



Curriculum Policy

Academic year: 2020-2021

Derby Grammar School provides a curriculum that stimulates and challenges our pupils and supports a high quality education which allows pupils to flourish in an atmosphere that provides intellectual challenge and celebrates success.

Language

The principal language of instruction is English. The curriculum provides wide-ranging opportunities for all pupils to acquire and practice speaking, listening, literacy and numeracy skills.

A broad and balanced curriculum

Our well qualified staff develop programmes of study and schemes of work which provide for the wide range of experiences expected of a school such as ours.

Linguistic: Pupils develop communication skills and increase their command of language through listening, speaking, reading and writing.

Mathematical: This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways, including practical activity, exploration and discussion.

Scientific: This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological: Technological skills are introduced and developed through specific lessons in computing, design and technology and the sciences. Across the curriculum technological skills are reinforced by the use of ICT; developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

Cultural influences: Wherever possible enrichment opportunities are provided for pupils to interact and embrace experiences with external authors, speakers, artists or scientists from other cultures.

Human and social: Learning about people and their environment, and how human action, now and in the past, has influenced events and conditions takes place across the curriculum, but especially in the humanities and sciences.

Physical: This area, delivered through PE, Games, PSHE and the sciences, aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health. All year groups have timetabled PE lessons, the majority of which take place outdoors.

Aesthetic and creative: This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, drama and the study of literature, because they call for personal, imaginative, and often practical responses.

Pupils' Needs

Together with the schemes of work for each subject, the SEND, EAL, Highly Able and PSHE policies demonstrate the manner in which we take into account the ages, aptitudes and needs of all pupils, including those with EHCPs and IEPs (developed internally).

The curriculum can be modified to suit the specific needs of an individual pupil after agreement between the school and parents as long as the pupil meets our entrance requirements and is able to access lessons appropriately. Where a child holds an EHCP, the curriculum will be adapted in the light of the content and guidance. Equally, we are adaptable to meet a pupil's temporary special needs owing to illness or incapacity.

All pupils have the opportunity to learn, flourish and make progress.

Fundamental British Values

Our delivery of several subjects, but especially PSHE, politics, history, citizenship, aspects of MFL and geography emphasise fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Tutorial time is largely committed to preparing our pupils for the opportunities, responsibilities and experiences of life in British society.

PSHE, RSE and Mental Health

Our PSHE Policy and schemes of work show how we deliver personal, social, health and economic education which both 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 Equality Act Part 2, Ch. 1.

Our RSE Policies for Primary and Secondary pupils provide up-to-date outlines on our provision of age-appropriate relationship and sex education.

Derby Grammar is committed to supporting the mental health and well-being of our pupils. This is embedded, supported and promoted in our curriculum and wider school life.

Careers

Our Careers Policy explains how we ensure our pupils have access to accurate, up-to-date careers guidance throughout their education at Derby Grammar School. It is presented in an impartial manner which enables them to make informed choices about a broad range of career options; and helps to encourage them to fulfil their potential.

Enrichment

Derby Grammar is committed to a holistic provision of education. Learning is not just confined to the classroom and we offer an extensive range of enrichment activities on a daily basis, for pupils of all ages, up to and including the Sixth Form.

COVID-19 and Remote Learning

Under the current COVID-19 circumstances, DGS recognises that individual pupils, or groups of pupils, are likely to be absent from lessons. The School will routinely provide work to be completed at home where it is appropriate.

In the event of individual pupils being absent for COVID-19 related reasons, such as isolation, work will be set by subject teachers and communicated to pupils through the DGS Remote Learning Google Classroom, appropriate for each year group. Work will be delivered in accordance with a pupil's daily lesson and homework timetable. Where appropriate, pupils will be invited to join lessons remotely, via Microsoft Teams.

In the case of significant disruption to school attendance for large numbers of pupils, such as a year group or in the event of a whole school closure, teaching will move entirely online. Pupils will follow their normal daily timetable of lessons, with supporting materials released every morning before Registration via Google Classroom. Microsoft Teams will be routinely used for the delivery of live lessons alongside a smaller number of pre-planned / recorded lessons. Pupils work will be marked in accordance with the normal pattern of assessment and feedback. Pupils will work largely in collaborative GoogleDocs to enable teachers to monitor pupil progress in real-time during lessons.

Pupils returning to school after any significant absence will be routinely assessed within subjects once this is deemed appropriate with the aim of measuring progress made during any period of remote working and identifying key learning requirements moving forward. Such assessments are likely to be a combination of informal, class-based assessments and occasionally more formal class or year group examinations. In some cases it may be appropriate to make changes to an individual pupil's curriculum in order to facilitate progress following a period of absence. Such changes will be recommended following discussion with relevant teaching staff and can be put in place as necessary. Dropping optional subjects will only be considered as a last resort and such decisions are always made on a case-by-case basis and in consultation with the relevant pupil, parents and Tutor.

Primary School: EYFS, Key Stages 1 and 2 (Reception – Year 6)

Introduction

At Derby Grammar Primary School we offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils, and
- prepares pupils at school for the opportunities, responsibilities and experiences of later life.

The taught curriculum is comprised of The National Curriculum and the wider curriculum. We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning.

Aims

The aims of the curriculum are to:

- promote high standards in reading, writing and maths;
- enable children to acquire knowledge and skills in science;
- enable children to be confident in the use of ICT;
- promote spiritual development;
- promote physical and mental development and an awareness of the importance of a healthy lifestyle;
- enable children to be aware of the importance of, and participate in, the arts and related cultural themes;
- enable pupils to develop moral sensibility through carefully taught values;
- develop the personal and social skills of each child;
- provide equality of access and the opportunity for all pupils to make progress;
- prepare pupils for the opportunities, responsibilities and experiences of adult life.

The curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achieving.

Through the provision of rich and varied activities, we aim to:

- encourage the best possible progress and the highest attainment for all pupils so that they can reach their potential;
- enable pupils to make connections across different areas of learning;
- help pupils to think creatively and solve problems;
- develop pupils' capacity to learn and work independently and collaboratively;
- enable pupils to respond positively to opportunities, challenge and responsibility;
- enable pupils to acquire and develop a broad range of knowledge, skills and understanding.

The Organisation of the Curriculum

- The curriculum is taught through discrete subjects and linked to topic areas where appropriate.
- A yearly curriculum overview shows the topics taught within subjects and their approximate timeframe.
- Units of work are planned, usually over half a term's duration. These plans contain the main objectives of the subject being taught.
- Short term planning (lesson plans) is produced and indicates the teaching, differentiated independent tasks, resources and outcomes.
- Pupils are taught in the following classes: Reception, Year 1/2, Year 3/4, Year 5 and Year 6.
- Some children are withdrawn for individual or small group support when required.
- Some subjects are taught in adjacent year groups, particularly across Reception and Year 1/2, e.g. music, PE and games.
- Literacy is planned using the new framework of the National Curriculum. Grammar, punctuation and spelling are taught as discrete lessons and then integrated into the teaching of text types. Where possible, one poetry unit, one non-fiction and one fiction unit is taught each term in each year group. The six non-fiction text types are taught across the junior year groups and integrated within topics in KS1.
- Mathematics is taught from the 'Active Learn Primary' schemes of work from Pearson.
- Other subjects are planned using National Curriculum and DfES guidance, online resources and commercial schemes of work.

- We follow the Early Years Foundation Stage statutory framework, 2017.
- Learning and development in EYFS at Derby Grammar Primary School covers the seven areas, which shape the educational programmes:
- Communication and Language

- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design.
- Each area is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.
- This policy should be read in conjunction with the Schools' EYFS policy.

Roles and Responsibilities

The Head of Primary School has the responsibility for the leadership of the curriculum and delegating responsibility to key staff.

It is her responsibility to keep the Head and the Assistant Head Academic informed of any changes within the curriculum.

Co-ordinators are responsible for liaising with class teachers over the content and delivery of the units of work. They evaluate and monitor standards in their subject. They will analyse assessment results on a whole school, year group and pupil basis. They will feedback results to the Head of Primary School and Senior Teacher in order for any intervention to be put into place. They will observe peers to share good practice and undertake a scrutiny of work annually. Outstanding pieces of work will be copied or photographed and kept as evidence of good work.

The Head of Primary School and the Senior Teacher ensure that the progress of each pupil is tracked and that there is appropriate challenge, support and intervention.

The Head of Year 7 works to ensure that the transition from Primary to Senior School is seamless, both academically and pastorally.

Senior School: Key Stage 3 (Years 7 – 9)

The Senior School operates a 40 period week.
8 (5-3) periods per day/40 per week

Pupils in Years 7 to 9 have a double period of physical education each week and three periods of games. These lessons take place at Rykneld Sports Centre in Mackworth, Derby.

Pupils in Years 7, 8 & 9 are designated sets based on ability for English and mathematics.

Year 7 and 8

All boys in Year 7 and 8 follow a broad and balanced programme of art, biology, chemistry, computing, design and technology, English, French, geography, German, history, Latin, mathematics, music and religious studies.

In addition, the pupils in Year 7 have one period per week of citizenship.

Year 9

All boys have a common core and then select from optional subjects:

Common Core: biology, chemistry, English, geography, history, mathematics, physics and religious studies.

Options: choice of **two** subjects from **option one** and **three** subjects from **option two**:

- Option one:** French, German and Spanish
Option two: art, classical civilisation, design and technology, Latin and music.

Year 10

Pupils have a Core curriculum composed of English (Literature and Language), mathematics, games and PHSE. They then select a modern foreign language from French, Spanish or German and opt to study three separate sciences or Combined Science, which delivers a double award at GCSE. In 2018, all pupils selected triple science which is reflected in the options table for Y11. Depending upon their selection of science course, they will then choose 2 or 3 more subjects in their curriculum.

A detailed curriculum guide is given to all boys in Year 9 when opting for GCSE subjects and further information, guidance and specifications are issued to Year 10 at the start of the year. All boys study at least nine subjects.

In Years 10 and 11, boys have 3 periods of Games each week conducted at RSC.
Timetabling blocks for Year 10

Year 11 (Subjects as for Year 10)

Boys continue with the Core curriculum from Year 10. In Year 11, a final decision is taken whether to enter a boy for English literature as well as English language.

Sixth Form

A detailed subject and sixth form guide is given to all pupils in Year 11 to help them with their sixth form choices.

Three or four subjects, chosen from the list below, are taken. DGS also offers EPQ.

ancient history,
art,
biology,
business studies,
chemistry,
classical civilisation,
computer science,
design and technology (product design),
economics,
English language,
English literature,
French,
Further mathematics,
geography,
German,
Government & politics
history,
Latin,
mathematics,
music,
music technology,
philosophy & ethics,
physical education,
physics,
psychology,
Spanish

All pupils take part in games, scheduled at Rykneld Sports Centre on Wednesday afternoons and there is a variety of physical activities that the pupils can choose from, including team sports.