



LLOYD WILLIAMSON
FOUNDATION

The

**Lloyd Williamson
Schools Foundation**

Curriculum Policy

1. Introduction

At LWSF, we believe that children learn best in a safe environment where they feel comfortable. Teachers establish clear procedures and routines to underpin this, and they provide both challenge and support as appropriate to each child. We offer an integrated curriculum where subjects are linked, and we make frequent real-life connections supported by trips and projects. Small class sizes stimulate educational experiences that are relevant and accessible to all, and we engage in activities where children produce and share their work with their own class and others.

LWSF provides a broad education which supports all children to be prepared for the ever-changing world in which we live. Our focus is to support all students to feel good about who they are – to develop a strong sense of self – so they can meet the demands of an evolving world with discipline and rigour and feel validated for their efforts and achievements. We aim to ensure a smooth transition through the key stages of education both at LWSF and on to other further stages beyond 11 and 16 years old.

We incorporate an academic education with the development of personal character and relationship skills based on emotional literacy.

Our education is underpinned by our ethos that every child should feel valued and given the encouragement to become the best that they can be. Our objective is that our students will leave prepared for the many different directions in which life may take them. Our curriculum is challenging and inspiring and builds within each child a passion for life and learning. We work closely with parents and encourage a shared vision between the school and home.

We aim to cultivate a positive attitude towards learning which we believe will support our students to be successful in later life.

Our curriculum is well planned for each age group and Key Stage and ensures that children of all abilities, including those with special education needs and/or disabilities, can acquire knowledge and understanding, develop and practise new skills and make progress appropriate to their developmental capabilities in a range of areas of learning. Where a child has a statement of special educational needs, (EHC Plan) we make provision to meet the requirements set out in the statement.

We encourage all students to take joint responsibility for their learning as this gives them the best opportunity to succeed.

2. Aims and Objectives

Our curriculum aims to develop in all students:

- A passion for life and learning where children can become passionate about the talents and skills they are good at as well as feeling inspired and challenged to learn new things about themselves, others and the world.
- A capacity to be proactive, engaged and interested in questioning themselves, others and the world around them rather than being passive learners – we want them to take considered risks and learn from making mistakes.
- A sense of emotional literacy, where they can learn empathy for self and others and understand the impact of taking responsibility in building a positive community based on respect and empathy.

- A clear understanding of, and respect for, core British values including **democracy**, the **rule of law**, **individual liberty** and mutual **respect** for and acceptance of those with different faiths and beliefs.
- Positive engagement with diversity including age, gender, disability, race, culture, sexuality and the impact of socio-economics. To this end we are a Stonewall Champion School.
- A positive attitude towards health and fitness and an understanding of the importance of these.
- An interest in the safe use of ICT so they can use it effectively in the world in which they live.

The curriculum is borne out of our ethos and core values (found in our mission statement):

Creativity - We foster imaginative thinking and problem solving across all areas of school life, and ask them to find their own solutions to problems.

Aspiration - We motivate our students to be ambitious and support them to reach their goals

Relationship - It is at the heart of all our learning. We model empathy and understanding through conversation and work together to build a bright future.

Resilience - We encourage students to build their strength and flexibility to meet the challenges of a rapidly changing world.

Individuality - We celebrate what makes each of us unique. We want our students to be confident in themselves and help them discover their passions.

In summary:

Our Goals for Your Child

We want your child to be a curious, lifelong learner who is:

- Independent and collaborative
- Confident and motivated
- Kind, caring, and healthy
- Prepared for the future
- Respectful of self, others, and the world

How We Achieve This

- **Engaging Learning:** We create a fun and challenging environment where your child feels confident and excited to learn.
- **High Expectations:** We encourage independence, self-discipline, and reaching their full potential.
- **Strong Partnerships:** We work closely with you to support your child's education.
- **Diversity and Inclusion:** We celebrate different cultures, beliefs, and abilities.
- **Safe and Supportive Community:** We foster a caring environment where every child feels valued and can thrive.

Our Commitment

- **Professional Growth:** Our staff continuously learns, and improves their teaching.
- **Risk-Taking:** We encourage children to try new things and learn from mistakes.
- **High Standards:** We expect the best from our students and celebrate their achievements.

- **Engaging Lessons:** We plan lessons that are fun, challenging, and relevant to your child's age and development.

3. Monitoring and Review

This policy is subject to annual monitoring-by the Co-Principals. All teaching staff contribute to its review at staff meetings.

4. Parents and Communication

Parents are encouraged to know the curriculum, the details of which are found on the school website e.g. Curriculum Topic List, Year Group Curriculums, as well as through parents evenings and bi-annual reports.

5. Implementing the Policy

This policy is implemented via appropriate schemes of work and the teachers' planning (Medium Term and Weekly Lesson Plans). These plans account for the age and needs of all pupils, including those with an EHCP.

6. Assessment

The school has a high ratio of teaching staff to pupils and we also have a close working relationship with parents/ guardians. This enables us to know the children well, be able to assess their needs and plan lessons to take account of each child.

Assessment is ongoing. Formal assessments are GL and Star Assessments. The children complete in house tests and assessments and staff make 'teacher' based assessments. The assessments become more formal as the children get older (usually from year 6 upwards). This process enables teachers to be able to accurately plan and then deliver appropriate work and also allows us to see each child's progress. Progress is summarised in bi-annual reports.

7. How the Curriculum Prepares Our Children for Life in the Modern World

- The school offers a variety of programmes and activities to help students learn about different careers and prepare for their future:
- Curriculum Talks: Parents and professionals from the community come to talk to students about their jobs and chosen paths. Students have a chance to ask questions.
- Trips: Throughout their time at school, students learn through trips to interesting places connected to their learning, field trips (PGL) and (at an appropriate age) visits to various workplaces as part of work experience.
- Clubs: The school offers a wide range of clubs, many led by professionals in different fields, to help students explore their interests and learn new skills.
- Curriculum Integration: Subjects like mathematics and social studies include lessons on topics like salaries, mortgages, and taxes to help students understand real-world finances and prepare for adult life.
- Arts and Specialisations: Secondary school students can study art, music, drama, and film, with specialised teachers in each subject.
- Career Guidance: Students in Years 8 and above attend career talks and goal-setting meetings to help them plan for their future.

8. How the curriculum prepares our children for life in British society:

- **Trips:** We organise a variety of trips to places like mosques, temples, churches, and museums to help students understand and appreciate different cultures and religions.

- **Curriculum:** Teachers create lessons that cover core subjects as well as Geography, History, and different world religions. The PSHE (Personal, Social, Health, and Economic Education) programme teaches students about their rights, responsibilities, and how to be part of their community. We also focus on respecting everyone, no matter their background. Our school is a Stonewall Champion School.
- **Social Education:** We have a behaviour policy that helps students understand how their actions affect others. We aim to help them make good choices and be responsible members of the community.
- **ICT:** We teach students how to use computers and the internet safely and responsibly.

9. Children with Special Educational needs and Disabilities (SEND)

Every child is unique, and we want to help them succeed.

LWSF will work with parents and carers to understand your child's needs and provide the support they need. This might include:

- **Differentiated learning:** Tailoring lessons to suit different learning styles.
- **Individual Education Plan (IEP).**
- **External help:** Seeking additional support from specialists if necessary.

Appropriate support as necessary is monitored by the class teacher and the school's SENCo. Parents and, where possible and appropriate their child, are involved in the planning, learning, and reviewing stages. The child is at the heart of all decisions we make. When the school needs external help to support the needs of the child, we will apply for an EHC plan.

Parents and carers are always involved in the child's education, and we aim to work together to make sure students reach their full potential.

10. English as an Additional Language (EAL)

LWSF is committed to providing children with the necessary support and teaching when they have English as a second language. As with all needs, individual plans will be made, and support offered as needed. This may include (at additional cost invoiced to the parents) bringing in additional 1:1 support.

11. Homework

Homework is set as appropriate throughout the school. Parents of children in all age groups are encouraged to read with their children. Throughout the school, LWSF signs up every child to IXL online learning platform for English and Maths.

Reception / Sprites: Approximately set homework includes nightly reading and revision of spellings. Additional set tasks should be no longer than 60 minutes per week.

Years 1 and 2: as above but additional set tasks to cover 1 – 2 hours per week.

Years 3 – 6: Reading and Spellings and additional tasks at 3 hours per week.

Years 7 – 8: Nightly reading plus additional tasks at 30 – 45 minutes per subject.

Years 9 – 11: Nightly reading with additional tasks at 10- 12 hours per week.

ALL children are expected to read widely – this supports the overall development of language skills.

12. Communication with Parents/Carers

We believe that parents and carers have a fundamental role to play in helping children to learn. To this end we do all we can to inform them about how their children are learning and achieving by:

- Holding Parent / Teacher meetings each Spring Term – we have an open-door policy where parents can make an appointment with teachers at any time to discuss progress and concerns.
- Sending information to parents/carers at the start of the Autumn term, in which we outline the topics that the pupils will be studying during the following academic year.
- Uploading Curriculum Policies and to the School Website
- Sending reports to parents/carers, in which we explain the progress made by each child and indicate how the child can progress or improve further. These are bi-annual and are sent at the end of each autumn and summer term.
- Maintaining communications with all parents/carers via questionnaires and newsletters weekly class emails from teachers and email communications with the Principal. This includes teachers to parents' memos and texts.

13. Parental Responsibility

We believe that parents/carers have a responsibility to support their children and the school in implementing School Policies.

Parents should:

- Ensure that their child has the best attendance and punctuality possible
- Do their best to keep their child healthy and fit to attend school
- Inform the school if there are matters outside of school, which are likely to affect a child's performance or behaviour at school
- Promote a positive attitude towards the school, staff and learning in general.

14. Concerns and Complaints

Parents/Carers who have concerns or wish to discuss any aspect of the school curriculum should, in the first instance, discuss these with the child's teacher. If the issue is not resolved, parents should contact the Principal. If appropriate or necessary, the school has a separate Complaints Procedure in place, which is on the school website or can be obtained from the School Office.

Reviewed: August 2024

Next review due: August 2025

Lucy Meyer
Co-Principal