


<b>2a: Curriculum Policy</b>		<b>Implementation Date</b>	June 2019	
<b>Author</b>	Deputy Head	<b>Reviewer</b>	Head	

## PURPOSE

To describe the policy for how Thetford Grammar School seeks to provide an environment in which pupils, staff and parents are committed to the idea of excellence within a caring, supportive community.

## POLICY

### AIMS and OBJECTIVES

Thetford Grammar School aims to:

- offer a broad, balanced and relevant curriculum which takes into account the ages, abilities and aptitudes of all pupils, including those with an Education Health Care (EHC) Plan
- provide a curriculum which does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- enable all pupils to learn and make progress, including those for whom English is an Additional Language and the most able
- present a range of challenging, academic, sporting and cultural opportunities both in school and off-site to meet individual needs and interests
- offer support for pupils who are Gifted and Talented or have a Special Educational Need or Disability (whether or not they have an EHC Plan)
- provide a flexible options system to enable individual programmes of study at GCSE and A Levels
- develop a wide range of knowledge, understanding and skills which pupils will use with confidence
- develop a sense of self-worth, a sense of being valued as an individual in a community and a strong sense of social, moral and environmental responsibility
- encourage enquiring minds, creative thinking and independent learning
- encourage pupils with the skills and experience necessary to prepare them for the challenges of life in the 21st century and for the opportunities, responsibilities and experiences of life in British society.

## TEACHING METHODS

The range of teaching methods used throughout the Prep School and Senior School encourage pupils to be stimulated and challenged within a supportive environment so that they can acquire and progressively develop:

- communication skills (including speaking and listening);
- literacy skills;
- mathematical and numeracy skills;
- scientific and technological skills;
- human and social skills, including inter-personal skills;
- problem-solving and decision-making skills;
- study skills;
- practical skills; and
- physical and aesthetic skills and creative education.

Pupils are given the opportunity to learn in a variety of different ways which include:

- independent study, pair and group work, whole class exposition;
- written assignments and presentations;
- debates, oral presentations, discussions and role-play;
- investigation through experiments and research;
- the use of ICT;
- the use of the Internet and media technology – DVDs, videos, cameras, film, music, etc.;
- practical and creative activities;
- site visits linked to the curriculum content

The School gives pupils the opportunity at various stages to experience and develop those skills of responsibility, teamwork and leadership necessary for adult life, for example The Duke of Edinburgh's Award Scheme.

## **SCHOOL DAY**

There are eight 40 minutes periods per day, Monday to Friday. Many of these are arranged in double periods, particularly in the GCSE and A Level years.

## **PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION**

The School provides a programme of Personal, Social, Health and Economic Education (PSHE) which reflects the School's aims and ethos. PSHE is delivered through assemblies, a discrete PSHE programme in form periods, timetabled lessons with Preparatory School and in RE, Science and other lessons. A key aspect of PSHE is to encourage respect for other people, with particular regard to the protected characteristics under the Equality Act 2010.

## **CAREERS**

The School provides Careers Guidance as part of its PSHE programme for pupils receiving secondary education. The School's Careers Guidance offers independent external careers profile and testing and ensures pupils have access to accurate, up to date and individual careers guidance that is presented in an impartial manner.

The School Career Guidance generally helps to encourage pupils to fulfil their potential and know how their strengths, weaknesses and interests relate to the world of work. The aim of the Careers Guidance is to help pupils make informed choices about GCSEs and post 16 courses and a broad range of career, education and training options and opportunities beyond school.

## **ACTIVITIES**

Although the classroom experience is the major school experience our curriculum is augmented by visits to both local and national exhibitions/areas of interest, by visitors to the school meeting and lecturing to pupils and by the many clubs during lunch time and after school. These clubs offer a wide variety of choice to suit individual pupils' needs and to include physical, creative and curriculum-based sessions. Other activities and trips such as expeditions abroad and the very popular Duke of Edinburgh Award scheme and department visits to lectures/university departments/galleries/ cinemas/ theatres are all recognised as vital ingredients to the whole curriculum delivered by the School.

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

Most pupils follow the full teaching programme but there may be exceptions. Pupils may be withdrawn from lessons by the School's Special Needs department (which will be detailed in the pupil's individual learning plan) where they need additional and/or differential support. Any proposed withdrawal from

lessons will first be discussed with parents and the child (in light of their age and understanding) and will only be considered where the School has sufficient evidence to demonstrate that the pupil's learning support needs require withdrawal. Other adjustments will be considered before withdrawing a child from lessons.

The School's SEND Policy sets out how the School supports the needs of pupils with special educational needs and/or disabilities.

## **SCHEMES OF WORK**

Heads of Department are responsible for ensuring schemes of work are in place that maximise the use of pupil time (including homework). These need to be both rigorous and challenging and include subject matter that is appropriate for the age and aptitude of pupils (including those with special educational needs, and the gifted and talented). All subject teachers should be encouraged to contribute towards or develop such schemes.

Schemes of work do not necessarily need to follow the National Curriculum framework, but in preparing pupils for public examinations there may be much crossover. Pupils are encouraged to work independently, critically and creatively. Teachers are expected to explore opportunities that exist in their subject areas to develop a curriculum to build resilience, self-esteem and assertiveness and to help pupils to keep safe.

## **TARGETS**

In order that all pupils learn and make strong progress, every pupil is set an achievement target for each subject. These targets are determined by teacher assessment and the results of NfER, MidYIS, YELLIS and ALIS assessments (which take place in Years 7, 10 and 12). Progress towards these targets is reviewed termly to ensure they are achievable, but provide a high level of challenge. Data from measures of achievement relative to these targets is used by our pastoral and academic teams as they work together to ensure that every individual has the resources, support, high expectations and confidence to aim for excellence in all they attempt.

## **MONITORING PROGRESS**

Each pupil has a personal tutor. Pupils see their tutors each morning for registration before assembly and during scheduled tutor periods. The Tutor is the expert on his or her tutees, and parents can contact the tutor for help and advice. The performance and progress of each student is kept under constant review by the Form Tutor and Head of Key Stage. Progress is monitored during the term and particularly at half-termly grade periods.

## **GIFTED and TALENTED**

In order to extend the more able pupils across the School, the School provides opportunities for the gifted and talented, which is in addition to the enhanced provision made within the timetabled curriculum.

## **SETS**

In order to ensure all pupils have the opportunity to learn and make progress, Senior School pupils may be set in classes according to ability and performance in the Senior School in English, Mathematics, Science and MFL.

Performance is assessed at the end of each term. Set change recommendations are made by the Head of Department in the light of performance data collated over the term and in consultation with the relevant subject staff. This information is then discussed by the relevant Tutors and Heads of Key Stage. Any subsequent changes are communicated to parents in writing by the Head of Department. Any movement is preceded by a pupil interview conducted by the Head of Department

## **ASSESSMENT**

All pupils have the opportunity to learn and make progress as shown through the School's assessment procedures. Teachers are required to ensure work is marked regularly with helpful, detailed and encouraging comments, explaining how pupils can make further progress. Heads of Department have a key role in monitoring the quality of learning and teaching.

## **CURRICULUM**

### **Early Years Foundation Stage**

Pupils entering the School at three and a half years to five years of age, experience a curriculum which reflects the early learning goals and seven areas of learning and development which make up the Early Years Foundation Stage.

The overriding themes are: A Unique Child, Positive Relationships, Enabling Environments and Learning and Development. The prime learning and development areas are: Personal, Social and Emotional Development, Physical Development and Communication and Language. The specific learning and development areas are Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Pupils experience a programme which combines child initiated and teacher initiated activities, as well as indoor and outdoor learning experiences. The School programme ensures pupils learn through play and active learning.

The School will consider the individual needs, interests, and stage of development of each pupil, and will use this information to plan a challenging experience for them in all of the areas of learning and development. If a child's progress in any prime area gives cause for concern, the School will discuss this

with the child's parents and agree how to support the child. The School will also consider whether a child may have a special educational need or disability which requires specialist support and whether external agencies may need to be involved.

For children whose home language is not English, the School will take reasonable steps to provide opportunities for pupils to develop and use their home language in play and learning whilst also ensuring they learn and reach a good standard in English language during the EYFS

## Key Stage 1 and 2

A curriculum based broadly on the National Curriculum is offered in order to facilitate the acquisition of knowledge, promote enjoyment in learning, and to provide knowledge and skills to equip pupils for work and leisure as active, confident and responsible members of a rapidly developing society.

In Years 1 - 6 all pupils follow a core curriculum of English, Mathematics, Science, French, Geography, History, Art, Design and Technology, Music, Drama, ICT, Physical Education, Religious Studies, Games, PSHE and Activities. The educational experiences provided are linked to the National Curriculum and educational opportunities within and outside of the classroom are provided to all pupils in the Prep School. These learning experiences include educational visits and guest speakers in a range of curriculum areas throughout the academic school year.

From September 2016 Latin is introduced into Year 4,5 and Year 6 timetable

The full list of EYFS, KS1 and KS2 subjects and their weighting on the timetable is shown below:

Subject	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total per subject
English	0	8	7	7	7	7	7	43
Mathematics	8	8	7	7	7	7	7	51
Science	0	2	4	4	4	4	4	22
French (EYFS KUW)	1	1	1	1	2	2	2	10
Geography	0	2	2	2	2	2	2	12
History	0	2	2	2	2	2	2	12
Art	0	2	2	2	2	2	2	12
Drama/Creative Development (CD)	0	0	1	1	1	1	1	5
Design Technology	0	2	2	2	2	2	2	12
ICT	0	2	2	2	2	2	2	12
Latin	0	0	0	0	1	1	1	3
Music (EYFS CD)	0	1	2	2	2	2	2	11
Religious Studies	0	1	1	1	1	1	1	6
PSHCE	1	1	1	1	1	1	1	7

<b>Games</b>	0	0	2	2	2	2	2	10
<b>Physical Education</b>	0	4	2	2	2	2	2	14
<b>Activities (EYFS – 3 Swimming)</b>	3	3	2	2	0	0	0	10
<b>Child initiated Activities</b>	1	1	0	0	0	0	0	2
<b>Physical Development</b>	4	n/a	n/a	n/a	n/a	n/a	n/a	4
<b>Communication &amp; Language</b>	2	n/a	n/a	n/a	n/a	n/a	n/a	2
<b>Literacy</b>	7	n/a	n/a	n/a	n/a	n/a	n/a	7
<b>Understanding of the World</b>	8	n/a	n/a	n/a	n/a	n/a	n/a	8
<b>Expressive Arts and Design</b>	5	n/a	n/a	n/a	n/a	n/a	n/a	5
<b>Total per year level</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>280</b>

### Key Stage 3

At Key Stage 3 all pupils will follow a curriculum based broadly on the National Curriculum. The full list of subjects and their weighting on the timetable is shown in the table below.

Pupils will be given experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education through the core and extended curriculum.

In Year 7 all pupils follow a core curriculum of English, Mathematics, Science, French, Geography, History, Art, Design Technology, Drama, Music, ICT, PE, RS, Games and PSHE.

From September 2016 Latin is introduced into the Year 7 timetable. There is the opportunity to study Greek as a twilight subject.

From Year 8 all pupils study German in addition to the above. Year 8 may be set in French and Mathematics. Latin and Greek are offered as twilight sessions once a week.

Science in Year 9 is taught in sets as three separate subjects of Biology, Chemistry and Physics.

<b>Subject</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Total</b>
<b>English</b>	5	5	4	14
<b>Maths</b>	4	5	5	14
<b>Science</b>	5	4		9
<b>Biology</b>			2	2
<b>Chemistry</b>			2	2
<b>Physics</b>			2	2
<b>French</b>	4	3	3	10

<b>German</b>	0	3	3	6
<b>Latin</b>	1			1
<b>Geography</b>	2	2	2	6
<b>History</b>	2	2	2	6
<b>Art</b>	2	2	2	6
<b>Drama</b>	2	2	2	6
<b>Design Technology</b>	2	2	2	6
<b>ICT</b>	2	2	2	6
<b>Music</b>	2	2	2	6
<b>Religious Studies</b>	2	1	1	4
<b>PSHE</b>	1	1	1	3
<b>Games</b>	2	2	2	6
<b>PE</b>	2	2	1	5
<b>Total</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>120</b>

#### Key Stage 4

In Year 10, in addition to the core subjects of English, Mathematics, Science and a Modern Foreign Language, pupils normally take three further options, chosen freely from a list of

existing subjects and two new ones, Business Studies and Physical Education. Science can be taken as either three separate sciences (two in 'core' time and one as an option), or Science and Additional Science. The timetable blocks incorporating the subjects are determined by the pupil choice. Pupils will normally sit nine GCSEs. Some may take more if they opt to take Drama or Music as a 'twilight subject' rather than in the 'options' list, where they are also available. Latin, Greek, Drama and Music continue to be offered as 'twilight subjects'. Some may take less when subject weaknesses have led to limited progress in Year 10.

Parents in Year 9 are invited to attend a Parents' Evening in November to discuss the GCSE options with teachers and Tutors.

In order to allow for pupil choice, option subjects are taught in mixed ability classes. Schemes of work are differentiated accordingly.

If a pupil wishes to change or drop an option subject this must be done in consultation with the teacher, Tutor, Heads of Key Stage, and parents. The Examinations Officer must also be informed of any changes.

The full list of timetabled subjects and their timetable weighting is shown in the table below:

<b>Year 10/ 11</b>	<b>Year 10/ 11 Period allocation</b>
Core: English Language and Literature	6



Core: Mathematics	5
Core Gateway Science: Science or 2 Separate Sciences	9
Core: Language	5
Option A:	4
Option B:	4
Option C:	4
Games	2
PE	1
<b>Total</b>	<b>40</b>

## Key Stage 5

Entry to Year 12 is dependent on performance in the GCSE examinations. To follow a full programme of A Level AS and A2 study, good passes (grade 5C and above) are required in five subjects at GCSE, with a recommendation of at least a grade 6B in those subjects that students wish to study.

If a student wishes to change or drop an option subject this must be done in consultation with the teacher, Tutor, Head of Key Stage and parents. The Examinations Officer must also be informed of any changes.

In Year 12 most students will study four AS Levels qualification. A few will take only three AS subjects and some may take up to five. The choice of subjects has recently been increased to include Theatre Studies, Psychology and Sociology. The latter two are offered as 'distance-learning' subjects, making a total of 21 subjects in all.

In Year 12 the 40 periods per week are divided as follows:

- Three or four subject blocks of seven periods each;
- General Studies session of two periods;
- games on a Monday afternoon (23 periods);

In Year 13 most students will 'drop' one AS subject resulting in three or four A2 Level courses. A few will continue with all four and occasionally students take two A2s alongside other qualifications.

In Year 13 the 40 periods per week are divided as follows:

- three subject blocks of eight periods each;
- General Studies session of two periods;
- games on a Monday afternoon (3 periods).

## INDEPENDENT STUDY

Sixth form pupils are taught the skills required for effective study at A Level, starting on Induction Day in September and then through regular study skills sessions.

The aim is to continue to encourage and develop good study habits. The sixth form is seen as a period of transition, during which pupils will develop into self-motivated independent learners and acquire skills that they will need at the next stage of their education and throughout life. Independent study for the sixth form is less prescriptive and reflects the needs of each subject. Pupils are responsible for making efficient and effective use of study/free time.

## FURTHER PREPARATION FOR ADULT LIFE

Years 12 and 13, pupils address skills areas which include working with others, problem-solving, improving their own learning and taking responsibility. Year 12 & 13 pupils are encouraged to assume a position of responsibility within the community during their final two years. As senior pupils and as prefects they develop their leadership skills through assisting staff with the organisation of younger pupils such as in House events. Various positions of responsibility are also provided by the prefect system such as Head Boy/Girl, Deputy and specific areas of responsibility such as Mentoring.

## SIXTH FORM TUTORS

Sixth Form Tutors help pupils settle into their courses of study, keep an eye on their academic progress and personal development, guide them through university or college entrance and advise on possible careers.

All sixth formers are encouraged to undertake further research into possible university applications and to investigate the need for vocational experience during school holidays in Year 12, prior to university application.

## REVIEWS

Date	Revision No.	Summary of Changers	Author	Reviewer
June 2019	0.0	Uploaded to new template		