



Curriculum Statement

Lansdowne School curriculum content and delivery is guided by our overall ambition for all students and is as follows:

“For all students to become independent young adults, living in the community accessing further education, apprenticeships or employment.”

We aim to achieve this through:

- Developing independent living skills across the curriculum from Year 7 to Year 13.
- Working towards employability from Year 7 to Year 13.
- Ensuring there is a strong joined up approach to learning towards independent living focussing on sequential learning through PSHCE, Life skills, careers, work experience and outside (community) learning.
- Using a dedicated DFE recognised reading scheme to ensure students are able to use phonics successfully as part of our Guided Reading Programme.
- Ensuring phonics are used in the wider context to develop independent spelling skills across the English and wider curriculum.
- Defining specific learning pathways from students' initial starting points on entry to the school.
- Practical, 'hands-on' learning both in school and the community.
- Developing a sense of student responsibility and expectations across the school and community.
- A broad and balanced curriculum, which supports individual learning pathways.
- Understanding and meeting the needs of our students.

The curriculum will be delivered through two learning routes, which develop knowledge and skills.

Knowledge

The schemes of work build sequential knowledge starting from student initial starting points of what they know and understand. Although this will be individual, the curriculum content will:

- improve prior learning and increase cognitive complexity,
- develops as pupils move through the school, revisiting concepts in greater depth, for example in KS3 pupils may learn about materials and their properties, moving on to molecules and atoms in KS4, or pupils will learn about chronology starting with themselves, moving on to the chronology of significant events in KS3, but will use that knowledge in KS4 to understand and question in greater depth the chronology of a specific area in history, such as the Norman Conquest.
- Will be linked to life-skills and PSHE

Skills

These schemes of work define the skills pupils will learn over time.

The curriculum documents

- Long and medium term subject content schemes of work relating to all curriculum subjects, following accreditation curriculum from Year 10.
- Skills schemes of work.
- Weekly planning which clearly shows what students will be learning, outcomes and how these outcomes will be achieved.

Student Progress will be measured using summative and formative assessment every twelve weeks.

We recognise the curriculum is on-going and will reflect the needs of individual cohorts.