

WOLVERHAMPTON GRAMMAR SCHOOL (SENIOR)

CURRICULUM POLICY

WGS is a selective, co-educational, socially diverse day school providing full time supervised education for pupils of compulsory school age and above. The curriculum offered to pupils is broad and balanced, with equal access for all to linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative areas. As they progress, pupils acquire skills in speaking, listening, literacy and numeracy; fundamental British values are promoted “such that pupils are prepared for the responsibilities and experiences of life in a British society”. Appropriate Careers information and guidance is also provided for all pupils as they progress through the School. The curriculum in each subject is designed to offer continuity and progression of learning and be appropriate to the age and aptitude of every pupil, including those with an Education, Health and Care Plan.

Flexibility and Individual Learning

The School works hard to ensure that programmes of study are suited to all and that subject matter is appropriate for the ages and aptitudes of pupils, including those with an EHC Plan. Differentiation of learning experience ensures that there is access and opportunity for all pupils to learn and make progress. Attention is given at all levels to pupils reflecting upon the process of learning. Each department identifies the Gifted and Talented cohort within their subject. Extension work is provided to stretch the most able and colleagues suggest progression routes for the most talented.

Subject Advice

Through the House tutor system, presentations in assemblies and information evenings, pupils are helped to make the best possible choices of GCSE/IGCSE and Sixth Form (A level and Cambridge technical) courses. Guidance is given appropriately and impartially to whole cohorts and their parents in such presentations and individual pupils by House Tutors, Heads of Houses, subject teachers, Heads of Department, and members of SMT. The Careers department is involved in this process throughout the school.

Curriculum Structure

Key stage 3 (Years 7 to 9)

Core subjects until the end of Year 9	English, Mathematics, Biology, Chemistry, Physics, History, Geography, Religious Studies, French, German, Art, Design & Technology, Music, Drama, Computer Science, Physical Education, Games, Wellbeing* and Aspire**.
---------------------------------------	---

Some students have an adjusted curriculum and may not study French and/or German (see next section entitled Opal and LDD)

*Wellbeing - see the section entitled Personal, Social and Health and Economic Education (PSHE), Citizenship and Careers.

**Aspire is a subject designed for pupils in Years 7 and 8 that includes Debating, iPad key skills, the Accelerated Reader programme and other important life skills including advice about future careers.

Pupils in Year 8 make a mini-option choice of choosing one of Computer Science or Drama and two from Art, Design & Technology and Music.

GCSE and IGCSE

Pupils choose from the range of subjects below up to a maximum of 10 GCSE/IGCSEs:

Core subjects (compulsory)	English Literature, English Language and Mathematics
Sciences (a minimum of 2)	Biology, Chemistry and Physics
Languages (minimum of 1 in most cases)	French and German,
Humanities (minimum of 1)	History, Geography, Religious Studies and Business
Other options	Art, Design & Technology, Music, Drama and Computer Science
Other compulsory subjects	Physical Education, Wellbeing and Games

If a pupil chooses fewer than 10 subjects, they join the Enhance groups in the Learning Support hub to be supported in their studies.

A level/Cambridge Technical

Pupils choose from the range of subjects below up to a maximum of 3 (except if they study Further Mathematics):

English Literature, English Language, Mathematics, Further Mathematics, Biology, Chemistry, Physics, Psychology, History, Government and Politics, Geography, Religious Studies, Business, Economics, French, German, Art, Design & Technology, Music, Theatre Studies, Information Technology (Cambridge Technical) and Physical Education (Cambridge Technical)

Pupils also have lessons in Wellbeing and Games

Gifted & Talented

WGS recognises that some of our pupils are particularly gifted and talented: for some, this may be across the curriculum; for others, it will be in specific subject areas.

This definition extends to broader school life, from activities which range from sport and outdoor education through music, art and drama to leadership and support or mentoring of others. The opportunity to extend learning, both academic and personal, beyond the boundaries of the curriculum is something which enables our pupils to stand out in the increasingly competitive and complex market of Higher Education, apprenticeships and graduate employment. WGS's aim is to encourage the growth of intellectual curiosity, creativity and passion for learning within a scholarly community.

A comprehensive set of guidelines is issued for the attention of Heads of Department, teaching staff and others to ensure that Gifted & Talented pupils are appropriately catered to.

OpAL & Enhance

The existence of the School's unit for Specific Learning Difficulties (OpAL) has strengthened awareness that an understanding of pupils' learning styles and preferences is central to effective learning for all. Pupils are admitted by potential and ability and given a slightly adjusted curriculum to serve their own strengths. Learning support takes place in the periods given over to languages for other pupils. As pupils rise through the school, they have access to a full, balanced curriculum, choosing in the same way as others. However,

in Year 10 they are allowed to choose a more limited range of options if they wish and be part of the Enhance groups.

Special Educational Needs

Pupils with an Education, Health and Care Plan have equal access to the curriculum and, working with the Local Authority, the School fulfils the requirements of the EHC Plans which are reviewed every year including, if required or appropriate, adaptation of the curriculum to meet individual pupil needs.

For pupils with learning difficulties and/or disabilities outside the OpAL programme, the School's support is coordinated by the OpAL department. Regular assessments are conducted and individual action plans agreed. See Special Education Needs Policy for further details.

EAL

On entrance, parents are asked which languages other than English are spoken at home. Pupils who are on the EAL list are monitored by the OpAL department. The OpAL department consults with parents to agree what support is needed. Subject teachers also closely monitor performance. See English as an Additional Language Policy for further details.

Progression

As a pupil progresses through the School, there are increasing opportunities for them to follow their own interests, though a balance is maintained. Setting is not used, except in Maths. The School has a wide range of extra-curricular activities which support skills learned in the classroom or help develop wider interests.

Post 16

After GCSE pupils follow an A Level or Cambridge Technical course of study in Year 12 and Year 13. The Wellbeing programme seeks to encourage continued breadth of learning whilst also aiming to help prepare pupils for the challenges and opportunities of life after WGS. Sixth Formers are offered the opportunity of producing an AQA Extended Project as well as community action or work experience. Additionally, sixth formers can undertake private study in the school library under the supervision of the school librarians.

ICT/Computer Science

Increasingly ICT is taught as cross-curricular skill, incorporated into all subject areas using one to one iPads in Years 7 to 11. This is supported by an ICT skills lesson in Year 7. Computer Science is taught as a separate subject in Years 7 and 8, with the option of taking the subject in Year 9 leading to the OCR Entry Level Computer Science qualification. Computer Science is offered as a GCSE option for those pupils who have passed the Year 9 course. ICT is offered as a Cambridge Technical in the Sixth Form.

Personal, Social and Health and Economic Education (PSHE), Citizenship and Careers

In September 2022, a new subject of Wellbeing was introduced. This subject combines Personal, Health and Social education (PSHE), Relationship and Sex education (RSE) and a number of other topics and is designed to help pupils to lead confident, healthy responsible lives in the democratic and tolerant British society. Pupils have the opportunity to reflect on their own experience and development, whilst at the same time showing understanding and respect for others, paying particular regard to the protected characteristics set out in the 2010 Equality Act. Wellbeing is also developed through other curriculum areas, through the pastoral system and through the School's overall ethos.

Both inside and outside the classroom, the School provides opportunities for every pupil to learn and to make progress as well as providing information, guidance, opportunities and experiences to help prepare pupils for the next stage in their education and adult life.

WGS has an active Careers Department which provides appropriate impartial information and advice on possible future careers paths. This guidance begins in Year 7 in Aspire lessons and continues throughout the school in Wellbeing lessons. One-to-one interviews are arranged, along with Year group assemblies and presentations to enable pupils to make informed choices and encourage them to fulfil their potential.

This Curriculum Policy is supported by policies and Schemes of Work across subject areas.

Monitoring and review

Please also refer to the following policies:

Curriculum Policy Senior School - website	Wellbeing Scheme of Work (Senior School) - website
IT Acceptable Use Policy for Pupils - school network	English as an Additional Language- website
Equal Opportunities Policy for Pupils - website	Special Educational Needs and Disabilities Policy- website
Gifted & Talented Guidelines to Staff - school network	Anti Radicalisation Policy - on request

Monitoring and Evaluation of this policy

The school monitors and evaluates its curriculum provision through the following activities:

- Annual Governing body audit.
- Senior leadership team discussion
- Annual parent survey
- Annual results analysis
- Comparison against national competitors and professional bodies recommendations
- Self-evaluative and reflective professional ethos throughout all staff
- Teacher assessments/ assessment data shows attainment is well above national average.
- Data management indicates steadily improving standards.
- Classroom observations by SMT show policy is being implemented by staff
- Regular analysis of a range of risk assessments
- Review of concerns and complaints registers by SMT and board of Directors.

NJCA
September 2023

Next Review:
September 2024