



Leicester  
Partnership  
School

# Curriculum Policy/Curriculum Statement

<b>Schedule for Development, Monitoring and Review</b>	
Approved by governors on:	18 <sup>th</sup> March 2021
Implementation monitored by:	Shaun Whittingham
Review arrangements:	Annually All policies will be reviewed if there are any significant developments or changes to legislation
Reviewed:	March 2023
The next review of this policy:	<b>March 24</b>

## **CURRICULUM POLICY-CURRICULUM STATEMENT**

### **CONTEXT**

Students are referred to the LPS when they are experiencing difficulties in accessing or engaging with mainstream education. In all cases they have either been permanently excluded or are at risk of being permanently excluded from mainstream education. However, it is our aim to work with mainstream schools to avoid permanent exclusion and for this reason the majority of our students are dual registered with us. Whether a student is permanently excluded or dual registered, it is our primary aim to return them to mainstream education or suitable alternative education provision.

### **EDUCATIONAL PROGRAMMES**

We offer a broad range of educational programmes, of varying lengths and educational content, which are tailored to meet the needs of individual students.

Our part time and short duration programmes are designed to re-engage students in education and learning and to return them to mainstream education as soon as possible. The curriculum that we provide for these students is aimed at addressing the reasons for them being at risk of exclusion from mainstream education. The primary reason is, typically, their poor or challenging behaviour which can often be related to their poor social interaction skills or low academic ability.

We target students who have specific learning difficulties and provide them with additional support to overcome these difficulties, for example, we withdraw students who have specific learning needs, we provide a nurture programme for students who have social and emotional needs, we allocate additional resources to students who have social or pastoral needs and we address poor attendance by offering assisted travel and mentoring support and reward programmes.

We also offer provision to students who have identified SEND; the majority of these are undergoing EHCP assessments and some of these have EHCPs and are awaiting placement in a special school. These students tend to be with us for extended periods of time so we offer them our broader and more specialised curriculum.

We also offer a range of programmes and interventions at KS4. Some students may only be with us for a short time but the majority of our KS4 students remain with us for extended periods of time. We support students to access this provision by providing them with mentoring support and by monitoring their progress, achievement and attendance very carefully.

We place a strong emphasis on developing our students' personal safety skills and deliver and commission a range of sessions focussed on anti-bullying, cyber and internet safety, radicalisation and gang and knife crime. We provide our staff with

regular updates so that they are able to support students and recognise signs that a child may be at risk of harm or abuse.

## **KEY PRINCIPLES**

There are 4 key principles underpinning the design of the LPS curriculum.

- It is a broad and balanced curriculum that is appropriately challenging with the foundation of it being its Intent, Implementation and Impact.
- It is an inclusive curriculum and therefore differentiated to meet the needs of individual students.
- It is a curriculum that is directly linked to Behaviour for Learning (REACH) And Assessment for Learning.
- It is a curriculum that ensures all students have access to support and extension opportunities to allow them to question, learn and be encouraged to make a meaningful contribution to society (BRITISH VALUES).
- It is a curriculum that enables students to achieve.

## **THE CURRICULUM**

The curriculum is broken down as follows:

### **KS3-LESSONS PER WEEK**

#### **PART-TIME PROGRAMMES- (2 DAY AND 1 DAY)**

GROUP NAME	GP1-M/T ASH	GP2 -M/T BEECH	GP 1-W/TH ASH	GP2-W/TH BEECH	1 DP-FRI PINE
SUBJECT					
PD	5	5	5	5	2
Sport	2	2	2	2	1
Art	1	1	1	1	1
Cooking	1	1	1	1	
Drama	1	1	1	1	1

#### **FULL TIME PROGRAMMES**

GROUP NAME	5DP CEDAR	5DP ELM	5DP MAPLE	SEND WILLOW	TRANSITIONS OAK
SUBJECT					
English	5	5	5	5	5
Maths	5	5	5	5	5
ICT	4	4	4	4	3
Science	1	1	1	1	1
PD	4	4	4	4	4
Sport	2	2	2	2	2
Art	1	1	1	1	1
Cooking	1	1	1	1	1
Drama	1	1	1	1	2
Careers	1	1	1	1	1

The electronic version of this document is the latest version. It is the responsibility of the individual to ensure any paper material is current.

The day is made up of 5 x 45 minute lessons with a 15-minute Tutor Time taking place at the beginning of the day, after break and after lunch.

On a Tuesday, Thursday and Friday afternoon identified students have the opportunity to access the Rewards programme if their performance during the previous week entitles them to do this.

#### **KS4- LESSONS PER WEEK**

SUBJECT	RAVE	GCSE/BTEC M/T	GCSE/BTEC T/F	FUNCTIONAL SKILLS
English	4	2	2	1
Maths	5	2	2	1
ICT	3			1
Science		4	4	
PSD	3			1
POST16 EMPLOYABILITY	3			
PSHE	2			

The day for the RAVE group is made up of 2 x 45 minute lessons and 2 x 1 hour lessons with an options/catch up session last lesson of the day.

One GCSE group runs on a Monday and Tuesday, with a different group running on a Wednesday and Thursday. The day for the GCSE group is made up of 2 x 60 minute lessons and 2 x 45 minute lessons with a 15-minute Tutor Time taking place during the day. Each day, identified students are offered an Options session if their performance entitles them to do this. This session lasts 45 minutes.

There is a different Functional Skills group running each day. The day for this group is made up of 2 x 45 minute lessons and 2 x 1 hour lessons. Each day, identified students are offered an Options session if their performance entitles them to do this. This session lasts 45 minutes.

The remainder of the week for KS4 students is devoted to off-site vocational programmes.

This Policy should be read in conjunction with the following LPS' policies:

- Subject Policies
- Teaching and Learning Policy
- Assessment Recording and Reporting Policy
- SEND Policy

## **MONITORING AND EVALUATION**

The monitoring and evaluation of this policy takes place through the following:

- Lesson Observations
- Learning Walks
- Work Scrutinies
- Planning Scrutinies
- Marking Scrutinies
- Assessment Tracking Data
- Performance Management
- Appraisals
- Staff Meetings