Longridge High School Curriculum Statement

Curriculum Vision

At Longridge High School, our vision is to ensure that every pupil achieves excellence in all that they do. We are committed to developing the intellectual, social, creative, physical, moral and spiritual dimensions of every learner, enabling them to flourish both in school and beyond.

We recognise the uniqueness of every young person and celebrate individuality through a curriculum that enables pupils to:

- Become successful, ambitious learners who enjoy creative, dynamic and reflective learning.
- Feel supported, challenged and equipped with the knowledge, skills and qualifications needed for future success.
- Develop into confident individuals who lead safe, healthy and fulfilling lives.
- Make a positive contribution to society through respect, responsibility and active citizenship.

Curriculum Rationale

The curriculum is designed to ensure that all pupils, including disadvantaged pupils and those with SEND, acquire the powerful knowledge and cultural capital needed to succeed in education, employment and life. Leaders have carefully identified the essential knowledge pupils should learn and the order in which it should be taught so that learning builds cumulatively over time. Through a carefully sequenced curriculum, pupils build secure knowledge, deepen understanding and develop the skills required for future learning, employment and active citizenship.

Our curriculum is broad, balanced, inclusive and ambitious. It is designed to provide all pupils with access to a rich body of knowledge, equipping them with the intellectual, social, creative, physical, moral and spiritual development necessary to thrive in modern Britain. Through careful curriculum design, high expectations and evidence-informed practice, we ensure that pupils know more, remember more and can do more over time, enabling them to achieve excellence and be well prepared for their next stage of education and future careers.

Curriculum Intent

At Longridge High School, we provide a broad, balanced, inclusive and ambitious curriculum that prepares pupils for successful futures. Our curriculum has been carefully designed to ensure that all pupils, regardless of background or starting point, achieve highly and develop the knowledge and cultural understanding required to thrive in modern Britain.

Our curriculum is underpinned by the following principles:

Ambition for All

We maintain high expectations for every pupil. The curriculum is designed to ensure that all learners, including disadvantaged pupils and those with SEND, access the full breadth of the curriculum and achieve strong outcomes.

Powerful Knowledge

Subject curricula identify the essential knowledge, concepts and vocabulary pupils need to acquire. Learning is carefully sequenced so that new knowledge builds on prior learning, enabling pupils to know more, remember more and do more over time.

Depth and Breadth

Curriculum content is planned to develop secure understanding while ensuring broad subject coverage. Pupils revisit key knowledge regularly, strengthening retention and supporting long-term learning.

Inclusion and Equity

Our curriculum is ambitious for all pupils. Adaptive teaching, scaffolding and targeted support enable pupils to access challenging learning without lowering expectations or narrowing the curriculum.

Cultural Capital

Pupils are exposed to rich experiences, literature, ideas, places and opportunities that broaden horizons and enhance aspirations. Through curriculum and enrichment opportunities, pupils encounter the best that has been thought, created and achieved.

Character Development

Character education is deliberately woven throughout our curriculum. Pupils develop resilience, integrity, self-discipline, leadership and respect for others, equipping them to make positive contributions to society.

Personal Development

Through Learning for Life, Relationships and Sex Education (RSE), careers education and enrichment opportunities, pupils develop the knowledge, skills and attributes required to become responsible, active and informed citizens.

Diversity and Representation

Our curriculum reflects and celebrates the diverse society in which we live. Through carefully selected texts, case studies and experiences, pupils encounter a range of perspectives and cultures, promoting understanding, empathy and belonging. We embrace the concept of "windows, mirrors and sliding doors", enabling pupils to see themselves represented while understanding the experiences of others.

Digital Literacy and Artificial Intelligence

We equip pupils with the knowledge and skills required to navigate an increasingly digital world. Pupils learn to use technology safely, ethically and critically, developing an informed understanding of digital literacy, online safety and emerging technologies, including artificial intelligence.

Evidence-Informed Practice

Curriculum design and delivery are informed by educational research and evidence-based practice. We draw upon current curriculum research, cognitive science, Rosenshine's Principles of Instruction and Education Endowment Foundation guidance to maximise learning and retention.

Curriculum Implementation

Key Stage 3 (Years 7-9)

The Key Stage 3 curriculum provides pupils with a strong foundation in the knowledge, skills and concepts required for future success.

At Key Stage 3:

- Pupils study a broad range of National Curriculum subjects.
- Subject curricula are carefully sequenced to build knowledge progressively over time.
- Retrieval practice, deliberate vocabulary instruction and regular review strengthen long-term memory.
- Assessment is used diagnostically to identify misconceptions, inform teaching and support curriculum improvement.
- Summative assessment is used to check long-term retention, evaluate curriculum effectiveness and identify intervention needs.
- SEND pupils study the same ambitious curriculum as their peers, supported through adaptive teaching and appropriate intervention.
- Opportunities for reading, numeracy, literacy and oracy are developed across all curriculum areas.

Key Stage 3 Curriculum Allocation

Subject	Year 7	Year 8	Year 9
English	8	8	8
Mathematics	8	8	8
Science	6	8	8
PE	4	4	4
RE	2	1	2
Geography	4	4	4
History	4	4	4

French	4	4	4
Design Technology	6	4	4
Computer Science	2	2	1
Music	2	1	1
Art	Included within DT Carousel	2	2
Learning for Life (PSHE, Careers & RE)	2	2	2

Key Stage 4 (Years 10-11)

Our Key Stage 4 curriculum balances academic rigour with breadth and pupil choice. It is designed to ensure pupils are well prepared for post-16 education, employment and training.

Key features include:

- A broad and balanced curriculum with the English Baccalaureate (EBacc) at its core.
- An options process that reflects pupil interests and aspirations while maintaining curriculum breadth.
- Continued access to core Physical Education and Learning for Life.
- Clear progression from Key Stage 3 into GCSE and vocational qualifications.
- Careers education and guidance supporting informed progression choices.
- A carefully planned curriculum that supports readiness for further education, apprenticeships and employment.
- A two-week, 50-hour timetable consisting of five lessons per day to maximise curriculum entitlement.

Key Stage 4 Curriculum Allocation

Subject	Year 10	Year 11
English	10	10
Mathematics	8	8
Science	12	12
Triple Science	12	12
PE	2	2
Option A	6	6
Option B	6	6
Option C	6	6
Learning for Life (PSHE, Careers & RE)	2	2

Learning for Life is delivered through dedicated curriculum time and extended registration activities.

Option Subjects

Pupils choose at least one subject from History, Geography or French and then select two additional subjects from the following:

- Geography

- History
- French
- Health & Social Care (Vocational)
- PE
- Music
- Religious Studies
- Creative iMedia (Vocational)
- Computer Science
- Art
- Business
- Food Preparation and Nutrition
- Design Technology: Timbers
- Design Technology: Textiles
- Design Technology: Polymers
- Drama
- Sports Studies (Vocational)

Curriculum Impact

The effectiveness of the curriculum is evaluated through a range of qualitative and quantitative measures.

We expect pupils to demonstrate that they:

Achieve Well

Pupils make strong progress from their starting points and achieve outcomes that enable them to access ambitious next steps.

Know More and Remember More

Pupils retain and apply key knowledge, concepts and vocabulary over time, demonstrating increasing depth of understanding and curriculum mastery.

Are Ready for Their Next Stage

Pupils successfully transition into further education, apprenticeships, employment or training with the skills, qualifications and confidence required for future success.

Develop Personally

Pupils demonstrate resilience, confidence, respect, independence and positive attitudes towards learning and participation in school life.

Engage Beyond the Classroom

Pupils participate actively in enrichment activities, leadership opportunities, clubs, educational visits and wider curriculum experiences.

Become Responsible Citizens

Pupils leave Longridge High School with a strong understanding of equality, diversity, respect, democracy and their responsibilities within modern British society.

Monitoring and Review

Leaders routinely evaluate curriculum effectiveness through a range of evidence sources, including:

- Lesson visits and curriculum reviews.
- Work scrutiny and assessment information.
- Pupil voice and stakeholder feedback.
- Outcomes data and destination measures.
- Attendance and participation in enrichment activities.
- Review of subject curriculum plans and schemes of learning.

Curriculum leaders review intent, implementation and impact annually to ensure continued alignment with statutory requirements, educational research, school improvement priorities and the needs of Longridge High School pupils.

Evidence is triangulated through pupil voice, learning visits, work scrutiny, outcomes analysis and staff feedback to evaluate the effectiveness of curriculum delivery and to inform ongoing curriculum development.

Summary

At Longridge High School, the curriculum is ambitious, inclusive and knowledge-rich. It is carefully designed to ensure that every pupil, regardless of background or starting point, develops the knowledge, skills, character and cultural capital required to achieve excellence, contribute positively to society and succeed in their future education, employment and life.