



## LEICESTER GRAMMAR SCHOOL TRUST

### LGS STONEYGATE

## CURRICULUM POLICY

*This is one of the policies concerned with the curriculum. It should be read with regard to the policies on Sex Education, Assessment, Marking and SEND. It should also be read with regard to the Prevent duty.*

*This is a whole school policy and as such also applies to the EYFS.*

### THE AIMS OF THE CURRICULUM POLICY

The curriculum is not just the range of subjects which are offered and the constraints under which they are chosen, but also the way in which they are delivered. It includes any other factors which have a bearing on the academic and personal development of the pupil.

It should be stressed that academic and personal education are not separate, but that both are essential aspects of our teaching. While the curriculum is designed to fulfil the academic potential of each child, it is always remembered that the overall individual personal development of each pupil is paramount.

As a school we support and promote the British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. This is in line with the Prevent Duty (2015).

### THE OBJECTIVES OF THE CURRICULUM POLICY

LGS Stoneygate aims to encourage both academic breadth and balance, and to produce pupils who embody and benefit from this guiding principle.

**Breadth** is achieved by offering a wide range of subjects across several faculties. This allows a range of learning experiences, knowledge, concepts, skills and attitudes. Pupils are exposed to subjects covering the aesthetic, creative, human, social, linguistic and literary, mathematical and moral, physical, scientific, spiritual and technological. At each stage, the curriculum is planned as a whole, so that each subject can contribute to pupils' overall progress and achievement rather than appear discrete and unconnected.

**Balance** is achieved by giving each area appropriate attention within the curriculum as a whole.

### THE NATIONAL CURRICULUM

Although regard is paid to the content of the National Curriculum other subjects are included to broaden and deepen the curriculum available to each pupil.

## **EVALUATION**

It is recognised that the true value of the curriculum is difficult to establish. However, CEM results (PIPS/inCAS), GL Assessment Standardised Scores and pass rates at Entrance Examinations are a convenient and usually very satisfactory way of gauging the success of the curriculum policy. The School supplements this by carefully considering all feedback from schools, pupils and parents.

## **HOW THE CURRICULUM IS DELIVERED**

### **Responsibility**

The Headteacher controls overall policy.

Staff are encouraged to review, plan and change the curriculum every term.

### **Setting/Streaming**

We do not believe in blanket streaming. Pupils are set in French in some Years and occasionally in Maths. However it is considered that setting is not necessarily appropriate in most curriculum areas at LGSS. Any differentiation that is required occurs within the teaching group.

### **Concern about academic progress**

Any concern over the academic progress of a pupil is followed up in the first instance by the form teacher who will collect information, and then ensure it is referred on to either the Head of Pre-prep (Reception to Year 2), Head of Prep (Year 3-6) or Head of Senior School (Year 7-11). It may be necessary to involve the Deputy Head Academic or Headteacher, who will make contact with parents when appropriate. Concerns should be raised at the earliest opportunity.

The aim is for staff to work with parents and pupils in order to give each child the greatest possible opportunity for academic and personal success.

Assessments and teacher feedback are used to monitor pupil progress and to provide evidence for feedback in regular written reports and parents' evenings.

All members of staff are encouraged to use the full range of rewards available to them to motivate and encourage pupils in their work (see Policy and Procedures on Behaviour Rewards and Sanctions). The Head may see pupils at any time to give praise or to discuss work which is giving cause for concern. This is done to encourage staff and pupils to work together and generate an attitude of problem-solving rather than to condemn.

## **LEARNING SUPPORT**

The School has a separate Special Educational Needs and Disability Policy.

The school has a Head of Learning Support who is responsible for the co-ordination and delivery of the SEND policy throughout the Trust. Please read the SEND policy for details of how the matter of SEND is addressed.

## **CURRICULUM THROUGH THE SCHOOL**

As stated in the original aims of the School, the curriculum is designed to provide breadth and balance. The curriculum promotes the Social, Moral, Spiritual and Cultural development of pupils and supports the British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

## **Foundation Stage 1 & 2**

The curriculum is based on the EYFS Framework of the seven areas of learning:

- Communication and Language
- Physical Development
- Personal Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

French is also taught to children from Reception.

## **Subjects from Year 1 – Year 9**

English, Maths, Science, Geography, History, RE, PSHE, Music, Art/DT, French, PE/Games, IT, Spanish (Year 7-8 only).

## **Subjects from Year 10 - 11**

Most pupils take all the core subjects and four option subjects. However, we do provide flexibility for pupils to take three options where this is deemed most suitable.

Core subjects: English Language, English Literature, Maths and Double Award Science.

Option GCSE subjects: Music, Art, French, Geography, IT, History, RS, PE

Option BTEC subject: Animal Care

Option: Food and Nutrition

Option subjects are reviewed and adapted on an annual basis.

## **EXTRA-CURRICULAR ACTIVITIES**

It is recognised that clubs and enrichment activities play a valuable contribution towards social, personal and academic progress of pupils. Although some activities are academic in nature the additional interaction between pupils of different age groups benefits both the younger and older pupils in terms of development of social skills and a whole school identity.

It is through such clubs and societies and enrichment activities that additional opportunities for social, moral, cultural and personal development can be offered. Some examples are participation in church services, choirs and orchestras, drama groups, general enrichment activities and league events. It is therefore regarded as desirable that as many pupils participate in these activities as possible.

A range of activities is provided during the lunch break and after the end of the formal academic timetable at school. It is intended that these activities reflect both the academic and the leisure interests of the pupils. Some of the enrichment activities are targeted towards a certain age range.

Care is taken not to exclude pupils because of gender, academic ability or economic background.

## **TRIPS AND VISITS**

LGSS also runs an extensive range of trips linked to the curriculum, both domestic and foreign, residential and non-residential. One of the chief considerations when approving all trips is their worth to the pupils' development.

Notable amongst these are the foreign language trips and Choir trips. Trips play an integral part in the social, moral, spiritual and cultural development of the child, and it is hoped that as many children as possible attend these trips and visits.

## **THE SCHOOL LIBRARY**

*"The role of the school library is to be at the centre of the curriculum" (DfE).*

It is the School's aim to follow this DfE recommendation as part of its pastoral objective to encourage independent study and learning throughout the School.

The teaching of library skills forms part of the planned pastoral programme for all forms and this takes place in the library.