



Champion EDUCATION TRUST

CURRICULUM POLICY

DOCUMENT CONTROL		
Approved for operation within	Lotus School	
Version number	1.1	
Date approved	TBC	
Approved by	Board of Trustees	
Date of review	November 2022	
Review period	1 year	
Policy status	Non-statutory	
Location published	Website	
Owner	M Kelsall	
DOCUMENT HISTORY		
Version	Date	Revision notes
1	June 2020	-
1.1	November 2022	Owner changed and contact details revised

CURRICULUM POLICY

RATIONALE

At Lotus, we strongly believe that the curriculum must accommodate the needs, abilities, interests and aspirations of all our learners, and support them in developing into successful young adults, ready to face the challenges ahead. The curriculum is the principle means by which the aims of the school are achieved. We understand that the curriculum is 'The entire planned learning experience' which includes lessons, the learning environment, routines, events, extended hours and activities outside the classroom and in different locations. Through the curriculum we aim to help students to develop their full potential academically, spiritually, morally, socially and culturally; with the aspiration to make a full and positive contribution to the society in which they live. The curriculum must respond to the need and expectation of the students and the wider world and every attempt is made to reflect this. It also includes all those features which contribute to school's ethos such as the quality of relationships, level of support and care, concern for inclusion and access, and the values exemplified by the Trust's organisation, management and leadership.

AIMS AND VALUES

Core aims and values:

- To implement a broad, balanced, flexible and differentiated curriculum which meets the needs of all students through the provision of appropriate, relevant, and challenging academic, vocational and community experiences.
- To provide a curriculum that is deep and rich in terms of content and experience for all learners, and embeds the core principles.
- To place the student at the centre of educational provision and develop a structure for guidance and support which focuses on partnership with parents and carers, community and other outside agencies.
- To provide an ethos in which everyone is equally valued, has equality of opportunity and can develop transferable skills and a commitment to lifelong learning.
- To ensure all young people can aspire to and achieve success in life and work.
- To create opportunities for students to develop their social skills and build relationships with others from all cultures and so actively contribute to the school and local community.

The starting point for the curriculum are clear aims that focus the learning on the attitudes, qualities and skills of our students as well as the knowledge and understanding which must be acquired to succeed in school and beyond. The school curriculum aims to enable all students to become:

- Successful learners, who enjoy learning, make progress and achieve
- Confident individuals, who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

The school's curriculum must therefore provide learners with opportunities to

- Access real life issues
- Show them that they can make a difference in their own life chances, and the lives of others
- Support them in understanding how to be healthy, stay safe, enjoy and achieve

LEARNER ENTITLEMENT

Lotus recognises that all learners have a basic entitlement to a curriculum which is broad, balanced, coherent, and relevant, differentiated and provides continuity and progression.

BREADTH

A broad curriculum will provide learners with the opportunities of developing knowledge, concepts, skills, attitudes and attributes within:

- Communication, language and literacy
- Creative and aesthetic development

- Knowledge and understanding of the world
- Personal, social and emotional development
- Physical development
- Problem solving, reasoning and numeracy

All of these together describe the full range of experiences to which all learners are entitled.

DELIVERY

- The curriculum will be delivered mainly through the school timetable and a programme of activities out of normal school hours. Students are encouraged to engage actively in both.
- The timetable has been carefully developed to ensure all students have access to Maths and English every day, as well as daily opportunities to read.
- The school operates three cycles to encompass KS2, 3 and 4. Students undertake cycles of learning that are split into; Year 6 and 7, Year 8 and 9, Year 10 and 11.
- Students begin KS4 in Year 10.
- At Key Stage 4 students are offered a range of qualifications from Entry Level certificates up to GCSE or equivalent. All students are placed on a pathway that will ensure they leave school with qualifications within English, Maths, Science and at least one other subject.
- At Key Stage 3 there are distinct subject areas of English, Maths, Science, Art, History, Geography, RE, Sports, Computing and Food Technology.
- Languages will be taught via our Cultural experience days which occur once every half term.
- Creative curriculum projects bring a cross-curricular dimension to learning and encourage learners to utilise skills such as: problem solving, teamwork and independent thinking, whilst still gaining extra knowledge in subjects such as Geography and History.
- The timetable also allows students to participate in daily Interventions that are designed to support them in achieving their EHCplan outcomes. These interventions may include: Sensory circuits, Emotional literacy or Social skill development.
- A coherent curriculum will be planned as a whole so that the learners can make connections between different learning experiences and therefore appreciate how all opportunities contribute to their overall progress and achievement.
- A relevant curriculum will seek to build on learners' prior attainment, connect to learners' own experience and interests and make plain the application of what they learn to life outside and after school.

PERSONALISED LEARNING

We will respond to individual needs and enable all students to achieve high standards. We will achieve this through personalised learning that will include:

- Assessing students in order to diagnose needs.
- Group students for learning.
- Plan and differentiate appropriately, providing pathways, tracking progress and set targets for further improvement.
- Support for students who have problems accessing different parts of the curriculum, including Literacy and numeracy catch-ups.
- Ensuring all students have access to in class support during every learning session.
- Involving the students in the life of school (e.g. student voice and lead students) and wider community (e.g. businesses, community organisations, local government, colleges).