



Curriculum Policy

'The key... is not to standardise education, but to personalize it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions.' (The Element, Ken Robinson, 2009, p. 238)

An ambitious curriculum based on 'powerful knowledge' which can 'enable students to acquire knowledge that takes them beyond their own experiences' (Young et al., 2014, p.7).

This is particularly important in disadvantaged contexts in relation to the promotion of social justice. It is the educational right of the child to receive a comprehensive education committed to academic excellence, regardless of their background.

Intent

Our ambitious, knowledge rich curriculum strives to provide every student with a broad and challenging school experience, indeed a '**Life at Lathom**', that *takes them beyond their own everyday experiences* and enables them to be socially mobile, for this is at the core of what social justice is: enabling all people, regardless of socio-economic background, to be provided with the opportunities to succeed in life and be 'ready for the world'.

Our curriculum is broad and balanced, providing opportunities for all students to build knowledge, develop skills and enjoy wider enrichment experiences, which they may not ordinarily have access to, that will enable them to be successful in their '**Life after Lathom**'.

Our Personal Development Curriculum across key stages 3 and 4 is a continuous development of knowledge, skill and experience, which underpins our broad and ambitious academic curriculum offer. By regularly going beyond the expected to give all of our students access to a wide, rich set of experiences and extra-curricular activities, we seek to broaden their horizons, drive their aspirations for their future and foster resilience, confidence and strength of character. We strive to develop their understanding of who they are, of their place in the world and the extent to which they understand, accept, respect and celebrate diversity.

Implementation

The implementation of the curriculum at Lathom is carefully considered in terms of content, quality of delivery, our school context and ensuring that the needs of all students can be met.

As we review our curriculum implementation we will focus on the following areas:

- Provide high quality CPDL to enable subject leadership to incorporate subject knowledge development for all staff
- Approach planning with a knowledge focus – systematically outline the knowledge that is to be taught for each subject or topic
- Sequence learning cumulatively across year groups
- Sequence learning to build in opportunities for retrieval of information from long-term memory and repeated practice for fluency

- Further development of consistent approaches to teaching key skills in literacy, numeracy and oracy
- Provide time for departments to work together to contextualise learning for students
- Further development of PROUD days (drop-down, whole school experience days) and mapping of Personal Development and Careers opportunities
- Establish, through stakeholder consultation, our '**Life at Lathom**' offer to ensure a broad range of guaranteed enrichment experiences and wider learning opportunities for all students to *take them beyond their own everyday experience*

Impact

We revisit and review our curriculum regularly to evaluate its impact, its continued relevance to our context and each year group within it and how far our curriculum intent is lived out in student experiences.

We are developing our monitoring and evaluation processes and will use the following to measure impact:

- Effective, engaged learners
- Emotional literacy
- Social awareness
- Self-confidence
- Physical and mental health
- Access to '**Life at Lathom**' offer (tracked regularly by pastoral team to ensure engagement and participation)
- Continued access to activities experienced through the '**Life at Lathom**' offer including: support to join external organisations where appropriate, careers advice to further explore opportunities in the area of interest enjoyed, careers/work opportunities in the area of interest enjoyed
- Celebration of the completion of key milestones in the '**Life at Lathom**' offer
- Outcomes
- Destinations

Quality Assurance of the Curriculum Policy

As part of the whole school Quality Assurance Cycle, we have the following processes in place to monitor and evaluate the effectiveness of the Lathom curriculum offer:

- *Effective, engaged learners* – measured using attendance and behaviour data, student voice
- *Emotional literacy development* - measured using attendance and behaviour data and inclusion services intervention and impact data
- *Social awareness* – measured through engagement in Personal Development activities, including PROUD days, and evaluations of those activities
- *Access to '**Life at Lathom**' offer* – all students monitored by Heads of Year and Assistant Heads of Year to ensure access to full offer, recognition of students' achievements within and beyond the classroom, and interventions in place to ensure that all students are able to access the full offer
- *Outcomes* – outcomes improving and key gaps closing for identified vulnerable groups
- *Destinations data* – remains at least at national rates of engagement with appropriate further education, employment or training
- *Curriculum intent* – summary of all of the above analysis plus student, staff and parent voice

Life at Lathom

*wider learning and development for all students to ensure that they are, in their own words,
'ready to take on the world'*

Our ***Life at Lathom*** offer is intended to give every student a range of wider learning experiences which ***takes them beyond their own everyday experiences*** and enables them, regardless of their background, to be socially mobile, culturally aware and well equipped to succeed in life.

During their time at Lathom every student will...

1. Read a wide range of books
2. Learn how to speak another language
3. Participate in an after school club
4. Face at least one of their fears
5. Learn and recite at least one poem
6. Work with students in other years across school
7. Learn some First Aid/CPR
8. Learn some sign language
9. Learn about the work of the Police, Fire and Ambulance Service
10. Take part in public speaking/performances
11. Teach something to someone else
12. Participate in a debate
13. Provide their opinion about the things we do at school
14. Take part in a meaningful democratic process
15. Develop political awareness
16. Meet people from different cultures and life experiences
17. Visit a church, mosque and synagogue
18. Taste food from other continents and countries
19. Raise money for a charity
20. Work as a volunteer
21. Do something special for older members of the community
22. Learn about our local area and its history
23. Participate in outdoor learning
24. Have a residential experience
25. Visit a beach
26. Visit a large city centre
27. Visit an Art Gallery
28. Visit a museum
29. Go to the theatre
30. Experience live music
31. Eat in a restaurant
32. Watch a sporting event
33. Experience a motivational speaker
34. Visit an FE campus
35. Experience an interview process
36. Experience the world of work
37. Learn how to manage personal finances
38. Learn how to prepare for their financial future
39. Learn about and cook healthy food on a budget
40. Take part in an enterprise activity