

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 allocation of teachers to classes is at the School's discretion and is determined by a various factors including staff availability, pupil numbers and timetable logistics. It is not possible for parents or students to request a preference when it comes to whom they are taught by or to request that students be moved from one teacher to another within a subject.

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 a research module in which students are taught to dive deeply into a subject about which they are personally interested in finding out more. Their teachers will help them to 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; 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; Business Studies (from September 2022); 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. Students are given a free choice of our options and we will endeavour to satisfy all requests. Where it isn't possible to run all the requested classes we will inform the student and their parents and support them in making an alternative choice.

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, Classical Civilisation (from 2022/23), 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.

Students are given a free choice of our options and we will endeavour to satisfy all requests. Where it isn't possible to run all the requested classes we will inform the student and their parents and support them in making an alternative choice.

Schemes of Work

There will be a scheme of work for every academic subject taught at Freeman's, from KS2 to KS5. There is no prescribed template for a SOW and each Curriculum Leader will decide how best to present theirs, which they may be asked to do by inspectors and by their line managers.

Schemes of work should clearly identify the intention of the programme of study, how the scheme work will be implemented and how the impact of the scheme of work will be measured.

It is assumed that teachers and Curriculum Leaders will be mindful of complementary policies, such as Diversity and Inclusion, Homework, Learning and Teaching and Behaviour for Learning and ensure that those policies inform the implementation of their curricula.

Intention: The intent of the curriculum is the content we expect children to learn. The scheme of work must outline, as a minimum:

- The topics being studied
- The skills being learned - include those relevant to specific Keystages, such as literacy, numeracy and speaking in KS2.
- Opportunities for diversity and inclusion

Implementation: the implementation of the curriculum is concerned with the department go about the business of teaching the curriculum.

Some of the elements below can be covered with an overarching statement which encompasses the whole scheme of work. For example an explanation of how SharePoint and OneNote are used to support learning might be covered in general, rather than noting

each specific use. Note should be made of the following, but Curriculum Leaders should use their discretion in deciding how to explain how they expect teaching and learning to occur:

How the department organises the delivery of lessons e.g. how multiple teachers divide up the SOW

- How different systems are used e.g. SharePoint and OneNote
- Departmental approaches to using feedback and assessment for learning to improve outcomes (including use of half term grades, reports and parents' evenings)
- Identify how the scheme of work employs the Six Classroom Principles of Freeman's.
- How the department will cater to those students with SEND and who have EAL needs – references here to the guidance from the SENCO are important, plus any subject specific planning that needs to be in place.
- How the department ensures each student is supported to achieve their potential and work is differentiated to meet their needs.
- Schemes of work may also contain links to resources and anything else the department deem useful.

These points may be covered by a statement at the beginning or end of the scheme of work.

Impact: the impact section explains how the department will know whether pupils know what we wish them to learn. This details how the department will check to ensure that the planned programme of study has been delivered so that the students have learned what was intended.

This section should outline how the assessment of learning and teaching is integral to the programme of study and note should be made of different types of assessments, when they occur and how they are recorded.

Each department should have a central markbook recording key assessment points sufficient for a cohort's progress to be tracked over time.

Reference should also be made as to how teachers receive feedback (Blinks and classroom visits) and how good practice is shared within the department.

Some of the elements below can be covered with an overarching statement which encompasses the whole scheme of work. For example an explanation of how teachers and

students are expected to review 'landmark' assessments can be described once and does not need to be repeated for each subsequent assessment point.

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.