



ARNOLD LODGE
4 - 18 yrs Co-educational Independent Day School

ALS Senior School Curriculum Document

Approved by the Directors: September 2018

Reviewed Annually

Next review date: September 2019



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Arnold Lodge School

The curriculum policy outlines the educational provision within the school and should be considered in conjunction with the SEN policy, schemes of work for subjects, PSHEE policy, Learning & Teaching policy.

The curriculum policy at Arnold Lodge fulfils the aims of the school by:

- Providing broad and balanced learning experiences
- Delivering the knowledge and skills required for pupils at Key Stages 3, 4 and 5 to make progress between the Key Stages and to provide continuity between each Key Stage
- Providing a range of opportunities for pupils to learn, achieve and realise their full potential
- Providing rigorous intellectual challenge and pace
- Promoting pupils' spiritual, moral, social and cultural development
- Developing an enjoyment of learning and a commitment to excellence in all pupils
- Producing well-rounded, balance individuals who are committed to lifelong learning
- Preparing pupils for the challenges, opportunities, responsibilities and experiences of adult life
- Providing a sound base and coherent routes through Key Stages 3, 4 and 5.

Curriculum Structure: KS3 & KS4

To ensure that pupils are given experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, pupils will study the following subjects (the curriculum varies between year group so not all subjects will be necessarily taught in each year of key stage):

English	Mathematics	Science	P.E / GAMES
Art	Drama	Food Technology	French
Geography	History	ICT	Music
PSHEE	Business (from KS4)	Psychology (from KS4)	Media Studies (from KS4)
Academic P.E (from KS4)	Design (KS3)	Sociology (from KS4)	

Key Stage 3 (Year 7, 8 and 9)

All pupils will follow the same curriculum pattern and will be taught in a combination of mixed ability groups, streamed groups and their form groups. On the whole, subjects will continue to follow National Curriculum levels and nomenclature for discussing a pupil's attainment and progress.

Key Stage 4 & Key Stage 5

At Key Stage 4, pupils will follow study the 'core' subjects of English, Science and Mathematics. Within English, pupils will either sit 'double award' (English Literature & English Language) or 'single award' (English Language). For Science, pupils can either sit 'double award' (Science & Additional Science) or 'triple award' (Physics, Chemistry & Biology as discreet subjects). In addition, pupils will select four subjects for their 'option' choices (this will be completed during Year 9). Option choices vary from year to year as we continue to try to improve the breadth and content of our curriculum. At Key Stage 5, pupils will select three subjects to study at A Level in addition to undertaking the EPQ.



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Subjects at Key Stage 5 are reviewed annually in line with the interests and subject choices of pupils in the intake. Where a pupil requests a subject, we endeavour to provide this by recruiting new staff. As such, the subject choices change year-to-year – please see the Sixth Form Information Booklet for more.

Curriculum Provision

The School Day

Gates Open	8:00-8:30
Registration	8:30-9:00
Period 1	9:00-9:55
Period 2	9:55-10:50
Break	10:50-11:10
Period 3	11:10-12:05
Period 4	12:05-13:00
Lunch	13:00-14:00
Registration	14:00-14:10
Period 7	14:10-15:05
Period 8	15:05-16:00
ExEn	16:00-17:00

Academic Timetabling

The school follows a 32 period week with lessons running for 55 minutes. The curriculum structure for each year group is as follows:

Year Group	English	Maths	Science	History / Geog / Art / Food Tech / French / Comp Sci	Drama / Music	Option Subjects
Year 7	4 lessons 220 mins	4 lessons 220 mins	4 lessons 220 mins	2 lessons 110 mins	1 lessons 55 mins	N/A
Year 8	4 lessons 220 mins	4 lessons 220 mins	4 lessons 220 mins	2 lessons 110 mins	1 lessons 55 mins	N/A
Year 9	4 lessons 220 mins	4 lessons 220 mins	4 lessons 220 mins	2 lessons 110 mins	1 lessons 55 mins	N/A
Year 10	5 lessons 275 mins	4 lessons 220 mins	6 lessons 330 mins	N/A	N/A	3 lessons 165 mins
Year 11	5 lessons 275 mins	4 lessons 220 mins	6 lessons 330 mins	N/A	N/A	3 lessons 165 mins
Year 12 & 13	N/A	N/A	N/A	N/A	N/A	6 lessons 330 mins

SMSC & PSHEE lessons

Pupils in Years 7-9 will have a programme of SMSC delivered alongside their PSHEE programme during mentor time. PSHEE is the primary focus for mentor sessions with SMSC covered across lessons, assemblies and mentor time, too.

Sports and Extra-Curricular

The allocated Games periods for each year group are as follows (for comparison purpose to the academic curriculum above this is expressed in lessons):



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Year Group	Games
Year 7 - 9	4 lessons
	220 mins
Year 10-13	2 lessons
	110 mins

PSHEE, Form Times and Careers

Form times for registration are between 8:30am-9:00am and 14:00-14:10pm. During this time, pupils will have the PSHEE curriculum delivered as part of our commitment to the SMSC development of pupils, access to Careers and Assemblies for shared worship. For more information, please see the PSHEE Policy or our SMSC Policy.

As part of their PSHEE curriculum, pupils will receive careers guidance to help them to choose GCSE and post-16 courses. Careers will focus on allowing pupils to develop an understanding of their strengths, weaknesses and how their interests relate to the world of work. For more information on our Careers provision, please see the PSHEE policy and the Careers policy.

Provision for Special Educational Needs

- The school has a well-established Special Educational Needs department headed up by a SENCO (and a Head of SEND overseeing the provision). The department ensures that pupils with SEN are given the support necessary to allow them to access the curriculum, make progress and to be given one-to-one support where necessary.
- Pupils who join the school where English is a foreign language, staff are available with expertise to support the teaching of EAL.
- IEPs are written and reviewed frequently. These are shared with staff, parents and pupils to ensure that pupils with IEPs are able to be supported as effectively as possible.
- Tracking of pupil progress is used to ensure that pupils with SEN are making suitable progress and interventions can be put in place where necessary.
- Parents' evening are used as a means of communicating pupil progress for SEN as well as other parts of the curriculum

Provision for Gifted and Talented

- Arnold Lodge uses a series of 'Enrichment Programmes' to ensure that pupils with particular academic potential. Pupils who show a passion or commitment to these Enrichment areas are also able to join the Programmes as fitting the inclusive ethos of Arnold Lodge.
- Pupils who are identified as having particular academic potential, their academic progress is monitored as part of the tracking process during each half-term. Where pupils are identified as not achieving to their potential, interventions are put into place.

Monitoring and Implementation

- Curriculum matters are regularly discussed and reviewed at the Academic Meeting between the Headteacher & Deputy Head: Academic. Curriculum matters are also discussed at full leadership meetings (ELT).
- Quality of education is monitored each half-term through the tracking process including the progress of pupils, the quality of assessment and feedback and the quality of teaching.
- Pupil questionnaires are used to gain feedback from pupils on various elements of the school including the quality of education provided.
- Annual results data is used to review the quality of provision provided with a particular focus on value added data (we use GL Assessments' CAT 4 Digital tests as our baseline for setting targets).