

Curriculum Policy

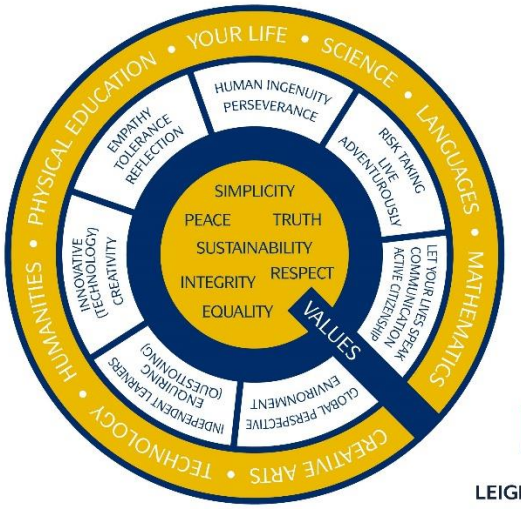
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Philosophy and Aims

Leighton Park School is committed to providing students with a holistic educational experience: one which inspires achievement with values, character and community. The curriculum is academically rigorous, yet strives to achieve greater coherence by making connections between academic subjects and integrating the already strong pastoral and co-curricular programme into the school day. At the core of the curriculum are the Quaker values and testimonies; **respect, equality, integrity, sustainability, truth, peace and simplicity.**

We place high value on the learning which takes place outside of the classroom and encourage all students to participate fully in the extensive co-curricular programme. Our Leighton Park Learner Profile articulates the broader learning characteristics which we seek to develop.



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As such, the curriculum enables students to develop their intellectual curiosity whilst becoming **independent, lifelong learners** with the skills to respond positively to the challenges of a **rapidly changing world.** The curriculum framework affords opportunities for creativity, personalisation and independent learning.

The Leighton Park School Curriculum Policy enshrines the academic aims of the school:

- To provide an environment which is academically challenging, vibrant and stimulating.
- To provide appropriate support and challenge to encourage and enable all students to realise their full potential.
- To encourage students to measure achievement by their own potential rather than primarily by the achievements of others.
- To establish good working habits leading to increasing autonomy in learning.
- To prepare students for adult life.

We have high expectations and ensure that all students are entitled to a curriculum which is broad and balanced, and appropriate to their stage of learning. It is characterised by coherence, relevance, adaptation and progression:

Curriculum Design

Breadth

The Curriculum at Leighton Park, and the Schemes of Work which derive from it, give students until the end of Key Stage 4, learning experiences in: Human and social, Linguistic and literary, Mathematical, Moral, Physical, Scientific, Creative, Spiritual and Technological education.

The Curriculum, Schemes of Work and lessons at Leighton Park School actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs by:

i. Enabling students to develop their self-knowledge, self-esteem and self-confidence;
ii. Enabling students to distinguish right from wrong and to respect the civil and criminal law of England;
iii. Encouraging students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the local area and to society more widely;
iv. Enabling students to acquire a broad general knowledge of and respect for public institutions and services in England;
v. Developing further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
vi. Encouraging respect for other people;
vii. Encouraging respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

All curriculum subject matter is appropriate for the age and aptitudes of the students in each school year. Our curriculum provision enables all students to have the opportunity to learn and make progress including those with SEND. All subjects actively develop students' speaking, listening, literacy and numeracy skills, as set out in the schemes of work for each curriculum area.

All students study a core curriculum of Mathematics, English, Physical Education, Science, a Modern Language, and a wide range of creative arts and humanities-based courses until the end of Key Stage 3 (KS3). There is also the opportunity for students to undertake a suite of technology courses which supports the school's focus on STEAM: music technology; engineering; textiles; design technology; and computer science. In addition, all students in Year 7 and 8 are timetabled for Approaches to Learning (ATL). ATL covers areas such as metacognition, study skills, referencing and AI. The course culminates in a Fryer Extended Project (similar to an EPQ). Students also have lessons in Creativity, Action and Service (CAS), here students have the chance to learn a variety of skills such as learning to play an instrument and building creative writing skills. Duke of Edinburgh is also delivered in CAS lessons further up the school. In addition, Year 7 students experience an Enquiry Week in October of Year 7 to develop problem solving, presentation and creativity skills.

The school chooses each year to construct Year 10 and 11 timetables around students' choices, and not the other way around; thus, there are no predetermined option columns. At both GCSE and Sixth Form, Leighton Park aims to run any course offered in which there is sufficient demand but retains the right to use its judgement not to run a

course. We expect numbers in excess of five students at GCSE and 3 students at Sixth Form to make a course viable.

The curriculum is taught by subject specialists throughout the school ensuring students receive the best possible learning experience. Biology, Chemistry and Physics are taught in specialist laboratories and there are dedicated teaching rooms that are used for Art, Computer Science, Creative Digital Media, Dance, Design Technology, Drama, Engineering, Food Technology, Music and Textiles.

Spanish, French and Mandarin are offered at GCSE level and within the IB and are often delivered by native speakers. Mandarin is offered at A Level. There is also provision of individual or small group tuition in languages, other than those taught within the timetable, at GCSE, A level and the IBDP. Initial requests for tuition must come from students in conjunction with their tutors and parents.

The provision of a digital device to all students from Year 7-11 ensures that IT is closely connected to the curriculum. Online awareness and safety is embedded into the school's ethos and delivered through the curriculum. The Curriculum at Leighton Park ensures that the school meets its obligation to 'consider how children may be taught about safeguarding, including online, through teaching and learning opportunities' which include online trends and risks, the safe use of the internet, and enables students to feel confident in reporting any concerns. Prep is set and recorded on Google Classroom and digital devices enable all students to develop their skills in digital literacy and to support core aspects of teaching and learning. In addition, the school curriculum is designed to work with students to ensure we are doing all we reasonably can to limit the risk from the IT systems they use and to 'ensure appropriate filters and monitoring systems are in place'. For further details refer to the school's Safeguarding and Child Protection Policy, Online Safety Policy and the IT and Communications Acceptable User Policy.

Philosophy, Religion and Values (PRV) is delivered as a core subject in KS3 and encompasses the exploration and understanding of a variety of faiths and world religions. This includes a study of Quaker faiths and practices in keeping with the core values of the school.

The curriculum provides for the teaching of PSHE (Personal, Social, Health and Economic Education) which is taught to tutor groups as a timetabled discrete subject, working concurrently with the PSHE schemes of work where further details can be found. The PSHE curriculum reflects the schools' aims and ethos and encourages students to show respect for themselves and other people. It is delivered by tutors, specialist teachers and outside speakers throughout the school (KS3, KS4 and Sixth Form) in a dedicated period once a week. The programme is coordinated by a Head of PSHE and we have recently invested in Wellio to enhance our provision of PSHE. More detail on this programme can be found at the end of this document.

Physical Education is a core subject throughout the school and a wide range of indoor, outdoor, team and individual sports are taught with a philosophy of 'sport for all' and an emphasis on personal health and fitness. In addition to core PE, taught in KS3 and in Year 10, all students participate in two timetabled games afternoons each week.

The school also has an extensive programme of co-curricular activities which extend and compliment the timetabled curriculum. Subject departments run clubs in either a lunch time or co-curricular slot after school and there is an especially wide variety of drama, music, sport and STEAM activities available.

Balance
Each area of learning is given appropriate attention in relation to others and to the whole curriculum. This is addressed directly through the roles of: Deputy Head, Academic; Assistant Head, Curriculum; Assistant Head, Teaching and Learning; the Leadership Team; Heads of Department; and, special groups formed from time to time to bring issues to the attention of the staff, Governors and Heads of Department.

Coherence
The different areas of learning and experience contribute to the overall progress and achievement of students by planned opportunities and schemes of work in subjects, which show connections within that subject and across subjects.

Relevance
The curriculum builds on the past, present and anticipated future experience of students. The school aims to prepare all students for the opportunities, responsibilities and experiences of adult life. All students participate in a PSHE programme, which reflects the aims and ethos of the school. All students participate in CAS lessons, which gives students the chance to be active changemakers. All students participate in ALT lessons which gives them a chance to better understand themselves whilst also exposing them to new developments such as AI. A programme of activities is provided to enhance the curriculum for post-16 students - The Oakleaf Diploma. The Diploma includes 4 strands; Ethical Changemaking, Wellbeing, Academic Extension and Preparation for Adult Life.

Inclusive Adaptive Teaching
As part of our Quaker ethos, equality underpins the principle of inclusive, adaptive teaching. We acknowledge that all students are different and have different educational needs in every learning context. As such, it is the desire of the school to address the needs of each student in terms of ability, need and aptitude. The curriculum plan and schemes of work take this fully into account.

Progression
All students have the opportunity to learn and make progress. Students' progression is both enabled and monitored by at least the following opportunities at the school:

- Accurately recording indicators of progress on a half termly basis including a yearly full report.
- Internal examinations which are at least annual for all academic departments
- GL Assessment (CAT 4 and Progress tests) in Years, 7, 8 & 9
- Monitoring and centralised tracking through ALPs software
- Consistent marking procedures within departments and which comply with the school's marking policy
- Consultations with parents
- Student comments on reports
- Fortnightly department meetings
- Guidance in careers, appropriate to age and experience
- Rewards and sanctions
- Schemes of work
- Special educational needs diagnosis and assistance, including EAL
- Tutorial discussion and counselling

Staff development is encouraged to promote better teaching and learning at the school through INSET, Staff Development Groups, Teaching Peer Observation, Coaching, a strong appraisal system and by a range of outside courses which staff may attend.

It is the intention of Leighton Park School to continue effective monitoring of the National Curriculum and of other educational courses, including their assessment procedures, with a view to maintaining programmes of study corresponding to the best practice within them, and appropriate to this school.

Setting

Students are taught mainly in mixed ability classes throughout the school. There is whole year setting in Maths throughout KS3 (except Year 7) and KS4, and in Modern Foreign languages in KS3 (except Year 7). Setting takes place in Science at KS4. Setting is predominantly based upon ability, however, there will always be an element of mixed ability within each class.

Private Study

Sixth Form students have provision for Private Study which includes use of the school Library.

School Curriculum by Year Group:

Details of our current curriculum are as follows:

Fryer

Year 7:

All students follow the same course, at the heart of which, are the Quaker Values, our STEAM focus and the Learner Profile. The curriculum comprises of the core themes: Approaches to Learning (Study and critical thinking skills), Creativity, Activity and Service (CAS). Students also study the curriculum areas: English; Science; Mathematics; Creative Arts (art, drama, music); Technology (design technology, engineering, music technology, textile design, food technology); Humanities (Geography, History, Religious Education); two Modern Foreign Languages (two of Mandarin, Spanish and French), Sport and Physical Education and PSHE. Computer Science is delivered in timetabled lessons and is also integrated and delivered within all curriculum areas. In addition, they all have sessions of Games.

Year 8:

In Year 8, all students follow the curriculum as outlined above.

Middle School

Year 9:

The curriculum comprises the same subjects as for Years 7 and 8. All students will study the full range of technology subjects (The Technology Suite includes Music Technology, Textiles, Design Technology, Engineering). Students continue with one Modern Foreign Language. Sciences are taught separately as Biology, Chemistry and Physics.

KS3 Curriculum Plan: Lessons taught per subject

Subject Name	Year 7	Year 8	Year 9
Approaches to Learning	2	2	
Art	2	2	3
CAS Elective	2	1	
Computer Science	1	1	2
Dance	1	1	1
Drama	2	2	2
English	6	6	7
Games	8	8	6
Geography	2	3	3
History	3	2	3
Mathematics	7	7	6
Music	2	2	3
Philosophy, Religious Studies and Values	2	2	2
Physical Education	1	1	2
PSHE	2	2	2
Science	7	7	9
Engineering/Music Tech/Food Tech(Y9 only)	2	3	4
DT/Textiles	2	2	As part of technology carousel
Spanish, French, Mandarin, EAL	6	6	5
Total	**60**	**60**	**60**

Year 10 and 11:

All students follow ten (or 9 where Curriculum Support is selected) two-year linear **GCSE** (or IGCSE/BTech Level 2) examined courses. All students sit their examinations at the end of Year 11. All students study the Core Subjects of, English Language and English Literature (IGCSE) and Mathematics (IGCSE). Students also choose six additional subjects (which can include Curriculum Support which is not examined). Students are encouraged to choose one modern foreign language and take either Combined Science or Triple Science based on teacher recommendation. All options have an allocation of 5 periods of teaching.

Physical Education, Games and PSHE are provided for all. All students are supported with Careers advice through their Morrisby tests and there is a substantial study-skills programme to support independent learning and examination preparation. In addition, all students in Years 10 participate in the CAS (Creativity, Action and Service) programme.

KS4 (Years 10 & 11) Curriculum Plan: Lessons taught per subject

Subject	Y10	Y11

English	8	8
Maths	7	7
CAS	2	-
PSHE	2	2
PE	2	-
Games	6	8
Science 1	5	5
Science 2	5	5
Option 1 (or Science 3)	5	5
Option 2	5	5
Option 3	5	5
Option 4	5	5
PRV or Global Perspectives	3	5
Total	**60**	**60**

Pre-Sixth:

A compact and intensive course of study, in order to prepare overseas students for Sixth Form study in one year, or to return to their country of origin. Students sit a minimum of 5 GCSEs, including English, Mathematics, another language, Geography and Combined Science (equal amounts of Biology, Chemistry and Physics). For some lessons, students are integrated into mainstream classes, but many classes are separate, in order to provide the necessary support in a small group environment and to ensure the course specifications are covered. Other subjects and language exams are also available, according to previous skills and experience. Additional EAL provision is also available for those students who need it.

Sixth Form:

In the Sixth Form we offer students the choice of following the International Baccalaureate Diploma Programme or A Levels. Those who wish to specialise in subjects may choose to study A Levels; those who prefer to keep a broader range of subjects through the Sixth Form may opt for the IB Diploma.

Students may choose IB and A Levels from a wide range of subjects as detailed in the Sixth Form brochure/school website. The range of subjects is kept under review and others may be added. All A Level/IB courses are offered subject to demand and numbers. If the demand is very small (less than 3 students) the subject may be withdrawn in order to facilitate the availability of courses where the demand is greater.

The Extended Project Qualification (EPQ Level 3) is offered to the Lower Sixth and involves a full course of training and support. All students are encouraged to embark on the extended project as it is a university-style piece of independent study.

Students may choose three or four subjects in the A Level programme. In the International Baccalaureate Diploma Programme (IBDP), three subjects are chosen at Higher (HL) and three subjects are chosen at Standard (SL) Level. They must include a range of subjects and at least one subject from Groups 1-5 and then either an elective or an additional subject from Groups 1-5. All IB students will

also take the core elements of the IBDP: Theory of Knowledge; Creativity, Action, Service; and complete an extended essay.

A Level Curriculum Plan:

3 A Levels	10/11 periods per fortnight
Games	8 periods per fortnight
PSHE	2 periods per fortnight
Private study	16 periods per fortnight
Oakleaf Diploma	2 periods per fortnight

IB Curriculum Plan:

3 at Higher Level	8/9 periods per fortnight (9 for Maths/Physics)
3 at Standard Level	5/6 periods per fortnight (6 for Maths)
TOK	4 periods per fortnight
Oakleaf Diploma	2 period per fortnight
Games	8 periods per fortnight
PSHE	2 periods per fortnight

PSHE education and Careers guidance play a major role in the Sixth Form. Our 'Aspiring High' programme is designed to support those students seeking entry to Cambridge or Oxford or for competitive courses at other universities. All Sixth Formers are involved with games and community service and are expected to participate fully in the programme of co-curricular activities and take on leadership roles as Prefects, Peer Mentors and within the Houses.

The Oakleaf Diploma includes four strands; Ethical Changemaking, Wellbeing, Academic Extension and Preparation for Adult Life. The Diploma covers areas such as Finance for Life, Study Skills, Changemaker Talks and allows the opportunity for all students to support local primary schools with their reading. Students submit their evidence portfolio for the 4 areas at the beginning of Year 13.

Examinations

Internal examinations take place in the Summer Term for Years 7-10 and the Lower Sixth (IB/A Level). These examinations are undertaken in a formal examination week (off-timetable). An Assessment week for Years 10, 12 and 13 also takes place in the Autumn Term. These are undertaken within timetable lessons.

Mock Examinations are also undertaken for students in Year 11 and Upper Sixth (January) with their final public examinations taken in every chosen subject in the May or June of Year 11 or the Upper Sixth.

English as an Additional Language

For those students for whom English is a second or additional language, specialist support classes are available. In order to identify EAL students who require support, screening is undertaken. This includes an initial admissions test (Password Knowledge

and Writing) and a series of placement tests. EAL students in Years 7-9 receive between three and six lessons per fortnight, based on individual need. These lessons aim to develop the students' English language skills and communicative ability and to build confidence in order to succeed in an English-speaking environment. These lessons are in addition to their main English classes. EAL students in Years 10 and 11 who require extra language support follow the IGCSE English Second Language (ESL) in addition to the iGCSE English (First) Language course. In the sixth form, many EAL students have EAL lessons to supplement their A-Level or IB programme, and to prepare them for the IELTS examination, essential for admission to UK universities.

SEND and More Able

At Leighton Park we act upon any information provided by the student's previous school or information from qualified professionals in this area. We also aim to screen new students during the first half term after their entry to school. The screening tests highlight those students who are more able and those who have potential specific learning difficulties. They also provide information on each students' learning profile. Teaching staff are well informed, have up to date knowledge of effective learning and teaching strategies and are skilled at teaching all students to meet their individual needs.

More Able children are provided with opportunities to extend their knowledge, skills and talents in extension work in the classroom or small group activities and opportunities to participate and progress. There are also a number of clubs and societies that stretch and challenge, together with enrichment classes: Aspiring High for Sixth Form and a comprehensive Scholars Programme. Scholarships are also available in academic subjects, Music, Art, Drama, STEAM, Ethical Changemakers and Sport to recognise and encourage particular ability, skills and talents.

Creativity, Activity and Service (CAS)

Is embedded into the taught curriculum and through the co-curricular programme of hobbies and activities. It enables students to take seriously the importance of life outside of academic scholarship. Participation in CAS encourages students to share their energies and special talents while developing awareness, concern and the ability to work collaboratively with others. It is underpinned by the IB's goal of educating the whole person and fostering more caring and socially responsible attitudes which benefit the school and wider community. The programme is provided within the curriculum for students in Year 7, 8, 10 and 12 and offers students the chance to participate in Sports Leadership, Creative Arts, Change Maker/Champions (Environmental and Sustainability initiatives), Duke of Edinburgh's Award.

PSHE

PSHE education is a planned, developmental programme of learning through which our students acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, including Tutor time and Collects, weekly PSHE lessons students develop the qualities and attributes they need to thrive as individuals, family members and members of society.

The PSHE education programme makes a significant contribution to students' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety, and the school's responsibility to promote students' wellbeing. In addition, the learning provided through a comprehensive PSHE education provision is an important means of safeguarding our students.

PSHE education equips students with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for students to reflect on and clarify their own values and attitudes and to explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE enables students to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help students to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Aims
The aim for PSHE education is to provide students with:

- accurate, balanced and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary, challenge their own and appreciate others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy
- Information to support students with the next steps of their academic journey.

Delivery
The weekly PSHE lessons and tutor times are the main vehicle for the delivery of PSHE. Topics are introduced in an age appropriate manner where students are able to build on their prior knowledge through a logical learning sequence. Students and staff have access to the Wellio, PSHE platform where lessons are engaging, interactive, with current resources to capture the students' attention. Wellio also allows monitoring of progress and understanding of lesson content. Students are also able to review and reflect on the lessons so that they can be refined for the future. The learning sequence can be adapted to suit the needs of the students and to respond to any issues arising during the year. Staff have received training in the delivery of PSHE and this is ongoing through the Teaching Development Groups.
Further specialist speakers are involved in the delivery of certain aspects of the PSHE curriculum. This includes Rabbits RSE, Dr Aric Sigman, Optimising Futures and a whole range of Old Leightonians.

Subject content

1. Personal identity (personal qualities, attitudes, skills, attributes and achievements and what influences these)
2. Relationships (including different types and in different settings)
3. A physically, emotionally and socially healthy balanced lifestyle
4. Personal safety (including risk identification, assessment and management)
5. Diversity and equality
6. Rights and responsibilities
7. Resilience (the skills, strategies and 'inner resources') and managing change
8. Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
9. Careers Education

Equality Act 2010

PSHE lessons encourage respect for other people, with particular regard to protected characteristics set out in the Equality Act 2010. The protected characteristics as listed in section 4 of the equality act are;

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation.

All of the above characteristics will not be addressed to every year group. The age and ability of the pupils will be taken into account when covering the above characteristics in an appropriate manner.

Careers

Students are provided with access to accurate, up-to-date careers guidance which enables them to make informed choices about a broad range of career options. Careers guidance is delivered through the 'PSHE Programme', organised interview programmes and through informal and impartial advice by the Head of Careers to students at different ages within the school to ensure that they have an understanding of the different career options available to them to enable them to succeed in adult life. In both Years 9 and 11, Morrisby profiling and interviews take place and support the 'Options process' for both GCSE and Sixth Form subject choices. The vast majority of Leighton Park students move on to the Sixth Form to study (IB or A Level) and subsequently onto Higher Education; thus, Careers education and guidance focuses on graduate career areas, university guidance and degree related apprenticeships as well as gap years and internships. The department is able to offer advice about careers open to those with only GCSE or higher-level qualifications as required.

The school supports an annual Careers Conference Additional visits by outside agencies, speakers and advisers are also organised by the Careers Department which also helps to facilitate work experience placements for Lower Sixth students. For University application, there is a rigorous process which is organised by the Head of Sixth Form and the Head of Careers.

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Reviewed:	Charlotte Wilde
Sign off:	
Sign off:	Education Committee and Board
Date of last review:	October 2026
Date of next review:	October 2028
Publication :	https://portal.leightonpark.com/login