



# Longridge High School

## Excellence and ambition from all, for all

### CURRICULUM POLICY AND INTENT

#### AIM

Our central purpose is to ensure all pupils achieve excellence in all that they do. We aim to foster and develop the intellectual, social, creative, physical, moral and spiritual development of all our pupils. At Longridge High School, we see each young person as unique, and we celebrate this uniqueness through aiming to ensure they:

- Are successful and ambitious learners who enjoy creative, dynamic and reflective learning
- Are supported, challenged and equipped for the future
- Develop as confident individuals who are able to live safe, healthy and fulfilling lives
- Develop community values and take responsibility for themselves and others, making a positive contribution to society

#### CURRICULUM INTENT

Our intent supports our aims through a broad, balanced, relevant and ambitious curriculum for all our pupils, which fosters an aspirational culture of high achievement.

We aim to develop and deliver a coherent and well-sequenced curriculum, which widens the experiences of young people, building on their prior learning.

We view the curriculum as the total of a pupil's experience of education with a clear focus on:

- The highest quality of teaching and learning
- Explicitly and expertly taught subject knowledge
- The development of broader skills and personal qualities
- Developing deep subject knowledge for lifelong learning and enrichment within and beyond the curriculum
- Successfully adapting, designing and developing a curriculum to meet the needs of all our learners.

Because of this, our pupils will be:

- inspired
- challenged
- nurtured
- inquisitive
- ambitious

We aim to ensure that they grow as a person and because of this:

- Are positive and active members of the school community and the wider community
- Work well independently and interdependently
- Are lifelong learners, with inquisitive minds and a love of reading
- Want to be the best they can be in whatever they choose to do

## **CURRICULUM IMPLEMENTATION**

### **Key Stage 3 (Years 7,8 and 9)**

We aim to maximise learning in all subjects through the planning and delivery of a deep and balanced curriculum that is as long and as broad as necessary.

In KS3, all our pupils study:

English  
 Maths  
 Science  
 French  
 German\*  
 Geography  
 History  
 Religious Education  
 Design Technology – Product Design, Food Technology, Textiles and Resistant Materials  
 Computer Science  
 Art  
 Music  
 Drama  
 Physical Education  
 Living Education (PSHE)

- Targeted support and additional challenge are built in to ensure all pupils are making progress at least in line with national expectations
- Targeted support is in place for KS2 – KS3 transition, through working with primary schools, and this includes emotional support and support with learning
- Literacy is promoted through an intensive and strategic reading programme which includes Accelerated Reader for all Year 7 and 8 pupils – this takes place during curriculum time, as homework and at set times in morning tutor slots
- \*In Years 8 and 9, German is taught as an additional subject
- All pupils follow a comprehensive programme of Living Education, which encompasses all areas of PSHE and CEAIG. This is taught on a Wednesday morning, where the structure of the school day is adjusted to allow this to be taught as a discrete subject
- In Year 9, an Option Taster Week is built in to allow pupils to experience the additional subjects on offer at KS4 before making informed and considered choices.

A summary of the time allocation for each subject at Key Stage 3 is shown in the table below:

<b>Subject</b>	<b>Year 7 (periods)</b>	<b>Year 8 (periods)</b>	<b>Year 9 (periods)</b>
English	3 periods	4 periods (with Drama every fortnight)	4 periods
Accelerated Reader	1 period	-	-
Mathematics	4 periods	3 periods	4 periods
Science	3 periods	4 periods	5 periods
PSHE	1 period	1 period	1 period
Design Technology	2 periods	2 periods	2 periods
Computing	1 period	1 period	0.5 periods
Languages	2 periods	2 periods*	2 periods*
History	2 periods	2 periods	2 periods
Geography	2 periods	2 periods	2 periods
Religious Education	1 period	1 period	1 period
Music	1 period	1 period	0.5 periods
Art	1 period	1 period	0.5 periods
Physical Education	2 periods	2 periods	2 periods

\*pupils can study German during a period 6 lesson every week (after school)

## Key Stage 4 (Years 10 and 11)

Our KS4 curriculum has flexibility and choice, whilst still being structured and appropriate, and allows our pupils to access the full EBACC. In creating our KS4 offer, we listen to pupil voice and where possible find creative ways to facilitate courses where pupil numbers are small.

All our pupils study:

GCSE English  
GCSE English Literature  
GCSE Maths  
GCSE Science (either Combined or Triple)  
Living Education, which includes RE and PSHE  
Physical Education

They can choose three subjects from the following:

<b>GCSE</b>	<b>OCR CAMBRIDGE NATIONALS ( GCSE equivalent)</b>
History	Enterprise and Marketing
Geography	Health and Social Care
Philosophy and Ethics	I-media
French	
German	
Computer Science	
Food and Catering	
Food and Nutrition	
Design Technology	
Art	
Music	
Drama	
Physical Education	
Dance (Extra-curricular)	

The table below gives a summary of the time allocation at Key Stage 4:

<b>Subject</b>	<b>Year 10 (periods)</b>	<b>Year 11 (periods)</b>
English & English Literature	5 periods	5 periods
Mathematics	4 periods	4 periods
Science	6 periods	6 periods
PSHE/RE	1 period	1 period
Option A	3 periods	3 periods
Option B	3 periods	3 periods
Option C	3 periods	3 periods
Physical Education	1 period	1 period