

LEICESTER GRAMMAR SCHOOL TRUST

STONEYGATE SCHOOL

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

Stoneygate School 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

(ASPECTS/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 for English and Maths from Year 3, setting also occurs in French. However it is considered that setting is not appropriate in most curriculum areas at Stoneygate School. 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 class teacher who will collect information, and then ensure it is referred on, if necessary, to the Head 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 Year 2.

Subjects from Year 1 – Year 8

English, Maths, Science, Geography, History, RE, PSHE, Music, Art/DT French, PE/Games, IT, Classics, Latin (Year 6-8 only).

EXTRA-CURRICULAR ACTIVITIES

It is recognised that clubs and activities play a valuable contribution towards social, personal and academic progress of pupils. Although some activities are academic in nature the 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 that additional opportunities for social, moral, cultural and personal development can be offered. Some examples are participation in church and Cathedral services, choirs and orchestras, drama groups and house events. It is therefore regarded as essential that as many pupils participate in these activities as possible. This is done through encouragement rather than compulsion.

A range of activities is provided during the lunch break and after school. It is intended that these activities reflect both the academic and the leisure interests of the pupils. Some of the 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

Stoneygate School 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.