

Curriculum Policy

for both the Junior and Senior Schools

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Freemen's Curriculum Policy

The City of London Freeman's School provides a rigorous and stimulating curriculum which will challenge and engage pupils. All pupils can learn and make progress.

All pupils of compulsory school age receive a full-time education which encompasses mathematical, linguistic, technological, human and social, physical and creative aspects.

At all levels, the core curriculum provides the opportunity for pupils to acquire skills in speaking and listening, literacy and numeracy; these are further developed in other subjects.

The curriculum provides adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life and pupils in the Senior School receive appropriate careers guidance. A key aspect of the curriculum is the enrichment afternoon. Every student from Year 3 - 13 will have at least one afternoon each fortnight when they are engaged in a programme of activities developing leadership, teamwork, community service and organisation. The full enrichment programme encompasses all the activities that were previously offered as 'extra-curricular'. Therefore, through the week, a varied, exciting programme of activities is on offer for all students.

The Junior School Curriculum

In the lower Junior School years (from Year 3) most lessons are taught by the Form Teacher with subjects such as Religious Studies, Music and P.E./Games taught by specialist staff. As the pupils progress through the Junior School more of the subjects are taught by specialists. In the final two years of the Junior School (Years 7 & 8) all subjects are taught by specialist subject staff, many of whom also teach in the Senior School.

In the early years English and Mathematics account for up to 40% of class time with about one hour a week devoted to subjects such as History, Geography, Religious Studies, Design & Technology, Information Technology and Computing, Art and Music. From Year 4 Mathematics is set by ability.

Science is taught as a combined subject up to Year 7 after which it is taught separately as Biology, Chemistry and Physics.

Languages – French, German & Spanish – are introduced in to the timetable in Year 3 when pupils are given the opportunity to experience all three languages before choosing their main language in Year 5. From this point, languages are set by ability if there are sufficient pupils choosing the language to make two sets. In Year 7 students continue their main MFL

and take Latin. At the end of Year 7 they can choose to continue with Latin or switch from Latin to a second MFL.

P.E. and Games are considered to be a very important part of every child's education and at least three hours per week is devoted to this area. In addition to this, of course, many children will become part of at least one of the School's representative sports teams and/or will take part in House competitions.

Personal, Social and Health Education (PSHE), part of the timetable in all years, promotes the development of healthy lifestyles and citizenship and encourages individual responsibility and informed decision-making.

Enrichment is timetabled for one afternoon each week from Form 1 to Lower 3; the pupils follow an exciting programme developing leadership, teamwork, community service and organisation.

Digital Natives is a course for to Year 7 students. They are taught about the working digital environment (Office365) and can learn about VR and AR. They also can earn industry standard Microsoft certifications in the Office suite of programs which will inform their other studies and future work.

Students in Year 8 also study the **FPQ** (a qualification overseen by AQA). This is an research module in which students are taught dive deeply into a subject they are personally interested in finding out more about. Their teachers will help them learn research skills in way which encourages them to become independent learners.

Upper School Curriculum

Year 9

Subjects - Pupils are provided with a broad curriculum allowing informed decisions to be made about the available GCSE options in Years 10 & 11. Linked to National Curriculum guidelines, the core subjects are English, Mathematics, the Sciences, and a Modern Foreign Language (French, German or Spanish). The three sciences (Biology, Chemistry, Physics) are taught separately. In addition, the Year 9 curriculum consists of the following subjects: a second Foreign Language (as above or Latin); Art & Design; Computing; Design Technology*; Food Technology*; Geography; History; Politics, International Relations and Economics; Music; Physical Education & Games; Religious Studies.

The pupils are set by ability in Mathematics, Science and MFL.

*each subject taught for half the year

Years 10 & 11

Core subjects - Pupils follow a two-year programme culminating in 10 GCSE examinations. The core examinable subjects – English Language, English Literature, Mathematics, the Sciences, and a Modern Foreign Language – will continue to be studied with the three sciences (Biology, Chemistry, Physics) being taught and examined separately. The pupils are set by ability in Mathematics, Science and MFL.

Optional subjects - Pupils choose three options from the following subjects: A second Modern Foreign Language, (French, German or Spanish); Art & Design; Design Technology; Drama; Food Preparation and Nutrition; Geography; History; Computing; Latin; Music; Physical Education, Philosophy Ethics & Religion.

These optional subjects will be offered each year and will run providing there are a minimum of three pupils enrolled, or at the Headmaster's discretion.

P.E. and Games as a whole year group continue to be delivered but are not examined.

Personal, Social and Health Education (PSHE) - PSHE is taught throughout the Upper School. Topics covered include self-discipline & decision making; study skills; self-awareness & awareness of others including the elderly and disability; awareness of drugs, smoking & alcohol and law & order. In addition, pupils are familiarised with the Careers Room and the advice available. They are then able to use this facility throughout the rest of their time at the School starting with looking at the career implications of their GCSE option choices.

Enrichment - The Enrichment programme runs every other week for pupils in the Upper School and above and is a key part of the Upper School curriculum and builds on the Junior School programme further developing a wide range of skills.

Those pupils who have a SEN statement will be given support to ensure they receive an education that fulfills its requirements [see Special Educational Needs and EAL Policy]

The Sixth Form Curriculum

We endeavour to offer a range of subjects in the Sixth Form that allows all students to follow a programme that meets their interests, abilities and career aspirations.

For each Sixth Former from September 2021 we offer three pathways:

- Pathway 1 - four A levels, two of which must include Mathematics and Further Mathematics (optional EPQ)
- Pathway 2 - three A levels, the Extended Project Qualification (EPQ) and Free Minds
- Pathway 3 - three A levels, Free Minds and a Focused Study period

The three academic pathways are complemented by the following for ALL pupils

- A course of Careers Education, and Personal, Social and Health Education
- The Enrichment curriculum for pupils in the Lower 6
- A programme of appropriate Games options on Wednesday afternoon

The **EPQ** is a taught course on project management culminating in an extended project (EPQ) and leads to an AS qualification awarded at the end of Upper Sixth. Those studying Further Mathematics may opt to do an EPQ, but it is not compulsory for those pupils.

The **Free Minds** programme is followed by all Sixth Formers on Pathways 2 and 3. Pupils will choose five courses from a broad selection. These courses consist of six weeks of one-hour seminars.

The **Focused Study Period** is a bespoke weekly session where pupils receive coaching to enable them to develop positive study habits and/or work on subject specific concerns.

Subject options - Pupils will choose their 3 A levels from the following options: Biology, Business Studies, Chemistry, Computer Science, Drama & Theatre, Design & Technology, Economics, English Literature, Fine Art, Further Mathematics, Geography, History, Latin, Mathematics, French, German, Spanish, Music, Physical Education, Physics, Politics, Psychology, Religion, Philosophy & Ethics.

These subjects will be offered each year and will run providing there are a minimum of three pupils enrolled or at the Headmaster's discretion.

Appendix 1

Requests to undertake an alternative programme of study.

Students are expected to study the School's Curriculum, as outlined in the Curriculum policy, unless there are exceptional circumstances. This appendix outlines the process for making a request to study an alternative programme and the guidelines which are to be followed in making that decision. It is normally expected that an alternative programme is one in which a student takes one or more fewer subjects than required by the School's Curriculum policy.

How can applications be made to consider an alternative programme of study?

Requests to undertake an alternative programme of study should be made in writing or via email to the Head of the student's section.

Who can make changes to a student's programme of study

- The School may advise when they consider it is in the best interests of the student to make changes to their programme of study. Any decision to change the students programme of study will need to be discussed and approved by the student, their parents, the Head of Section and the Deputy Head Academic. In cases where there is a SEND issue the Learning Support Manager will be consulted.
- Parents may request that an alternative programme of study be allowed. Such requests should be made in writing to the Head of Section. The School reserves the right to make the final decision to grant the request.

What guides the School's decision to grant a student an alternative programme of study?

- History of need – students who have a history of needing support from the School over and above normal levels of academic and pastoral support will have that history considered;
- External referral – where the School has arranged for or been involved in an assessment that assessment may be considered;
- Co-curricular commitment – where the students undertakes co-curricular commitments in excess of what is deemed within achievable norms that can be considered;
- Pastoral need – where the pastoral team identifies that the student's pastoral needs require a change to their programme of study.

When students have elected to study additional subjects?

On occasion the School allows some students to study more subjects than the normal programme of study, for example when undertaking Further Maths at A Level. When a student commits to such a programme of study the decision, at a later date, to request to drop the additional subject may be made directly to the Head of Section and will not undergo the same assessment as would be levelled against a request to drop a subject from their core programme of study. If the additional subject has replaced a core subject,

then the additional subject becomes a core component and any request to drop the subject needs to follow the process above.

What happens next for those who have changed to an alternative programme of study?

Once the decision to change a student's programme of study is confirmed the student will normally be expected to use their gained time to concentrate on their other subjects, working and registering in the School's library. It is possible that some of the student's gained time may also be used to facilitate sessions delivered by the Learning Support Department.

Entry to the Sixth Form

When the School has advised that a change to the curriculum is in the best interests of the pupil the points required to re-enter the School at Sixth Form will be adjusted. When the decision to drop a subject is not supported by the School the points will not be adjusted.