



CHILDWALL
SPORTS &
SCIENCE ACADEMY

LYDIATE
LEARNING TRUST

**Childwall Sports and Science Academy
Curriculum Statement and Policy
2020-2021**

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Section A: Lydiate Learning Trust Curriculum Vision & Overview

“We engage with all within our Trust and beyond to enable them to show the world their particular strengths, their ideas and their passion”

The schools within Lydiate Learning Trust believe that all our students have the right to a fully inclusive and diverse curriculum. A curriculum that is knowledge-based and which will equip our students with key skills for every stage in their educational lives and beyond. We believe we empower individuals through learning producing confident young adults with high levels of perseverance, proficiency and integrity.

Our schools plan their curriculum based on proven research but aim to encourage curiosity, discovery, creativity, co-operation, resilience and independence.

At LLT we include not only the formal requirements of a curriculum but also extra-curricular and deeper learning that are carefully planned in order to enrich the student’s experience. We look to enhance everyone’s cultural capital. We promote an enterprising culture that creates close working partnerships with businesses and wider partners.

We place a strong emphasis on reading, writing, oracy and mathematics in every year group.

In addition, the individual school based within LLT is centred around the locality and community in which the school is found so that our students are nurtured to fully contribute to the development of the local community and economy. We also ask that our students are developed as active citizens both in terms of their personal health and well-being but also that they support others.

Our schools are asked to build on the work students undertake and the curriculum followed at KS2 working closely with the feeder primary schools. Similarly, our schools prepare students for the next stage in their education journey taking extra care at each transition point throughout KS3 and KS4 and working in partnership with Higher Education establishments and employers at KS5.

LLT provides overall guiding aims and principles to assist the development of the curriculum in each school.

Section B: Curriculum Statement

CURRICULUM AIMS

This policy aims to reflect our school's commitment to **ENGAGE, ENABLE AND EMPOWER** our students, and its intention to offer the highest quality of teaching and learning, which will equip students for life in their community, modern Britain and the wider global society.

We live the vision of Lydiate Learning Trust as “we engage with all with our Trust and beyond to enable them to show the world their particular strengths, their ideas and their passion.”

This policy outlines outstanding practice and the continued pursuit of excellence in all areas of school life. It clarifies the expectation that the school has for staff and students to ensure that all of our students learn and make progress in every lesson and over time.

Our curriculum is rooted in our shared understanding of the knowledge and skills that students need in order to become well equipped to take advantage of opportunities, responsibilities and experiences provided for them. All subjects are important at Childwall Sports and Science Academy and we will endeavour to ensure that students develop a love of learning in the broadest range of subjects possible for as long as they can.

Childwall Sports and Science Academy believes that our curriculum should:

- Meet the needs of all students so that they are able to realise their potential
- Harness ambition, perseverance and creativity in our students.
- Develop students' educational knowledge, their character and their language proficiency as they move through different stages of life and learning.
- Provide opportunity to enrich and broaden the cultural experiences available to all students.

We actively seek to create opportunities that bring difference to the lives of others. We desire all our students to become young adults that act with integrity when contributing to their community. The school draws children from a wide and socio-economically diverse catchment area. We aim to embrace the opportunities presented to us by linking with local businesses and universities, exposing students and parents where possible, to the vast array of cultural experiences on our doorstep as well as nationally and internationally.

Our curriculum aims to prepare students to thrive in our community both now and in the future.

CURRICULUM PRINCIPLES

Our curriculum is planned and organised on the following foundation principles:

- All students have an entitlement to the whole curriculum provision – irrespective of their ability, gender, ethnicity, culture or social or economic factors
- The curriculum provides clear pathways setting out the aims of our programmes of study from year 7 to year 13.
- The curriculum provides a broad and balanced range of subjects and courses that are available for all students to study.
- The curriculum is ambitious, inclusive, and diverse.
- The curriculum is well sequenced so that new knowledge builds upon old and students become increasingly fluent over time.
- The curriculum provides challenging progression through the key stages.
- The curriculum promotes learning as an adaptation in long-term memory.
- The curriculum actively promotes the fundamental values of British citizenship; democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.
- The curriculum is supported with high quality continued professional development and literacy strategy that supports increased knowledge, vocabulary and reading fluency
- The curriculum makes use of ICT and new technologies to engage learners remotely and promote a blended approach to learning both in and out of the natural school day.

Section C: Policy

Intent

***“The function of education is to teach one to think intensively and to think critically.
Intelligence plus character – that is the goal of true education”***

- Martin Luther King

Childwall Sports and Science Academy provides an ambitious, inclusive, and diverse curriculum which offers the best possible educational experiences for all our students. Our curriculum embeds the vision of the Lydiate Learning Trust by presenting opportunities to **Engage, Enable** and **Empower** our students each day. We intend to develop students’ educational knowledge, their character and their language proficiency as they move through different stages of life and learning. The curriculum will provide opportunity to enrich and broaden the cultural experiences available to all students.

It is our expectation that all Childwall students engage in ‘*Learning without limits.*’

All at Childwall Sports and Science Academy are committed to providing a curriculum that:

- **meets the needs of all students so that they are able to realise their full potential**

We plan a curriculum with sufficient breadth, challenge, and ambition for every student to realise their highest aspirations, then work tirelessly to ensure every student is supported to access that curriculum regardless of ability, need or disadvantage.

- **develops the whole child by promoting students’ spiritual, moral, cultural, mental and physical development**

We strive to ensure that every students’ experience, planned and unplanned (‘taught and caught’ Character Education) develops them as a human being. Resulting in every student being an enlightened, confident, virtuous, and resilient member of local and global community.

- **prepares all students for the opportunities, responsibilities and experiences *presented by life in 21st Century Britain.***

We plan a curriculum that develops the fundamental functional skills of reading, writing and maths that every student needs to succeed in the 21st Century. Students’ critical analysis is also developed in order to navigate a media/information-rich society. We also provide students with exposure to and contact with a wider range of employment and education providers to broaden horizons and enrich students’ experience.

By doing so, all students will become:

- confident individuals who take full advantage of the opportunities presented to them**
 We believe that the most successful people seek out and accept opportunities to learn, grow and collaborate both in personal and digitally. Their curiosity, creativity and communication enable them to think 'BIG' and to think 'GLOBAL'.
- responsible and active citizens who conduct themselves in a way that benefits others**
 We believe that positive interactions and connections with others provide us with a sense belonging, purpose and wellbeing. We believe that this positive experience stems from individuals making kind and respectful choices based on a moral imperative and social conscience.
- academically passionate and emotionally resilient**
 We believe that the successes we become most proud of are the ones we worked hardest to achieve. We want all students to experience this sense of reward and to learn to enjoy the journey as much as the destination, to overcome barriers and to achieve the seemingly unachievable.
- successful learners who develop an ever-increasing web of knowledge and autonomously seek and learn from feedback**
 We believe that the first step in achieving success, is visualising it and then deconstructing it into achievable steps. By intentionally setting ourselves challenging goals, identifying, and learning from role models, and by seeking and learning from feedback, we create our own autonomous path to success.

Implementation

The curriculum at Childwall Sports and Science Academy is structured in a way that equally values all National Curriculum subjects in providing our young people with an exceptional learning experience.

This is enabled through:

- a 2-week timetable that allows for careful allocation of time to each subject and experience
- a 5 to 7 year learning journey that ensures students have sufficient knowledge from a broad and balanced curriculum before personalising their pathway
- equal and open course choice for students of all abilities and backgrounds

The curriculum is delivered in a way that:

- actively seeks to creatively engage, inspire, and capture the imagination of learners
- carefully sequences and presents curriculum content in a way that enables students' retention and fluent recall of knowledge
- identifies and addresses gaps in learning and common misconceptions
- develops students' reading and mathematics skills as the building blocks of effective learning
- always caters for special educational needs and disabilities
- promotes equality, fundamental British Values and the schools' core values
- explicitly places all learning within its 'bigger picture' and its relevance to the world of work
- facilitates meaningful feedback that enables all students to improve performance
- explicitly develops students' study and recall skills, thus empowering them to lead their own learning
- fully enables parents to support their children's progress through the curriculum
- ensures that students in Key Stage 4 have an entitlement to study subjects from each of the statutory entitlement areas (the arts, design and technology, the humanities and a modern foreign language).
- allows for the development of all students at Level 2 and Level 3 through the curriculum in years 12 and 13.
- encourages strong links with parents, neighbouring primary and secondary schools, industry, higher education, and other external agencies.

The curriculum is structured so that: -

- Each subject has a curriculum intent statement that ensures implementation and develops the knowledge and skills appropriate for students of all ages.
- Knowledge and skills are built upon and curriculum plans take prior learning into account to avoid repetition and appropriate starting points.
- Each subject area has a clear subject and curriculum rationale including the subject sequence and how it builds knowledge and skills over time.
- Departments work with primary schools to avoid repetition and all key stage 3 planning is informed by a full review of Key Stage 2 coverage.
- All subjects are members of subject specific associations to ensure they keep abreast of subject developments

Our curriculum reflects the local context

The curriculum has been designed to ensure students have the knowledge, understanding and skills required to take full advantage of the opportunities provided by the local community and employment context, overcome any local barriers presented (such as social disadvantage) and inspire students to be fully informed of opportunities and experiences beyond the local context.

Our curriculum remains broad and balanced for all students

The curriculum offer is not narrowed, and a full range of subjects are offered. At Key Stage 3 and 4 the National Curriculum is delivered. The full EBacc suite of subjects is available for all students to study at KS3 and 4.

We offer a strong academic core of subjects ensuring students receive a broad and balanced curriculum.

The curriculum is equitable and not reduced for any learners, including disadvantaged and SEND. All students have access to the full suite of subject and are supported in accessing it. Personalised pathways may be agreed with individuals in exceptional circumstances.

Our plan to meet EBACC coverage

The school is progressing towards the Government targets for EBacc coverage.

8.6% - 2018 exams

10.3% - 2019 exams

16.2% - 2020 exams

17.3% - 2021 exams

30.2% - 2022 exams

Cultural capital

Ofsted define cultural capital as 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

Childwall Sports and Science Academy believes that Cultural Capital is:

- Providing students with the essential body of knowledge they need for later life
- Introduce them to the best of what has been said or produced – e.g. classic literature and music, modern art and music, contemporary literature, and local culture
- Awareness of other cultures

Childwall Sports and Science Academy develops student's cultural capital through a comprehensive programme that starts in Year 7 and continues to Year 13. This includes:

- Providing students with a body of knowledge for later life through subject teaching
- Trips, visits, and guest speakers
- SMSC lessons
- Assemblies
- SRE
- Personal Development across the curriculum
- Form Time activities

Character Education

The curriculum at Childwall Sports and Science Academy is developed to include opportunity for personal development for our students. We are a Rights Respecting School and we strongly encourage students to reflect and respond as good citizens at every opportunity. Our curriculum learning journeys require social and emotional learning and healthy physical and cognitive development alongside essential life skills.

Enrichment

Childwall Sports and Science Academy will strive to provide opportunities that develop the whole person. It is our intention to build character and develop transferable skills through a wide range of co-curriculum opportunities that are available throughout the year.

Opportunities include:

- Student Leadership
- Book club
- Debating competitions
- Duke of Edinburgh Award
- Sporting teams and activities
- Field Studies and visits
- International travel
- School bands
- School choir
- Instrumental lessons
- Dance and Drama clubs and productions
- Engagement with professionals within the creative industries
- Homework clubs
- Science, Maths and English competitions
- Subject specific clubs
- Visits to local businesses and universities.
- Engagement with professionals in the hospitality industries
- Charitable work and services to others

Impact

The impact of the curriculum will be reviewed on an ongoing basis and will include:

- GCSE results analysis
- A Level results analysis
- Vocational results analysis
- Termly analysis of in-year data for Years 7-13
- Progress reports by subject, student, and groups of students
- Student and parent voice
- Benchmarking against similar schools

However, we recognise that impact is not just about results. The impact may also be seen through a range of indicators including:

- Participation in school events
- Participation in extra-curricular activities
- Success in non-examination internal and external opportunities
- Wider contribution to the school
- Wider contribution to the community

Section D: Curriculum Model

The School operates a 2-week timetable consisting of:

50 x 55-minute lessons, including a specific lesson for the personal development curriculum

10 x 30-minute reading

10 x 20-minute pastoral/registration

Key Stage 3 – Year 7, Year 8, and Year 9

- In Key Stage 3, each year group is split into two populations, P and Q.
- Students are grouped by ability for some subjects.
- Other subjects are grouped within mixed ability cohorts.
- The modern foreign language studied is Spanish for Year 7, 8 and 9.

Lesson allocations per fortnight in key stage 3 are as follows:

	Year 7 Lessons	Year 8 Lessons	Year 9 Lessons
English	8	8	8
Mathematics	8	8	8
Science	6	6	6
Art	2	2	2
Geography	3	3	3
History	3	3	3
ICT	2	2	2
Languages	4	4	4
Music	2	2	2
PE	4	4	4
Drama	2	2	2
RE	2	2	2
Technology	4	4	4

Key Stage 4 – Year 10, Year 11

- In Key Stage 4, each year is split into two bands, P and Q.
- Students study English, Maths, Science, Core PE, RE and 4 options. Students are guided through an open and equitable process to find the offer which suits them.
- A wide range of option subjects are offered, Art & Design, Business Studies, Catering, Computer Science, Design Technology, Drama, Hospitality and Catering, Geography, Health and Social Care, History, IT, Music, Sports Studies, Sociology, Spanish, Construction and Separate Sciences.

Lessons allocated per fortnight:

English	Maths	Science	RE	Core PE	Option A	Option B	Option C	Option D
9	8	9	1	3	5	5	5	5

Key Stage 5

- The post-16 curriculum is reviewed annually to ensure that we best meet the needs of our students. Students follow study programmes based on their prior attainment at Key Stage 4 and focused on ensuring that courses match student’s abilities, career aspirations and/or university choices.
- A comprehensive programme of individual advice and guidance is offered to ensure that each student opts for the course that is most suited to them.
- A level 2 curriculum is available for those students that have not achieved a grade in English or Maths and other subjects.
- GCSE English and GCSE Mathematics are provided for those students who have not already achieved grade 4.
- All Level 3 students are encouraged to opt for and follow 3 subjects with the option of additionally submitting a Level 3 Extended Project.
- Level 3 Courses on offer at Childwall Sports and Science Academy in 2020-2021 are A Level Biology, English Literature, Art, Sociology, Film Studies, Product Design, Health & Social Care (BTEC), IT(CTECH), Business (BTEC), Sports Studies (BTEC).

Year 12 and 13 Lessons per fortnight:

Year 12 Level 3	Hours
Option A	9
Option B	9
Option C	9
Option D	9
CIAG	1
Tutorial	1.5

Year 13 Level 3	Hours
Option A	9
Option B	9
Option C	9
Option D	9
CIAG	2

Level 2	Hours
Option A	12
Option B	12
Option C	12
Option D	12
CIAG	2
Tutorial	1.5

Resit subjects	Hours
English	6
Maths	6

GCSE English and GCSE Mathematics are available to those students who have not yet achieved a grade 4 or above.

Section E: Monitoring and Evaluation

The school curriculum is reviewed on an annual basis. As part of this review, the proposed curriculum model is checked against:

- the needs of the current cohort of students
- new or existing national government policy and the most recent statement of intent
- further guidance from Ofsted, the Department for Education, the Educational Endowment Fund etc.
- the projected financial resource available to the school for the next 3 years

The curriculum is evaluated through an analysis of examinations results, student and parent voice surveys and a budget review.

The delivery of the curriculum is monitored and evaluated through rigorous line management from Lydiate Learning Trust, Childwall Sports and Science Academy AGC, Senior and Middle leaders. This includes information drawn from Faculty reviews and Deep Dives, which are conducted annually by the senior leadership team and members of the Executive Team of Lydiate Learning Trust. Furthermore, the school operates a robust quality assurance process, which draws from a schedule of learning walks, work scrutiny exercises and student voice surveys.

Links with other policies

This policy links to the following policies and procedures:

- Teaching and Learning (inc. Sixth Form)
- SMSC
- SRE
- British Values Statement
- Diversity & Equality
- Assessment policy
- Homework
- Most Able Students
- SEND
- Equality information and objectives
- Remote Learning Policy
- Standards & Achievements
- Work Related Learning