



Loughborough
Grammar School

Curriculum Policy

Document Management Information

Version Number:	2.1
Policy Author:	BJA
Approved By:	JWN
Date Approved:	September 2026
Review Cycle:	Every two years or earlier, if significant updates are necessary.
Next Review:	Autumn Term 2028
Published Location:	LGS school website

Revision History

Version	Update Information	Date
2.1	Removal of LGS Learner; addition of QA section; addition of Global Perspectives GCSE and Ancient Greek changing to Thursday enrichment option;	00/00/202n

Contents

1.	Introduction.....	1
2.	Aims	1
3.	Scope and Application.....	2
4.	Programmes of Study	2
5.	Scholarship, Personal Development and Support	6
6.	Curriculum Management and Monitoring	6
7.	Confidentiality	7
8.	Record Keeping	8
9.	Publication and Availability	8
10.	Review of Policy.....	8

1. Introduction

- 1.1. Loughborough Grammar School exists to transform young lives and to be a beacon of educational excellence in Leicestershire and beyond. Our purpose is shaped by our founding mission: “To provide boys with a moral compass and to produce young men who will contribute meaningfully and serve others.”
- 1.2. This enduring mission informs every aspect of our curriculum. We seek to provide an education that combines academic rigour with breadth of opportunity, enabling every pupil to flourish intellectually, socially, morally and personally. Through a challenging and ambitious curriculum, expert teaching and a rich co-curricular programme, we prepare boys not only for success in examinations and higher education, but also for lives of purpose, leadership and service.
- 1.3. We believe that education should develop knowledgeable, curious and reflective young people who value scholarship and are equipped to thrive in a rapidly changing world. Our curriculum therefore balances depth of disciplinary knowledge with opportunities for creativity, critical thinking, innovation, collaboration and independent learning. Pupils are encouraged to make connections across subjects, engage with diverse perspectives and develop the confidence to think for themselves.
- 1.4. Scholarship remains central to our purpose. We maintain high expectations for all pupils and provide appropriate challenge and support so that every boy can realise his potential. At the same time, we recognise that a true education extends beyond the classroom. Through sport, music, drama, leadership opportunities, service, outdoor education and an extensive co-curricular programme, pupils develop resilience, character, confidence and a commitment to contributing positively to society.
- 1.5. The curriculum reflects the School’s commitment to inclusion, innovation and individual growth. We seek to ensure that every pupil is known, valued and supported, regardless of social, physical, ethnic, religious, cultural or financial circumstances. In doing so, LGS continues its long tradition of enabling social mobility and preparing young men to make a meaningful contribution locally, nationally and globally.
- 1.6. We aim to achieve these goals through the Strategic Pillars of Scholarship, Innovation, Individual Growth and Social Responsibility, as outlined in the School’s Strategic Plan.

2. Aims

- 1.7. The curriculum at Loughborough Grammar School is designed to provide a broad, balanced and ambitious education that enables all pupils to thrive academically, personally and socially. It seeks to develop scholarship, intellectual curiosity, character and independence, whilst ensuring that every pupil is appropriately challenged and supported to achieve their potential.

1.8. The curriculum aims to:

- provide a full-time, supervised education appropriate to pupils' ages, aptitudes, interests and needs, including those with additional needs;
- promote high levels of academic achievement through rigorous and engaging subject teaching;
- develop strong literacy, numeracy, communication and digital skills;
- foster intellectual curiosity, creativity, critical thinking and independent learning;
- provide a broad range of academic, creative, sporting and co-curricular opportunities;
- promote pupils' personal development, wellbeing and understanding of fundamental British values;
- encourage respect, responsibility, service and appreciation of diverse perspectives and cultures;
- provide impartial careers education, information, advice and guidance to support informed future choices;
- prepare pupils effectively for higher education, employment and active participation in modern British society.

1.9. Scholarship is characterised by academic rigour, intellectual curiosity and a commitment to lifelong learning. Through a broad and balanced curriculum delivered by subject specialists, pupils develop deep disciplinary knowledge, strong literacy and numeracy skills, habits of self-regulation and the ability to think critically and communicate effectively. We encourage pupils to become independent learners who value challenge, embrace intellectual risk-taking and pursue excellence in all areas of school life.

1.10. The curriculum is enriched by a wide range of opportunities that develop pupils beyond the classroom. Through academic enrichment, creative arts, sport, leadership, service, outdoor education and the co-curricular programme, pupils are encouraged to develop confidence, resilience, teamwork, leadership and a lifelong love of learning.

3. Scope and Application

All teaching staff.

Read alongside:

- Assessment, Grading and Homework Policy
- Academic Extension Policy
- EAL Policy
- SEND Policy
- Department Handbooks
- Department Schemes of Work

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:

Art Biology Chemistry Computing English Modern Foreign Languages (MFL) Games Geography History	Latin Mathematics Music Physical Education (PE) Physics Personal, Social & Health Education (PSHE) and Activities Religious Studies (RS)
--	--

4.2. Year 8

Incorporating clear progression from the Year 7 curriculum, the Year 8 curriculum provides choice with regards to languages.

Art Biology Craft, Design & Technology (CDT) Chemistry Computing Drama English Games Geography	History Latin Mathematics Music PE Physics PSHE RS MFL: two from French, German or Spanish
--	--

4.3. Year 9

In Year 9 there is a core curriculum of ten subjects and pupils pick four additional subjects, two MFL and two others. This is designed to provide maximum breadth while also allowing boys to begin to specialise according to their passions and talents. The core subjects are:

Biology Chemistry Computing English Geography History Mathematics Physics RS PE 2 X MFL	In addition, they pick 2 from: Art Classical Civilisation Design & Technology (DT) Drama Latin Music Ancient Greek
---	---

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. 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. Students have free options choices for the remaining four subjects, contingent upon timetabling constraints, guidance from the Deputy Head (Curriculum, Teaching and Learning) and viable class sizes.

The subject choices for GCSE are:

Art	German
*Ancient Greek	*Global Perspectives
*Astronomy	History
Biology	Latin
DT	Mathematics
Chemistry	Music
Classical Civilisation	Physics
Computer Science	PE
Drama	RS
French	Spanish
Geography	* available as Thursday afternoon options

In addition, boys have weekly PSHE and Games lessons.

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 two further subjects from Geography, Computer Science, Design and Technology, Art, History and Drama.

On Thursday afternoons boys take part in co-curricular enrichment 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, Ancient Greek, or Global Perspectives subject to timetabling constraints and minimum set sizes. The subject choices booklet, which is 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 four 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, pupils in Year 12 can opt to do the Extended Project Qualification (EPQ) which has two periods a week allocated on their timetable and is completed by the end of Year 12.

The Sixth Form curriculum is designed to enable pupils to pursue their academic interests in depth, develop advanced subject knowledge and skills, and prepare effectively for higher education, employment and future careers.

To support success at A Level, pupils are expected to demonstrate appropriate academic aptitude in their chosen subjects, typically evidenced by achieving at least a Grade 7 at GCSE in the relevant subject or a closely related discipline. Where a pupil does not meet the published entry requirements, their suitability for the course will be considered on an individual basis and may involve a discussion with the Deputy Head (Academic) prior to entry into Year 12.

The School reserves the right to advise against, or decline, a pupil's enrolment on a particular A Level course where there is clear evidence that the pupil is unlikely to thrive on the programme or meet its academic demands.

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

Art	Taught coeducationally with
Biology	LHS pupils
Business Studies	Classical Civilisation
Chemistry	Computing
Economics	Drama
English Literature	Design & Technology
French	Food & Nutrition
Geography	German
History	Greek
Mathematics	Music
Further Mathematics	Music Technology
Physics	Physical Education
Religious Studies	Politics
Spanish	Psychology
	Sociology

In addition, Sixth Form pupils have weekly PSHE and Games lessons.

On Thursday afternoons, pupils take part in our outstanding Sixth Form Enrichment programme with Loughborough High School pupils.

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

5. Scholarship, Personal Development and Support

5.1. Scholarship at LGS

Scholarship is characterised by academic rigour, intellectual curiosity and a commitment to lifelong learning. Through a broad and balanced curriculum delivered by subject specialists, pupils develop deep disciplinary knowledge, strong literacy and numeracy skills, habits of self-regulation and the ability to think critically and communicate effectively. We encourage pupils to become independent learners who value challenge, embrace intellectual risk-taking and pursue excellence in all areas of school life.

5.2. PSHE

The School is committed to delivering a comprehensive, age-appropriate and inclusive PSHE programme that is regularly reviewed and updated to reflect current statutory guidance, emerging issues and the needs of pupils.

5.3. 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 the academic and pastoral Deputy Heads. 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.

6. Curriculum Management and Monitoring

6.1. Curriculum Management

Curriculum content and delivery is led by the Deputy Head (Curriculum, Teaching and Learning), with timetabling support from the Director of Studies. The Deputy Head (Curriculum, Teaching and Learning) 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, Curriculum Maps and Learning Journeys describe the curriculum intent, implementation and impact 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 SLT with each member taking responsibility for allocated departments. Deputy Head (Curriculum, Teaching and Learning) has overall oversight of all academic departments.

6.2. Delivery of Curriculum and Quality Assurance

The curriculum is delivered by teachers with strong subject knowledge and understanding, supported by Schemes of Work, Curriculum Maps and a programme of continuing professional development. Learning is carefully sequenced to develop secure subject knowledge, intellectual curiosity and the skills required for future study and life beyond school.

Teaching at Loughborough Grammar School is underpinned by high academic expectations and evidence-informed practice. Lessons are designed to provide appropriate challenge, promote deep thinking and encourage pupils to become increasingly independent, reflective and resilient learners. The curriculum is further enriched through opportunities for wider reading, research, discussion, creativity and engagement in the co-curricular programme.

The School promotes continuous improvement in teaching and learning through a comprehensive programme of professional development, including INSET and the Teaching and Learning '3-Week Focus' cycle, which is delivered through SLT and Heads of Department and supports the consistent implementation of whole-school priorities.

Quality assurance is undertaken through a supportive and developmental process. Within departments, Heads of Department monitor the quality of provision through lesson observations, work scrutiny, assessment review and pupil voice activities. This is recorded through departmental Quality Assurance Trackers and overseen by line managers.

Senior leaders undertake regular learning walks and curriculum reviews linked to teaching and learning priorities. These processes help ensure that the curriculum remains ambitious, inclusive and effective in enabling all pupils to make strong progress and fulfil their potential.

7. Confidentiality

All staff are expected to maintain confidentiality and handle information appropriately in accordance with school policies and relevant data protection

legislation.

Staff must ensure that confidential information relating to pupils, parents, colleagues, the School and its operations is treated with discretion and is only shared with authorised individuals on a need-to-know basis.

Documents, records and digital information must be stored securely and managed appropriately. Staff should take care when creating, updating, sharing or transferring information to ensure that confidential data remains protected.

Any concerns regarding the handling of confidential information should be reported to the appropriate member of staff in line with school procedures.

8. Record Keeping

A written record will be kept of curriculum documents such as Schemes of Work and Departmental Curricula. These will be stored within departments either digitally or as a hard copy. Curriculum documents are also available to pupils through SharePoint.

All records will be managed in accordance with the School's data protection and record retention policies.

9. Publication and Availability

This policy is made available to parents of pupils and prospective pupils via the School's website.

A hard copy is available on request.

10. Review of Policy

This policy will be reviewed every two years or earlier if significant updates are required.

