



LOUGHBOROUGH Grammar School

Policy Title: Curriculum Policy

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Mission Statement

Our mission is to be the school of choice for boys in the East Midlands through

- our history and Christian inheritance
- our desire to be a welcoming, inclusive community
- our openness to all faiths
- our knowledge and experience of teaching boys
- our commitment to academic and extra-curricular excellence

ensuring that our young men become

- successful, engaged and cultured graduates
- self-disciplined, adaptable leaders and team players, embracing challenge and change
- citizens of integrity and judgement, respectful of others
- life-long learners, with the skills and courage to make a difference locally and globally.

Curriculum Policy

I. Aims

The curriculum provided by LGS aims to offer a very broad education which will ensure that pupils leave the school as **well-educated citizens who are aware of their social responsibilities, possessed of a deep appreciation of the heritage, traditions and nature of the society of which they are part**, in line with our mission statement.

It aims to balance this objective with the requirement that **boys are able to secure entry to the best possible university courses and eventual careers which suit their ambitions and talents**.

Specifically, the Curriculum aims:

- a. To provide a balanced and rounded education, allowing boys to fulfil their potential
- b. To support boys personal and social development with an age-appropriate PSHE curriculum
- c. To ensure boys secure the academic skills and knowledge appropriate to their age
- d. To allow boys to develop their physical fitness and skills

As part of the curriculum the school seeks to:

- Provide aesthetic and creative opportunities for all boys through subjects such as Art, Drama, DT and Music
 - Support boys' understanding of the human and social issues they face in society through the study of subjects such as History, Geography and Religious Studies, and through the EPQ as part of Independent Study
 - Develop boys' linguistic talent and skills of self-expression through the study of subjects such as English, Classics and Modern Foreign Languages
 - Inculcate outstanding numeracy skills through first-class mathematics teaching
 - Develop outstanding science knowledge and skills through the delivery of separate science lessons in purpose-built laboratories
 - Develop fitness and sports ability through an extensive PE, games and co-curricular programme
- e. To provide courses relevant to the needs of boys which provide continuity and progression, and which possess intrinsic and extrinsic merit. The Curriculum will allow boys to study a very wide range of different subjects up to the end of GCSE so that they have the very best platform for A level and university education
- f. To demonstrate and externalise that the School is an intellectually curious community of scholars
- g. Alongside commitment to academic excellence, the curriculum will promote inclusion and respect and encourage the development of individual interests and talents both through the curriculum and co-curricular activities. The curriculum aims to develop boys' leadership skills, creativity, appropriate risk-taking and responsiveness to ensure that they are very well-prepared for the challenges of adult life

2. Curriculum Management

Curriculum content and delivery is led by the Deputy Head Academic, with support from the Director of Studies and Assistant Head Staff. 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.

3. Programmes of Study

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 (2 lessons per week)
- Biology (2)
- Chemistry (3)
- English (6)
- French (6)
- Games (4)
- Geography (3)
- History (3)
- Latin (3)
- Mathematics (6)
- Music (2)
- PE (2)
- Physics (2)
- PSHE and Activities (4)
- RS (2)

Year 8

The Year 7 curriculum is built upon and will also include some choice with regards to languages.

- Art (2 lessons)
- Biology (3)
- CDT (2)
- Chemistry (2)
- English (6)
- French (4)
- Games (3)
- Geography (3)
- History (3)
- Latin (4)
- Mathematics (6)
- Music (2)
- PE (2)
- Physics (2)

- PSHE (1)
- RS (2)
- German or Spanish (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
- 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)
- CDT (4)
- Classical Civilisation (4)
- Drama (4)
- German (4)
- Latin (4)
- Music (4)
- Spanish (4)

In addition, there is 1 period of PSHE and 3 periods of Games.

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, a Modern Foreign Language, two Sciences, one Humanity.

The remaining two subjects can be made up as students want.

The subject choices for GCSE are:

- Art
- Biology
- CDT
- Chemistry
- Classical Civilisation
- Computing
- Drama
- English
- French
- Geography
- German
- History
- Latin
- Mathematics
- Music
- RS
- Spanish

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

In addition, on Thursday afternoons boys take part in co-curricular activities. They can take part in the Combined Cadet Force 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: Computing, Latin, French, Music.

The subject choices booklets available online detail which examination boards are used by which subjects.

Sixth Form:

The Sixth Form Curriculum allows students to choose a combination of four subjects. They will be entered for an AS level in all four subjects, to be sat at the end of Year 12 (apart from Art which is wholly linear). Most boys will then drop one subject and carry on three subjects to A level at the end of Year 13.

In the case of Further Mathematicians, all four subjects will be completed at the end of Year 13.

In some cases, based on workrate and results, some students will continue 4 subjects to full A level.

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 work place.

A level subjects currently available are:

- Art
- Biology
- Business Studies
- CDT
- Chemistry
- Classical Civilisation (taught with LHS)
- Computing
- Drama (taught with LHS)
- Economics
- English
- Geography
- German
- Greek (taught with LHS)
- History
- Latin (taught with LHS)
- Mathematics
- Further Mathematics
- Physics
- Politics
- Psychology (taught at Loughborough High School)
- RS
- Spanish

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 which includes CCF, Voluntary Service Unit, School newspaper, additional academic study in certain subjects and a rolling series of enrichment lessons.

4. PSHE

The school is committed to delivering a comprehensive and age-appropriate PSHE programme. It is constantly being updated by the Head of PSHE who will be further revising the curriculum, in conjunction with the Heads of Year, to ensure that it has appropriate depth and breadth.

Fundamental British Values

The school's duties in promoting Fundamental British Values are laid out in the Staff Handbook.

5. Homework policy

a. Homework Policy : Pupils

Homework (i.e. personal independent study) is an integral part of learning. It allows you, for instance, to undertake tasks not easily done in groups (e.g. learning vocabulary, revision), to complete assignments begun in class and so accelerate your progress through the course, to extend your understanding of the topic by reading, to make preparation so that you can participate fully in the next lesson.

Teachers will set a variety of tasks for homework. In every case it is important that you try to understand not just what to do, but why it is important and how it will advance your learning.

Sometimes you will have reached a point in the course where no appropriate homework can be set. You might use this time to catch up on other things, or to review an aspect of the subject you're unsure of.

All homework assignments, with any deadline, should be recorded clearly and fully in your planner.

In Years 6 – 11 you have a homework timetable, showing you when teachers of each subject may want to set homework. In Year 9 and above, the optional subjects may set homework for a night when you do not have a lesson in that subject. It is important that you learn to plan your time carefully.

So that the amount of homework given is manageable, you should expect

Year 7

No more than 25 min per subject and no more than three subjects per night (possibly four at the weekend)

Year 8

No more than 30 min per subject and no more than three subjects per night

Year 9

No more than 35 min per subject and no more than three subjects per night during the week but more at the weekend.

Years 10 & 11

In Year 10 you will be allocated 40mins per night per subject and in Year 11 this rises to 45 mins per subject. There are normally three subjects per night with more at the weekend. During these years, some of your homework time will be spent on GCSE coursework which needs careful planning to ensure that you meet deadlines for submission.

Sixth Form

Here you are expected to be able to organise your own time and to develop skills as independent learners. You should expect to spend about 15 hours per week outside the classroom on your academic studies.

If homework is not done, then you may be put into the Compulsory Workroom at lunchtime to give you an opportunity to make up work you have missed. This is a support mechanism which we do not expect to have to use often. Attendance is monitored by the Head of Main School and Deputy Head Academic, as well as your Head of Year. If you are in the Workroom on three or more occasions, your parents will be informed of this and asked to discuss your homework arrangements.

b. Homework Policy : Teachers

Variety in homework assignments is just as valuable as it is in lessons. It is, therefore, to be expected that the styles of homework will be just as varied, including some written work, a gathering together of some pieces of information, preparation for better participation in the next lesson, better understanding, or greater knowledge.

Written work produced at home is subject to the same departmental marking policy as any other. In all cases, the benefits to the pupil diminish quickly with time and so a reasonably rapid turnaround should be anticipated (no more than one week seems reasonable).

Motivation is key to the success of homework as part of the learning process. It is critical that each pupil knows what the point of the homework is; how it will advance or shape his learning. He needs to know not just what to do, but why it matters. Then, if homework is not completed on time, it can be regarded as a missed opportunity for learning not simply a failure to satisfy the teacher's demands.

There will be a few occasions when it is not possible to set any meaningful homework. For boys in Years 6-11, where there is a homework timetable, it is a good idea to get them to write in their planners "None set because....." Teachers need to observe the homework timetable about the frequency and amount of homework which is set.

Teachers should set homework with regard to the maximum times available. If longer assignments are needed, teachers should ensure that they occupy the appropriate number of homework slots. For younger pupils, it is always a good idea to subdivide the assignment and set a specific section for each homework.

In the Upper School it is clearly helpful to pupils if teachers are aware of coursework deadlines in other subjects when they are setting homework. Notwithstanding, coursework needs to be managed by departments so that pupils are able to complete it well without undue pressures of time or collateral effects upon other subjects.

Pupils, like teachers, need holidays. The setting of lengthy assignments or projects to be done during the holidays should normally be avoided. Exceptions to this would be the necessary acquisition of data and the appropriate planning for coursework in some subjects.

To protect pupils from overload, the maximum times as indicated above must apply.

6. Grading Policy

Homework in years 6-9 will be marked with the following criteria:

- i. A letter grade for attainment
- ii. A number grade for effort
- iii. A formative comment

The letters and numbers are broadly in line with the grading in school reports. Thus they can be translated in this way:

Attainment	
A*	Outstanding
A	Excellent
B	Good
C	Adequate
D	Causing concern

Effort	
1	Outstanding
2	Good
3	Should do more
4	Causing concern

In Key Stages 4 and 5 (GCSE and Sixth Form) some homeworks will be marked as described above and some homeworks will be marked according to external examination board criteria.

7. Monitoring Progress, Issues with Academic Work and Homework

Students will have a single grade per subject every half term to monitor progress (apart from the first term in Year 7 when only the core subjects will be graded).

In the main school, across the three terms there will be one full report, one short report and one parents' evening. In the Sixth Form, parents will receive one report and two parents evenings per year. For more information on the Sixth Form please see the Sixth Form Policy.

8. Special Educational Needs/Learning Difficulties and Disabilities

The School provides for those pupils with special education needs [SEN] and those with learning difficulties and/or disabilities [LDD], referred to as SEND. The School's provision in this respect is coordinated by the SENCo who works closely with both Deputy Heads and the Heads of Year. A separate SEN policy is available.

Where a pupil has a statement [statutory assessment], 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 statements annually, the SENCo will endeavour to ensure that, for any pupil with a statement, 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 language or form of language of the home 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.