



LOUGHBOROUGH High School

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LOUGHBOROUGH High School

INTRODUCTION

The curriculum at Loughborough High school aims to provide:

- full-time supervised education for pupils of compulsory school age;
- lessons that are taught in appropriate facilities, staffed with qualified staff suitable to the learning offered;
- enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
- fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves
- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- for pupils to experience linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- subject matter appropriate for the ages, aptitudes and needs of all pupils including those with an EHC plan;
- for pupils to acquire skills in speaking and listening, literacy and numeracy;
- personal, social, health and citizenship education which reflects the school's aims and ethos including the promotion of fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;
- accurate, up-to-date careers guidance which is presented in an impartial manner, enables pupils to make informed choices about a broad range of career options and helps and encourages them to fulfil their potential;
- a programme of activities which is appropriate to the needs of pupils above compulsory school age;
- for all pupils to have the opportunity to learn and make progress;
- effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

Our curriculum is designed to promote:

- Pupils' physical and mental health and emotional wellbeing
- Protection of pupils from harm and neglect
- Pupils' education, training and recreation
- Pupils' contribution to society
- Pupils' social and economic wellbeing

An overview of the curriculum

Linguistic education and the development of communication skills are provided mainly by the English, Modern Languages and Classics departments although promoting effective communication is a part of every aspect of school life. Lessons in English, French, German, Spanish, Latin and Greek include specific teaching of listening, speaking, reading and writing. All teaching, except for the use of target languages, is in English.

Mathematics courses provide the main source of mathematical education although many other subjects (sciences, Economics, Psychology etc) also contribute to this and the development of numeracy skills. The Mathematics department aims to enable students to develop a genuine feeling for how numbers fit together, to apply mathematics in everyday situations and to other subjects, to carry out calculations and solve problems, estimating whether or not an answer is reasonable and understanding the significance of results.

Schemes of work for Year 7 and 8 Junior Science (an exciting and interdisciplinary study of Biology, Chemistry and Physics) give details of the provision of scientific education in the school. The acquisition of knowledge and understanding about forces, materials and nature underlies the curriculum in these subjects but the development of experimental skills is considered equally important. Students engage in practical work in all science courses, designing and carrying out experiments, then recording and interpreting the results. Students are encouraged to formulate well-informed opinions on scientific issues.

Courses in Food, ICT, Music Tech, DT and Computer Science contribute to the technological education of students but the use of ICT pervades the curriculum through our use of iPads. In Food students are able to develop their ability to plan, create and evaluate their work and communicate their findings. The ICT curriculum provides the education and skills needed for safe and effective communication through electronic means. Computer Science includes programming products, which are evaluated and improved.

Human and social education is mainly provided through the teaching of courses in History, Geography, Religious Studies, Classics and Psychology, Business and Economics. History gives students an understanding of the past and how the values and actions of our predecessors have shaped the present. Geography covers the study of the human and physical world, helping students to develop informed concern about the quality of the environment, the future of the earth's habitat and the global effects of human actions. RS promotes the understanding and respect for world faiths and philosophical learning, preparing girls for life in modern Britain and the world.

Physical Education is taught throughout years 7-11, and Health and Wellbeing afternoons continue this physical provision for the Sixth Form. PE aims to promote healthy lifestyles, making students exercise conscious and aware of the benefits for both physical development and wellbeing. The development of personal fitness, skills and tactics are taught in both individual and team sports. Girls are able to independently develop their physical wellbeing through using our staffed and supervised school gym.

Art, Music and Drama play a major part in providing aesthetic and creative education. Literature is studied in Classical Civilisation and ancient and Modern Languages as well as English Literature. Students are enabled to express their personal responses to established works and create, compose and write using their original ideas, both individually and in groups.

All year groups follow a PSHCE programme appropriate to their age and needs which includes economic education. Visiting speakers and external agencies work with whole year groups on appropriate occasions. Topics covered include diversity, drink and drugs education, homophobia, mutual respect, personal security, relationships, stereotyping and study techniques.

Our PSHCE curriculum is taught by specialist PSHCE teachers in a dedicated on-timetable period a week for each year group from Years 7 – 13 inclusive, which is then further reinforced in other windows like tutor time, year or school assemblies, school campaigns, further talks and speakers.

PSHCE reflects the school's aim and ethos; and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

A planned programme of careers education is led for all pupils in Years 7-13 by our dedicated Head of Futures, allowing girls to develop self-awareness, explore their interests, and recognise their skills, strengths and values. Pupils are encouraged to research and expand their knowledge of careers and the world of work and become familiar with the various pathways open to them. Independent and impartial careers guidance is available for all girls as they progress on a one-to-one basis, as well as through our range of guest speakers on future careers and general contacts with alumni, parents and our local business community.

The head of learning support is in regular communication with those pupils with EHC plans, their parents and teachers to ensure that the requirements of their plans are met, they are taking appropriate courses and able to make progress. The day to day practical responsibility of making educational and welfare provision is led by the head of learning support but the responsibility of and supported by all staff. Please see our SEND Policy for further information.

Our EAL Policy supports learners who might require additional language, social or emotional support to access our curriculum.

The school has a separate Academic Extension Policy which should be consulted for all matters relating to Academic Extension and gifted and talented matter.

The curriculum is reviewed frequently to ensure that changing needs are addressed and, where relevant, changes are implemented to promote the pursuit of excellent standards and positive wellbeing for all the pupils.

The curriculum by year group

In Year 7 all pupils study Art, Drama, English, Food, Geography, History, ICT, Latin, Mathematics, Music, Physical Education, Religious Studies and Junior Science. All pupils study each of French, German and Spanish on a rotation basis. Pupils in Year 7 all study timetabled PSHCE as a regular lesson and this provision carries through all the way to the end of Year 13.

In Year 8 all pupils continue with these subjects including one language.

From Year 9, Science is taught as Biology, Chemistry and Physics. This is the start of the IGCSE courses in these subjects. In this year pupils choose a second language from French, German, Spanish and Classical Greek, and select whether to continue studying Latin or take Classical Civilisation. They also chose two subjects from: Art, Drama, Food, Computer Science or Music. Clear guidance is afforded to help pupils to choose their GCSE option subjects through a GCSE options evening, GCSE options booklet, department and staff guidance.

In Years 10 and 11 pupils study towards nine GCSE subjects from a choice of 21 subjects. In addition to this students may pick one more option from GCSE Music (reduced timetable allocation), Sports Leaders, Additional Maths, the Higher Project Qualification or join our Combined Cadet Force, all of which take place on a Thursday afternoon during the school day and on timetable.

In Years 10 and 11, five of the GCSE choices are the core subjects of English, English Literature, Mathematics and two sciences from Biology, Chemistry or Physics. Students then have a free choice of four other subjects from: Art, Biology, Chemistry, Classical Civilisation, Classical Greek, Computer Science, Drama, Food Preparation and Nutrition, French, Geography, German, History, Latin, Music, GCSE Physical Education, Physics, Religious Studies and Spanish. It is expected that most students will choose a language, a humanities and a creative subject. Non-exam Physical Education and PSCHE lessons continue for both years.

Clear guidance is afforded to help pupils to choose their A Level or other Sixth Form option subjects through a specific Sixth Form preparation week in the May of Year 10, where across a full week Year 10 girls attend Sixth Form lessons in place of their regular Year 10 GCSE lessons to learn more about their future post-16 choices. This is then developed in Year 11 in the autumn term with a Sixth Form Open Evening, Sixth Form options booklet, department and staff guidance, including every Year 11 being seen one-to-one to discuss their post-16 options before the Christmas holidays with a senior member of staff.

In the Sixth Form pupils normally pursue three A Level subjects and an independent study option, this could be an EPQ, a MOOC or university preparation work for admissions tests or competitions. The 28 A Level subjects offered are: Art, Biology, Business, Chemistry, Classical Civilisation, Classical Greek, Computer Science, Drama and Theatre Studies, DT, Economics, English Literature, Food Science and Nutrition, French, Geography, German, History, Latin, Mathematics, Further Mathematics, Music, Music Tech, Physical Education, Physics, Politics, Psychology, Religious Studies, Sociology and Spanish. Some subjects in the Sixth Form are taught jointly with Loughborough Grammar School and Loughborough Amherst School.

Sixth form students also follow an age-specific PSCHE course taught in a regular, timetabled weekly lesson taught by a PSHCE specialist. They take part in Health and Wellbeing on a Tuesday afternoon, and are offered the choice of in excess of 30 options as part of the STEP enrichment programme on Thursday afternoon.

The above paragraphs addresses our curriculum on-timetable within our working school day as our core and compulsory timetable for all.

Further co-curriculum opportunities abound, with over 100 activities and opportunities taking place each week. There are over 60 clubs and societies each week, over 30 sports sessions and over 30 music sessions, taking place at lunchtimes, after school, weekends and in holidays.

Timetable, delivery and implementation of our curriculum

The timetable is constructed as far as possible around the pupils' choice of subjects but groups for subjects need to be viable, usually comprising at least seven pupils.

Ability setting is used where appropriate in years 7-11 but the overwhelming majority of teaching is in mixed ability groups.

Appropriate plans and schemes of work provide for the delivery of learning and are implemented effectively.

Lessons are well-planned and demonstrate effective teaching methods, activities and management of class time.

Teachers show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure that these are taken into account in the planning of lessons.

Teachers demonstrates good knowledge and understanding of the subject matter being taught.

An overall school framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.

Data analysis of assessment and reporting points ensures effective oversight, tracking and engagement with girls to further support their progress and wellbeing.