

C u r r i c u l u m

At Lawn Manor Academy our I LEARN values of *Independence, Attitude* and *Resilience* are the three pillars of our curriculum: in this way, we want the curriculum that we have designed at Lawn Manor Academy to be the lived experience for each of our pupils. As a school we have spent time developing our offer carefully to ensure that we can provide the best learning experiences for every pupil. Our routines and our clear and consistent expectations provide a fertile environment in which learning can flourish.

As pupils, support staff, teachers and leaders we are all proud of the Lawn Manor Way and the I LEARN values which underpin everything we do at the school. It is these foundations and this commitment to our role in the community which drives us to furnish our pupils the gift of knowledge so that we can empower our pupils to be agents of change. We offer whole world understanding to create young people who listen and we develop characteristics that will inspire them to move out into the world and succeed in their futures, as they themselves step up to become the next generation.

W H Y		
I N D E P E N D E N C E	A T T I T U D E	R E S I L I E N C E
<i>Knowledge that will develop:</i> Literacy Numeracy Oracy Agency	<i>Understanding that will foster:</i> Curiosity Empathy Tolerance Confidence	<i>Character that will build:</i> Strength Fairness Determination Kindness
H O W		
I N D E P E N D E N C E	A T T I T U D E	R E S I L I E N C E
Excellent curricular offer Coherent and integrated subject SOL Focus on Reading and vocabulary Disciplinary literacy Metacognition and self-regulation	The Lawn Manor Way I LEARN tutor support Themed Assembly programme Focused Personal Development Days Extra-Curricular activities	Personal development for all pupils Careers advice and guidance Coaching and mentoring Links with universities and workplaces Leadership opportunities
W H A T		
I N D E P E N D E N C E	A T T I T U D E	R E S I L I E N C E
Quality first teaching Low stakes formative assessment Deliberate summative assessment Effective feedback Regular retrieval practice Personalised Learning support Appropriate repertoire of teaching	Clear expectations Consistent Routines Emotional intelligence Successful relationships Understanding our community Supporting others Lived learning experiences	The Lawn Manor Pledge Vibrant house system Leading and participating in councils Taking part in interviews Visiting universities and workplaces Hearing alumni and outside speakers Debating and questioning

The Lawn Manor Learner

I L E A R N

Independence "We are fearless, independent and Original"	Literacy "A child who reads will be an adult who thinks"	Equipment "You have to be there at the right time and to be equipped"	Attitude "Life is 10% of what happens to you and 90% how you react"	Resilience "Believe and act as if it were impossible to fail"	Numeracy "Number rules the Universe"
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KS3 and KS4

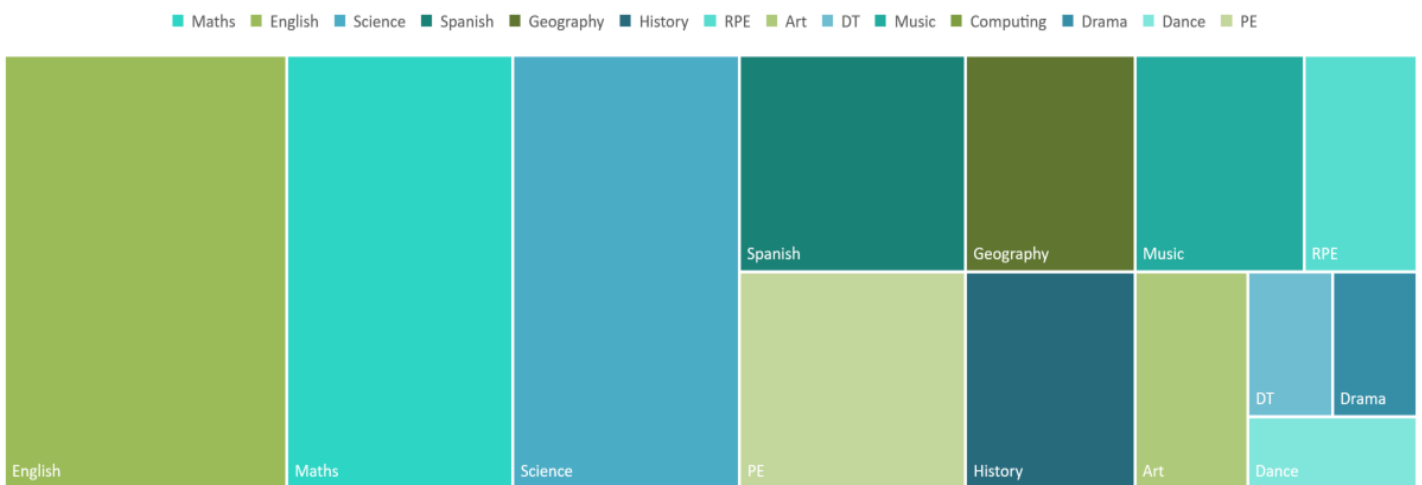
INDEPENDENCE

Curriculum

Our focus is on knowledge and the retention of knowledge to enable pupils to make informed choices at the end of KS3:

- Prominent Curriculum time for History, Geography and Religion Philosophy and Ethics
- Continued focus on Creative and expressive arts
- Modern Languages given high priority to boost access and take up
- Increased PE curriculum time at KS3 to build back physical literacy.
- Retention of a vast array of available subjects for Lawn Manor Pupils to experience as they move to their Year 9 options
- Building resilience and attitude through all our subjects

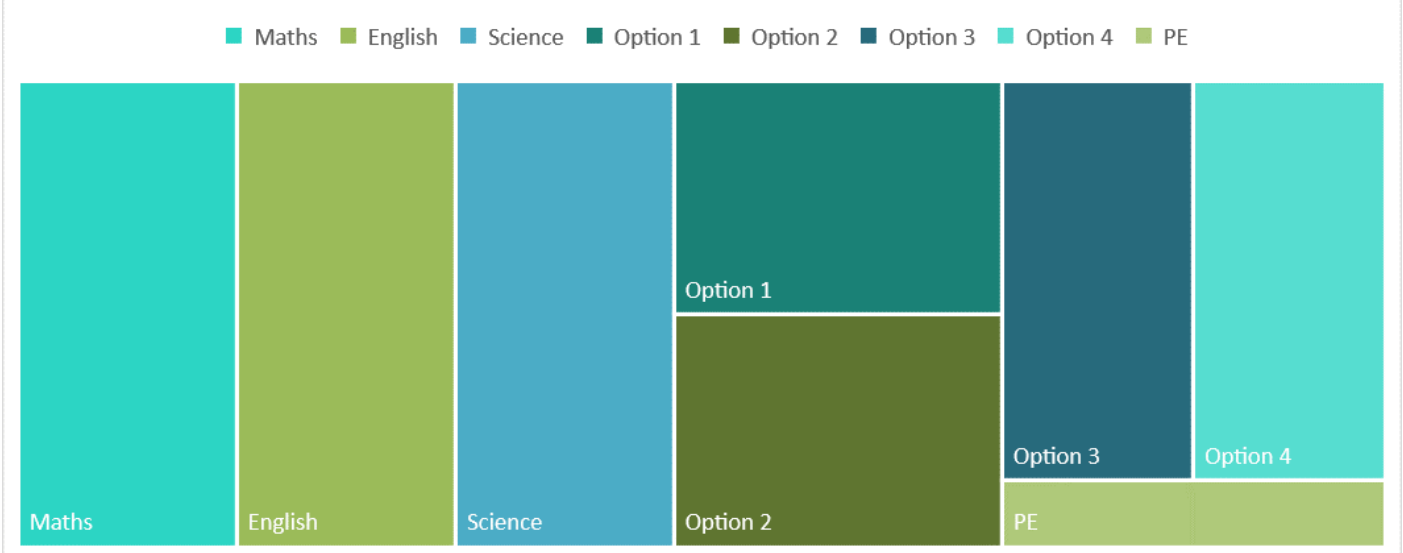
KS3 Independence Curriculum



At KS4 we offer pupils:

- 4 option choices.
- A wide range of option choice across Social Sciences, Creative Technology and Expressive Arts
- A programme of PSHE built across the year.
- Fully mapped statutory Religious Education programme (see curriculum overview for RPE)

KS4 Independence Curriculum



KS3 and KS4

INDEPENDENCE

Curriculum

Maths

Lawn Manor Academy has adopted a mastery curriculum at KS3. For the current Year 8s, we are continuing with the Mathematics Mastery programme. In Year 7, we are introducing the OUP Mosaic curriculum, which will follow them into Year 8. This change has been made as the Mosaic curriculum more closely aligns with our pedagogy in Year 9 to Year 11. We only use the mastery curriculums in Year 7 and Year 8 as classes are mixed ability throughout these two years, whereas Year 9 has been designed to accommodate setting. Mastery principles are extended across both key stages due to the focus on depth of knowledge, explanation of understanding and the rigorous approach to using key terminology.

The Maths Mastery Curriculum:

- Deep Understanding: We believe students should be encouraged to develop a deep understanding of the concepts they meet rather than learn from rules
- Mathematical thinking: developing mathematical thinking in and out of the classroom to fully master concepts
- Mathematical Language: use of mathematical language is essential to build understanding of concepts through building vocabulary knowledge
- Problem Solving: this represents the why and the how of learning maths and is interlaced through every lesson
- C+P+A: the concrete, pictorial, abstract approach is used in lessons so that pupils can deepen their understanding of concepts through a variety of representations
- Growth mindset: everyone has the capacity to improve in maths with hard work and application

The Year 9 to Year 11 curriculum is designed to ensure maximum exposure to the most challenging aspects of Maths. The curriculum is engineered to enable an aspirational approach to Maths learning where pupils are never “locked in” to a particular tier through their set allocation and that transit is possible across tiers where excellence is recognised through assessment in the classroom. The way we teach maths has been inspired by Craig Barton’s “Reflect, Expect, Check, Explain” principles that focus on developing pupils’ metacognition skills.

English

We opted to become an English Mastery School initially as part of the NatCen trial for two years. English mastery provides us with challenging resources and rigorous assessment to drive up standards and consistency at KS3 in our English curriculum. It also reduces workload in the process. At KS3 currently all of year 7 to 9 pupils study the mastery curriculum. At KS4 we work with the AQA specification.

The English Mastery Curriculum:

- Knowledge Rich curriculum: resources that will encourage pupils to master ideas, stories and concepts that have shaped the world
- Dedicated teaching of grammar: teaching of grammar that will allow pupils to master compositional skills and in-depth knowledge of concepts
- Explicit vocabulary instruction: teachers are given the tools to deliver careful and detail vocab instruction to reduce the word (and attainment) gap for pupils
- Assessing for mastery: teachers work together to celebrate, compare and review student work to unlock the potential of in-school assessment.

KS3 and KS4

INDEPENDENCE

Curriculum

Science

The head of Science has designed and refined a bespoke curriculum for pupils at Lawn Manor Academy which has proved very effective in improving outcomes through detailed approaches to content area literacy in Physics, Chemistry and Biology.

The key skills of literacy and numeracy and those required for investigative skills have been interwoven across the KS3 curriculum with a set of carefully designed booklets for each topic covered. These are accompanied by differentiated IACT tasks for review key misconceptions after assessment.

At KS4 and KS3 a set of topic-based retrieval activities have been designed to review and reintroduce learning across the curriculum as pupils progress to cement knowledge in combined science and triple science at both foundation and higher levels— These retrieval activities test knowledge recall and application as well as reviewing the skills introduced over time.

Putting literacy, numeracy and investigative skills at the heart of the Science Curriculum:

- Pupils are exposed to key concepts and skills repeatedly through KS3 in different topics to enhance interdisciplinary literacy across the three sciences.
- Knowledge retention, enhancement and application are a key feature of all science lessons.
- Teacher workload is reduced through the careful planning to address common misconceptions through pre-prepared IACT tasks.
- Formative and summative assessment are clearly defined, consistent across classrooms and fit for purpose.

KS3 and KS4

Attitude and Resilience

Curriculum

The twin curriculum strands of **Attitude** and **Resilience** are the foci for developing excellent understanding and character in our pupils at Lawn Manor Academy. This might be through the ILEARN Tutor programme, the programme of year leader and House assemblies that stretch across the year or our high quality PD sessions that make up the **PSHE and RSE** entitlement across 6 collapsed days over the year.

On top of this we also develop our pupils by offering a bespoke **Careers Information Advice and Guidance** service which spans each year group with opportunities such as mock interview days, CV writing workshops, trips to industry, work experience and outside speakers.

Pupils' cultural experience is also widened via extra-curricular activities offered through departments to support non-classroom based learning linked to the **Independence** curriculum which will build **Attitude** and **Resilience** across all of our young people. This is further enhanced by **the Lawn Manor Pledge**—which is mentioned on the next page.

Our **EAL (English as an additional language)** Department's Provision has been recognised as a national centre of excellence by Challenge Partners and incorporates multiple cultural and linguistic opportunities. In addition to providing bespoke language support for new pupils, there are activities for all of our pupils can engage with other cultures and take their first steps into the Lawn Manor Way.

In addition, our **Religion Philosophy and Ethics** department have designed a clear pathway through I LEARN sessions, the PD Days, Assemblies and a series of lectures delivered by teachers and outside speakers to inform and inspire as we tackle some of the larger issues raised in this subject and offer pupils a chance to reflect on what these issues mean to them.