



Leigh Academy
Longfield

Curriculum Policy

September 2025

Review Date: September 2026

M Shaw

Curriculum Policy

Leigh Academies Trust - Curriculum Statement

Our central purpose is to ensure that all students within Leigh Academies Trust achieve the highest standards. These standards apply to all that students do.

We aim to develop a coherent curriculum that builds on young people's experiences and prior learning, which enables all young people to become successful learners, confident individuals and responsible citizens.

Our Curriculum intentions

- Instil in students a thirst for learning
- Teaching practice is underpinned by four pedagogical drivers: Challenge for all, scholarship, stickability and technological intelligence
- Challenge and inspire every student to achieve high standards and make better than expected progress
- Close the gap and enable those not achieving age-related expectations to catch up with their peers
- Promote high standards in literacy, numeracy and ICT capability
- Provide continued entitlement to a coherent, broad and balanced curriculum
- Have and be able to use high-quality learning and thinking skills and become independent learners
- Be relevant to our students and prepare them for the here and now, for the next phase of their education, and for their future
- Widen horizons and raise aspirations about the world of work and further and higher education
- Develop the skills and attributes to enable students to participate fully and positively in democratic, modern Britain
- To provide a wide range of opportunities to develop Social, Moral, Spiritual and Cultural awareness
- Help students recognise that personal wellbeing is essential to success and lifelong learning

We expect from students:

- A commitment from each student to work and to learn
- Self-reliance, resilience and a sense of responsibility
- Respect and tolerance for others

Leigh Academy Longfield Curriculum Intent and Implementation

Leigh Academy Longfield believes in providing a curriculum for its students that will equip them with the skills, knowledge and attitude to transform their community and achieve beyond expectations. We have taken the content of the National Curriculum and blended it with the skills and ethos of the International Baccalaureate (IB) Middle Years Programme (MYP) to provide a foundation in Key Stage 3 (KS3) in readiness for the rigours of KS4 qualifications. This will 'develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect' (IB Mission Statement) and provide pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement' (National Curriculum Aim).

In Year 7, the curriculum is taught in College groups. This 'schools within a school' model makes for a smooth transition from Primary by enabling the students to work with the same peers, much like at Primary. The embedding of the MYP allows for GCSE options to be started in Year 10 rather than Y9, maintaining a breadth to the KS3 curriculum. The KS4 curriculum offer is designed to provide a wide range of choices for

students including the EBacc suite of subjects. Our students choose 3 options, 1 from the Ebacc suite (History or Geography) and 2 other options ensuring students study a breadth of curriculum whilst being able to study them at depth as well as studying the language they have been studying throughout. By choosing 2 option subjects, we are able to ensure that more curriculum time is dedicated to the option subjects so that students are more likely to succeed in them. Our most able mathematicians, however, have the opportunity to do Further Mathematics to gain an extra qualification whilst laying a solid foundation for those who want to pursue a maths A Level. The co-curriculum provides further opportunities for breadth of experience e.g performance events are not restricted to those choosing performing arts subjects.

The taught curriculum is organised and structured into 24 lessons a week. Each lesson is 60 minutes long as we believe this provides adequate time to sequence learning within the lessons and across lessons. It allows teachers to encourage deeper thinking and understanding as a result without being rushed to a conclusion and simply learning factual information.

The co-curriculum provides opportunities for students to explore their physical and emotional wellbeing, their attitudes and the world in which they live.

Through regular diagnostic assessment teachers are able to identify student strengths and weaknesses and carefully plan to fill those gaps. Data collection points (AGOS (All Grades On System)) are used by leaders to evaluate progress and provide focus for interventions where necessary.

Through regular Trust wide collaboration, best practice from across the Trust can be brought into Longfield's practice. Having sister schools sharing the same MYP ethos enables this to take place more readily.

KEY STAGE 3:

Year 7

All students study the same broad curriculum with 100% of their time within College based groups. Subjects studied are Mathematics, English, Science, Design & Technology, ICT, Spanish, French, Geography, History, RE, Drama, Music, Art, PSHE and PE. All are taught through the framework of the MYP, providing students with explicit skills and aptitudes.

Year 8

The year group is divided in 'halves' (3 classes in one 'half', 3 in the other) for the core subjects of English, Mathematics and Science. For the remaining subjects teaching continues to be organised by College group. Subjects remain the same as Year 7 with further development of skills and attributes through the MYP.

Year 9

The year group is divided in 'halves' (3 classes in one 'half', 3 in the other) for the core subjects of English, Mathematics and Science. For the remaining subjects teaching continues to be organised by College group. Subjects remain the same as Year 8 with further development of skills and attributes through the MYP.

KEY STAGE 4:

The Academy runs a 2-year Key Stage 4 (KS4), Years 10 to 11. The Academy KS4 Options Booklet is issued in Module 3 of Year 9.

At Key Stage 4, all students study English Language, English Literature and Mathematics at GCSE. They also have a lesson of Physical Education each week - this is not examined.

Based on Year 9 outcomes some students follow a Triple Science course and sit Biology, Chemistry and Physics GCSEs, this is one of the students option choices. The remainder follow the Combined Science GCSE course, the equivalent of 2 GCSEs. All students then choose one of History or Geography and also continue the language they currently study. Students then have a free choice of 2 further subjects from a broad range across the whole curriculum (listed at the foot of this policy).

In addition to the subject-based curriculum there are several cross-curricular themes which are covered in more than one subject area - for example, e-Safety, Economic and Industrial Awareness, Enterprise and Careers, Sex, Health, Multi-cultural and Environmental Education. These are also delivered independently through various focus days and weekly tutor time sessions.

Art & Design	French
Biology	Geography
Business Studies	Graphics
Chemistry	NCFE Health and Fitness
Combined Science	History
Computer Science	Mathematics
Dance	Music
Design & Technology	Photography
Digital Information Technology	Physical Education
Drama	Physics
English Language	Religious Studies
English Literature	Spanish
Food & Nutrition	

KEY STAGE 5:

Students joining the Sixth Form are encouraged to follow a broad, challenging curriculum. The normal expectation for Level 3 students is that they will take three subjects for the 2 years. Exceptional students may follow 4 courses where appropriate.

In addition, all students that do not attain a grade 4 in either English or mathematics retake GCSE Mathematics and/or English Language. The Academy provides subject specific conferences for students as well as events focusing on aspects of PSHE such as Sexual Health.

The Academy operates within the Leigh Academies Trust Post 16 Consortium (LAT16), enabling it to offer a broader range of courses. The Post-16 prospectus is issued annually, giving course details, option block arrangements and entry criteria.

This policy is reviewed annually or more frequently if that is required.

Parents'/Carers' right to withdraw from Religious Education

"All students are entitled to receive RE as part of a broad and balanced curriculum at school which promotes their spiritual, moral, social and cultural development" (Religious education in English schools: Non-statutory guidance 2010)

Religious Education is a compulsory subject for all secondary schools to provide to students. Parents can ask to withdraw their child from parts or all of religious education. Schools have a duty to supervise any students withdrawn from RE, though not to provide additional teaching. Should you wish for your child to be withdrawn from RE lessons then your child will be allocated to different classes or a specified place to complete independent work in order to ensure suitable supervision. These arrangements may need to change from week to week.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Principal. A printed copy of this form can be provided for you upon request to the school office. A copy of withdrawal requests will be placed in the pupil's educational record. A member of the senior leadership team or the relevant Head of College will discuss the request with parents and take appropriate action.

Appendix 1: Religious Education – Right to Withdraw Form

A printed copy of this form can be provided for you upon request to the school office.

TO BE COMPLETED BY PARENT/CARERS			
Name of child		College	
Name of parent		Date	
Reason for withdrawing from Religious Education			
Any other information you would like the school to consider			
Parent/carer signature		Date	

TO BE COMPLETED BY THE ACADEMY			
Agreed actions from discussion with parents			
SLT name & signature		Date	