



# Larwood Academy Trust

**Chair of Trustees: Daniel Login | BA (Hons) |**

LARWOOD DRIVE, STEVENAGE, HERTFORDSHIRE, SG1 5BZ  
**Email:** admin@larwood.herts.sch.uk **Telephone:** 01438 236333  
**Website:** www.larwoodacademytrust.co.uk

**Larwood School**

**Executive Headteacher: Mr Pierre van der Merwe | BA, NPQH |**



**Brandles School**

**Headteacher: Mr Paul Smith | BA (Hons), AVCM |**

## Curriculum Philosophy

**Our curriculum is at the heart of everything we do.**

Ofsted has a working definition of a curriculum which is:

- The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent)
- For translating that framework over time into a structure and narrative, within an institutional context (implementation) and,
- For evaluating what knowledge and skills students have gained against expectations (impact/achievement)

### Curriculum Intent

At Brandles School our intended curriculum aims for all young people to become:

- Confident learners with identity and character who lead happy, safe, healthy and fulfilling lives (Holistic Development)
- Successful learners who love learning, make progress and achieve their personal excellence (Educational Excellence)
- Responsible citizens who are equipped to make a positive contribution to society (Prepared for Life)

It is essential that the curriculum is organised in such a way that it provides students with the opportunity to learn pro-social skills and be successful in their learning so that we can deliver our mission and aims.

**At Brandles School, we aim to provide a curriculum which:**

- Is as rich, inspiring and broad as possible to allow students to widen their horizons in each subject
- Considers individual needs and styles
- Provides the depth that enables students to master the key knowledge and skills essential for each subject
- Is well designed, inclusive and carefully sequenced to provide all students with a rigorous foundation for future progression
- Engenders high expectations and challenge to develop students' perseverance and self-belief
- Provides students with opportunities to take their curriculum beyond the classroom to develop their love of learning, independence and creative thinking
- Offers students a wide range of opportunities to own and personalise their curriculum to develop existing talents and interests and discover new ones
- Enables students to maximise their potential, achieving the highest levels of academic success leading to the widest range of pathways
- Keeps students' aspirations on track and equips them with the knowledge and skills to flourish in their future careers



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- Will support all students to become confident and articulate and are able to lead, persuade and challenge others
- Fosters the development of students' character, personal development, health and wellbeing preparing them to make a valuable contribution to society
- Allows everyone to experience success
- Develops the students own emotional and mental health

## Curriculum Principles

- Clear progress from the time of starting at Brandles including academic outcomes
- There should be depth before breadth. Maximise learning time in all subjects
- Additional time is given to English and Mathematics to ensure that students have the essential skills needed for life and to access the full curriculum
- Targeted support and additional challenge to ensure all students make at least national rates of progress
- To develop self-regulating learners
- To support induction into secondary school for all Year 7 students and 'In-Year' admissions

## Curriculum Implementation

### So, how are we going to deliver this?

We have a very broad KS3 Curriculum covering 12 subjects meeting all the national curriculum requirements and beyond. This is taught in 25 hours of contact time each week. The day starts with a 30 minute breakfast and tutorial session, with four 45 minute lessons in the morning and two 30 minute lessons in the afternoon.

### Years 7 – 9 (Key Stage 3)

The curriculum includes:

- English – including guided reading
- Mathematics
- Science
- Learning Skills
- Art and Design (As part of Learning Skills and Enrichment)
- Food Tech
- Design Technology
- Music
- Outdoor Education
- Humanities
- Wellbeing
- Careers
- Physical Education (Including Sports Leaders Award)



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We often find with the nature of our students that their reading, writing and spelling ages are behind their chronological reading age. We therefore offer additional 1:1 support in raising these levels so that the students can access the curriculum more easily.

## Years 10-11 (Key Stage 4)

In Year 9 students begin the process of choosing the curriculum that is right for them, that suits their needs and prepares them for 'life after Brandles'.

All students must study the following:

- English Language
- Mathematics
- Science
- Wellbeing

Students can choose from a range of subjects on offer such as:

- English Literature (GCSE)
- Sport (GCSE & BTEC)
- Sports Leaders Award
- Art and Design (GCSE)
- Construction (BTEC Level 1 & 2)
- Food Technology (BTEC Level 1 & 2)
- Music (RSL Rock School)
- Employability (City and Guilds Level 1 & Level 2)
- Duke of Edinburgh Award (Bronze and Silver)
- Outdoor Adventurous Activity

## Collaboration

We work closely with a number of schools and outside agencies to create additional breadth and depth to our curriculum offer. This includes:

- Working with Larwood School, the primary provision in the Trust, in planning a curriculum that bridges the transition from Key Stage 2 to Key Stage 3.
- Collaborating with alternative providers within the local community to enrich the opportunities for creative, innovative and holistic experiences.
- Careers Support / Post 16 Transition
- Work Experience
- MHST
- Links with similar schools and schools in the local community.

## Curriculum Impact

### What difference is this curriculum making to our students?

It is intended that the rich, broad and diverse curriculum on offer to our students at Brandles School will produce young people who must and can, think for themselves, be resilient and face challenges



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with strategies to overcome and progress. It is through the careful planning of our curriculum and ensuring we put in place the correct 'building blocks', we anticipate achieving our aim.

We want to equip our students with the knowledge and cultural capital they need to succeed in life. This is the essential knowledge that our students need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement. This is about human inspiration. It is about growing and developing the highest aspirations for all our students.

We want our students not to survive after Brandles but **THRIVE** after Brandles.

Above all else, none of this can be achieved without the excellent relationships we enjoy with our students and continue to grow, nurture and develop.