



LOUGHBOROUGH Grammar School

Policy Title: Curriculum Policy

Version Number: 4

Approved By: CAB

Date Approved: July 2022

Date for Review August 2023

Point of Contact (Reviewer): MCH

Curriculum Policy

Mission Statement

Our mission is to prepare young men for a fulfilling life through fostering achievement, aspiration, achievement and empathy.

The following five values underpin a Loughborough Grammar School education:

Scholarship

We inspire our pupils to become intellectually curious, lifelong learners, who have the confidence to be innovative and unafraid of failure.

Wellbeing

LGS boys grow into healthy young men with a sense of perspective. They are aware of the emotional wellbeing of others and talk about their concerns.

Integrity

Our pupils learn to demonstrate good judgement in their decisions. The spirit of Loughborough Grammar School is characterised by constructive relationships between all members of our community based on the core value of treating others as we would like to be treated ourselves.

Responsibility

LGS boys understand their responsibilities towards the wider communities in which they live. They develop into engaged citizens with a healthy respect for others and their differences.

Independence

Our boys leave us as self-disciplined, adaptable leaders who embrace change. They work as a team and celebrate the successes of others.

1. 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**.

Importantly, the curriculum is designed to cater for the aptitudes and needs of all pupils, and in particular those with SEND 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.

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 that reflects that School's aims and meets the needs of pupils with protected characteristics
- 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
- 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 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. 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 cocurricular 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 opportunities, responsibilities and experiences of life in British society.
- g. To promote the Fundamental British Values of
 - Democracy
 - The rule of law
 - Individual liberty
 - Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith

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 cocurricular programme

2. Curriculum Management

Curriculum content and delivery is led by the Deputy Head (Academic), with support from the Director of Studies and Assistant Head (Academic). 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) supported by the Assistant 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)
Computing (2)
English (6)
MFL (5)
Games (4)
Geography (3)

History (3)
Latin (3)
Mathematics (5)
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 choice with regards to languages.

Art (2 lessons)
Biology (3)
CDT (2)
Chemistry (2)
Computing (2)
Drama (1)
English (5)
Games (3)
Geography (3)

History (3)
Latin (3)
Mathematics (5)
Music (2)
PE (2)
Physics (2)
PSHE (1)
RS (2)
MFL (7): two from French, German or Spanish

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)
CDT (4)
Classical Civilisation (4)
Drama (4)
German (4)
Latin (4)
Music (4)
Spanish (4)

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

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 pupils wish.

The subject choices for GCSE are:

Art	German
Biology	Greek
DT	History
Chemistry	Latin
Classical Civilisation	Mathematics
Computing	Music
Drama	Physics
English	RS
French	Spanish
Geography	

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 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: Computing, Latin, French, Music, Astronomy

The subject choices booklet (available online) details which examination boards are used by which subjects.

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.

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.

A level subjects currently available 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 (taught with LHS)
- 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)

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.

4. PSHE

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

5. Homework policy – Allocated times

See the Assessment, Grading & Homework Policy for the LGS Homework Policy statement

Year 7

No more than 25 min per subject and no more than two subjects per night with a weekly art homework.

Year 8

No more than 30 min per subject and no more than three subjects per night (possibility of more at the weekend).

Year 9

No more than 35 min per subject and no more than three subjects per night during the week (possibility of more at the weekend).

Years 10 & 11

In Year 10 pupils will be allocated 40 mins per night per subject. In Year 11, this rises to 45 minutes per subject. There are normally three subjects per night with more at the weekend.

Sixth Form

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

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 Sixth Form it is clearly helpful to students 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 students 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 A Level subjects, bridging work between year 11 and 12 and exam preparation work at GCSE.

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 formative comment (always)
- ii. A letter grade for attainment (usually)
- iii. A letter grade for effort (usually)

Homework in years 10-11 will be marked with the following criteria:

- i. A formative comment (always)
- ii. A number grade for attainment (usually)
- iii. A letter grade for effort (usually)

Homework in years 12-13 will be marked with the following criteria:

- i. A formative comment (always)
- ii. A letter grade for attainment (usually)
- iii. A number grade for effort (usually)

Attainment grading in half term grades and reports:

In years 6-9 attainment grades will be awarded between D to A* according to the descriptors below:

Attainment grades	D	C	B	A	A*
Years 6 – 9 Descriptors	Well below average school standards	Slightly below average school standards	Making progress in line with average school standards	Above average school standards	Outstanding
Approximate % cohort (Y6-9)	<5%	15-20%	40-50%	20-30%	10-15%

In the GCSE years (years 10 & 11) attainment grades will be in line with GCSE grade descriptors of 9 - 3. We will not use 9 in grading until Year 11.

Grades reflect current achievement, so may be expected to improve. Equally, a boy may achieve a grade 7 or 8 because he has excelled on the current topic, yet the grade may decrease in the next half-termly grades if his performance on a new topic is less impressive.

Years 12 and 13

In the Sixth Form, attainment grades will be in line with the A-Level grade descriptors of A* - U. We will not use A* until Year 13.

Effort Grades

The effort grade represents a boy's effort since the previous grading point except when a full report is being written when the effort grade reflects effort from September until that point.

Years 6-11 will receive a letter for effort: E, V, G, C or U

Years 12 and 13 will receive a letter grade for effort: 5-1 as per the table below:

	Attribute / Behaviour
Exceptional (E / 5)	<p>Shown exceptional commitment to the subject. Outstanding effort in overcoming difficulties. All work completed on time; it is always very well-presented and extremely thorough. Commitment to independent learning and self-directed study. Behaviour is excellent Key terms: exemplary; excellent; first-class; superb; exhaustive; outstanding.</p>
Very Good (V / 4)	<p>Shown consistent signs of substantial effort. Work is always be on time and done to a very high level (above and beyond what is expected from most) On target to secure their target grades. Behaviour is excellent. Key terms: very good; great; thorough, strong, painstaking; well-planned; well-executed</p>
Good (G / 3)	<p>Demonstrated good effort. Work is completed on time (with the rarest exception) and shows planning and considerable effort. Behaviour is consistently good. Consolidates their learning but they may still capable of more. Ares of improvement may include, more careful planning, greater thoroughness, better presentation etc. Key terms: good; competent; secure; consolidation; complete; developed.</p>
Inconsistent / Coasting (C / 2)	<p>Invests too little effort and is not securing the grade of which they are capable. Some work may show good effort but there are significant lapses. Work might not always be on time. There may be a lack of planning and they don't always act upon advice given. Class behaviour might fall short of expectations. Key terms: worrying; inconsistent; lacking effort; incomplete; minimalistic</p>
Unacceptable (U / 1)	<p>Effort is poor. The quality of effort in class and for homework has been minimal. Significantly underperforming in relation to their target grade. Key terms: unacceptable; failing; very poor; exceptionally serious.</p>

7. Monitoring Progress, Issues with Academic Work and Homework

Across the 3 terms there will be one full report, one parents' evening and one short report. Every year group also has a pastoral parents' evening at the start of the academic year.

In the Autumn and Spring terms, pupils receive an effort grade and attainment grade in every subject each half term when there has been no other form of reporting. School examination grades are reported in the Summer term.

Reports and half-term grades are monitored by form tutors, Key Stage Coordinators and HODS to identify concerns.

Within departments, tracking data is held to monitor the progress of pupils in internal departmental assessments and is monitored by Heads of Departments and Key Stage Coordinators to stage interventions with underachieving pupils. This data includes MidYIS and Alis baseline assessment data.

In addition to routine department assessment the following takes place:

- In each subject, pupils in Years 7-10 are required to undertake four Key Performance Indicators (KPI) the results of which are entered into the central SIMS database enabling tracking of performance. The exact nature of the KPI is decided by the Head of Department and may be a formal assessment, essay, project etc. All the cohort should do the same KPI for each subject.
- Years 6-10 and 12 undertake an end of year examination.
- Years 11 and 13 undertake a mock examination in Spring term.

An alert system is utilised by all teaching staff to log issues and rewards associated with academic work on the CPOMS portal.

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 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 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

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