



LOUGHBOROUGH

Grammar School

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| Point of Contact (Reviewer): | MCH |
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Curriculum Policy

1. Philosophy

Our philosophy is that school should be a preparation for life and academic attainment is very much central to that. We equip boys with a broad portfolio of skills which enables them to excel in public examinations and access the top universities and the courses of their choice. More than that, our curriculum trains our boys to be independent learners who love study and have the self-discipline and motivation to aim high and to realise their potential.

LGS prides itself on the relationships between staff and boys that ensure every learner is supported and challenged, whilst having fun on their learning journey to academic excellence. Our boys leave us as self-disciplined, adaptable leaders equipped with a broad portfolio of learning skills which enable them to excel in public examinations, universities, the workplace and their life.

1.1 The LGS Learner

The LGS Learner represents our academic philosophy in action and is the everyday, working language to develop the key learning attributes for lifelong success.

Independence

Our curriculum trains our boys to be independent life-long learners who love study, thrive on challenge and have the self-discipline, resilience and motivation to aim high and to realise their potential both within School and in life after LGS.

Responsibility

Our boys are expected to take responsibility for their learning and that of others, to ask questions, to articulate their views and lead their peers. LGS boys see beyond their own academic success and the short-term goal of achieving top academic qualifications by considering how their learning contributes to society at the local, national and global level.

Metacognition

We want our boys to be fully engaged in their learning, not because they have been told to do so, but because they value scholarship. We recognise the importance of metacognition and encourage boys to use a wide range of approaches to reflect on their learning, challenge their own assumptions, think strategically and holistically and become intellectually confident communicators.

Problem Solving

We aim to cultivate curiosity and open-mindedness. Boys and staff alike are encouraged to take risks and to try new things without fearing failure, to be creative, solve problems and to inspire others around them.

As LGS Learners our boys can be confident that they will leave LGS equipped with a rare breadth and depth in their learning giving them the skills and values they need to excel in an exciting world of ever-changing opportunities.

2. Aims

The curriculum is designed to be inclusive and cater for the aptitudes and needs of all pupils, and particularly those with additional needs or protected characteristics. In recent years, this has involved a review of curriculum content in History, RS, English and PSHE not only to ensure that the needs of pupils from minority ethnic backgrounds are appropriately met, but also that all pupils can be aware of the barriers to racial equality that have existed and continue to exist in our society.

The curriculum aims to provide:

- full-time supervised education for pupils of compulsory school age;
- a programme of activities which is appropriate to the needs of pupils above compulsory school age;
- for all pupils to have the opportunity to learn and make progress;
- subject matter appropriate for the ages, aptitudes and needs of all pupils including those with additional needs;
- for pupils to acquire skills in speaking and listening, literacy and numeracy;
- personal, social, health and citizenship education which reflects the school's aims and ethos including the promotion of fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;
- accurate, up-to-date careers guidance which is presented in an impartial manner, enables pupils to make informed choices about a broad range of career options and helps and encourages them to fulfil their potential;
- effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

Within the curriculum:

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- aesthetic and creative opportunities are provided for all boys through subjects such as Art, Drama, DT and Music;
- boys' understanding of the human and social issues they face in society is supported through the study of subjects such as History, Geography and Religious Studies, through the EPQ as part of Independent Study and the Sixth Form Professional Development Programme;
- boys' linguistic talent and skills of self-expression are developed through the study of subjects such as English, Classics and Modern Foreign Languages;
- opportunities to develop outstanding numeracy skills are offered through a rigorous and inclusive Mathematics curriculum;
- Science and Technology knowledge and skills are developed through the delivery of separate science lessons in purpose-built laboratories, dedicated computer science laboratories and DT workshops;
- an extensive PE, games and co-curricular programme develops fitness and sports ability;
- the extensive co-curricular programme and Sixth Form Professional Development Programme offer opportunities to develop leadership and independence.

3. Curriculum Management

Curriculum content and delivery is led by the Deputy Head (Academic), with timetabling support from the Director of Studies. The Deputy Head (Academic) chairs twice-termly Heads of Department meetings which guide the delivery of the curriculum as well as providing a forum to raise issues and to discuss pedagogy.

The responsibility of devising Schemes of Work and delivering the Curriculum lies with the Heads of Department.

Department Handbooks describe the emphasis in each year group and Schemes of Work guide the day-to-day work of colleagues.

The work of Heads of Department is line managed by the Deputy Head (Academic).

4. Programmes of Study

4.1 Year 7:

The Year 7 Curriculum includes fifteen subjects and provides a broad and balanced curriculum. In Year 7 core skills are inculcated alongside course material. The subjects are:

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| Art (2 lessons per week) | History (3) |
| Biology (2) | Latin (3) |
| Chemistry (3) | Mathematics (5) |
| Computing (2) | Music (2) |
| English (6) | PE (2) |
| MFL (5) | Physics (2) |
| Games (4) | PSHE and Activities (4) |
| Geography (3) | RS (2) |

4.2 Year 8

The Year 8 curriculum is built upon and will also include choice with regards to languages.

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| Art (2 lessons) | History (3) |
| Biology (3) | Latin (3) |
| CDT (2) | Mathematics (5) |
| Chemistry (2) | Music (2) |
| Computing (2) | PE (2) |
| Drama (1) | Physics (2) |
| English (5) | PSHE (1) |
| Games (3) | RS (2) |
| Geography (3) | MFL (7): two from French, German or Spanish |

4.3 Year 9:

In Year 9 there is a core curriculum of eight subjects and boys pick 4 additional subjects. This is designed to all maximum breadth while also allowing boys to begin to specialise in line with their passions and talents. The core subjects are:

Biology (2 lessons)
 Chemistry (2)
 Computing (2)
 English (6)
 MFL x 2 (4 periods each)
 Geography (3)
 History (3)
 Mathematics (5)
 Physics (3)
 RS (2)

In addition, they pick 2 from:

Art (4)
 Classical Civilisation (4)
 DT (4)
 Drama (4)
 Latin (4)
 Music (4)

There is also 1 period of PSHE and 3 periods of Games in Year 9

4.4 Years 10 and 11:

In Years 10 and 11 the Curriculum is designed to allow for a mixture of compulsory breadth alongside the potential for boys to pursue their interests and strengths.

All boys take at least 9 GCSE subjects. All subjects are allocated 5 contact periods a week, apart from Mathematics which has 6 and English which has 7. The compulsory subjects are: English Language, English Literature, Mathematics and two Sciences. The remaining 4 subjects can be made up as pupils wish, **subject to timetabling constraints and viable class sizes.**

The subject choices for GCSE are:

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| Art | German |
| Biology | Greek |
| DT | History |
| Chemistry | Latin |
| Classical Civilisation | Mathem |
| Computer Science | atics |
| Drama | Music |
| French | Physics |
| Geography | PE |
| | RS |
| | Spanish |

In addition, boys will have 1 period of PSHE and 3 periods of Games every week.

Boys having timetabled English as an Additional Language (EAL) lessons usually study 3 science subjects for GCSE: Physics, Chemistry and Biology and will take Mathematics, English and English Literature as compulsory subjects. They choose 2 further subjects from Geography, Computing, Design and Technology, Art, History, Drama.

On Thursday afternoons boys take part in co-curricular activities. They can take part in the Combined Cadet Force, Sports Leadership and Computer Projects or, if they are not taking the subjects in the main curriculum and with the department's permission, they can take as an additional GCSE: Latin, French, Music, Astronomy subject to timetabling constraints and minimum set sizes.

The subject choices booklet (available online) details subject examination boards.

4.5 Sixth Form:

The Sixth Form Curriculum allows students to choose a combination of three or four subjects. Students who study four subjects are expected to pursue all four to A Level at the end of Year 13. Students wishing to opt for 4 A Levels must demonstrate levels of high academic attainment and diligence at GCSE.

Further Mathematics may only be taken as one of four A Levels alongside Mathematics.

In addition, boys in Year 12 can opt to do the Extended Project Qualification (EPQ) which will be completed through Year 13.

In the timetable, all subjects will be given 10 contact periods a week.

The A level curriculum is designed to allow boys to follow their interests, to develop their skills and to prepare them for university and the workplace. To maximise their success at A Level, students must demonstrate academic aptitude for their requested A Level subject before starting the course (usually a grade 7 in that subject at GCSE). Students who wish to take an A Level who do not demonstrate this standard will be interviewed by the Deputy Head Academic before the student enters Year 12. The Deputy Head Academic reserves the right to stop a student taking the requested A Level if the student is not academically suited to that A level subject.

A level subjects currently available, **subject to timetabling constraints and minimum class sizes**, are:

- Art
- Biology
- Business Studies
- Chemistry
- Economics
- English Literature
- Geography
- History
- Mathematics
- Further Mathematics
- Physics
- RS
- Spanish
- Classical Civilisation (taught with LHS)
- Computing (taught at LGS with LHS/LAS)
- Drama (taught with LHS)
- DT (taught at LGS with LHS/LAS)
- Food and Nutrition (taught at LHS)
- French
- German (taught with LHS)
- Greek (taught with LHS)
- Music (taught with LHS/LAS)
- Music Technology (taught with LHS/LAS)
- PE (taught with LHS)
- Politics (taught at LGS with LHS/LAS)
- Psychology (taught at LHS)
- Sociology (taught at LAS from 9/ 2024)

In addition, in the Sixth Form all students have 1 period of PSHE a week and 3 periods of Games.

In the Sixth Form on Thursday afternoons boys take part in the co-curricular programme with the other senior schools which includes CCF, Voluntary Service Unit, School newspaper, additional academic study in certain subjects and a series of enrichment lessons.

All students in Year 12 who are not taking 4 A Levels also follow the Sixth Form Professional Development Programme (13 periods). This is a bespoke programme where students

design a timetable consisting of academic enrichment, community work, professional studies and independent study.

5. PSHE

The school is committed to delivering a comprehensive and age-appropriate PSHE programme that is constantly updated.

6. Additional Needs

The School provides for those pupils with special education needs [SEN] and those with learning difficulties and/or disabilities [LDD]. The School's provision in this respect is coordinated by the SENCo who works closely with both Deputy Heads and the Year Coordinators. A separate SEND policy can be found on the school website.

Where a pupil has an EHC plan, the SENCo will liaise with teachers to ensure that the education received fulfils its requirements. Though it is not the responsibility of the School to review EHC plans annually, the SENCo will endeavour to ensure that, for any pupil with an EHC plan, their Local Authority has conducted a review. It is the policy of the School that where a pupil has a recognised learning difficulty or disability, the Learning Support Team will publish the pupil's name in the SEND Register and provides copies of individual pupil learning support records for subject teachers.

A pupil is not regarded as having a learning difficulty solely because the home language is different from the language in which they are or will be taught. We have a separate English as an Additional Language policy document which outlines school practice in this area.

7. Related documents

- Assessment, grading and homework policy
- Academic extension policy
- EAL policy
- SEND policy
- Department handbooks
- Department schemes of work