



# LOUGHBOROUGH Grammar School

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# 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 students 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 students 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.

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## 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 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 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 co-curricular 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).

### 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)	History (3)
Biology (2)	Latin (3)
Chemistry (3)	Mathematics (5)
Computing (2)	Music (2)
English (6)	PE (2)
French (5)	Physics (2)
Games (4)	PSHE and Activities (4)
Geography (3)	RS (2)

#### Year 8

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

Art (2 lessons)	History (3)
Biology (3)	Latin (4)
CDT (2)	Mathematics (5)
Chemistry (2)	Music (2)
Computing (2)	PE (2)
English (5)	Physics (2)
French (4)	PSHE (1)
Games (3)	RS (2)
Geography (3)	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)	<b>In addition, they pick 2 from:</b>
Chemistry (2)	Art (4)
Computing (2)	CDT (4)
English (6)	Classical Civilisation (4)
MFL x 2 (4 periods each)	Drama (4)
Geography (3)	German (4)
History (3)	Latin (4)
Mathematics (5)	Music (4)
Physics (3)	Spanish (4)
RS (2)	

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 students 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.

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, 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 work place.

A level subjects currently available are:

- Art
- Biology
- Business Studies
- DT
- Chemistry
- Classical Civilisation (taught with LHS)
- Computing
- Drama (taught with LHS)
- Economics
- English
- Geography
- German (taught at LHS)
- Greek (taught with LHS)
- History
- Latin (taught with LHS)
- Mathematics
- Further Mathematics
- Music (taught jointly with LHS/LAS)
- Physics
- Politics (taught at LGS with LHS girls)
- Psychology (taught at LHS)
- 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 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 20 minutes per subject and no more than three subjects per night.

##### **Year 8**

No more than 25 minutes per subject and no more than three subjects per night.

## **Year 9**

No more than 30 minutes per subject per evening and no more than three subjects per night during the week.

## **Years 10 & 11**

In Years 10 and 11, pupils are allocated 40 minutes per night per subject.

There are usually three subjects per night with more at the weekend.

During these years, homework time may be allocated to preparation or completion of coursework tasks in lieu of individual subject homeworks.

## **Sixth Form**

Sixth form pupils are expected to be able to organise their own time and to develop skills as independent learners.

Sixth form pupils are expected to spend about 15 hours per week outside the classroom on their academic studies. (This includes study periods)

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Teachers are advised to 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 recommended to subdivide the assignment and set a specific section for each homework.

To protect pupils from overload, the maximum times as indicated above and the homework timetable (from Years 7-11) must be adhered to.

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.

## **6. Grading Policy**

Work in years 6-11 may be marked with the following criteria:

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

### **Attainment grading:**

Departments will award attainment grades to follow the descriptors below.

In years 6-9 attainment grades will be awarded between 3 to 7.

In the GCSE years (years 10 & 11) attainment grades will be between 3 and 8 to allow for the equivalent of an A\* to be awarded (8 in the new grading). We will not use 9 in grading until after Year 11 Mock examinations.



*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-term if his performance on a new topic is less impressive.*

Departments will award attainment grades to follow the descriptors below.

<b>Attainment grades</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Years 6 – 9 Descriptors</b>	Well below average school standards	Slightly below average school standards	Making progress in line with average school standards	Above average school standards	Outstanding	X	X
<b>Approximate % share (Y6-9)</b>	<5%	15-20%	40-50%	20-30%	10-15%	X	X

### **Years 12 and 13**

For Sixth Form students, letters are used to indicate achievement in A-Level courses in line with the final grade descriptors of A\* - U.

### **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:

<b>LETTER</b>	<b>DESCRIPTOR</b>
<b>E (5)</b>	<p><b>Exceptional</b> A student who is graded 'E' will have met the criteria for 'E' but will have shown exceptional commitment to the subject. It may also represent outstanding effort in overcoming difficulties. All work will have been completed on time; it will be very well-presented and extremely thorough. Commitment to independent learning and self-directed study should be in evidence. Behaviour will be excellent. <b>Key terms to use in reports with 'E': exemplary; excellent; first-class; superb; exhaustive; outstanding</b></p>
<b>V (4)</b>	<p><b>Very Good</b> A student who is graded 'V' will have shown consistent signs of substantial effort in relation to his ability. His work will always be on time, it will be to a very high level and will show that he has gone above and beyond what we expect from most of our students, by investing considerable thought and planning in his work. This level of effort indicates that the student is on target to secure his target grades. Nevertheless, students graded 'V' may still have room for improvement and advice should be given explicitly in the written report. Behaviour will be excellent. <b>Key terms to use in reports with 'V': very good; great; thorough; strong; painstaking; well-planned; well-executed; mastered</b></p>
<b>G (3)</b>	<p><b>Good</b> A student who is graded 'G' has demonstrated consistently good effort and this should apply to most students in the school. His work is completed on time (with only the rarest exception) and evidences planning and considerable effort to complete. Behaviour in class is consistently good. A student graded 'G' is consolidating his learning but at the same time is capable of more. This greater effort could include more careful planning, greater thoroughness, better presentation or more supporting evidence. <b>In reporting it is essential that students and parents see how to improve upon the 'G' grade.</b> <b>Key terms to use in reports with 'G': good; competent; secure; consolidated; comfortable; complete; developed</b></p>

<b>C (2)</b>	<p><b>Inconsistent (or coasting)</b></p> <p>A student graded as 'C' is investing too little effort and he is therefore not securing the attainment grade of which he is capable; an able pupil may be coasting. Some work may show good effort, but there will be significant lapses, and work will not always be on time. There may be a lack of planning and the student may not have acted upon advice given in class or in previous feedback. Class behaviour may fall short of the school's high expectations. <b>In reports it is vital that the specific causes of the 'C' grade are evidenced.</b> It is clear that a student must improve his effort if he is graded 'C'. Students with several 'C' grades are likely to be subject to official interventions: boys will be summoned to meet the Head of Year or other senior staff. Parents may be called in to discuss support plans.</p> <p><b>Key terms to use in reports with 'C': worrying; inconsistent; lacking effort; incomplete; minimalistic;</b></p>
<b>U (1)</b>	<p><b>Unacceptable</b></p> <p>This grade is rare. A student graded as 'U' is producing such poor effort that parents should have received prior warning via the tutor. 'U' indicates that the quality of effort in class and for homework has been minimal and that immediate remedial action is required from the student. The student will be heading for significant exam under-performance off the back of a 'U' grade and one-to-one meetings between parents and the Head of Year or other senior staff will be required.</p> <p>The receipt of several 'U' grades is likely to put a student's place at the school at risk.</p> <p><b>Key terms to use in reports with 'U': unacceptable; failing; very poor; exceptionally serious</b></p>

## **7. Monitoring Progress, Issues with Academic Work and Homework**

Students will have an effort and attainment grade in every subject each 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.

Within departments, tracking data is held to monitor the progress of pupils in internal departmental assessments and is monitored by Heads of Departments. Heads of department routinely monitor this data and stage interventions with underachieving pupils. In each subject, students are required to undertake at least one formal test per term, the results of which are entered into the central SIMS database enabling tracking of performance.

An alert system is utilised by all teaching staff to log issues and rewards associated with academic work. From Sep 2020, this will take place 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 Heads of Year. A separate SEND policy can be found on the school website.

Where a pupil has a 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 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.