



LYDIATE  
LEARNING  
TRUST

# Curriculum Statement & Policy



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LEARNING  
TRUST

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ENGAGE, ENABLE,  
EMPOWER

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## Section A:

### Lydiate Learning Trust Curriculum Overview and Vision

Lydiate Learning Trust

Curriculum Vision & Overview

***“We engage with all within our Trust and beyond to enable them to show the world their particular strengths, their ideas and their passion”***

The schools within Lydiate Learning Trust believe that all our students have the right to a fully inclusive and diverse curriculum. A curriculum that is knowledge-based and which will equip our students with key skills for every stage in their educational lives and beyond. We believe we empower individuals through learning producing confident young adults with high levels of perseverance, proficiency and integrity.

Our schools plan their curriculum based on proven research but aim to encourage curiosity, discovery, creativity, co-operation, resilience and independence.

At LLT we include not only the formal requirements of a curriculum but also extra-curricular and deeper learning that are carefully planned in order to enrich the student’s experience. We look to enhance everyone’s cultural capital. We promote an enterprising culture that creates close working partnerships with businesses and wider partners.

We place a strong emphasis on reading, writing, oracy and mathematics in every year group.

In addition, the individual school based within LLT is centred around the locality and community in which the school is found so that our students are nurtured to fully contribute to the development of the local community and economy. We also ask that our students are developed as active citizens both in terms of their personal health and well-being but also that they support others.

Our schools are asked to build on the work students undertake and the curriculum followed at KS2 working closely with the feeder primary schools. Similarly, our schools prepare students for the next stage in their education journey taking extra care at each transition point throughout KS3 and KS4 and working in partnership with Higher Education establishments and employers at KS5.

LLT provides overall guiding aims and principles to assist the development of the curriculum in each school.

## Section B:

### Curriculum Statement

#### CURRICULUM AIMS

This policy aims to reflect our school's maxim to **ENGAGE, ENABLE AND EMPOWER** and its intention to offer the highest quality of teaching and learning, which will equip students for life in their community, modern Britain and the wider global society.

We live the vision of Lydiate Learning Trust as "we engage with all with our Trust and beyond to enable them to show the world their particular strengths, their ideas and their passion."

This policy outlines outstanding practice and the continued pursuit of excellence in all areas of school life. It clarifies the expectation that the School has for staff and students to ensure that all of our students learn and make progress in every lesson and over time.

We believe that all students should be provided with a curriculum that:

- Meets the needs of all students so that they are able to realise their potential
- promotes their spiritual, moral, cultural, mental and physical development
- prepares them for the opportunities, responsibilities and experiences of later life in modern Britain.

The curriculum extends beyond the formal provision of learning in the School. It is evident informally in what is often described as the 'hidden curriculum'. This encompasses the relationships, attitudes, behaviour and the general quality of life in the school community as a whole, thus involving values and attitudes. The School has identified these key features within its 'Core Values'.

Our aim is that the curriculum should help students to:

- Take responsibility for their own learning, through a variety of different opportunities.
- Develop lively, enquiring minds, the ability to question rationally, confidence, self-respect and a thirst for learning.
- Acquire and apply knowledge and skills relevant to the rapidly changing world in which they live.
- Make progress in all areas of their learning and to remain motivated and engaged in order to achieve high standards.
- Appreciate and understand fundamental British core values and acquire a set of attitudes, tolerances and beliefs including a respect for and understanding of other races, religions and cultures.
- Develop self-respect for others together with spiritual, moral, social and cultural awareness.
- Appreciate human achievement and aspirations in areas such as art, music, science, technology and literature.

- Become well-rounded citizens who take full advantage of the opportunities presented to them and consistently conduct themselves in a way that benefits others.
- Make successful transitions through each stage of their education, from primary school, through Key Stages 3, 4 and 5 and on to employment, further training, further education or higher education.
- Develop knowledge, skills and understanding useful in work, using the context of the world of work.

## **CURRICULUM PRINCIPLES**

Our curriculum is planned and organised on the following foundation principles:

- All students have an entitlement to the whole curriculum provision – irrespective of their ability, gender, ethnicity, culture or social or economic factors.
- The curriculum is broad and balanced and contributes to the education of the whole child.
- The curriculum is filled with rich first-hand experiences and is flexible and responsive to individual needs and interests.
- The Trust’s long-standing ‘Core Values’ are implicit within the culture of the school. The curriculum actively promotes the fundamental values of British citizenship; democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.
- The curriculum encourages all students to be responsible for their own learning and to engage in a variety of learning experiences.
- The Trust focuses on ensuring that all students make progress in reading, writing and mathematics.
- The curriculum promotes the differentiation of learning and teaching through the setting and grouping of students according to ability and prior attainment.
- Teachers have high expectations of all students and plan lessons to support yet challenge and stretch all learners. Targets are set which task all students to achieve.

“Schools insert here their own localised curriculum policy”