City of London School Curriculum and Teaching and Learning Policy

0. Monitoring and Review of Policy

0.1 This policy will be reviewed on a three-yearly basis (or more regularly where required) prior to approval by the Board of Governors.

Policy last reviewed by:	Glenn Bezalel (Deputy Head (Academic))
Date policy last reviewed:	June 2025
Approved for the Governors:	Board of Governors
Date last approved:	Approved by SMT July 2025

1. Introduction and Aims

1.1 At City of London School, we want our curriculum to reflect the values of the School as a whole. We want our pupils to be aware of and prepared to engage with the issues facing wider society, such as rapid national and global change and shifting employment landscape, that will provide context for their adult lives. In order to enable this our curriculum needs to be:

- **A curriculum that is knowledge-rich, challenging and rigorous:**
  - We want our pupils to get the highest grades in challenging academic qualifications.
  - We want our pupils to be outstanding speakers and writers, reflecting superb control of English (and other) language(s).

- **A curriculum that supports explicit development of skills:**
  - We want our pupils to develop fusion skills, as defined in the City of London Corporation's Skills Strategy 2018-2023, that will enable them to thrive in future, technology-mediated, environments.
  - We want our pupils to develop a love of learning and reading and, by the time they leave the School, to be able to use a range of available resources to learn new material independently.
  - We want our pupils to realise that synergies exist across subjects, and that the process of learning cannot be undertaken in academic silos. Broadly educated pupils will be more resilient and better able to adapt and face future changes.
  - We want our curriculum to be explicit about when and how these skills are developed so that everyone is involved.

- **A curriculum that develops technology-ready pupils:**

- We want our pupils to develop Digital Literacy and use it across all their subjects (this should involve using IT&C for finding, evaluating, creating and communicating information).
- We want our pupils to have a thorough grounding in technological disciplines that will enable them to understand both the nature of emerging technologies and the basis of decisions made by governments and corporations that affect their lives.
- We want our pupils to be familiar with and be able to work within the design-engineering-cycle framework.
- We want our pupils to be able to work on developing 'traditional' products using new and novel technologies and to understand how design, physics/ mechanics, robotics, coding, artificial intelligence and computing can all interact within the same project.

- **A curriculum that provides for meaningful co-educational experiences.**

1.2 The 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 School aims to:

- ensure that all pupils acquire speaking, listening, literacy and numeracy skills
- 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)**	**Skills developed**
Linguistic	English, Modern and Classical languages	Communication: developing pupils' command of communication skills through listening, speaking, reading and writing.
Mathematical	Maths, Sciences, Economics and DC&R	Numeracy: ability to make calculations, understand number and space and think logically and express themselves cogently.
Scientific	Biology, Chemistry, Physics, Geography	Knowledge and understanding of nature, materials and forces. Enquiry skills: observing, forming and testing hypotheses, conducting experiments, recording observations, questioning and expressing themselves clearly.
Technological	IT&C, DC&R and Art and Design, Artificial Intelligence	Develop pupils' use of IT&C: developing, planning and communicating ideas; evaluating processes, coding and creativity; awareness of the ethical implications of modern technology, including artificial intelligence
Human, Social and Cultural	English, Humanities, Modern and Classical languages	Knowledge and understanding of people, societies, different cultures and the environment; communicating information clearly, qualifying ideas, weighing up evidence, writing analytically and with high levels of

		evaluation, developing written presentation skills and oral presentation skills.
Physical	PE, Games & Swimming	Knowledge and understanding of the basic principles of fitness and health; developing physical control, co-ordination, tactical abilities, critical evaluation and the ability to self-assess and make progress.
Aesthetic and Creative	Art & Design, DC&R, Music, Drama and English	Developing skills in areas such as making, composing and inventing which feed into creativity, critical awareness and strong communication skills.

1.3 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 pupils at IGCSE and depth and variety in both modern and classical languages. Basic ICT skills are taught in dedicated lessons and then developed across the curriculum.

1.4 The School's pupils are selected by academic ability and virtually all are destined for higher education. We aim to develop a culture of independent thinking and learning which challenges all pupils, including the most able. We appreciate our need to cater for the diversity of intellectual and physical talent in the School.

1.5 The School's unique location and cultural diversity are in themselves a splendid preparation for adulthood. These are supported by co-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. The Fifth Form City Ready Lecture series invites members of the School community across a range of industries and disciplines to share their expertise with pupils in weekly lectures.

1.6 The School offers 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.

1.7 The School aims to ensure that:

- we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- we enable the effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- Through the Public Speaking course in Year 10 from September 2025, pupils will be taught how to think critically, argue their viewpoints from the position of respect for others and their values and understand the values of people from a range of backgrounds.

1.8 The School offers 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 *Equality Act*, 2010. Provision of PSHE in the Third Form is done by a specialist team on rotational basis, in combination with the Third Form Visits programme.

1.9 The School offers 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.

1.10 The School offers a programme that ensures that all pupils have the opportunity to learn and make progress. In particular, curriculum plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including any with an Education, Health and Care (EHC) plan. Measures have been taken to ensure that as far as possible the teaching areas are accessible to the disabled (as described in the Accessibility Policy).

1.11 There is an annual Department Review in the early part of the Autumn Term when matters are discussed between Heads of Department and the Head. Examination results are discussed between Heads of Departments and their cluster group managers.

1.12 This policy should be read in conjunction with:

- The Learning Support and Disability Policy
- The Accessibility Policy
- The Equal Opportunities Policy
- The Able, Gifted and Talented Pupils Policy
- The Assessment and Feedback Policy
- The PSHE Policy
- The SMSC Policy
- Careers Guidance and Futures Policy
- The Teaching Staff Appraisal Policy
- Continuous Professional Development (CPD) Policy

1.13 This policy has regard to Part 1 (Quality of education provided), Paragraphs 2 (Curriculum) and 3 (Teaching) of the Independent School Standards Regulations.

2. Curriculum Statement

2.1 To deliver these aims, this means that the curriculum is organised as outlined in Appendix 1: Curriculum Plan.

2.2 The Third Form (Y9) options are as follows:

- One compulsory creative option to be chose from: Art and Design, Design, Computing & Robotics (DC&R), Music or Drama
- Two subjects to be chosen from Mandarin, Drama, Music, Art and Design, DC&R, Classical Civilisation, Latin, Latin & Ancient Greek, German, Spanish.

2.3 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 & Ancient Greek, Mandarin, Music, Religious Studies, Russian, Spanish, DC&R HPQ (Higher Project Qualification). (At least one MFL and at least one of History, Geography, Religious Studies and Classical Civilisation must be chosen)

2.4 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, Ancient Greek, History, Latin, Mathematics & Further Mathematics, Music, Religious Studies, Russian, Spanish. EPQ is also offered in Junior Sixth Form.
- In general, 4x8ppw for Junior Sixth subjects and Senior Sixth subjects, and EPQs are 4ppw with the aim of a submission during the Junior Sixth.

2.5 The Sixth Form Curriculum Booklet, the GCSE Booklet and the Third Form Booklet are published to pupils and parents in good time to meet the School's deadlines for choices to be made. Paper copies are provided 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.

2.6 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 retained centrally by the Director of Studies. Further detail is provided in the School Prospectus (Annual Insert), which also incorporates statements from each department about their provision.

2.7 The PSHE Scheme of Work is given in the PSHE Policy.

2.8 Information on Careers is available in the Careers Education, Information and Guidance Policy.

2.9 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 Deputy Head (Academic) and Director of Studies 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 the Learning Support and Disability Policy for further details.

2.10 The School's commitment to Equal Opportunities is outlined in the Equal Opportunities (Pupils) Policy.

2.11 Information regarding **English as an Additional Language (EAL)**

- There is a teacher with responsibility for EAL.
- Pupils with EAL are identified on referral by teachers or by learning support. All First Form, Third Form and Fourth Form pupils 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 their names 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 provide the lists to the Teacher with responsibility for EAL.

2.12 The School does not have a register for Able, Gifted & Talented (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. The Curriculum has a number of areas which offer support for AG&T pupils:

- Participation in Olympiads; Maths and Further Maths programme in Sixth Form
- Modern Languages: Russian with early French GCSE
- Classics: Ancient Greek combined with early taking of Latin GCSE
- Music: Early taking of GCSE Music, performance in ensembles, etc.
- LAMDA, MUN, Academic Societies, Young Enterprise, iGEM, City SPARC, STEM, The Citizen, representing the School in Sport, Art competitions and leadership of clubs and societies ensure extension and enrichment opportunities are extensive.
- All departments: school and national competitions, clubs and societies

3. Teaching and Learning

3.1 Teaching at the City of London School should be such that it:

- provides a liberal education through a curriculum that is broad and as balanced as possible
- creates an environment where relationships are consistent and based on mutual respect
- promotes moral values and encourages an awareness and understanding of different ways of life
- ensures that pupils understand what is expected of them, in particular to be considerate, courteous and honest
- guides pupils' behaviour and progress in such a way that praise and encouragement are much more common than reprimands and sanctions
- ensures 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
- provides opportunities for pupils to extend their personal interests and experiences and to develop both self-reliance and social and cultural awareness
- organises activities which allow for co-operation, good-tempered competition and the development of loyalty and leadership
- delivers stimulating lessons which promote academic rigour and enable pupils to show high achievement
- sets and assesses homework on a regular basis
- creates 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

3.2 More subject-specific details of teaching practice is available in the handbooks of individual departments.

3.3 The normal way of working for all pupils 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 pupils to hand write their work.

3.4 Assessment of pupils' progress plays a very important part in the teaching process and full details of the assessment policies at the School can be found in the Marking & Assessment Policy.

3.5 Teachers at the School 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.

Appendix 1: Curriculum Plan 2023-24

Year 6 (Old Grammar)	Year 7 (First Form)	Year 8 (Second Form)	Year 9 (Third Form)	Year 10 (Fourth Form)	Year 11 (Fifth Form)	Year 12 (Junior Sixth)	Year 13 (Senior Sixth)
Maths (4)	Maths (4)	Maths (4)	Maths (4)	Maths (4)	Maths (5)	Option 1 (8)	Option 1 (8)
English (4)	English (4)	English (4)	English (4)	English (5)	English (4)		
Science (4)	Science (4)	Biology (2)	Biology (3)	Biology (3)	Biology (3)	Option 2 (8)	Option 2 (8)
		Chemistry (2)	Chemistry (3)				
Linguistics (1)	French (3)	Physics (2)		Chemistry (3)	Chemistry (3)		
Classics (2)		French (3)	Physics (3)	Physics (3)	Physics (3)		
History (3)	Mandarin (2)					Option 3 (8)	Option 3 (8)
	Latin (3)	Mandarin (2)	French (3)	Option 1 (4)	Option 1 (4)		
Geography (3)		Latin (3)					
	History (2)		History (2)				
R&P (3)	Geography (2)	History (2)	Geography (2)	Option 2 (4)	Option 2 (4)		
	R&P (2)	Geography (2)	R&P (2)				
Music (2)	Music (1)	R&P (2)	Option 1 (3)	Option 3 (4)	Option 3 (4)	Option 4 (8) / EPQ (4)	Option 4 (8)
Vis Mus (1)	Vis Mus (1)	Music (2)					
Drama (1)	Drama (1)						
Art & Design (2)	Art & Design (2) / DC&R (2)	Drama (1)	Option 2 (3)	Option 4 (4)	Option 4 (4)		
		Art & Design (2) / AI (2)					
IT&C (2)	IT&C (2)	IT&C (1)	Option 3 (3)			Enrichment (2)	
PSHE (1)	PSHE (1)	PSHE (1)					
	Early lunch (1)	PE (1)		Public Speaking (1)	City Ready Lecture (1)		

PE (2)	PE (1)	Swimming (1)	PE (1)	Careers/PSHE (1)	Careers/PSHE (1)		
Swimming (1)	Swimming (1)		Swimming (1)	PE (1)	PE (1)		
Games (3)	Games (3)	Games (3)	Games (3)	Games (3)	Games (3)	Games (3)	Games (3)

Notes to accompany Curriculum Plan 2025-26:

- Each period lasts 35 minutes
- Religion and Philosophy (R&P) is the nomenclature for what was previously RE
- Public Speaking replaced Global Critical Thinking for Fourth Form
- DC&R is the nomenclature for Design, Computing & Robotics
- AI is the nomenclature for Artificial Intelligence
- Art & Design encompasses the disciplines formerly taught separately as 'Art' and 'Design Technology'
- Vis Mus refers to music lessons in which pupils have the chance to learn instruments from peripatetic music teachers
- Fourth and Fifth Form – the Fourth Option can be HPQ to allow pupils to carry on with DCR
- Sixth Form – the Fourth Option might be four periods if the EPQ is chosen