



# **LEWES OLD GRAMMAR SCHOOL**

## **Curriculum Policy**

The curriculum refers to all that is planned for Lewes Old Grammar students throughout their education. At LOGS we define the curriculum as “what our pupils will learn” not the traditional classification of “what our teachers will teach”. This distinction is important and not purely one of semantics. It strikes at the heart of what try to do at LOGS. We place the individual academic needs of our students at the centre of all that we do. The values of wisdom, compassion and integrity underpin our curriculum

Our arrangements for;

- assessment,
- self-evaluation and accountability
- the professional development of our staff
- the choice of qualifications taken

all support the key purposes of enhancing learning.

The curriculum at LOGS has been developed so that we can fulfil our main aims namely;

1) To instil a lifelong love of learning in our students.

2) To help our students see their life in school as being an integral part of a community which cares for them, nurtures their talents and ability but which they have a responsibility to contribute back to.

3) To provide a breadth of experiences enabling each student to become an informed and responsible citizen.

The curriculum has been designed to ensure that it encourages

- challenge and enjoyment
- breadth
- progression
- depth
- personalisation and choice
- coherence
- relevance

The curriculum has been devised for each student to

- achieve their potential
- become confident individuals
- effective contributors
- successful learners.

## Curriculum Plan in Years 7 – 9

SUBJECT	YEAR 7 PERIODS	YEAR 8 PERIODS	YEAR 9 PERIODS
ACTIVITIES	3	3	0
ART	4	4	
BIOLOGY	4	4	4
BRITISH VALUES	1	0	0
CAREERS	0	1	0
CHEMISTRY	4	4	4
COMPUTING/IT	2	2	
DRAMA	2	2	
DT	4	4	
ENGLISH	10	10	12
FRENCH *	4	0 or 4 or 6	0 or 4 or 6
GAMES	6	6	6
GEOGRAPHY	4	4	4
GERMAN *	4	0 or 4 or 6	0 or 4 or 6
HE	2	2	2
HISTORY	4	4	4
MATHS	10	10	13
MUSIC	2	3	
Option Carousel			12
PE	4	4	4
PHYSICS	4	4	4
PSHE	2	2	2
RE	3	3	4
SPANISH *	4	0 or 4 or 6	0 or 4 or 6
STEM	1	1	0
Total	90	90	90
TUTOR & Assembly	2	2	2

- In Year 7 we only set at the start in Maths. There are normally 6 sets in Maths and we normally find that our top set of mathematicians need no consolidation with work already mastered at primary school and we provide them on a different programme to others with the aim being to stretch and challenge from the start. 4 middle sets work on a mixture of some consolidation mixed in with development. Our lower set pupils begin with weaker foundations where high levels of consolidation are required. By the start of Year 8 setting in Maths is more defined with the sets being based on end of year exam results coupled with test results from throughout the year.
- In Year 7 most pupils study 3 languages although those who would benefit from extra support with English and Maths would start off with 2. From Year 8 onwards the strongest linguists can continue with 3 Modern Languages. For those students where two languages would be more appropriate, they choose which **two** they wish to continue with, and the teaching time of both languages is increased. Weaker linguists who would benefit from additional support with English can narrow down to one language.
- For very weak linguists an alternative course can be offered in Year 9 developing skills that could lead to the Level 2 qualification in Years 10 and 11. In all cases the option taken is based on the best choice for the individual student.
- In the senior part of the School pupils learn Science as Physics, Chemistry and Biology. Obvious cross-curricular themes are pursued between the three separate elements but by sticking to the three distinct subjects pupils are clearer whether they should choose all three, or two or possibly one science at GCSE. Separate Sciences at GCSE ensures that the extension paper material is covered and provides for a smoother transition to AS work in the Sixth Form.
- At the start of Year 9 pupils choose 3 subjects from Dance, Drama, Music, Computing, Art and DT. Their choice means that the subjects rejected will not be GCSE options they can consider in the future. The additional time allocated to the chosen subjects allows preparatory work for GCSE to start. This gives students a better insight into what these subjects are like before GCSE and ensures that those in these classes are equally committed.
- English is taught in Years 7 & 8 in mixed ability groups but by the start of Year 9 a top set is created and a greater level of more formal setting is further introduced at GCSE.
- As students move into GCSE they have a free choice of options. Blocks are constructed after the choices have been made not predetermined. We have moved from a choice of six options to seven in 2016. This explains the difference in periods allocated to options for Years 10 & 11.
- The free choice of GCSEs enables pupils to focus on their strongest subjects. Parents are advised of the implications of too narrow a focus but we strongly believe that a tailored programme will give our students the best outcomes.
- We strongly believe that we are developing the “whole” person. The education of our pupils is enhanced and enriched by a varied extra curricular programme which

operates in Years 7 & 8 on alternative Friday afternoons. Pupils choose from exciting physical pursuits such as tree walking and wake boarding through to more artistic and cerebral challenges, such as designing, making and modelling their own fashion

creations. In addition pupils have the ability to be involved with community service or join the Duke of Edinburgh Awards scheme. Again the emphasis of this aspect of the curriculum is on broadening their experience and horizons through different educational opportunities. Pupils choose which interests them the most.

<b>SUBJECT</b>	<b>YEAR 10 NUMBER OF PERIODS</b>	<b>YEAR 11 NUMBER OF PERIODS</b>
ENGLISH	12	12
MATHS	12	12
PSHE	2	2
THINKING SKILLS & BRITISH VALUES	0	2
GAMES	6	6
OPTION A	8	9
OPTION B	8	9
OPTION C	8	9
OPTION D	8	9
OPTION E	8	9
OPTION F	8	9
OPTION G	8	0
TUTOR	2	2
TOTAL =	90	90

LOGS broadly follows what used to be referred to as "the National Curriculum". The QCA outlines help to guide us in the development of our schemes of work but our smaller classes enables us to both extend and enrich the educational opportunities for our students.

Adapting our curriculum so that it suits a pupil's individual needs will always be considered and discussed with parents. Flexibility is built into our arrangements so that

those that require accelerated programmes and those that require learning support can both be accommodated.

### **Learning Support**

LOGS learning support is coordinated and largely delivered by our SENCO, Miss Rye. LOGS is able to support pupils with mild or moderate learning difficulties where a programme of partial withdrawal from the full curriculum operates. The lessons that are most likely to be affected are Modern Languages in years 7 – 9. At first the support lessons involve a diagnostic element and the construction of an EHC. ICT is utilised where appropriate to aid learning. The School has licences for various programmes and we keep abreast of new developments which may prove valuable. Most lessons focus on individual help with learning strategies, revision technique and approaches to decoding specific questions. In internal exams extra time is made available so that students are able to learn how best to utilise this effectively.

Members of staff all receive EHCs for each student which identify specific needs and the appropriate teaching strategies to be employed. It is hoped that most pupils will have received the support necessary by the end of Year 9. Once pupils have reached Year 10 alterations to accommodate support must involve a reduced curriculum with fewer choices of subjects at GCSE. Our SENCO continues to monitor the EHC and work of pupil at GCSE and intervene where necessary.

### **Gifted and Talented**

All pupils will have strengths in certain subjects and each subject will be providing differentiated work so that it challenges the more able. In some subjects the nature of the tasks leads to differentiation by outcome, such as the quality of a piece of poetry in English or a painting in Art. In other subjects extension work is set so that in modern languages for example the range of tenses or the complexity of the sentence construction required is adapted to suit different abilities.

Pupils that have exceptional talents and needs can be moved to accelerated learning programmes, these can involve the moving to a higher year group, the early entry to GCSEs and A levels. The School organises special events to further enrich learning. Strong scientists have worked with a forensic team sent by Sussex Police to recreate a crime scene and gather evidence to explain what has happened. Trials at Lewes Crown Court before a real judge help students to develop their powers of reasoning and delivering an argument. Visits to the theatre, to special events at universities who help to supplement the normal learning.

## Curriculum policy for EYFS, Key Stage 1 and Key Stage 2

At LOGS we define the curriculum as “what our pupils will learn” not the traditional classification of “what our teachers will teach”. This distinction is important and not purely one of semantics. It strikes at the heart of what makes LOGS different from other schools. We place the individual academic needs of our students at the centre of all that we do.

Within our curriculum, all discrimination is rejected and the positive atmosphere ensures that antagonism or disrespect never inhibits learning. Various opinions from different cultures are examined and reinforced. It is our intention that all of our pupils, by the time they leave, will have received a balanced education that enables them to make informed decisions based on fact not prejudice.

LOGS broadly follows the National Curriculum as a model for the development of our schemes of work, but our smaller classes enable us to both extend and enrich the educational opportunities for our students.

### **Early Years Foundation Stage (EYFS)**

In Pre Reception and Reception, we follow the Early Years Foundation Stage (EYFS) holistic and integrated approach to education and care. 'The Early Years Foundation Stage ensures that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life' (Statutory Framework for the EYFS, DfE, 2014)

The EYFS curriculum is organised into seven areas of learning:

#### **Prime Areas:**

- Personal, Social & Emotional Development
- Communication & Language
- Physical Development

#### **Specific Areas:**

- Literacy
- Mathematics
- Understanding the World
- Expressive Art & Design

All seven areas of learning and development are equally important and are underpinned by four guiding principles, which shape our practice within the Early Years:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

We plan our educational programmes, including adult focused and child initiated play activities to cover all areas equally, thus ensuring a broad range of activities and

experiences for the children. A play based environment is essential for children's development, to build confidence as they learn to explore, think about problems and relate to others. We provide a careful balance between child-initiated and adult-guided activities, which help support children in reaching their potential.

We carefully observe and assess children's play to understand the different ways they learn, through playing and exploring, active learning and creating and thinking critically.

## **Junior School**

Classes within the junior School are kept small with an agreed maximum of 20, enabling us to deliver an enhanced curriculum and creating maximum opportunities for the development and progress of each child. A thorough grounding in Mathematics and English is emphasised in all year groups, and the curriculum is expanded with the traditional subjects of Geography and History rather than under the umbrella of Humanities. Modern Languages, along with ICT, Science, Drama, Art and Physical Education, are introduced at the earliest stage.

We live in an increasingly globalised world and from an early age students should be exposed to the languages and cultures of other countries. Pupils at Morley House have the opportunity to learn French, German and Spanish with a subject specialist.

As the pupils move into the older year groups they are able to attend specialist classes in the Senior School and are taught STEM subjects in the purpose built STEM room at Morley House. This enables them to prepare for the Senior School and work with teachers who will see them when they move up. This provides them with new and exciting challenges and promotes confidence by removing any anxieties about the next transition.

## **Learning Support**

We are aware that children learn in different ways and at individual levels. Pupils who might find some areas of the curriculum difficult receive added help from our dedicated team.

Our Special Educational Needs Disability Coordinator (SENDCo.) will identify potential strengths and weaknesses and an individual programme of intervention will be designed to enable the pupil to fulfil their potential developing both ability and – most importantly – self-confidence.

At first the support lessons involve a diagnostic element and the construction of an IEP. Members of staff receive the IEP for each student who receives learning support, which identifies specific needs and the appropriate teaching strategies to be employed.

### Early Years Foundation Stage (EYFS)

Within the Early Years Department, Setting Based Support Plans (SBSP) are used as and when appropriate to identify specific individual needs.

## **Gifted and Talented**

All pupils will have strengths in certain subjects and each subject allows for the provision of differentiated work that challenges the more able. In some subjects the nature of the tasks leads to differentiation by outcome, such as the quality of a piece of poetry in English or a painting in Art. Extension work is set in other subjects so that in Modern Foreign Languages for example, the range of tenses or the complexity of the sentence construction required is adapted to suit different abilities.

Pupils who have exceptional talents may be moved to 'accelerated learning' programmes. This can involve moving to a higher year group, and early entry to GCSEs and A' levels. We strive to source relative learning experiences, and recognise our responsibility to stretch and challenge our students and enable them to maximise their potential.

### **Teaching at LOGS**

Teachers hold high expectations of their pupils yet lessons are paced appropriately to the age and ability of the pupils. The style of teaching aims to ensure that all pupils are challenged and involved in the lesson.

Good planning is a prerequisite to good teaching. All teachers have clear short, medium and long-term goals for both the class and individuals, and ensure appropriate preparation to enable those goals to be achieved. Each lesson delivered has clear learning objectives which are communicated to the pupils. Teachers reflect upon whether these learning objectives have been met and adapt teaching as required.

Lessons have varied activities that reflect the targets of the lesson and make up a wider scheme of work. Any resources used will be of good quality and be differentiated to support individual learning needs.

Teachers regularly check on pupils' learning with appropriate questions and continued evaluation of the progress made. This assessment is carried through to the marking of work. The teacher marks according to their departmental marking policy, which will be based upon the school marking policy. Written comments will be an aid to learning. Marking and assessment is recorded to demonstrate how progress is being evaluated and is utilised to improve teaching.

Teachers are aware that:

- No two children are the same and that no two children learn in an identical way.
- Curricula goals may be the same but methodologies employed to achieve them must be varied to suit individual needs.
- Differentiation of learning must start with assessment of individual learning needs.
- We can differentiate by content, i.e. the knowledge, skills and attitudes we want pupils to learn.
- We can differentiate by processes/activities, offering alternative paths to manipulate the ideas embedded within the concept.
- We can differentiate by the outcome or expectations of what we asking pupils to demonstrate.

- We can differentiate by the environment to accommodate the multiple intelligences (auditory, visual or kinaesthetic learning).
- Effective teaching strategies should employ adjusting questions and compacting the curriculum (removing instructions and tasks from those pupils that have already mastered a technique and then setting tiered problem solving activities).

## Learning at LOGS

Good learning occurs when pupils perceive the work to be relevant, interesting and challenging. This can be illustrated when pupils understand and ideally can explain the reasons for doing the tasks set. We expect pupils to be actively participating in the lessons and be demonstrating that they are thinking for themselves and hopefully enjoying the lessons.

We encourage activities which will develop the ability for pupils to work productively with each other. Group work is the route to co-operative learning but it requires very skilled, highly differentiated teaching, if all pupils are included in the learning process. Pupils may be asked to solve problems based on what has been learned and to apply it to unfamiliar situations.

Teachers will be looking for clear and measurable gains in knowledge, understanding and skills during the lesson or series of lessons. Pupils will demonstrate their knowledge by showing increasing competence in expressing how much they have learned across the areas of: reading, writing, speaking and listening.

Timetable subject allocation a/c yr. 2018 - 2019

No. of lessons per week.

Subject.	Yr.6	Yr.5	Yr.4	Yr.3	Yr.2	Yr.1	Rec.
(misc)	*	*	2	2	2	2	
Maths.	10	10	10	10	10	10	6
English.	10	10	10	10	10	10	6
Geography.	2	2	2	2	2	2	4
History.	2	2	2	2	2	2	
Science.	2/2	2/2	2	2	2	2	
PHSEE.	1	1	1	1	1	1	1
MFL.	1 (Fr.)	1 (Fr.)	1 (Fr.)	1 (Fr.)	1 (Sp)	1 (Sp)	1 (Sp)
P.E.	1	1	1	1	2	2	2
Games.	3	3	3	3	2	2	2
Music.	2	2	2	2	2	2	2
Art.	2	2	2	2	2	2	2
ICT.	(2)	(2)	(2)	(2)	(2)	(2)	(2)

Recommended review period: Annual
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Review by: Headteacher, Head of Morley House
Date reviewed: September 2018
Date to be reviewed: September 2019