



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 appropriate 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 gaining 21st century skills, becoming inquisitive, autonomous and resilient individuals who are ready to embrace lifelong learning when they leave Lonsdale School.

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.

Organising the Key stage 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 to best meet individuals' needs. Occasionally pupils join other classes for part or the entire timetable. Some pupils may access Marriotts lessons, and some Marriotts pupils join Lonsdale School for part of their timetable, too. The collaboration with Marriotts School allows Lonsdale to broaden its curriculum in order to create individual learning pathways.

Class group names are a letter, and each class has found a matching country for their letter to help remember names of class groups. Some older Key stage students are part of the Upper School and share part or all of their curriculum with Post 16 students. F Class is a group of pupils spanning Key stage 4 to 5. This class works on more academic pathways, and the learners in that group form a good learning community. 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.

When building the timetable, sessions in Key stage 3 and 4 are often placed simultaneously in the timetable, to enable learners to access other learning groups if they need a slower pace or more challenge. This enables learners to move for part of their timetable or certain lessons into other groups in Key stage 3 or 4 much more easily and suits their learning needs.

Number of allocated lessons per week

KS3 C / P / I / E / J Classes	KS3 N Class & KS3/4 V Class
2 x English	7 x Basic Skills (Science x3, Maths x2, English x2)
2 x Maths	2 x Knowledge and Understanding (K&U)
3 x Science	1 x PSHE
1 x Computing/ICT	1 x Creative
2 x K&U	1 x PE
1 x Food/Home Economics	1 x Life Skills
1 x PE	1 x Tutorial
1 x PSHCE	1 x Food/Home Economics
1 x Creative	Plus 5 x 45 minutes Lunchtime
1 x Tutorial	
Plus 5 x 45 minutes Lunchtime	

Pupils of lower prior attainment 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.

In addition to these lesson allocations, students across the Secondary Phase also have 5 x 30 minute 'Everybody Reads' sessions. These sessions focus on one of two areas: Phonics or Comprehension. Phonics lessons are delivered to groups of students with similar attainment, building on their learning from the Primary Phase so that their reading skills continue to develop in a structured way. Students in the Comprehension groups focus on developing their skills in reading for meaning, working on vocabulary building, developing decoding skills (ready for examination pathways) and crafting of the English Language.

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 Tuesday after school, LSA meetings on Wednesdays ensure that different working groups and teams have time to liaise. Staff from various multidisciplinary teams also share good and best practice in an informal way.

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. Tutor time is also a time to liaise with parents through pupils' diaries, plan and organise outings, review pupils' ICT access, deal with equipment, 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. Various lunchtime clubs run throughout the week during the second part of lunchtime to provide additional learning opportunities.

Computing across the curriculum

Computing 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 etc.) and is a tool to enrich teaching and learning (interactive screens, projectors, switch camera, augmented and virtual reality 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 prior attainment 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 Key stage 3 & 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, History, Drama and Computing curriculum.
- Individual Learning Plans (ILPs) help identify individual pathway choices and options to remove barriers to learning and challenge all pupils to make good or better progress from their individual starting points.
- Additional funding, like Pupil Premium, 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. Functional Skills (English & Maths), GCSE (English, Maths & Science) & AQA UAS qualifications are offered, and Lonsdale strives to extend its curriculum by enabling pupils to access courses at Marriotts School as appropriate.
- A City & Guilds AAC accredited qualification is being followed by some of our VOCA users.
- 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
- 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 and feed into the PSHE curriculum as applicable. RSE is taught as part of our PSHE provision.
- 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 additional support from link teachers and 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 and curriculum access.

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 Secondary & Post Sixteen Phase Leads manage curriculum development, liaise with and support colleagues in Lonsdale. They ensure that long-term curriculum planning is up-to-date and that plans are followed appropriately. The Secondary & Post Sixteen Phase Leaders also liaise with the Primary Phase Leader to ensure a smooth and consistent progression across the school. The Phase 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.

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