



KEY STAGES 3 & 4 CURRICULUM

Introduction

Lonsdale School aims to provide a curriculum which meets the diverse needs of all our pupils. We believe that all pupils are entitled to participate in education which is broad, balanced and relevant to personal needs and abilities and relevant to the society we live in. We also believe that pupils learn best when they are active participants in planned educational experiences which are appropriate to their level of development. We want our pupils to grow up to be healthy, stay safe, enjoy their achievements, make positive contributions and work towards achieving economic well-being.

Where the emphasis in the early years is on enabling pupils to acquire a functional means of communication, the development of personal self-help skills and body awareness, mobility and socialisation, for senior pupils the focus is on increasing personal independence and developing life and social skills in supporting their transition to adult life and within their community.

The REP provision is part of our curriculum provision and enables secondary pupils to access a 24-hour curriculum. The REP provision is allocated through a panel process with the aim to achieve the best possible outcome for each individual pupil.

Organising the KS 3 & 4 curriculum

At key stages 3 and 4, pupils are likely to follow one of the three main routes of the curriculum. These routes are dependent on pupils' personal and educational needs. Key-stage groups are set by academic ability and best match to meet individuals' needs. Occasionally pupils join other classes for part or the entire timetable. Some pupils may access Marriotts lessons for GCSE. The collaboration with Marriotts School allows Lonsdale to broaden its curriculum offer in order to create individual learning pathways. Class groups are named after their key stage (although the key stages are used flexibly and pupils are grouped considering year group and ability as well as social "best fit") and the form tutor's initials. Some older KS4 students are part of the Upper School and share part or all of their curriculum with Post 16 students. All learning pathways are interlinking, provide progression from key stages 1 and 2 and meet the statutory requirements for all pupils at key stages 3 and 4.

Some students follow a more academic route. The timetable is mainly subject-lesson based:

Number of allocated lesson time (1 session – 90 minutes)¹

KS3 LM	KS4/5 JB ²
2 x English	3 x English
2 x Maths	2 x Maths
2 x Science	1 x Science
1 x Computing/ICT	1 x Computing/ICT
1 x PSHCE	1 x PSHCE

¹ In KS4, one EFL session a week also run during lunchtime.

² Pupils in this form group follow a variety of individual pathways and accredited courses.

2 x Knowledge and Understanding	2 x Drama
1 x PE	1 x PE
1 x Swimming	1 x Swimming
2 x Creative	1 x Knowledge and Understanding
1 x Tutorial	1 x Business Studies
	1 x Tutorial
Plus 5 x 45 minutes Lunchtime	Plus 5 x 45 minutes Lunchtime

Pupils of lower and mixed abilities are likely to be following a modified curriculum. The curriculum is much more differentiated and developmental in nature focusing on basic, social, life and independence skills.

National Curriculum subjects are taught cross-curricular in topic-based curriculum areas in a project-based approach. This format is much more appropriate and relevant to the pupils' needs as well as creative, imaginative and stimulating.

Number of allocated lesson time (1 lesson – 90 minutes)

KS3 SH-MB/MW	KS4 HP/SP
6 x Basic Skills	1 x ICT/Computing
2 x Knowledge and Understanding	6 x Basic Skills
1 x PSHCE	2 x Knowledge and Understanding
2 x Creative	1 x PSHCE
1 x PE	1 x PE
1 x Swimming	1 x Swimming
1 x Tutorial	2 x Creative (1X4SP)
1 x Computing/ICT	1 x Tutorial
Plus 5 x 45 minutes Lunchtime	Plus 5 x 45 minutes Lunchtime

On Fridays pupils go home at 3pm. The last half an hour on Fridays is used by class teams to meet and discuss care plans, targets and the needs of individuals and/or the class group. Minutes are kept in class meeting folders. Whole-staff meetings on Monday mornings, teachers' meetings on Tuesdays and LSA meetings on Wednesdays ensure that different working groups and teams have time to liaise. On Wednesday afternoon, staff from various multidisciplinary teams share good and best practice in an informal way.

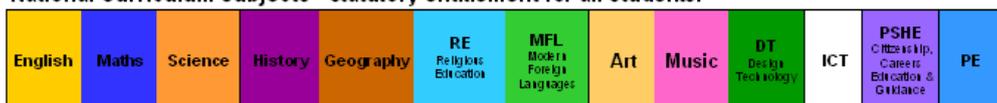
Curriculum areas

The tables below illustrate how The National Curriculum subjects are taught through the curriculum at Lonsdale³:

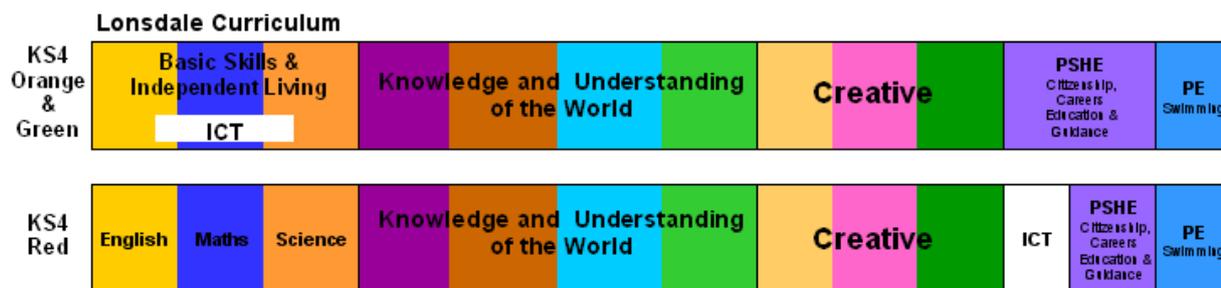
Key Stage 3



National Curriculum Subjects - statutory entitlement for all students.



Key Stage 4⁴



National Curriculum Subjects - the symbol ★ denotes the statutory entitlement for all pupils.



ICT is currently termed computing in the curriculum.

Tutorial

Tutor time gives each form group opportunity to bond as a class team, provide pastoral support, to set and review learning targets, to talk about issues relating to weekend activities, behaviour, incidents and current affairs. Tutorial time is also a time to liaise with parents through pupils' diaries, plan and organise outings, review pupils' ICT access, deal with equipment and therapy issues and liaise with multi-disciplinary teams.

Lunchtime

The mealtime sessions provide the opportunity to teach valuable self-help, social and independence skills. They also contribute to the social, moral, spiritual and cultural aspect of school life. At Lonsdale School we recognise the potential teaching and learning that may take place during mealtimes. Appropriate behaviour, table manners and healthy eating are encouraged and actively promoted.

ICTAC – ICT across the curriculum

ICT is an integral part of all teaching and learning at Lonsdale School. It allows and enhances pupils' access to the curriculum (specialist software, switches, electric wheelchairs, communication aids, symbols, VI modification, CCTV etc.), is used in formative and summative assessment (lesson planning, B squared etc.), provides a great variety of resources for all curriculum areas (programs, software, CDs, DVDs, CR-Roms etc) and is a tool to enrich teaching and learning (plasma screens,

⁴ At KS4, schools must offer at least one subject from each of these areas: arts, design and technology, humanities, modern foreign languages.

interactive whiteboards, big screen, switch camera etc.). Computing, which is a statutory entitlement for KS3 and 4 students in the NC, is taught as a discreet subject in some higher-ability classes and as part of Basic Skills in mixed and lower-ability classes. It aims at ensuring that pupils become digitally literate and able to use, express themselves and develop their ideas through the safe and responsible use of information and communication technology.

Enhancing the KS3&4 curriculum

- Specialist subject teachers (in-house or shared with other schools) help stretch our most able students and currently enrich our Maths, Science, English, Art, History, Drama and Computing curriculum.
- Individual Learning Plans (ILPs) help identify individual pathways including the REP provision, choices and options to remove barriers to learning and challenge all pupils to make good and better progress from their individual starting points.
- Additional funding like Pupil Premium and Year-7 Catch-up Funding is used to support and target groups of pupils who are more likely to fall behind and ensure best progress and attainment across core areas for these learners.
- Accredited courses, e.g. Duke of Edinburgh's Award, GCSE Biology, BTEC Performing Arts, Functional Skills in Maths and English and ASDAN qualifications are offered, and school strives to extend its curriculum offer in-house and by enabling pupils to access courses at Marriotts School as appropriate.
- An AAC accredited qualification is being followed to some of our VOCA users this school year.
- Pupils' learning opportunities are enhanced by whole-school events, e.g. Sports Day, activity days or weeks, charity events, assemblies, workshops and visiting artists, performers and guests. Timetable adjustments are made on such occasions.
- Pupils participate in educational trips and visits in school as well as in REP.
- Links with Marriotts School are developing. Students from both schools take part in joint projects, clubs and curriculum days in either school. Some students attend assemblies and/or take up opportunities for work experience.
- There are a variety of lunchtime clubs, e.g. art, cooking, music, dance, choir etc.
- The School Council and the "Green Beans" (Lonsdale's Eco committee) meet regularly and feedback into classes and curriculum work.
- Lonsdale School promotes healthy eating and keeping healthy. The nursing team offer support where needed.
- The school is participating in creative projects and community volunteer days.
- Speech and language, physio and occupational therapy provide many opportunities to enhance pupils' access to the curriculum further.
- Each class group is supported by learning support assistants. Some pupils are allocated an individual learning support assistant.
- There is individual support from advisory teachers for VI, HI etc.
- The nursing team support pupils with complex medical needs in the classroom to minimise disruption to their learning.
- Hearing-impaired pupils are supported by using BSL (British Sign Language) in the classroom and around school to aid understanding.

Curriculum planning, development and monitoring

All teaching and non-teaching staff at Lonsdale School work together to provide valuable learning opportunities for our pupils. Teachers meet regularly to review and develop the curriculum further and adapt to changes in statutory requirements and governmental guidelines.

The curriculum leader for key stages 3 and 4 leads and manages curriculum development, liaises with and supports colleagues both, in Lonsdale and other local schools. She ensures that long-term curriculum planning is up-to-date and that plans are followed appropriately. The curriculum leader for key stages 3 and 4 liaises with curriculum leaders in EYFS, primary and Post 16 to ensure progression across the school. The curriculum leader reports and provides analysis to the leadership team and governors of the school.

Subject leaders and leader groups are expected to provide collaborative leadership across the school in a designated subject or curriculum area. They monitor and report on quality and pupils' standards and achievements, support colleagues in setting whole-school targets, develop and review relevant policies and schemes of work. They support teaching and non-teaching colleagues within given subject or curriculum areas and contribute to school planning and self-evaluation.

To ensure teaching and learning are of a high standard, there are regular lesson observations, learning walks and monitoring of lesson planning. Governors frequently visit lessons and activities across the school. The appraisal of staff performance ensures that all staff work to the best of their abilities. Lonsdale School's "Teaching & Learning Policy" outlines principles, expectations and practices in order to further raise the quality of teaching and learning.

GK October 2018 (Next review due: October 2019)