



PATRON  
HM THE KING



Learning without limits

# CURRICULUM POLICY

## 2024-2025

**Responsibility:** Principal

**Reviewed:** September 2024

**Next Review due:** September 2025

**Reviewed by:** Deputy Head

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## Legislation and guidance

LVS Oxford is an independent special school but it chooses to broadly follow the national curriculum, therefore this policy reflects the requirements to provide a broad and balanced curriculum, and the [National Curriculum programmes of study](#).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

## Links with other policies/ documents

This policy links to the following policies and procedures:

- Assessment Policy
- Teaching and Learning Policy
- Marking and Feedback Strategy
- Teaching Standards

## Aims and Ethos

Underpinning the design of the curriculum are the aims and ethos of the school:

Aims	Ethos
<b>Wellbeing:</b> building physical, mental and emotional resilience and healthy relationships	<b>Successful learners</b>
<b>Aspiration:</b> setting goals and learning for employment and independent living	<b>Confident individuals</b>
<b>Destination:</b> gaining information, qualifications and skills to achieve goals	<b>Responsible citizens</b>



## Roles and responsibilities

Informed by robust evidence and data underpinning intention, implementation and desired impact, the **Governors** are responsible for ensuring that an integrated curriculum framework and financial plan is in place. In addition, they identify priorities and set aspirational targets for the school and its specialist curriculum.

The **Senior Leadership Team** are responsible for overseeing the successful implementation, monitoring and evaluation of the school's curriculum content and its delivery.

**Teaching staff** are also responsible for mapping, sequencing and adjusting the content of the curriculum, delivering it with sufficient knowledge and skill to facilitate and support progression for all students.

The **Speech and Language Therapist and the Occupational Therapist** are responsible for supporting teaching staff in ensuring that all students can access the curriculum.

## Curriculum Intent

Due to the nature of the school as a specialist setting, the curriculum is designed to ensure the students are engaged and enabled to thrive and make progress both academically and personally.

<b>Curriculum Content:</b>	<b>Student-centred Specialist Provision:</b>
<ul style="list-style-type: none"><li>• broad, balanced and sequenced, offering access to <b>academic subjects and personal growth-based learning pathways</b> within <i>Learning for Life</i> and <i>Ready for Life</i>.</li><li>• delivers exceptional <b>enterprise opportunities</b> in KS3 leading to successful engagement in <b>work experience</b> in KS4, facilitating greater independence and community involvement.</li><li>• acknowledges <b>progress and achievement</b>, nurturing a learner identity and mindset, and enabling students to aspire to fulfil their true potential.</li><li>• <b>prepares students for life in modern Britain</b> by upholding and teaching them about <b>British Values</b>.</li></ul>	<ul style="list-style-type: none"><li>• <b>individualised</b> so that students' barriers to learning are addressed, enabling them to access the curriculum and be successful <b>lifelong learners</b>.</li><li>• develops <b>independent learning skills</b> and <b>resilience</b>, to equip them for further/higher education or employment.</li><li>• supports student's <b>social communication skills</b> and awareness of themselves, so they can express their views and wishes and function independently as an adult.</li><li>• develops an awareness of their wider and local <b>community</b>, which enables them to make a positive contribution, thus making them responsible citizens.</li><li>• supports students' <b>wellbeing</b> and physical development, enabling students to take responsibility for their own health</li></ul>

## Implementation

**All students follow the *Academic and KS3 Learning for Life / KS4 Ready for Life Curriculum Pathways*.** Students attending Sixth Form will follow a curriculum that prepares them for entry into college or internship placements, undertaking English and mathematics alongside a programme of careers education, work experience and independence skills training.

The **range of assessments** offered to students enable them to demonstrate their **progress and potential** both in academic subjects and in life skills. Each student has strengths, interests and aspirations and these determine the levels of qualification studied. Students are prepared for a variety of post-16 destinations, including the LVS Oxford Sixth Form.

Academic Pathway: GCSE and/or Functional Skills	KS3 <i>Learning for Life</i> and KS4 <i>Ready for Life</i> Pathway
<ul style="list-style-type: none"> <li>• English language</li> <li>• English literature</li> <li>• Mathematics</li> <li>• Science</li> <li>• Humanities <ul style="list-style-type: none"> <li>Geography</li> <li>History</li> <li>Beliefs and Values (Religious Education)</li> </ul> </li> <li>• Art and Design</li> </ul>	<ul style="list-style-type: none"> <li>• ASDAN PSHE courses: <ul style="list-style-type: none"> <li><i>Life skills</i> Challenges (Year 7);</li> <li><i>Key Steps</i> (Year 8);</li> <li><i>Short Course</i> (Years 9-11)</li> </ul> </li> <li>• Relationships and Sex Education</li> <li>• ICT</li> <li>• Music</li> <li>• Cooking and Nutrition</li> <li>• Health and Fitness</li> <li>• Outdoor Learning and John Muir Award</li> <li>• Horticulture and Enterprise (Years 7-9)</li> <li>• ASDAN Employability: Entry Level 3 / Level 1</li> <li>• ASDAN Vocational Short courses: Land-based and Animal Care; hospitality and Cooking</li> <li>• Duke of Edinburgh Bronze Award</li> <li>• Enrichment activities</li> </ul>

### **Impact**

Our highly effective and specialist school curriculum has a profound impact on our students, shaping their educational journeys and preparing them for success in various aspects of life. While the impact can be observed through tangible outcomes, such as academic achievements, it is also evidenced in several other significant ways, highlighting the holistic development of our students.

**Successful Learners:** The first and most apparent measure of our curriculum's impact is the academic achievements of our students. Through a rigorous and well-structured curriculum, our students consistently demonstrate high levels of knowledge and skills across various subjects. Our curriculum fosters a love for learning and equips students with the mindset and skills necessary for lifelong learning. Students are encouraged to be curious, independent thinkers who actively seek knowledge and embrace challenges. They develop essential skills such as critical thinking, problem-solving, effective communication, and collaboration, enabling them to adapt and thrive in an ever-changing world.

**Confident Individuals:** Our curriculum develops and nurtures well-rounded individuals, incorporating opportunities for students to develop their physical, social, emotional, and creative abilities. By offering a wide range of enrichment activities, sports, arts, and community engagement initiatives, our students become confident individuals with a strong sense of self, empathy, and resilience.

**Responsible Citizens:** Our curriculum prepares students to be responsible and engaged global citizens. We emphasise the importance of cultural understanding, ethical behaviour, and environmental sustainability. Students are equipped to face the challenges and embrace the opportunities of the 21st century.