for students in Yr 8 and above.
- Goal Setting and Life planning meeting: these are monthly for each child in Years 9-11.

8. How the curriculum prepares our children for life in British society:

- Trips: we plan for a range of trips which foster respect for cultural and religious diversity. These include mosques, temples, churches and museums.
- Curriculum: Teachers plan and execute a wide-ranging topic based curriculum which includes programmes covering Geography, History and Religious Studies (mainly teaching world faiths). The PSHE and Relationships programme supports understanding of and discussion about the rights and responsibilities of the individual as well as an awareness of their place in the community. This includes acceptance of and respect towards diversity including protected characteristics. We are a Stonewall Champion School.
- Social education - the school's **Behaviour Policy** aims to support children to understand the responsibility they have towards taking responsibility for their actions. We aim to support children to understand through awareness the impact they have on others and to get to root causes for acting out. This policy is underpinned with training for staff in Transactional Analysis. Teaching staff undertake a TA101 course to understand how thinking, feeling and behaving are interrelated.
- ICT: we encourage the safe and responsible use of ICT. We encourage its safe use and teach responsibility in line with relevant policies including Safeguarding and Child Protection. We aim to promote that responsible and reflective use will in turn promote good mental health.

9. Children with Special Educational needs and Disabilities (SEND)

We understand that all children have a variety of needs and our policies and practices ensure that each child's needs are identified as quickly as possible so that accommodation can be made for individual needs. In the first instance this is making provision in the planning for differentiation or, more specifically, where a significant need is identified we aim for assessment and the provision of an Individual Education Plan which can be put in place. The IEP is designed to provide the additional assistance that a child might need. They are monitored by the class teacher and by the school's SENCo. Parents and where possible and appropriate their child are always involved in the planning, learning, and reviewing stages. The child is at the heart of all decisions we make. When the school needs external help to support the needs of the child, we will apply for an EHC plan.

10. English as an Additional Language (EAL)

LWSF is committed to providing children with the necessary support and teaching when they have English as a second language. As with all needs, individual plans will be made, and support offered as needed. This may include (at additional cost invoiced to the parents) bringing in additional 1:1 support.

11. Homework

Homework is set as appropriate throughout the school. Parents of children in all age groups are encouraged to read with their children. Throughout the school, LWSF signs up every child to IXL online learning platform for English and Maths.

Reception / Sprites: Approximately set homework includes nightly reading and revision of spellings. Additional set tasks should be no longer than 60 minutes per week.

Years 1 and 2: as above but additional set tasks to cover 1 – 2 hours per week.

Years 3 – 6: Reading and Spellings and additional tasks at 3 hours per week.

Years 7 – 8: Nightly reading plus additional tasks at 30 – 45 minutes per subject.

Years 9 – 11: Nightly reading with additional tasks at 10- 12 hours per week.

ALL children are expected to read widely

12. Communication with Parents/Carers

We believe that parents and carers have a fundamental role to play in helping children to learn. To this end we do all we can to inform them about how their children are learning and achieving by:

- Holding Parent / Teacher meetings each Spring Term – we have an open-door policy where parents can make an appointment with teachers at any time to discuss progress and concerns.
- Sending information to parents/carers at the start of the Autumn term, in which we outline the topics that the pupils will be studying during the following academic year.
- Uploading Curriculum Policies and to the School Website
- Sending reports to parents/carers, in which we explain the progress made by each child and indicate how the child can progress or improve further. These are bi-annual and are sent at the end of each autumn and summer term.
- Maintaining communications with all parents/carers via questionnaires and newsletters weekly class emails from teachers and email communications with the Principal. This includes teachers to parents' memos and texts.

13. Parental Responsibility

We believe that parents/carers have a responsibility to support their children and the school in implementing School Policies. We encourage parents to:

- Ensure that their child has the best attendance and punctuality possible
- Do their best to keep their child healthy and fit to attend school
- Inform the school if there are matters outside of school, which are likely to affect a child's performance or behaviour at school
- Promote a positive attitude towards the school, staff and learning in general.

14. Concerns and Complaints

Parents/Carers who have concerns or wish to discuss any aspect of the school curriculum should, in the first instance, discuss these with the child's teacher. If the issue is not resolved, parents should contact the Principal. If appropriate or necessary, the school has a separate Complaints Procedure in place, which is on the school website or can be obtained from the School Office.

Reviewed: November 2022

Next review due: August 2024

Lucy Meyer
Co-Principal