Richard Lander School

Curriculum Policy

Policy Effective From: September 2026

Responsibility: Assistant Head/Deputy Head/Head/Governing Body

Reviewed and monitored by: Assistant Head/Deputy Head/Head/Governing Body

Review Date: September 2027

Curriculum Intent – *to be the best you can be…*

To enable all our students to become:

a) Successful learners, who strive to reach their potential in all they do
b) Confident learners, who develop a fine sense of identity and self-worth
c) Responsible citizens, well prepared for life and work and keen to make a positive difference to the world they live in

Progress and Attainment:

a) Achieve the highest of standards in relation to student progress

School Culture and Ethos:

a) Ensure all students are ambitious for success across all their subjects
b) Ensure all students are respectful towards others and display the highest standards of behaviour and work ethic
c) Maintain consistency with regard to school systems and processes
d) Maintain a breadth of experience beyond the curriculum which allows every student to shine

Further develop opportunities, within and beyond the curriculum, which enrich the educational experience of students

a) Within the curriculum, where appropriate, to further develop the themes of:
- Community cohesion/British Value
- The global dimension
- Equalities issues, justice, inclusiveness, tolerance
- Safeguarding awareness

b) Beyond the curriculum, continue to develop enrichment opportunities which enable students to:
- Have opportunities for further study
- Experience other cultures and develop their own sense of citizenship and place in the community and wider world
- Develop leadership roles

Aims

Our curriculum aims to:

- Provide a broad and balanced education for all students
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support students' spiritual, moral, social and cultural development
- Support students' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every student and appropriate levels of challenge and support
- Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals
- Develop students' independent learning skills and resilience, to equip them for further education and employment

Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.
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 and competency framework.

Roles and responsibilities

The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.
The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for students to cover the National Curriculum and other statutory requirements
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for students that lead to qualifications, such as GCSEs and vocational courses, 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
- It fulfils its role in processes to disapply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- The quality of teaching and learning across the curriculum is excellent
- 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 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
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEN

Other staff

Heads of department and course leaders will ensure that the school curriculum is implemented in accordance with this policy.

Organisation and planning

Our school maintains a two week timetable of 5 one hour lessons each day. Students also attend a 10 minute registration period in the morning and a further half hour registration period in the afternoon.

- We follow a full Ebacc curriculum and expect many of ~~these~~ our students to follow this academically rigorous route
- To reflect their importance in the curriculum, English and maths have the greatest proportion of lessons, 7 or 8 hours per fortnight in KS3 and 8 hours per fortnight in KS4. Maths classes are setted. English classes are partially setted except for Year

10 which is taught in mixed ability groups. At KS3 they determine the setting for most other subjects in the timetable

- Students study 6 hours of science per fortnight in KS3 and 10 hours per fortnight in KS4, unless they are studying triple science where they receive 15 hours per fortnight
- Humanities and computer science have 2 or 3 hours of lessons per fortnight in KS3 and 5 hours per fortnight in KS4 where students have selected them as an option choice
- On entry into year 7 students are split into 2 populations, one population studying 5 hours of Spanish per fortnight and the other 5 hours of French. In KS4 students who have opted to continue with a language receive 5 hours of teaching per fortnight
- In KS3 students receive 6 hours of creative arts per fortnight across art, drama and music. Where students opt for these in KS4 they receive 5 hours per fortnight
- In DT students receive 4 hours of teaching per fortnight, split between hard DT (metals, woodwork, card and paper) and soft DT (textiles and food). Where students opt for these in KS4 they receive 5 hours per fortnight
- All students receive 4 hours of PE per fortnight in KS3 and 3 hours per fortnight in KS4, unless they have selected to study PE as an option choice where they will receive an extra 5 hours per fortnight in KS4
- In KS3 students receive 2 hours of RE per fortnight and 1 hour of pupil development where we deliver a PSHE curriculum. This reduces to 1 hour of combined RE/Pd in KS4. Pupil development delivers key messages in
    - Sex and relationship education
    - Spiritual, moral, social and cultural development
    - British values
    - Careers guidance

- In addition to pupil development lessons, we deliver key messages in assemblies as well as careers fairs in school, open to all year groups and other careers events. We also run a work experience week in year 10.

Inclusion

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

- More able 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 student 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 statement of equality information and objectives, and in our SEN policy and information report.

Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Regular updates on exam outcomes and projected outcomes
- Regular updates from core subjects during governors meetings
- Focus panel governor visits which deep dive areas of strategic importance, uaually linked to the school development plan. The focus panels report back to the governors.
- The headteacher's termly report to governors which has updates regarding key activities during the school year
- Student representatives attending governors meetings

Heads of department, subject leaders and curriculum team leaders monitor the way their subject is taught throughout the school by:

- Learning walks
- Termly book reviews
- Lesson observations throughout the year
- Regular meetings throughout the year

Heads of department, subject leaders and curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

Culture, Character, Currency (the 3 Cs)

We aim to deliver our curriculum through three key spines; Culture, Character and Currency.

Our **culture** is enshrined in the school vision “to be the best you can be”. We aim to deliver that through our mission statement, “aim for excellence, every moment counts” and that is supported through our core values of “respect, ambition and perseverance”.

This is delivered to students through regular assemblies, the tutor programme and by being modelled by staff on a daily basis.

We maintain a vertical tutoring system through year 7 to 9, where older students can mentor and be role models for younger students. We believe this fosters good relationships between year groups and provides a more constructive model than individual year groups. Years 10 and 11 are not part of these groups and following a bespoke revision programme in tutor time incorporating careers advice, environmental and sustainable discussions and their transition to key stage 5.

We deliver **culture and character education** through a tutorial programme in years 7 to 9 that exposes our students to a varied diet of information and discussion including current affairs, environmental and sustainable issues, expectations, standards, British values, life skills, careers and a sense of community through activities, debate and Ted talk style presentations. We celebrate and encourage the positive role that our students can contribute to their communities both within and without school.

Reading is also a crucial focus of the tutor programme. A dedicated reading session once a week celebrates the role that reading plays at the heart of the school.

The third spine of **currency** reflects the exam results that a student gains as a result of their academic, or other, studies whilst at Richard Lander school. We maintain a broad and balanced three year key stage 3 curriculum as we believe it important for students to have a good grounding in the full range of EBacc subjects before selecting their option choices during year 9.

At key stage 4 we maintain a full core curriculum and students are able to select 4 option choices in addition to this. We provide a range of courses, encouraging students to follow an academically rigorous EBacc curriculum where appropriate, but also offering other GCSE and vocational options for students more suited to those, including a full range of creative arts subjects as well as design technology and physical education options.