

# **Curriculum Policy – PGS/P/10**

## **1. Introduction**

1.1 The School curriculum comprises all that we consciously inject into the pupils' experience. This includes, in addition to the formal teaching programme, certain values and standards of conduct which are fostered in the daily life of the school community. For instance, truth-telling, promise-keeping, respect for the rights of others and the 'democratic' values (toleration, participation, equality, openness and freedom) should be exemplified as far as possible in extra-curricular activities, in modes of communication, in management styles and authority structures, and through pupil representation and participation.

1.2 The curriculum is reviewed to ensure that we provide a curriculum appropriate to the needs of our pupils and one that prepares pupils for the next stage of their intellectual development.

1.3 In seeking to educate the boys in our care we pay due regard to the requirements of the National Curriculum and draw from each of the following areas of experience:

Aesthetic and creative; human and social; linguistic and literary; mathematical; spiritual and moral; physical; scientific and technological

The resulting provision reflects the aims of the school as set out in the Prospectus.

1.4 Pre-16, each pupil has access to a broad educational programme, balanced in its content and relevant to his overall needs. The pace and emphasis of such a programme will need adjusting from time to time in order to offer various levels of challenge and support to pupils of differing abilities. Whilst routine study and application will remain essential to the learning process, every effort is made to provide pupils with work which is interesting and stimulating and which uses a range of learning styles with the aim of creating independent learners.

1.5 All post - 16 students should have the opportunity to acquire appropriate qualifications, allowing progression into further and higher education and the world of work. In practice individual student programmes tend to reflect their aspirations to enter higher education. We seek to continue the development of our students as independent learners, to which end whole school and departmental study skills programmes are offered. The curriculum offered is broad, balanced and is supported by the Enrichment programme compulsory Games and voluntary extra-curricular activities.

1.6 Lessons and schemes of work are planned to include the most appropriate learning activities and styles. Since boys learn in different ways, a wide repertoire of skills and techniques appropriate to learners are employed. The professional skill of teachers can then be used to match teaching methods to pupils' learning needs, thus personalising the curriculum.

1.7 All students have equal access to the various opportunities presented through the curriculum and there is at present setting by ability only in mathematics from Year 9 onwards.

1.8 The formal teaching programme is organised within a framework of conventional subject departments. Cross-curricular themes such as health education, citizenship and enterprise education are tracked across departments, through the tutor period/PHSE programme, and occasional 'collapsed day' activities. Careers education and guidance is dealt with through tutorial time, PSHE, individual interviews with the Head of Careers and events such as the Careers Convention.

1.9 The curriculum is enriched by links between the school, industry and the wider community.

## **2 Key Stage 3 Curriculum Years 7-9**

2.1 On admission to the school in Year 7, students are placed in six mixed ability forms in which they take the following subjects:

**English (Language and Literature), Literacy, Drama, Mathematics, Biology, Chemistry, Physics, French, German OR Spanish, Design Technology, Information Technology, Physical Education, Personal, Social and Health Education, Religious Education/Philosophy, Art, Geography, History and Music.**

2.2 In Year 8, in the same forms, they continue with these subjects. Students are rearranged into different form groups at the start of Year 9. They continue to be taught in form groups, with the exception of Mathematics, which is set by ability in Year 9

2.3 Financial awareness is taught through collapsed curriculum days.

2.4 The programmes of study for Years 7 – 11 in Information and Communication Technology are covered in the Microsoft Office (MOS) examination at the end of Year 9.

## **3 Key Stage 4 Curriculum Years 10-11**

3.1 In **Year 10/11** all pupils are prepared as GCSE candidates in:

**English, English Literature, Mathematics, Science (Double Award), Religion and Philosophy and either French, German or Spanish,**

3.2 To these are added 3 selected options, chosen from:

**A second foreign language, Triple Science (separate GCSEs in Biology, Physics and Chemistry, in lieu of Science Double Award), Geography, History, Art, Drama, Music, Design Technology options (Electronics, Food, Graphics, Resistant Materials), Computer Studies.**

3.3 Except in Mathematics, teaching groups continue to be un-streamed / un-set. Some pupils take a more advanced qualification (GCSE Further Maths) in addition to Mathematics GCSE.

3.4 In addition, all pupils follow courses in Physical Education and PSHE (including Citizenship and Careers).

3.5 Students may be dis-applied from the requirement to follow a Modern Foreign Language where the school feels this is in the best interest of the student.

## **. Sixth Form**

4.1 The range of subjects on offer is acknowledged as very extensive. Courses on offer

include:

**Ancient History\*, Art, Biology, Business, Chemistry, Computer Studies, Design Technology\* (Electronics, Graphics, Resistant Materials), Economics, English Language, English Literature, French\*, Geography, Geology\*, German\*, Government and Politics, History, Mathematics, Maths with Further Mathematics, Core Mathematics (AS), Media Studies\*, Music, Physics, Psychology, Philosophy, Sociology\*, Spanish\* and Theatre Studies\*. (\* offered in collaboration with Parkstone Grammar School.)**

- 4.2 The core programme is three subjects at A level (Maths and Further Maths counts as one subject). Some students in addition study Core Maths (over two years, with roughly half the curriculum time). Students may study a fourth A level subject if the timetable allows and if it is not thought detrimental to their progress in their three core subjects.
- 4.3 Members of the Sixth Form follow the Games/Health programme. They can also study an AS level qualification in the Extended Project.
- 4.4 Full details of the Sixth Form curriculum, together with detailed information about admission requirements, examination courses, and general life in the Sixth Form, are provided in the Post-16 Prospectus, available on the School Website.
- 4.5 Selection of courses for GCSE and Advanced Level GCE follows full consultation between student, school and parents, full details of which are provided to parents at appropriate times. Guidance on the entry requirements for general and subject entry is given in the Sixth form prospectus.

## ALLOCATION OF PERIODS TO SUBJECTS 2018-19

Two week timetable cycle of 50 periods, with each period lasting one hour.

SUBJECT	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	SIXTH FORM
English	6*	5*	5*	7	6	'A' Level subjects normally have 9 periods per cycle (Year 12 and 13)  Games 2  Enrichment 2
Mathematics	5	5	5	6	6	
Biology	2	2	3			
Chemistry	2	3	2			
Physics	2	2	3			
Science (Double Award)				9	9	
RP	2	3	2	3	4	
ICT	3	3	3			
Tutor Period/PSHE	1	1	1	1	1	
PE/Games	4 (2+2)	4 (2+2)	4 (2+2)	4 (1+3)	4 (0+4)	
French	4	3	3	4 optional subjects chosen – having each 5 periods per cycle in Years 10 and 11.  French, German or Spanish must be taken as one option. The second language may be selected in addition.		
German or Spanish	2	3	3			
Computer Studies						
Design Technology	4	4	4			
Geography	3	3	3			
History	3	3	3			
Music	2	2	2			
Art	3	2	2			
Drama	2	2	2			
Triple Science						

\* = English includes Literacy in Years 7 and 8

\*\* = French includes a general Language Awareness course in Year 7

### SIXTH FORM

'A' Level subjects: 9 periods per cycle (Year 12 and Year 13).

### DEPARTMENTAL HANDBOOKS/SCHEMES OF WORK

All Heads of Department maintain an up-to-date handbook including details of aims, syllabus content, teaching/learning styles, assessment/record keeping procedures, equipment, materials, contribution to school policy on cross-curricular themes, etc. The full set of handbooks is available for reference at any time from the Headteacher and on the school electronic portal.

## EXTRA CURRICULAR ACTIVITIES

The school places high value on the development of service, loyalty, teamwork and commitment. To this end a wide range of school sports teams are run including rugby, soccer, cricket, athletics, etc. There are also opportunities for all boys to participate in inter-form matches and competitions which take place at lunchtime. It is believed that the inculcation of positive attitudes and personal qualities is promoted not only through sports but through involvement in a range of extra-curricular opportunities. Many of these are available at lunchtime, but also after school, at weekends, and in the holidays. In addition Enrichment Week (July) aims to provide a range of activities which enrich curricular and extra-curricular provision and which seek to provide students with memorable experiences.

It is a feature of Poole Grammar School that such a high number of staff and students are involved in these activities and it is hoped that all staff will feel able to contribute in some way.

This policy has due regard for the Equality Act 2011 whereby the policy's actions advance equality of opportunity, foster good relations and seek to eliminate discrimination for all members of the school community.

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