

Lightcliffe Academy

# Our Curriculum



# Curriculum Intent

The curriculum at Lightcliffe Academy is designed to give all learners the knowledge, skills and cultural capital they need to succeed in life. It is ambitious, with the National Curriculum and EBacc at its core, encouraging students to aspire to achieve their very best. The curriculum is designed and sequenced to successfully develop the knowledge and skills that students will apply with increasing fluency and independence. Students study a broad range of subjects, exemplified by the national curriculum, throughout Years 7 to 9. Our SHARED character, alongside a focus on literacy, reading and oracy are integral to our curriculum.

We believe that the promotion of reading is central to the development of informed young adults who have a passion for lifelong learning, a love of discovering new ideas and a desire to experience new worlds. Our Forensic Reading programme in Key Stage 3 is an essential part of ensuring that students have reading as part of their routine educational experience. Forensic Reading will expose students to challenging, complex and academic texts which will not only develop students' vocabulary but also their ability to appreciate what makes a great writer.

We want students to become more critical, more confident and be in a position in the future where they can participate in debate and discussion in an incisive and articulate manner. Our aim, through our focus on oracy, is that our students learn to talk well and learn through talk; our partnership with Voice 21 supports our staff in focusing on the development of the four strands of oracy: the physical; the linguistic; the cognitive; and the social and emotional. We recognise that exploratory talk is a vehicle to empower our students to make academic, social and emotional progress.

Through high expectations and expert teaching, students from all backgrounds and starting points will be able to achieve. The academic curriculum is enriched by a varied PHSCE programme (which includes the RSE statutory curriculum) and an enrichment programme, thus creating a well-rounded experience for Lightcliffe students, with the development of skills that will help them to succeed in further education and employment. The curriculum is tailored to meet the needs of our students and the needs of our local community.

## Curriculum Principles

At Lightcliffe Academy, we place a great deal of emphasis on our SHARED values and they underpin our curriculum.

- Service
- Health and happiness
- Ambition
- Resilience
- Equity
- Dignity

Our curriculum aims to give all students the very best chance of succeeding and becoming well-rounded, happy individuals who are fully prepared for their next steps in life by:

- Providing a holistic education, including a comprehensive extra-curricular offer;
- Enabling students to develop

knowledge, understand concepts and acquire skills, and be able to choose and apply these independently;

- Supporting students' spiritual, moral, social and cultural development;
- Supporting students' physical development and responsibility for their own health, and enable them to be active across all areas of the curriculum;
- Improving student engagement in the curriculum, which in turn will improve attendance and behaviour;
- Promoting a positive attitude towards learning;
- Ensuring equal access to learning, with high expectations for every student and appropriate levels of challenge and support;
- Providing subject choices that support students' learning and progression, and enable them to work towards achieving their goals;
- Developing students' independent learning skills and resilience, to equip them for further/higher education and employment;
- Promoting student wellbeing.

# Curriculum Model

We have a five-year curriculum plan in place for each subject. This is split into a three year KS3, with Year 9 as a transition year between KS3 & KS4, and a two year KS4. By adopting this approach, each Key Stage will not exist in isolation, but instead, a continuum of learning will be created from Key Stage 2 through to the end of Key Stage 4.

In Year 9 all students have access to full curriculum, alongside the opportunity to study subjects that interest them. In core and EBacc subjects, students will deepen existing knowledge, acquire and retain new knowledge and develop skills that will prepare them for KS4 study. Towards the end of Year 9 students will begin to study some GCSE content. In option subjects, students will have a taster of what the subject offers at KS4 and how this might link to their own career aspirations. Students will learn key knowledge and skills through topics studied.

We operate a two-week timetable.

## Key Stage 3

YEAR	ENGLISH	MATHS	SCIENCE	GEOGRAPHY	HISTORY	MFL	RE/PHSCE	PE	DT	ICT	ART	DRAMA	MUSIC
7	8	8	6	4	4	4	2	4	3	2	2	2	1
8	8	8	6	4	4	4	2	4	3	2	2	2	1

## Year 9 Transition Year

All students study; English, Mathematics, Science, Geography, History, MFL, RE, PHSCE and PE

### Option Subjects

*(Students select six subjects and will study one subject per half term for six lessons per fortnight).*

- Art
- Business
- Computer Science
- Dance
- Design Technology
- Drama
- Food
- Health & Social Care
- IT
- Media
- Music
- PE Option
- Photography
- RE (Philosophy & Ethics)
- Textiles

# Key Stage 4

Students will select four options to study at KS4. Option 1 will be an EBacc subject for all students, additional EBacc subjects can also be selected. The vast majority of qualifications are GCSEs, with exceptions outlined below. All subjects and specifications will be reviewed annually.

## Year 10 & 11

### Core Subjects

- English Language
- English Literature
- Mathematics
- Combined Science
- Biology / Chemistry / Physics
- Core PE
- RE/ PHSCE

### Option 1 (Ebacc)

- Geography
- History
- MFL

### Option 2, 3 & 4

- Art
- Business
- Computer Science
- BTEC Dance
- Design Technology
- Drama
- Food
- **Geography**
- BTEC Health & Social Care
- **History**
- BTEC IT
- BTEC Media
- **MFL**
- BTEC Music
- OCR Sports Studies
- Photography
- RE – Philosophy & Ethics
- Textiles

# Implementation

## Teaching and Learning

All lessons at the academy follow the LIGHTR teaching and learning model. This is a structured and cyclical approach to planning and teaching lessons, ensuring there is a consistent approach across all lessons, focusing on: high quality learning, iterative learning, independent tasks and challenge for all students.

For further information, please contact Mr Hamill (Senior Leader – Quality of Education)



## Home Learning

Home learning is an essential part of students' education at Lightcliffe Academy. In order to become lifelong learners, students must learn not only to study when supervised in the classroom, but also independently. Teachers carefully plan and set tasks that not only consolidate learning from previous lessons, but also contain new challenges so that students continue to progress beyond the classroom.

## Curriculum Enhancement

At Lightcliffe Academy, we view enrichment as a central part of the curriculum, where learning is enhanced and complements the main curriculum. The enrichment offer, and student engagement with the programme, is a unique feature of the Academy, and the variety of the offer allows every student to find or develop an interest, hobby or skill that they are passionate about, which can be developed and sustained overtime. This could include courses such as the Duke of Edinburgh Award, alongside volunteering within the Academy and the local community. Every students' participation will be acknowledged, and successes celebrated.

For further information, please contact Mrs Fuller (Senior Assistant Principal)

# Impact

## Assessment and Feedback

Teachers use assessment to help students embed and use knowledge fluently and to check understanding and inform teaching. Assessment is regular and proportionate to curriculum time. Feedback methods include: verbal, peer and self-assessment, written and whole class feedback.

For further information, please contact Ms Conlon (Assistant Principal)

# Inclusion

## Students with Additional Needs

At Lightcliffe Academy, we have an inclusive curriculum and plan for students based on their individual needs to ensure everyone can access the curriculum and reach their full potential. We adopt a flexible approach to curriculum adaptation and delivery. We also balance any potential benefits of flexibility against the need for students to meet standard criteria for accreditation and certification, and to prevent adapted curricula from becoming too narrow.

For further information, please contact Mrs Lowe (SENDCo)