

B6 CURRICULUM STATEMENT**NHM December 2015/June 2016**

- 1) The City of London School supports the principle established in the National Curriculum that each pupil is entitled to a curriculum which is balanced, broadly based and relevant to his needs. The City of London School aims to ensure that all pupils acquire speaking, listening, literacy and numeracy skills. The City of London School aims to provide full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education; that pupils acquire speaking, listening, literacy and numeracy skills.

| Area | Subjects (mainly delivered through) | |
|----------------------------|---|--|
| Linguistic | English, Modern and Classical languages | Communication skills; developing their command of them through listening, speaking, reading and writing |
| Mathematical | Maths | Numeracy; ability to make calculations, understand number and space and think logically and express themselves cogently |
| Scientific | Sciences: Biology, Chemistry, Physics | Knowledge and understanding of nature, materials and forces; enquiry skills, observing, forming and testing hypotheses, experiments, recording, questioning and expressing themselves clearly |
| Technological | IT&C, Art and Design | Develop their use IT&C; developing, planning and communicating ideas, evaluating processes, coding and creativity |
| Human, Social and Cultural | Humanities and languages | Knowledge and understanding of people, societies, different cultures and the environment; communicate information clearly, qualify ideas, weigh up evidence, write analytically and with high levels of evaluation, develop written presentation skills and develop oral presentation skills |
| Physical | PE, Games & Swimming | Knowledge and understanding of the basic principles of fitness and health; develop physical control, co-ordination, tactical abilities, critical evaluation and ability to self-assess and make progress |
| Aesthetic and Creative | Art & Design, Music, Drama and English | Develop skills in areas such as making, composing, |

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| | | inventing which feeds into creativity, critical awareness and strong communication skills |
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- 1) The School seeks to use the National Curriculum as the framework for a curriculum devised to meet the particular needs of its pupils. Enrichment is provided in areas where we feel they will benefit. We provide separate sciences for all at IGCSE and depth and variety in both modern and classical languages. Basic ICT skills are taught and then developed across the curriculum.
- 2) Our pupils are selected by academic ability and virtually all are destined for higher education. We aim to develop a culture of independent thought and learning which challenges all pupils, including the very best. We appreciate our need to cater for the diversity of intellectual and physical talent in the School. Measures have been taken to ensure that almost all the teaching areas are accessible to the disabled as described in the Accessibility Policy.
- 3) Our unique location and cultural diversity are in themselves a splendid preparation for adulthood. These are supported by extra curricular activities which encourage excellence and diversity, such as music, drama and sport. The CCF and Community Service Organisation help to promote loyalty and responsibility for others.
- 4) We aim to ensure that do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 5) We offer a programme of personal, social, health and economic education which 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 Act(a).
- 6) We offer a programme of Careers education that provides, access to accurate, up-to-date careers guidance that is presented in an impartial manner, enables them to make informed choices about a broad range of career options; and helps to encourage them to fulfil their potential.
- 7) We offer a programme of activities for pupils above compulsory school age, which is appropriate to their needs and helps prepare them for adulthood; e.g. Duke of Edinburgh Award, CCF, running societies, prefectures, participation and leadership in School Parliament, sports teams, debating, the School newspaper.
- 8) We offer a programme that ensures that all pupils have the opportunity to learn and make progress.

CURRICULUM POLICY

In practice this means the curriculum as outlined on the following two pages.

Further detail is provided in the School Prospectus (Annual Insert), which also incorporates statements from each teaching department about their provision. Each department publishes an annual Handbook in which a detailed breakdown of the curriculum and its delivery is included. Long, medium and short term planning and schemes of work are also incorporated into the Department Handbook and this is revised annually and kept centrally by the Assistant Head Academic. There is a Department Review in the early part of the Autumn Term when matters are discussed between Heads of Department, the Assistant Head Academic, the Assistant Head Teaching and Learning and Outreach and the Head.

The normal way of working for all boys is via department issued exercise books and files. Some work or homework may be word processed but the normal way of working (unless specific permission has been given via the Learning Support Department) is for boys to hand write their work.

The Sixth Form Curriculum Booklet, the GCSE Booklet and the Third Form Booklet are published to boys and parents in good time to meet the School's deadlines for choices to be made. Paper copy is given and the Booklets are all available on the website under Academic. Information Booklets about the Curriculum in Old Grammar, First and Second Form are posted home to parents.

| Y6 | Y7 | Y8 | Y9 | Y10 | Y11 |
|----------------|----------------|----------------|------------------|------------------|------------------|
| Maths 4 | Maths 4 | Maths 4 | Maths 4 | Maths 4 | Maths 5 |
| English 4 | English 4 | English 4 | English 4 | IT & C 1 | English 4 |
| Science 4 | Science 4 | Physics 2 | Physics 3 | Physics 3 | Physics 3 |
| | | Chem. 2 | | | |
| History 3 | French 4 | Biology 2 | Chem. 3 | Chem. 3 | Chem. 3 |
| Geog. 3 | Latin 3 | French 3 | Biology 3 | Biology 3 | Biology 3 |
| Class.Civ. 3 | History 2 | Latin 3 | French 3 | Options 4 x 4 | Options 4 x 4 |
| PSHE | Geog. 2 | History 2 | History 2 | | |
| Music 2 | Music | Geog. 2 | Geog. 2 | | |
| Drama 2 | Drama | PSHE | Options 2 x 3 | | |
| CLASS 1 | Mandarin | Music 2 | | | |
| R & P 3 | PSHE | R & P 2 | Music | | |
| ICT 2 | R & P 2 | R & P 2 | R & P 2 | | |
| Art & Design 2 | ICT 2 | ICT 1 | | | |
| Vis. Mus | Art & Design 2 | Mandarin | Art & Design 2 | | |
| Swimming | Vis. Mus | Art & Design 2 | Art & Design 2 | | |
| PE 1 | Swimming | Swimming 2 | Swimming | RE | RE |
| | PE | PE | PE | S/PSHE/ICT | S/PSHE/ICT |
| Games 3 | Games 4 | Games 3 | Games 3 | PE | PE |
| | | Games 3 | Games 3 | Games 3 | Games 3 |

to accompany CLS Curriculum 2015/2016 grid

- Each period lasts 40 minutes.
- S/PSHE means these subjects operate in a carousel over the course of the year. (S = Swimming)
- **Fourth Form IT & C have one period a week from September 2015**
- **Art & Design is the new nomenclature for what was previously DVA**
- **Religion and Philosophy is the new nomenclature for what was previously RE**
- **Art & Design** is Design and Visual Arts, encompassing the disciplines taught formerly in the Art and Design & Technology Departments.
- VisMus refers to music lessons in which pupils have the chance to learn instruments from peripatetic music teachers.

The Third Form (Y9) options are as follows:

- Two subjects to be chosen from **Mandarin**, Drama, Classical Civilisation, Latin, Latin & Greek, German, Spanish. (Drama and Classical Civilisation together is the only prohibited combination.)

The Fourth Form (Y10) options are as follows:

- Four subjects to be chosen from Classical Civilisation, Art and Design, Drama, French, Geography, German, History, Latin, Latin & Greek, Music, PE (GCSE), Religious Studies, Russian, Spanish. (At least one MFL and at least one of History, Geography, Religious Studies and Classical Civilisation must be chosen)

The Sixth Form options are as follows:

- Four subjects to be chosen from Art, Biology, Chemistry, Classical Civilisation, Drama, Economics, English Language, English Literature, French, Geography, German, Government and Politics, Greek, History, Latin, Mathematics (& Further Mathematics), Music, Religious Studies, Russian, Spanish. **EPQ is available from September 2015.**

In general 4x7ppw for AS subjects, 3x8ppw **or 4x8ppw** for A2 subjects and **EPQ is 4*4ppw with the aim of a J6 submission.**

The PSHE Scheme of Work is a separate document.
Information on Careers is available in B03 SHB.

There is a teacher with responsibility for EAL.
Identifying students - they are referred by teachers or by learning support. All First Form, **Third Form** and all Fourth Form students are specifically asked if they speak another language at home. The First Form are asked when they are taking the learning support screening test and then the Head of Learning Support flags any who perform below average AND have answered yes to the EAL question and passes them to the teacher with responsibility for EAL. The Fourth Form fill in an information sheet on the first day of term that asks about EAL and tutors email the lists to the Teacher with responsibility for EAL.

The Curriculum has a number of areas which offer support for Gifted and Talented pupils:

Early taking of GCSE Music, off piste A Level Music, ensembles, etc

MFL – Russian with early French GCSE

Classics – Greek with early Latin GCSE

Maths – Add Maths (FSMQ) and Olympiads. Maths and Further Maths programme in Sixth

All departments – school and national competitions, clubs and societies

Autumn 2010 issued Minimum Involvement Poster

LAMDA, MUN, Academic Societies, Young Enterprise, iGEM, STEM, The Citizen, representing the School in Sport, Art competitions and leadership of clubs and societies ensure extension and enrichment opportunities are extensive.

We do not have a register for AG&T pupils as all pupils fall into one or more of these categories. Provision with Departments offers stretch for the most able. The Assistant Head Academic monitors the scholars academic performance on a yearly basis.

Responsibility for operation of the School's SEN & Disability policy

The School Governors have overall responsibility for implementing and driving this Policy. However, responsibility for the management of the School's SEN and Disability policy has been delegated to the **Senior Deputy and Assistant Head - Academic** reporting to the Head. The Head of Learning Support is responsible for the day-to-day operation of the School's SEN and Disability policy. Please see B15 SHB for further details.

SCHOOL POLICY ON TEACHING

Teaching at the City of London School should be such that it includes the following:-

1. creating an environment where relationships are consistent and based on mutual respect
2. promoting moral values and encouraging an awareness and understanding of different ways of life
3. ensuring that pupils understand what is expected of them, in particular to be considerate, courteous and honest
4. guiding pupils' behaviour and progress in such a way that praise and encouragement are much more common than reprimands and sanctions
5. ensuring that the needs of individual pupils are identified and that each pupil knows he has access to teachers who will give guidance on pastoral or academic matters
6. providing opportunities for pupils to extend their personal interests and experiences and to develop both self reliance and social and cultural awareness
7. organising activities which allow for co-operative effect, good-tempered competition and the development of loyalty and leadership
8. providing a liberal education through a curriculum that is broad and as balanced as possible
9. delivering stimulating lessons which promote academic rigour and enable pupils to show high achievement
10. setting and assessing homework on a regular basis
11. creating an orderly environment where pupils respond to challenge, where they work hard with a sense of commitment and enjoyment, where they take pride in their work and appreciate the value of what they are learning.

Teachers at CLS are supported in these aims by formal induction and appraisal procedures, continuing support from Heads of Department and members of the Senior Management Team, and access to INSET on a regular basis. More subject-specific details of teaching practice is available in the handbooks of individual departments.

Assessment of pupils' progress plays a very important part in the teaching process and full details of the assessment policies at CLS can be found under section B1 of the Staff handbook.

The School's commitment to Equal Opportunities is outlined under section B8 of the Staff Handbook.