

LINTON VILLAGE COLLEGE

Curriculum Policy

This policy was approved:	November 2022
Policy version:	V 2 . 1
This policy will be reviewed:	November 2024
Member of staff responsible for review:	Shahla Matarazzo
This policy was consulted with:	LVC Full Governing Body

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1. Context

Linton Village College was the third Village College to be built in 1937 by Henry Morris with the intention of serving the local community. Whilst we have served the local community for over 80 years with numerous generations of families gaining their education at the College, we have grown to accommodate students from further afield, including Essex and Suffolk, and as a result our cohort is becoming increasingly diverse. Throughout all this time of our ethos is still underpinned by Henry Morris's vision that education should be a 'cradle to the grave' experience.

The majority of our students come from semi-rural parts of Cambridgeshire and as a result our curriculum reflects their needs to ensure they are not only aware of the changing local area, but other cultures in order to truly become global citizens. The curriculum is designed to recognise the range of starting points, raise aspirations and develop all students to become **caring, independent, responsible** and **curious**.

2. Intent

At Linton Village College we strive to ensure that all students benefit from an **ambitious, inclusive** and **enriching** curriculum experience.

Our founding values of life-long learning remain important to our culture and curriculum ethos. We aim to provide students with the knowledge and skills to allow them to be successful in their learning and in their lives, enabling them to make a positive contribution to their communities.

We believe that all students thrive when they are inspired by a challenging and robust curriculum that broadens their horizons and exposes them to powerful knowledge. A rich, broad and balanced curriculum allows students to acquire an appreciation of subject disciplines, develop cultural capital, and gain experience in understanding and applying skills. We give equal importance to promoting intellectual, spiritual, creative, emotional and physical development through a range of subjects and content.

The curriculum is designed to meet the needs, abilities and talents of all students, offering appropriate support strategies for progression. Inclusive classrooms create the conditions for students to become **independent, responsible** and **curious** learners, essential Linton Learner attributes. As a **caring** and relational school, we create a climate for learning which encourages mutual respect and builds healthy relationships.

Fostering a love of learning is integral to students' holistic learning experience. We offer enriching experiences to spark students' curiosity and provide opportunities for real-world learning through a range of co-curricular opportunities.

Everyone is a learner at Linton, including the staff. We continually evolve the curriculum and update our pedagogical approaches as reflective and passionate practitioners.

3. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the College has chosen to follow.

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](#).

It complies with our funding agreement and articles of association.

4. Implementation

In order to achieve intent our teaching and learning strategy includes the following elements:

Ambition

- A challenging and language rich curriculum.
- Passionate specialist teaching and high expectations.
- Effective use of assessment to encourage reflection on learning and progress.

Inclusion

- An accessible curriculum that stretches all students.
- Use of appropriate and personalised support strategies.
- Healthy relationships and respectful behaviour.

Enrichment

- A coherent curriculum that prepares students for their next stages.
- Collaborative learning.
- Personal development that promotes global citizenship and transferable life skills.

For further details see *Appendix A: Teaching and Learning Strategy*.

5. Roles and responsibilities

5.1 The Governing Body

The governing body will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

The governing body will also ensure that:

- regular meetings are in place for discussing curriculum priorities;
- it participates actively in decision-making about the breadth and balance of the curriculum, including consideration of LVC's options offer and process;
- the College is complying with its funding agreement and is teaching a "broad and balanced curriculum" with sufficient teaching time provided for students to cover the requirements of all courses offered;
- appropriate provision is made for students with different abilities and needs, including children with special educational needs and disabilities (SEND);

- all courses provided for students which lead to qualifications, such as GCSEs, are approved by the secretary of state;
- the College implements the relevant statutory assessment arrangements;
- all students are provided with an appropriately resourced CEIAG provision;
- they evaluate the impact of curriculum implementation through triangulating the College's curriculum self-evaluation and quality assurance.

5.2 The Principal

The Principal, through delegation to members of the SLT, is responsible for ensuring that this policy is adhered to, and that:

- all required elements of the curriculum, and those subjects which the College chooses to offer, have aims and objectives which reflect the aims of the College and indicate how the needs of individual students will be met;
- all students, in both Years 8 and 9, select options that meet the College's expectations;
- the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body;
- they manage requests to withdraw children from curriculum subjects, where appropriate;
- the College'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-College targets in order to make informed decisions;
- proper provision is in place for students with different abilities and needs, including children with special educational needs and disabilities (SEND);
- the quality of curriculum delivery and experience of all learners meets the College's high expectations, leading to high levels of authentic student engagement and successful academic outcomes for all groups of learners;
- Subject Leaders and TLR Holders are supported with access to specialist subject training and departmental time to develop curriculum expertise and delivery.

5.3 SLT Line Managers

SLT line managers leaders are responsible for:

- providing challenge and support to promote continual development of the subject area
- ensuring that regular and impactful quality assurance takes place to inform curriculum planning, assessment design and staff development. e.g. data analysis from snapshot reports and learning walks
- regularly review the Department Improvement Plan (DIP) and support the creation n

- delivering carefully planned Subject Leaders meetings to promote further development of key priority areas.

5.4 Subject & TLR Holders

Subject and TLR Holders are responsible for:

- the design of the curriculum, which maps knowledge and skills progression alongside the sequencing of concepts;
- overseeing the development and evaluation of schemes of learning which should include key objectives, assessments, home learning opportunities and resources;
- monitoring and tracking of students' attainment and progress to inform further curriculum development and intervention;
- supporting subject teachers to deliver the curriculum effectively;
- undertaking effective quality assurance;
- keeping abreast of subject specific pedagogy and sharing best practice;
- reviewing the provision and writing the Subject Executive Summary to inform their Department Improvement Plan;
- planning Curriculum Development meeting time to promote further development of key priority areas.
- planning and overseeing extra-curricular, including intervention and CEIAG opportunities;

5.5 Teachers

Teachers are responsible for:

- personalising lessons in order to meet the needs of all students in their groups to ensure progress through Inclusive Classrooms;
- sharing their passion for the subject through expert subject knowledge and planning/delivering stimulating lessons;
- contributing to the development and evaluation of the schemes of learning;
- engaging proactively with relevant curriculum training and development opportunities;
- promoting positive relationships in the classrooms.

6. Inclusion

Inclusive classrooms (*Appendix B: Inclusive Classrooms*) was launched with all teaching staff to ensure ambition for all students regardless of starting points. This is designed so teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- High achieving students
- Students with low prior attainment
- Students from disadvantaged backgrounds, including PP
- Students with SEND
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEND can access every subject, wherever possible, and ensure that there are no barriers to every student achieving.

We do personalise the curriculum for those who require it and this is done on an individual basis. This could include some of the following:

- Support sessions in Learning Support, such as Thrive and modified curriculum in the Henry Morris Centre.
- Support sessions in the Support Hub to help support an individual's needs;
- Literacy and numeracy intervention to ensure that all students are able to access the full curriculum;
- Reduced options in Years 9 to 11 to incorporate extra English or maths sessions; a reduction in curriculum options is only considered in exceptional circumstances in order to increase a student's chances of successfully achieving the ambitions of the Curriculum policy;

For students who are unable to access the College curriculum for health or other reasons an Individual Alternative Education Plan is implemented.

7. Quality Assurance Arrangements

Governors monitor whether the College is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through providing challenge and support to the SLT at governor meetings.

The SLT monitor the curriculum through:

- Fortnightly line management with subject leaders;
- Subject deep dives;
- Half termly Subject Leaders meetings;
- Learning Walks/Lesson Observations;
- Data analysis;
- Sharing best practice.

Subject and TLR Holders monitor the way their curriculum should be delivered throughout the College by:

- Fortnightly meetings with Programme Leaders, where appropriate;
- Learning Walks/Lesson Observations;
- Data analysis;
- Work/book scrutiny;
- Appraisal;
- Curriculum development meetings.

8. Enrichment

There is a broad range of co-curricular opportunities, including trips and visits, which are planned enrich and extend the curriculum at the school. There are also many lunch time and after school clubs including:

- Sport: a variety of sports have clubs in which a range of students participate. Inter school fixtures are an important feature.
- Music: extensive participation in a wide variety of clubs, such as String Orchestra, Wind Band, Choir. Most of the students involved in these will experience concert performance, including trips abroad.
- Drama and Dance: including annual school production and Dance show.
- Art: Arts Award Scheme.
- Other clubs and open sessions at lunchtime and after school include: subject sessions, additional languages, chess, gardening and debating society.
- Curriculum trips and visits abroad offer students opportunities to develop their subject knowledge and interpersonal skills.
- A large percentage of students in year 10 are successful in completing their Bronze Duke of Edinburgh Award.

9. Organisation and planning

The Organisation and planning of the curriculum is the responsibility of each individual Subject or Programme Leader. The sequencing of every subject should be carefully planned to ensure it builds upon the prior learning that has taken place in KS2, and develops the skills required for post-16 study, and where appropriate, should include:

- ambitious, inclusive and enriching experiences for students;
- opportunities to develop the Linton Learner attributes;
- literacy, numeracy and cross-curricular links, including SMSC and global citizenship.
- British Values;
- SRE and healthy relationships;

- CEIAG.

The majority of subjects throughout the College teach students in mixed learning groups. This decision is supported by research that indicates that the majority of students make better progress in mixed learning groups than sets. See *Appendix C: Teaching Groups & Setting*.

We have a unique two stage options process that allows students to personalise their curriculum in Year 9 before finalising KS4 course choices. Full details of this can be found in *Appendix D: Options*.

6.4 Subject Time Allocations & Structure



The timetable is spread across a 50-period two-week timetable, with each period one hour long. The only exception to this is in KS4 where double lessons are planned in each of the option blocks to facilitate greater opportunities for extended work within practical subjects. For more details see *Appendix E: Subject Time Allocations and Structure*.

10. Links with other policies

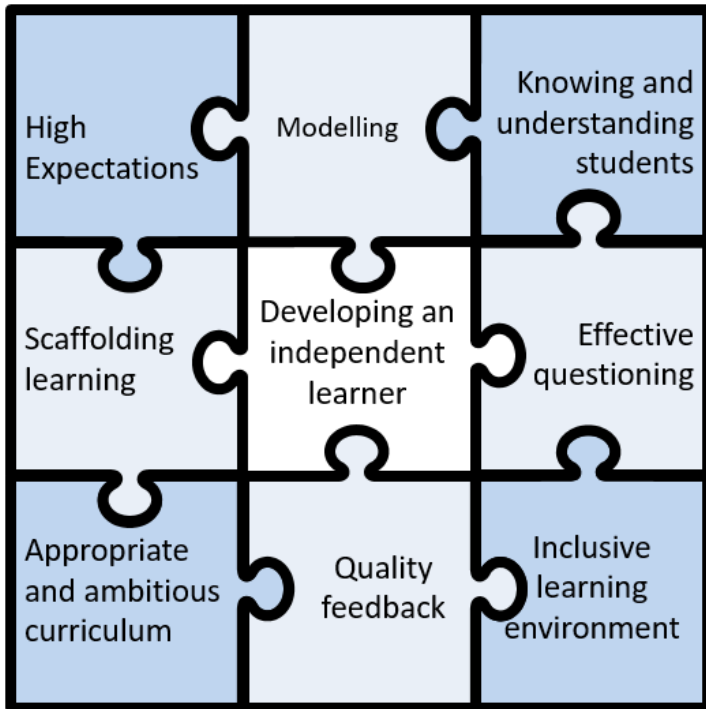
This policy links to the following policies and procedures:

- [Assessment, Recording and Reporting Policy](#);
- [Home Learning Policy](#).
- [Educational Visits Policy](#).
- [Special Educational Needs and Disabilities](#);
- [SRE Policy](#);

Appendix A: Teaching and Learning Strategy

	Ambitious	Inclusive	Enriching
Our values	We have high expectations of all staff and students and strive for educational excellence.	We ensure a safe, supportive community in which everyone can flourish in their learning and lives.	We are committed to enriching learning experiences in and out of the classroom.
Linton Learner Attributes	Independent 	Responsible 	Curious 
CIP priorities	Ensuring an ambitious curriculum experience for all.	Securing success for all and embedding consistently high standards of behaviour.	Fostering curiosity, commitment and a love of learning.
Teaching and learning strategy	<ul style="list-style-type: none"> • A challenging and language rich curriculum. • Passionate specialist teaching and high expectations. • Effective use of assessment to encourage reflection on learning and progress. 	<ul style="list-style-type: none"> • An accessible curriculum that stretches all students. • Use of appropriate and personalised support strategies. • Healthy relationships and respectful behaviour. 	<ul style="list-style-type: none"> • An coherent curriculum that prepares students for the next stage. • Collaborative learning. • Personal development that promotes global citizenship and transferrable life skills.
CPDL strands	Curriculum Development	Core Professional Development	Learning for Life
2021/22	Ambitious schemes of learning.	Inclusive schemes of learning.	Enriching schemes of learning.
	Effective questioning.	Scaffolding learning.	Effective modelling.
2022/23	Assessment design and feedback.	Inclusive classrooms.	Coherent curriculum.

Appendix B: Inclusive Classrooms



Appendix C: Learning Groups and Setting

Throughout Years 7 to 9 the students are split into two year halves which are determined by the language they study; a French side and a Spanish side to each year.

For Year 7, these mixed groups are carefully formulated upon transition to ensure there is a range of students within in each group. We attempt to ensure these are balanced in terms of prior attainment, primary school attended, sex, and this is coupled with advice from Primary schools. These groups are designed with the best interests of the students in mind.

When moving into Year 8 adjustments are made based on the performance of students, attitudes to learning, the behaviour and relationships of the students and staff professional judgement. Sets are introduced into languages, Science and PE. These are based upon the same criteria used for creating our mixed groups, and these groups will study the same topics with increased level of support or challenge as appropriate. PE use different sports to deliver their skills to different groups.

Moving into Year 9, the whole year group are timetabled to study Maths and options subjects at the same time. Within maths, students are moved into higher and foundation tier* Maths groups during the summer term which continue into Years 10 and 11. These groups continue to study the same topics, going into greater depth at higher, and movement between these tiers is possible.

In Years 10 and 11 science and core PE are the only other subjects that do not teach mixed groups. They are organised into four groups for combined science (two mixed higher and two mixed foundation tier*) and two groups which study the three sciences as separate GCSE subjects (triple science, higher tier*). PE use a similar structure for Key Stage 4 as they do for Key Stage 3 with three mixed groups for the triple scientists and four mixed groups for the combined scientists. All option subjects are mixed groups as these are dependent on the combination of subjects each student selects.

*Higher and foundation tiers only exist in maths, sciences and languages. Foundation tier allows students to achieve grades 1-5, and higher tier allows access to grades 4-9.

Appendix D: Options

In Year 8 students are given the first opportunity to personalise their curriculum; they are asked to select **four subjects** from the eight available below. This allows students a gain a deeper appreciation of subject disciplines and to make a more informed decision in Year 9 about their final options. To maintain breadth and balance, students must select at least one subject from each of the two Faculty areas.

Arts	Technology & Enterprise Subjects
Music	Computer Science
Art & Design	Design & Technology
Drama	Enterprise & Marketing
Dance	Food Preparation & Nutrition

Full details of this process, including the timeline can be found on the College website: [Year 8 Options Booklet](#).

In Year 9 students make their final choices about the subjects they will study in years 10 and 11 alongside English, maths, science and core PE. They must choose only from those they have been studying in Year 9 with the exceptions of statistics and health & social care. In order to maintain breadth and balance students are expected to select subjects from at least three Faculty areas. Extremely rare exceptions can be made at the College's discretion.

Humanities	Languages	Other Subjects	
Geography*	French*	Art & Design	Enterprise & Marketing +
History*	Spanish*	Computer Science	Dance
Religious Studies		Design & Technology	Drama
		Engineering	Food Preparation & Nutrition
		Health & Social Care ⁺	Music
		PE/Sport ⁺	Statistics

* EBacc – The College believes that this combination of subjects gives students a good broad academic curriculum and encourages all students to carefully consider selecting them, however we recognise it is not right for everyone and those who don't wish to opt for both, a Language and geography or history, must justify their options with regards to their future aspirations.

⁺ OCR National courses

Full details of this process, including the timeline can be found on the College website: [Year 9 Options Booklet](#).

Appendix E: Subject Time Allocations & Structure

Below are allocations of periods of periods per fortnight.

Subject	Year 7	Year 8	Year 9	Year 10	Year 11
English	7 [^]	8 [^]	7 [^]	7	7
Maths	7	6	6	7	8
Science*	6	6	6	10 or 12	10 or 12
PSHE	1	1	1	1	1
RS	2	2	2	1	-
Geography	3	3	3	20 Year 10 & 11 Options 4 subjects	
History	3	3	3		
French/Spanish (or Thrive)	5	5	5		
Art	2	2	12 Year 9 Options 4 subjects		
Drama	2	2			
Music	2	2			
Dance	1	1			
Design & Engineering/Food Preparation & Nutrition (in rotation)	3	3			
Computing/ICT	2	2	1		
Core PE*	4	4	4		

[^] This includes 1 literacy period per fortnight.

* In Years 10 and 11 this is 12ppf of science for triple scientists and 2ppf for PE; combined scientists have 10ppf of science and 4ppf of core PE.