

# 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 students 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, students acquire skills in speaking, listening, literacy and numeracy; fundamental British values are promoted “such that students are prepared for the responsibilities and experiences of life in a British society”. Appropriate Careers information and guidance is also provided for all students 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 student, including those with a statement of special educational needs (see below).

### **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 students, including those with a statement. Differentiation of learning experience ensures that there is access and opportunity for all students to learn and make progress. Attention is given at all levels to students 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.

### **OpAL & LDD**

The existence of the school’s unit for Specific Learning Difficulties (OpAL) has strengthened awareness that an understanding of students’ learning styles and preferences is central to effective learning for all. Students 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 students. As students 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.

### **Special Educational Needs**

Students with statements of special educational needs have equal access to the curriculum and, working with the Local Authority, the school fulfils the requirements of the statements which are reviewed every year including, if required or appropriate, adaptation of the curriculum to meet individual student needs.

For students 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.

## **EAL**

On entrance, parents are asked which languages other than English are spoken at home. Students who are on the EAL list are monitored by the EAL tutor. The EAL tutor consults with parents to agree the best way forward. Subject teachers closely monitor performance.

## **Progression**

As a student 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 students follow an AS/A2 course of study in Year 12 and complete A2s at the end of Year 13. The General Studies programme seeks to encourage continued breadth of learning whilst also aiming to help prepare students for the challenges and opportunities of life after WGS. Sixth formers are offered the opportunity of producing an AQA Extended Project and completing an enrichment diary in order to gain the AQA Bacc qualification. Additionally, sixth formers can undertake private study in the school library under the supervision of the school librarians.

## **ICT**

Increasingly ICT is taught as cross-curricular skill, incorporated into all subject areas. However it is taught as a separate subject in Years 7 and 8. ICT is offered at AS and A2 in the Sixth Form

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

Taught throughout the lower and middle school, and reflecting the school's aim and ethos, the course is designed to help students to lead confident, healthy responsible lives in the democratic and tolerant British society. Students have the opportunity to reflect on their own experience and development, whilst at the same time showing understanding and respect for others. PSHE 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 student to learn and to make progress as well as providing information, guidance, opportunities and experiences to help prepare students for the next stage in their education and adult life. This preparation includes impartial Careers and HE guidance from Year 7 and work experience for all Year 11 students designed to enable students to make informed choices about career options and to 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	PHSE Scheme of Work (Senior School) - website
Acceptable Use Policy – school network	English as an Additional Language- website
Equal Opportunities Policy- website	Special Educational Needs and Disabilities Policy- website
Mobile Device Guidelines - website	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 2016

Next Review:  
September 2017