



LIGHTHOUSE
SCHOOLS PARTNERSHIP

Curriculum Policy

Lighthouse Schools

Partnership

Approved by: The Trust Board **Date:** 15 June 2020

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Excellence from Early Years to Sixth Form

Our Vision:

- Collaboration between schools delivering excellence for children and young people

Our Values and Beliefs:

- Belief in the transformational and life-enhancing power of education
- Service to our community
- Partnership and professional generosity
- Honesty and openness

Our Aims:

- A rich and exciting curriculum where our pupils thrive and develop character
- Strong progress in outcomes, especially for disadvantaged children and young people
- Excellence in professional learning and development
- Strong and strategic leadership at all levels
- High quality and cost-effective central services

Our Culture:

- Significant delegated authority to each Headteacher and Governing Body
- Our schools maintain their own character and distinctiveness





1. Curriculum aims

In order to secure excellence in all Trust Schools from Early Years to the Sixth Form the curriculum aims to:

- inspire and promote the learning, development and curiosity of the youngest children, recognising the importance of Early Years as a fundamental/discrete stage in a child's learning journey;
- nurture all children so that they become knowledgeable, emotionally literate and respectful citizens;
- provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge, skills, future learning and employment;
- enable all pupils to develop sequenced knowledge, understand concepts and acquire skills within a clear progression, and be able to choose and apply these in relevant situations;
- develop pupils' independent learning skills and resilience;
- map across single or mixed age groups in primary schools as appropriate;
- support all pupils' personal, spiritual, moral, social and cultural development;
- support all pupils' physical and mental development and responsibility for their own health, and enable them to be active;
- promote a positive attitude towards diversity and learning about other cultures and beliefs;
- equip all pupils with the knowledge and cultural capital they need to succeed to work towards their life goals in life;
- ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support;
- have a high academic/vocational/technical ambition for all pupils (as appropriate);
- ensure secondary schools provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals;
- ensure secondary schools, provide a broad curriculum prioritising a strong academic core of subjects, such as those offered in the EBacc;
- ensure in all Trust church schools, there is an expectation that the curriculum also reflects and embeds the distinctive Christian vision and values.

2. The Trust Aligned Curriculum Model

- Work with Teaching Schools to ensure CPD is available to support agreed content in curriculum.
- An overall primary curriculum schema that meets Ofsted and DfE National Curriculum standards.
- A range of best-practice resources including curriculum maps, knowledge organisers, schemes of work and lesson plans which align to the curriculum model.
- Secondary school curriculum follows on from the Lighthouse Schools Partnership primary curriculum.
- Optional adoption of Trust individual subject curriculum and schemes of work for each subject (some or all of which may utilise Lighthouse School Partnership resources) or recommended curriculum schemes of learning e.g. Charanga for music, Create Development Real PE, Jigsaw for PSHE.
- RE to reflect C of E or Community status.



3. Legislation and guidance

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#)

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](#) the Trust has chosen to follow.

This policy reflects the 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](#)

Governors and Leaders in Church schools should also refer to two further documents:

- The Vision for Education: <https://www.churchofengland.org/more/education-and-schools/vision-education>
- The SIAMS Evaluation Schedule [SIAMS Evaluation Schedule 2018.pdf](#)

This policy complies with our funding agreement [Funding Agreement](#) and articles of association [Articles-of-Association-June-2018.pdf](#)

4. Roles and responsibilities

4.1 Monitoring

The **Trust Board** will monitor the effectiveness of this policy and hold the Director of Education to account for its implementation.

The **Local Governing Board** and **SEND governor** will also ensure that:

- it monitors the effectiveness of this policy and holds the headteacher to account for its implementation;
- a robust framework is in place for setting curriculum priorities and aspirational targets;
- the school complies with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement;
- proper provision is made for pupils with different abilities, talents and needs, including children with special educational needs or disabilities (SEND) or EAL;
- all courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state;
- the school implements the relevant statutory assessment arrangements;



- › it participates actively in decision-making about the breadth and balance of the curriculum;
- › pupils from Year 8 onwards receive independent, impartial careers guidance, and that this is appropriately resourced;
- › Additionally, in LSP church schools, that they monitor the effectiveness of the curriculum in reflecting the distinctive Christian vision and values of their school.

4.2 Headteacher

The headteacher is responsible for the implementation of this policy, and ensure that:

- › all required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils 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;
- › they manage requests to withdraw children from curriculum subjects, where appropriate;
- › the school's procedures for assessment meet all legal requirements;
- › the governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- › the governing board 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;
- › additionally, in LSP church schools, that the broad and balanced curriculum also reflects the distinctive Christian vision and values of their school.

4.3 Other staff

- › Teachers and support staff should implement the school curriculum policy in accordance with this policy.
- › Curriculum leaders show an understanding of important concepts related to curriculum design, such as knowledge progression and the sequencing of concepts.

5. Organisation and planning (delegated to each school)

- › Curriculum coverage allows all pupils to access the content and make progress through the curriculum.
- › Leaders prioritise reading to allow pupils to access the full curriculum offer.
- › Leaders prioritise mathematical fluency and confidence in numeracy.
- › Curriculum leaders have clear roles and responsibilities to carry out their role in curriculum design and delivery.
- › Curriculum leaders have the knowledge and skills to design and implement the curriculum.
- › Leaders at all levels, including governors, regularly review the curriculum to ensure it aligns with each school's curriculum map.
- › Curriculum leaders ensure that CPD on curriculum requirements is available for staff.
- › Curriculum leaders ensure the curriculum meets pupils' leaning needs.
- › Curriculum delivery is equitable for all groups as appropriate.



- › Curriculum leaders ensure interventions enhance pupils' capacity to access the full curriculum.
- › There is an optional Trust model for long-term and medium-term planning expectations.
- › There is an optional Trust model for curriculum progression for each subject.
- › There are optional intent statements for English, mathematics, science, history and geography, knowledge organisers for history and geography and lesson plans for science.
- › Curriculum mapping ensures sufficient coverage across the subject over time.
- › A Trust shared portal stores resources available to support curriculum delivery;
- › Summative and formative assessment in each subject shapes future learning.

6. Inclusion

Teachers in all Trust schools set high expectations for all pupils. They will use summative and formative assessment to set ambitious learning goals and plan challenging work for all groups, including:

- › Higher attaining pupils
- › Pupils with low prior attainment
- › Pupils from disadvantaged backgrounds including those who are higher attaining
- › Pupils with SEND
- › Pupils with English as an additional language

Teachers plan personalised lessons and intervention so that pupils with SEND can study each National Curriculum subject, wherever possible, and ensure that there are no barriers to each pupil achieving.

Teachers facilitate the development of the child or young person to help them achieve the best possible outcomes. A personalised curriculum meet needs that are broader than the national curriculum.

Teachers take account of the needs of pupils whose first language is not English. Teachers plan lessons so that teaching help pupils to develop their English, and to support pupils to take part in all subjects.

English, mathematics, science, history and geography in 2019-2020 and the remaining subjects in 2020-2021 design technology, computing and art. The Trust recommends Charanga (Music), Create Development Real PE and Jigsaw (PSHE). The Trust will recommend schemes for MFL and RE and RSE in 2020/2021.

Networks will develop knowledge organisers and lesson plans across all subjects in 2020/2021.

7. Monitoring arrangements

Trustees monitor each school to check it is complying with its funding agreement and teaching a broad and balanced curriculum. Trustees receive reports from the Director of Education that evaluate the quality of the curriculum in each Trust school as part of the overall quality of education.

Governors monitor whether the school is teaching a broad and balanced curriculum that includes the required subjects, through meeting with curriculum leaders; shadowing the work of curriculum leaders who are undertaking planning scrutinies, lesson visits, sampling pupils work and talking to pupils to capture pupil voice.

