

ARNOLD LODGE



4 - 18 yrs Co-educational Independent Day School

ALS Senior School Curriculum Document

Approved by the Headteacher: September 2025

Reviewed Annually

Next review date: September 2026

Arnold Lodge School

The curriculum policy outlines the educational provision within the school and should be considered in conjunction with the SEND policy, the PSHEE policy, the Learning & Teaching policy and the curriculum documents for subjects. This document covers Senior School only (Years 7–13). A separate curriculum policy exists for the Junior School and EYFS.

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

- > Being a full-time supervised education for pupils of compulsory school age
- > ensure that pupils have experience of linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education during the compulsory period of education
- > provide pupils with a broad and balanced education
- > foster pupils' creativity
- > develop essential skills in speaking and listening, numeracy, literacy and ICT, and learning skills
- > promote health and wellbeing
- > inspire a commitment to lifelong learning
- > offer all pupils the opportunity to learn and make progress, encouraging high standards
- > develop spiritual, moral, civil and social awareness (including mutual respect and tolerance of different faiths and beliefs)
- > prepare our pupils for the opportunities, responsibilities and experiences of adult life
- > take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
- > ensure every child is provided with relationships and sex education
- > effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society

Curriculum Structure: KS3 & KS4

To ensure that pupils are given experience in linguistic, mathematical, scientific, technological, human & social, physical, 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	Computer Science	Design Technology
Food Technology	Geography	History	Music/Music Technology
PPRE (Philosophy, Politics, Religion & Ethics)	PSHEE	Spanish	Business (from KS4)
Media Studies (from KS4)	Academic P.E. (from KS4)	Psychology (from KS4)	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 mentor groups.

Key Stage 4 (Years 10 and 11) and Key Stage 5 (Years 12 and 13)

At Key Stage 4, pupils will 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). Within Mathematics, pupils have the option of studying for Foundation Tier Mathematics or Higher Tier Mathematics. Within Science, pupils will study 'Trilogy Science' (2 GCSEs based on combined performance in Biology, Chemistry and Physics) at either Higher or Foundation Level. Separate Sciences (3 GCSEs: Physics, Chemistry and Biology as discrete subjects) will be offered as an option choice, contingent upon interest. In total, pupils will select four subjects for their 'option' choices. 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 or BTEC level and have the option of undertaking the EPQ.

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 information.

Curriculum Provision

The School Day

School Day - Years 7-13	
8:00am	Gates Open
8:30am	Pupils go to mentor room
8:30am	Registration
8:40am	Lesson 1
9:35am	Lesson 2
10:30am*	Mentor Time
11:00am*	Break
11:20am	Lesson 3
12:15pm	Lesson 4
1:10pm	Lunch
2:10pm	Lesson 5
3:05pm	Lesson 6
4:00pm	End of school
4:15pm - 5:15pm	Extension & Enrichment

***For KS4 & KS5, 10:30-10:50am will be break and 10:50am-11:20am will be Mentor Time.**

Academic Timetabling

The school follows a 30 period week with lessons running for 55 minutes. The curriculum structure for each year group is as follows:

KS3	30 lessons
4	English
4	Maths
4	Science
2	History
2	Geography
2	Spanish
1	Music
1	Art
1	Drama
1	Computer Science
2	Food (on rotation)
2	Design (on rotation)
4	Games/P.E.
1	PPRE
1	PSHEE
30	Curriculum Time

KS4	30 lessons
5	English
5	Maths
6	Science
3	Option 1
3	Option 2
3	Option 3
3	Option 4
2	Games
30	Curriculum Time

Options Process: GCSE

Pupils in Year 9 receive a series of guided talks on the options process. To select their GCSEs, pupils pick four options from a set of blocks. Alongside their core subjects (English Language, English Literature, Mathematics, Science [double award]), pupils can study:

A	Business	History	Music	Media		
B	Business	Sociology	Design	Drama	Spanish	
C	History	P.E.	Art	Geography	Psychology	
D	Psychology	Computer Science	Drama	Food Tech	Spanish	Art

Options Process: Sixth Form

Pupils in Year 11 receive a series of careers events and guided talks on the process of selecting Sixth Form Options. Pupils are then asked to pick from a broad collection of offerings (covering both BTEC and A Level) before a set of option blocks are built from the pupil's interests. Please see the Sixth Form Prospectus for more information.

SMSC & PSHEE lessons

PSHEE at ALS reflects the school's aim and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

Pupils in Years 7-9 will have a PSHEE lesson per week. From September 2023, this is taught *only* by social science teachers. SMSC is covered across lessons, assemblies and mentor time, too.

All the pupils in the Senior School will have a programme of SMSC delivered alongside their PSHEE programme during mentor time and dedicated lessons. PSHEE is the primary focus for mentor sessions with SMSC covered across lessons, assemblies and dedicated curriculum time.

Relationships and sex education will take place within the Personal, Social, Health, Economic (PSHE) lessons, which will emphasise sexuality in a personal, social and moral context, and in Science where pupils will look at the biological aspects. We use a variety of schemes to cover statutory RSE. See RSE policy. Pupils from Year 7 have a specialist timetabled lessons.

A full statement of the school's Relationships and Sex Education policy is available to parents. It has been drawn up in consultation with staff, pupils and parents. It has regard for the statutory Relationships, Sex and Health Education guidance (DfE, 2019). This policy will be updated in advance of September 2026 to reflect the revised statutory RSE guidance. In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons. Where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the Head considers that the pupil should not be so excused.

Religious Education

Religious Education is available to all pupils during the period of compulsory schooling. Parents have the right to withdraw their children from religious education. For pupils in year groups where RE is not a part of the core curriculum, faith values and tolerance of other faiths appear as strands in the PSHE programme. From Year 7, pupils study PPRE (Philosophy, Politics Religion & Ethics) as a discreet subject.

Political Education

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in PSHE and are presented in a balanced manner. Pupils from Year 7 study Politics is taught as part of PPRE lessons once a week.

PSHEE and RE (PPRE) combine in our curriculum as a central part of effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society. The school actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, in accordance with current DfE guidance

Equal Opportunities

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of gender, sexual orientation, race, disability, religion, cultural background or belief. Disabilities: In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on request.

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):

Year Group	Games
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Year 7 - 9	4 lessons
Year 10-13	2 lessons

Each year group has a term of swimming lesson with a specialist swimming coach in Years 7-9. Children then have access to specific sports coaches for designated PE lessons.

Extra-curricular clubs adjust and adapt to the needs and interests of the children. Our aim is to provide the children with a rich and challenging breadth of clubs and sports that complement the curriculum taught in the Junior School. Pupils can only be excused from Sports for medical reasons.

Provision for Special Educational Needs and Pupils with English as an Additional Language (EAL)

We aim to cater or provide for different pupils' differing abilities and learning styles by:

- > using a range of different teaching strategies
- > appreciating a variety of different learning styles
- > utilising a range of resources and materials
- > supporting and challenging according to individual needs
- > working closely with the Inclusion Department to best support and challenge those with specific and diagnosed need

The school has a well-established Special Educational Needs department headed up by the SENCo. 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 and small-group intervention where necessary.

- > Intervention Plans are written and reviewed on a termly basis. These are shared with staff, parents and pupils to ensure that pupils with Intervention Plans 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 that interventions are put in place promptly where required.
- > Parents' Evenings are used as a means of communicating pupil progress for pupils with SEN in addition to termly reviews of Intervention Plans.
- > Every teacher has responsibility for the language development of pupils who join the school with English as an Additional Language (EAL). The support and intervention provided will be selected to meet the outcomes identified for the child/young person with EAL according to their competence in English. Pupils with EAL are taught together with their peers for the majority of the time, being withdrawn for short periods for specific EAL support or when specialist EAL provision cannot be incorporated in any other way due to practical consideration for the child/young person and the class as a whole.
- > Full particulars of the school's educational and welfare provision for pupils with English as an Additional Language are set out in the ALS EAL Policy, which is available on the school website.

Provision for High Potential Learners

- > The Aspire Program sets out to provide pupils with opportunities that go beyond the curriculum and to challenge them to dream of the things they can achieve. Whilst all pupils have access to the opportunities associated with The Aspire Program (such as inspirational talks, trips & visits, extra-curricular clubs), we will also identify pupils who have the ability for high attainment or achievement as 'Aspire Learners'. 'Aspire Learners' will be encouraged to attend Aspire Program events more frequently and receive support and encouragement from their teachers and mentors to strive for their very best.

- > Pupils who are identified as demonstrating very high attainment or achievement will be invited to join the Everest Programme. 'Everest Learners' will be excelling in areas such as sports, academic subjects or at a high musical standard. Once part of the programme, each pupil will be assigned a mentor to encourage the Everest Learners to continue to excel and support them through the challenges they may face on the way.
- > See ALS Teaching & Learning Policy for more information.

Assessment Frameworks

Key Stage 3

For all subjects, pupils in KS3 will receive an attainment marker that reflects age related attainment (establishing, emerging, expected, exceeding, excelling), a progress indicator (less than expected progress [-]; expected progress [+]; greater than expected progress [++]) and then approach to learning scores (graded 1-5) for Homework, 'Attitude 2 Learning' and 'Ready 2 Learn'. Then, for the core subjects, there will be additional data (a standardised age score [SAS], Reading Age and Spelling Age).

Key Stage 4

Pupils in KS4 are assessed using the GCSE numerical grade structure of 1-9 or the BTEC grade structure of Pass, Merit, Distinction, Distinction Star. Pupils will also receive approach to learning scores (graded 1-5) for Homework, 'Attitude 2 Learning' and 'Ready 2 Learn'.

Key Stage 5

Pupils in KS5 are assessed using the A Level grade structure of A*-E or the BTEC grade structure of Pass, Merit, Distinction, Distinction Star. Pupils will also receive approach to learning scores (graded 1-5) for Homework, 'Attitude 2 Learning' and 'Ready 2 Learn'.

Monitoring and Implementation

- > Curriculum matters are regularly discussed and reviewed at Senior Leadership Team meetings and in meetings between the Head of the Seniors and the Deputy Heads. Curriculum matters are also discussed on a regular basis during individual meetings between the Deputy Headteachers and the Heads of Faculty and in weekly briefings with the Heads of Faculty.
- > Quality of education is monitored each half-term through Lesson Observations and 'Side by Side' conversations, Learning Walks and Pupil Voice.
- > Subject 360's conducted by Deputy Head to monitor all aspects of teaching and learning.
- > Progress data for core subjects is input into a Tracking document (Gradebooks) at the end of every term to ensure robust monitoring of pupil progress and attainment. Faculties also monitor data using internal tracking grids. Progress Tests in English and Maths and the New Group Reading and Spelling Tests are also completed on a termly basis.
- > Annual GCSE and A Level Results data is used to review the quality of our provision with a particular focus on value added data. We use GL Assessments' CAT 4 Digital tests as our baseline for setting targets at GCSE and A Level.

Homework

The school expects homework to be set as appropriate. There is a separate homework policy.

Special Educational Needs

The school has a Special Educational Needs and Disability Policy for all pupils who have a learning difficulty which calls for special education provision to be made for them. The school will determine the appropriate courses in consultation with the parents. The school also makes provision for pupils who do not have English as their first language.

Careers Education

In the Seniors, careers guidance is delivered informally through assemblies, workshops, visiting speakers and through links with the creative curriculum. We utilise Gatsby benchmarking as well as Unifrog to enhance the Careers experience for Senior aged pupils.

This is designed, in conjunction with the progression from the Juniors, to provide information that helps children make informed choices about a broad range of careers options and helps encourage children to fulfil their potential. Careers guidance is accurate, up-to-date and presented in an impartial manner, enabling pupils to make informed choices about a broad range of career options and helping them to fulfil their potential, in accordance with ISSR 2(2)(e). The school uses Gatsby benchmarking as a framework for evaluating the quality of careers provision

Concerns & Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's class teacher in the Junior School and the relevant Head of Faculty in the Senior School. If the issue is not resolved, parents should take their concern to the Heads of Key Stages or Assistant Head in the Junior School or the Deputy Heads in the Senior School and then to the Head of School. If, after those steps, parents wish to make a formal complaint they should do so in writing addressed to the Head Teacher as set out in the Complaints Procedure, which is on the School's website.

Appendix I: Approach to Learning Scores

Ready to Learn	
1	A pupil who is ready to learn at all times. They always arrive punctually for lessons, bring the right equipment and wear their uniform correctly.
2	A pupil who is almost always ready to learn. They usually arrive punctually for lessons, bring the right equipment and wear their uniform correctly.
3	A pupil who meets the minimum standards expected in their readiness to learn. They are ready to learn much of the time. They generally arrive punctually for lessons, bring the right equipment and wear their uniform correctly.
4	A pupil who is sometimes not ready to learn. They arrive late to some lessons or sometimes do not bring the right equipment or wear their uniform correctly.
5	A pupil who is often not ready to learn. They regularly arrive late to lessons, do not bring the right equipment or wear their uniform incorrectly.
Attitude to Learning	
1	A pupil who demonstrates an outstanding attitude towards their learning and excellent care and commitment towards their work in lessons, working to the best of their ability at all times. They are motivated to take responsibility for their learning and demonstrate resilience and determination. Behaviour is exemplary.
2	A pupil who demonstrates a very good attitude towards their learning and good care and commitment towards their work in lessons, working to the best of their ability almost all of the time. They are usually motivated to take responsibility for their learning and can demonstrate resilience and determination. Behaviour is very good.
3	A pupil who demonstrates the minimum standards expected in their attitude towards their learning and an acceptable level of care and commitment towards their work in lessons, generally working to the best of their ability. They are generally motivated to take responsibility for their learning but could take more opportunities to be an independent learner. Behaviour is generally good.
4	A pupil who does not always display a positive attitude towards their learning and does not always put an acceptable level of care and commitment into their work. They are not always motivated to take responsibility for their learning. Behaviour can sometimes be disruptive.
5	A pupil who does not demonstrate a positive attitude towards their learning and demonstrates little, if any, care and commitment towards their work. They are not motivated to learn in the subject. Behaviour is frequently disruptive and defiant.
Homework	
1	Homework is regularly completed to an outstanding standard and the pupil goes 'above and beyond' the expectations. Deadlines are always met.
2	Homework is regularly completed to a good standard. Deadlines are usually met.
3	Homework is regularly completed to the minimum expected standard. Deadlines are generally met.
4	Homework is not always completed to the minimum expected standard. Deadlines are not consistently met.
5	Homework is rarely or infrequently completed.