



Longridge High School

Curriculum Policy & Intent



THE BAY
LEARNING TRUST

Curriculum Vision

At Longridge High School, our vision is to ensure that every pupil achieves excellence in all that they do. We aim to foster the intellectual, social, creative, physical, moral, and spiritual development of all learners.

We see each young person as unique and celebrate individuality by ensuring they:

- Become successful, ambitious learners who enjoy creative, dynamic, and reflective learning.
- Are supported, challenged, and equipped for the future.
- Develop as confident individuals who can live safe, healthy, and fulfilling lives.
- Contribute positively to society through values of respect, responsibility, and community.

Curriculum Intent

Our intent is to deliver a broad, balanced, inclusive, and ambitious curriculum that provides pupils with:

- **Knowledge that is powerful, sequenced, and coherent** – built on the National Curriculum but adapted to meet the needs of our pupils and local community.
- **Depth as well as breadth** – ensuring pupils “know more, remember more, and can do more” over time.
- **High expectations for all** – with equity at its heart, ensuring SEND and disadvantaged pupils access the full curriculum and achieve strong outcomes.
- **Inclusion and Equity** - Our curriculum is ambitious for all pupils, including those with SEND and those who are disadvantaged. We provide scaffolds and adaptive teaching to enable success, without narrowing or reducing ambition.
- **Cultural capital** – through rich experiences, enrichment opportunities, and exposure to “the best that has been thought and said” (Matthew Arnold).
- **Character Development** - Our curriculum deliberately builds cultural capital and supports character development, equipping pupils with the values, knowledge, and experiences they need to thrive personally and socially. (Character Education DfE Framework)
- **Personal development** – through PSHE, RSE, Careers, and co-curricular opportunities, building resilience, character, and responsibility.
- **Diversity and representation** – ensuring pupils encounter multiple perspectives and cultures through “windows, mirrors and sliding doors” (Bishop, 1990), enabling reflection and empathy.
- **Digital Literacy** - Our curriculum develops pupils’ digital literacy and awareness of artificial intelligence, ensuring they can use technology responsibly, critically, and safely in an ever-changing digital world. (DfE Safeguarding update 2025)
- **Current Research on Curriculum** – At Longridge High School, our curriculum is deliberately designed and delivered in line with current educational research and evidence-informed practice. We recognise that effective curriculum thinking is not static but evolves with emerging findings, both nationally and internationally. (Rosenshine’s Principles and EEF research). By grounding our practice in research, we ensure our curriculum is not only ambitious and broad but also effective in supporting pupils’ learning and long-term success.

Curriculum Implementation

Key Stage 3 (Years 7–9)

- Pupils study the full National Curriculum, ensuring a strong foundation across all subjects.
- Teaching is structured around **well-sequenced, knowledge rich schemes of learning** that revisit and build on prior learning to strengthen long-term memory.
- Assessment is used formatively to identify misconceptions, close gaps, and support all pupils, not to overburden teachers with marking. Summative assessment is also used to check long term retention and diagnose any intervention and changes to teaching so that pupils know and remember more.
- SEND pupils study the full curriculum with scaffolds and adaptations in place.

Subjects studied at KS3:

KS3	Year 7	Year 8	Year 9
English	8	8	8
Maths	8	8	8
Science	6	8	8
PE	4	4	4
RE	2	1	2
Geography	4	4	4
History	4	4	4
MFL	4	4	4
DT	6	4	4
Computer Science	2	2	1
Music	2	1	1
Art	Included in DT Carousel	2	2
*Learning for Life (PSHE, Careers & RE)	1.5	1.5	1.5

Key Stage 4 (Years 10–11)

- Pupils access a broad and balanced offer, with the **EBacc at its core**.
- Pupil voice informs option choices, and smaller subjects are supported to ensure breadth is maintained.
- All pupils continue with core PE and Learning for Life (PSHE, Careers, RSE, RE).
- The curriculum is carefully mapped to ensure progression from KS3, preparation for GCSE and vocational qualifications, and readiness for post-16 destinations.
- We operate a 2-week, 50-hour timetable (5 lessons per day). *Learning for Life takes place during Wednesday morning extended registration time.

KS4	Year 10	Year 11
English	10	10
Maths	8	8
Science	12	12
Triple Science	12 (+2)	12
PE	2	2
Option A	6	6
Option B	6	6
Option C	6	6
Learning for Life (PSHE, Careers & RE)	1.5	
*Learning for Life (PSHE & Careers)		1.5
Option subjects		
Geography	Pupils choose at least one either History, Geography or French plus two other Options from the list.	
History		
French		
Health & Social Care (V)		
PE		
Music		
Religious Studies		
Creative iMedia (V)		
Computer Science		
Art		
Business		
Food Preparation and Nutrition		
DT Timbers		
DT Textiles		
DT Polymers		
Drama		
Sports Studies (V)		

Curriculum Impact

We will measure the impact of our curriculum by:

- **Pupil outcomes** – strong attainment and progress across all groups of learners.
- **Destinations** – successful progression into post-16 study, apprenticeships, or training.
- **Retention of knowledge** – pupils demonstrate that they know more, remember more, and can do more over time.
- **Personal development** – pupils demonstrate resilience, confidence, cultural awareness, and positive attitudes to learning.
- **Enrichment participation** – tracking engagement in trips, clubs, and wider opportunities.

Monitoring and Review

- Curriculum intent, implementation, and impact will be reviewed annually in line with the school improvement plan.
- Leaders will triangulate evidence from lesson visits, pupil voice, book looks, outcomes, and staff feedback to evaluate effectiveness.
- Curriculum teams will review schemes of learning regularly to ensure alignment with current research, Ofsted priorities, and the needs of pupils.