Leytonstone School

Curriculum Policy

Rationale

It is our responsibility, as a centre of excellence, to empower every pupil at Leytonstone School with a broad range of skills, schema and characteristics to excel in their educational journey and in the life which lies school.

We aim to create an educational environment in which all pupils can become accomplished, confident and creative young people. We also aim for them to have a capacity for leadership and the ability to excel in learning, both now and in the future.

Self-efficacy when faced with challenge, is crucial to ensuring our pupils flourish.

The structure of the formal, pastoral and enrichment curriculums at Leytonstone School make a fundamental contribution to these aims and seek to provide a broad and balanced education for young people which engages them, and supports their achievement.

There is a strong strand of ICT, enterprise and work-related learning running throughout the curriculum. This enables students to meet the demands of the work-place and ensure that they can secure a stable socio-economic future for both themselves and their families.

The enriching curriculum at Leytonstone School is fully inclusive from Year 7 to Year 11. It is owned by all stakeholders through a process of thorough evaluation of its implementation and impact.

It is intelligently sequenced but also flexible and responsive.

Aims and Purpose of the Curriculum

Leytonstone School aims for learners to:

1. Be orally articulate with effective interpersonal skills, demonstrating high levels of self-regulation and emotional intelligence.

2. Benefit from learning and researching independently, thus creating evaluative and critical thinkers who are aware of how they learn.

3. Develop high levels of numeracy and literacy alongside effective time management and organisational skills, in order to master habits necessary for further education, training and employment.

4. Present themselves well and maintain resilient mental and emotional health with a strong awareness of when to seek help and the support available.

5. Value their education and the opportunities which exist for them in the wider world and be curious in discovering future potential career pathways.

6. Exude confidence, resilience and ambition.

7. Respond with politeness and kindness whilst demonstrating empathy and respect for their peers and the rest of the school community

8. Know, understand, respect and address constructively, ideas about meaning and purpose that shape the world in which they live and which influence culture, belief, social systems and lifestyle.

Curriculum 'cores' at Leytonstone School

There are six core parts to the curriculum at Leytonstone School which are present as themes through the programmes of study of each subject area. They relate directly to the rationale and aims of the curriculum policy and to the vision, strategic plan and ethos of the school.

Core 1: Depth

'Critiquing the best of what has been thought and said'

The specifics of what we want pupils to learn are at the core of all curricula in the school. Skills and understanding are forms of knowledge and it is understood that acquiring and critiquing powerful knowledge is an aim in itself. Our pupils are all empowered through knowing things and that this is not left to chance.

Core 2: Relevance

'Educating the children of today to be the people of tomorrow'

We teach rigorous and relevant curricula that are demanding as pupils are expected to apply essential concepts and skills to real-word and complex situation. The content of the school's curricula is not just interesting but includes intellectual challenge. When pupils meet these challenges, their learning has new meaning and value beyond the classroom setting.

Core 3: Expression

'Reality leaves a lot to the imagination'

Pupils are encouraged to make critical judgements based on a sound knowledge of a variety of contexts; judgements about cultural values, cultural history, aesthetics, quality, craftsmanship and fitness for purpose, and are provides with opportunities to engage in enriching pursuits and programme that yield lifelong benefits in well-being.

Core 4: Communication

'Floating on a sea of talk'

Oral language is a fundamental means of communication. Through talk, pupils not only communicate information but also explore and come to understand ideas and concepts; identify and solve problems; organize their experience and knowledge; and express and clarify their thoughts, feelings, and opinions. When pupils converse about information and ideas, they become aware not only of the various perspectives of other speakers

and writers but also of the language structures and conventions they use. This dimension of the curriculum is also addressed through public performance and public speaking. This dimension is a key contributor to pupils' ability to develop self-confidence and communication skills. Pupils are encouraged to become articulate and to be confident in accessing different 'voices' depending on the purpose of their talk. Students have opportunities to make purposeful presentations that allow them to speak with authority on significant subjects.

Core 5: Inclusion

'Ways of seeing'

All pupils are able to access a curriculum which leads to a progression route. Every pupil is valued and treated as an individual. The curriculum has high expectations of pupils no matter their starting point. Adaptive teaching is the method by which the curriculum is delivered to and accessed by pupils. We offer a curriculum that represents the diversity of our pupils; one in which they can see themselves and, of which, they can feel a part. Pupils and staff are encouraged to co-create the curriculum by sharing knowledge and experiences.

Core 6: Leadership

'Leadership is an action, not a position'

The development of the capacity for leadership is a key strand of the educational provision at Leytonstone School. It is important that pupils are equipped with the attributes and skills that will support successful leadership across a range of contexts. Pupils are encouraged to develop confidence and demonstrate their leadership in a safe and constructive environment.

The Formal Curriculum

Key Stage 3

In September 2014 a new National Curriculum was be introduced for pupils studying in maintained schools. Pupils at Leytonstone School access a broad curriculum as outlined by the National Curriculum

The National Curriculum proposes a three-year KS3 and a terminal two-year KS4. In previous years Leytonstone School adapted the structure of the curriculum in order for pupils to begin GCSE study in Year 9, whilst also covering aspects of the National Curriculum. Trends in outcomes from 2017 to 2019 would suggest that beginning GCSE studies in Year 9 has not had the intended impact on outcomes.

From September 2020, pupils at the school will extend the time pupils have to engage with the curriculum before making GCSE subject selections. Year 9 will continue to be a transition year in which pupils are exposed and prepared for KS4 study.

As far as possible the school aims to include pupils with SEND needs in all aspects of the mainstream curriculum.

Pupils with high prior attainment have enhanced opportunities to access additional challenge in courses and programmes which are beyond the requirements of qualifications.

Key Stage 4

From September 2020, Leytonstone School will offer pupils the option to choose GCSE study in creative and expressive arts (including Design and Technology, PE and Media Studies), the humanities (with Philosophy and Ethics as core) and a free choice in the remaining suite of qualifications. The school offers a limited range of vocational qualifications but more investigation needs to take place in order to ensure that pupils have access to qualifications that will enhance the next stage of their learning.

At Key Stage 4 a small group of pupils with SEND needs are disapplied from some courses and study the Prince's Trust programme of qualifications along with Entry Level programmes. These pupils may also have opportunities to work on the ASDAN key skills Youth Awards as well as Certificates of Achievement offered by a number of examination boards.

Framework for formal curriculum content (includes PSHRE)

Each subject area provides the following documentation to enable the curriculum to be taught effectively and maintain standards of progress for pupils:

1. **Curriculum vision/intent statement**: This outlines the aims of the subject, the importance of the curriculum and its contribution to learning

2. **Curriculum map:** This outlines the titles of the modules / units of study and rationale behind sequencing. This is sometimes known as a long term plan or a curriculum overview.

3. **Medium term plans:** These include schemes of work for each module / unit of study which outline the objectives and content of individual lessons. Also included are formal assessment dates and tasks, adapted resources and home-learning.

4. **Short term plans:** These are lesson plans which supplement the schemes of work; teachers are encouraged personalise these for their own classes.

It is an expectation that Heads of Department evaluate the effectiveness of the proposed curriculums for their subject on a termly and annual basis in order to support effective planning for progress.

Timetabled learning 2020-21

There are 60 periods of fifty minutes available fortnightly at Leytonstone School as part of the formal timetable. Time is divided between subject areas in order to achieve an appropriate balance and breadth for the pupils in their skills acquisition. Some learning takes place in twilight sessions to enable flexibility and choice. e.g after-school Triple Science option

Year 7 to Year 9

Subject	Periods	Subject	Periods
English	8	Computing	3
Maths	8	Religious Studies	3
Science	8	History	4
		Geography	4
Art	3	French/ Spanish	4
Drama	3	PSHRE	1
Music	3		
PE	4	**Total**	**60**
Technology	4		

Year 10 to Year 11

Subject	Periods	Subject	Periods
English	8		
Maths	8	Option A	8
Science	9	Option B	8
		Option C	8
PSHRE	1	Option D	8
PE	2		
		Total	**60**

The Additional Curriculum (PSHRE) 2020-21

	Autumn 1 - Health and Wellbeing	Autumn 2 - Living in the wider world	Spring 1 - Relationships	Spring 2 - Health & wellbeing	Summer 1 - Relationships	Summer 2 - Living in the wider world
Year 7	**1. Transition** to secondary school 2. **Diet, exercise** and how to make healthy choices	**1.Enterprise skill**s and introduction to careers 2.Challenging career stereotypes and **raising aspirations**	**1.Diversity, prejudice** and **bullying** including cyber bullying 2.Managing **on- and off-line friendships**	1.The risks of **alcohol, tobacco** and other substances 2.Managing **puberty** and the issues of **unwanted contact** and **FGM**	**1.Self-esteem, romance** and friendships 2.Exploring **family** life	1.Making **ethical financial decisions** 2.Saving, **spending and budgeting** our money
Link to PS	1. H1, H2, H3, H4, H5, H19 R1, R2, R3, R4, R6, R13, R29, R30, R34 W2, L8, L9 2. H13, H14, H15, H16, H17, H18, H23, H31, H32 R6, R7, R30, R31	1. W9, W15, W16 2. W1, W2, W7, W9, W10, W12	1.H19, H20 R27, R28, R30, R35, R36 W3, W4, W6, W7, W17 2.R1, R3, R4, R5, R6, R7, R8, R11, R13, R28, R29	1. H18, H20, H24, H25, H26, H27, H28, H29, H30, H31 R30, R31, R32 2.H4, H5, H7, H8, H9, H10, H31 L5, L6	1. H12 R1, R4, R5, R6, R7, R8, R13, R14, R15, R22, R23, R25 2.R1, R6, R8, R9, R10, R11, R17, R22, R25	1.W18, W20 2 .W18, W20
Parent notification				Yes	Yes	
Department/ Staff Collaboration/ external	Food Tech, PE and Science					

Year 8	1. Periods and Period Equality 2. **Alcohol and drug misuse** and **managing peer influence**	1.Understanding careers and future aspirations 2.Identifying learning strengths and setting goals as part of the GCSE options process	1. Tackling **racism and religious discrimination**, promoting human rights 2. **Online safety** and digital literacy	1. **Mental health** and emotional wellbeing, including **body image** 2. Managing change and loss	1. Introduction to **sexuality and consent** 2. Introduction to **contraception** including condom and the pill	Evaluating value for money in services Risks and consequences making financial decisions
Link PS	1. 2. H20, H24, H25, H26, H27, H28, H30, H31, H32 R30, R31, R32	1. W1, W3, W4, W5, W6, W7	1.H8, H20 R1, R3, R18, R19, R27, R28, R30, R31 W1, W3, W4, W5, W6, W7 2.W2, W3, W5, W19, W21, W23 R6, R23, R30, R31, R35, R36, R37, R38 W17, W19	1. H1, H2, H3, H4, H5, H6, H13, H14, H15, H16, H17, H18, H19, H31 2.H4 R5, R12	1. H1 R1, R3, R4, R5, R6, R7, R8, R13, R14, R15, R16, R17, R18, R19, R20, R21, R22, R23, R25, R28, R29, R30, R31, R36, R37 L5 2.H11, H12 R3, R5, R6, R14, R15, R17, R21, R22, R30	1. W18, W20 2. W15, W16, W18, W19, W20
Parent notification					Yes	
Department/ Staff Collaboration/ External		SEN Department	IT Department	School Counselling Services	DSL	

Year 9	1. **Peer pressure**, assertiveness and risk, gang crime 2. Dieting, lifestyle balance and **unhealthy coping strategies**	1.**Rights and responsibilities** in the community including tackling age and **disability discrimination**	1. **Managing conflict at home** and the dangers of running away from home 1. Tackling **homophobia, transphobia** and **sexism**	1. Managing **peer pressure** in relation to illicit substances 2. Assessing the risks of **drug and alcohol abuse** and addiction	1. Relationships and sex education including healthy relationships and **consent** 2. The risks of **STIs, sexting and pornography**	1. Planning and carrying out an **enterprise project** 2. Reflecting on **learning skills** development in key stage 3
Link to PS	1.H1, H4, H19, H20, H27 R1, R3, R4, R6, R7, R8, R28, R29, R30, R31, R33, R34, R35 W1 2. H1, H2, H3, H4, H5, H6, H7, H13, H14, H15, H16, H17, H18, H19, H31 R6, R7, R30, R31 W1, W2	1.H1, H3 R2, R3 W1, W2, W7, W8, W9, W10, W11, W12, W13, W15 2.H1, H3 W1,W2,W7,W8,W9, W10, W12, W13, W14	1.H4, H8, H20 R1, R4, R5, R6, R29, R31, R36 W1, W6 2.H7, H19 R24, 25, 26, 27, 28, 29, 30 W1, 3, 4, 5, 6, 7	1. H1, H24, H25, H26, H27, H28, H30 R3, R30, R31, R32 2. H20, H24, H25, H26, H27, H28, H29, H30, H31 R31, R32	1. H1, H4 R1, R3, R4, R5, R6, R8, R13, R14, R15, R16, R17, R18, R19, R20, R24, R29, R30 W17 2.H4, H11, H12, H18, H19, H20, H31 R3, R5, R6, R7, R14, R15, R21, R22, R23, R28, R29, R35, R36, R37, R38 W17	1.H1, H2 R1, R2, R3 W7, 15, 16, 17, 18 2. H1, H2 R1, R2, R3 W7, 15, 16, 17, 18
Parent notification					Yes	
Department/ Staff Collaboration / External						

Year 10	1.**Peer pressure**, assertiveness and risk, gang crime. 2.Dieting, lifestyle balance and **unhealthy coping strategies**	1. Understanding the causes and effects of **debt** 2. Understanding the risks associated with **gambling**	1. Tackling **relationship myths** and expectations 2. Managing romantic **relationship challenges** including break ups	1. Further exploring the influence of **role models** 2. Evaluating the **social and emotional risks** of drug use	1.Understanding different families and learning parenting skills 2. Managing change, grief and bereavement	1. Preparation for **work experience** 2. Evaluation of work experience and readiness for work
Link to PS	1.H1, H2, H3 R29 W1, W10, W11, W12, W13 2.H1, H3, H4, H5, H6, H15 R1, R29	1.H3 R1 W20, W21, W22 2.R29 W11, W20	1. H1, H10 R1, R2, R5, R6, R8, R13, R14, R15, R17, R21, R29 2.H6 R1, R5, R6, R7, R8, R9, R15, R16, R17, R18, R19, R21, R22, R29	1. H6, H7, H9, H14, H16, H17 R14, R18, R29 L6 2.H1, H7, H9, H14, H15, H16, H17 R7, R16, R18, R29	1. H8 R1, R2, R3, R4, R5, R6, R8, R20, R22, R23, R24, R25, R26, R27, R28 2.H3, H6 R1, R3, R5, R6, R10, R11, R12, R28, R29	1. H12, H13, H14 W1, W2, W8, W9, W10, W11, W12, W13, W14, W15, W16, W17, W18 2.H1, H2 W1, W2, W8, W10, W11, W12, W13, W14, W15, W16, W17, W18, W19
Parent notification					Yes	Yes
Department/ Staff Collaboration / External	Inclusion, School Counselling Services	Business Studies and IT		School Counselling Services	School Counselling Services	

Year 11	1. Promoting **self-esteem** and coping with stress 2. Learning and **revision skills** to maximise potential	1. Understanding the **college application process** and plans beyond school 2.**Skills for employment** and career progression	1.**Personal values** and assertive communication in relationships 2. Tackling **domestic abuse and forced marriage**	1.**Health and safety** in independent contexts 2.Taking responsibility for **health choices**	1. British values, human rights and community cohesion 2.Challenging **extremism and radicalisation**	
Link to PS						
Parent notification						
Departemnt/ Staff Collaboration / External		DHT – Teaching and Learning	DSL		DSL	

The Enrichment Curriculum

The enrichment curriculum is a highly important part of pupils' learning at Leytonstone School and is as highly valued as the formal and additional curricula.

Pupils are encouraged to take up opportunities to participate in learning outside of the classroom which supports and extends the knowledge they acquire within the classroom.

The range of enrichment activities is vast and each of them builds on the core areas of the curriculum at the school.

A snapshot of the activities includes:

Pillar 1 – Depth

- MFL language clubs (five languages offered)
- Art club
- Geography – What is going on in the world?
- Home Learning club
- Robotics club
- STEM club

Pillar 2 – Relevance

- Geography – What is going on in the world?
- Pupil Parliament

Pillar 3 – Communication

- Pupil Parliament
- Jack Petchey 'Speak Out'

Pillar 4 – Inclusion

- Circle of Friends
- Sports clubs (three sports offered)
- Prayer opportunities

Pillar 5 – Expression

- Knitting club
- Anime club
- Art club

- Dance club
- Music clubs (five offered)

Pillar 6 – Leadership

- Pupil Parliament

Additional curriculum resources

Pupils at Leytonstone School are encouraged and given opportunities to develop confidence as independent learners. Independent learning enables the pupils to take the initiative in recognising their learning needs and undertaking the processes involved to meet them. For this reason, the school provides resources for pupils through which they can learn independently of the classroom.

Resource 1: Learning Resource Centres

There is soon-to-be a new state of the art school library where pupils will be encouraged to take ownership of their learning though reading and research. It is anticipated that the library will run the following programmes throughout the academic year in order to facilitate pupils in this aim:

- Author visits
- Books matched to subject curricula
- Topical focus weeks
- Online access to national library archives
- Department 'top ten' lists

Resource 2: Virtual Learning Environment

The school maintains a VLE (virtual learning environment) where pupils have access to learning resources to support the development of their knowledge and skills from outside the lesson and outside of school.

Resource 3: Integrated IT learning

Students have access to ICT facilities and the school aims to develop clear links between the Computing curriculum and the rest of the school in order to ensure that pupils acquire the necessary IT skills required for further education and employment.

Resource 4: Trips and Visits

Students are encouraged to participate in a number of local, national and international educational visits over the academic year. These visits allow students to draw on both their academic and personal skills. Participating in these visits has the invaluable impact of making the learning within the classroom both real and relevant for the students.