

WATFORD GRAMMAR SCHOOL FOR BOYS



CURRICULUM POLICY

Headmaster's signature

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3/10/19

Chair of Governors' signature

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3/10/19

WBGs Curriculum Policy

Definition

The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within WBGs (implementation) and for evaluating what knowledge and skills pupils have gained against expectations (impact/achievement).

Philosophy: Ethos and Values

The designed academic curriculum reflects the values of Watford Grammar School for Boys (WBGs) and its predominantly academic students. To deliver Excellence and promote Endeavour through the provision of ambitious, challenging, and rigorous learning experiences tailored to the needs of each boy. To reinforce our values of Integrity & Kindness by having high expectations of behaviour and through offering support within the school and wider community. To nurture Creativity & Individuality through a broad and innovative curriculum which extends beyond the classroom to offer engaging paracurricular and extracurricular opportunities.

Holistically the curriculum seeks to promote the intellectual, personal, moral, social and physical development of students and to prepare them for the opportunities, experiences and responsibilities of their future in a rapidly changing world.

The curriculum must offer equity to all students.

1) Curriculum Intent

The Curriculum Intent will set out WBGs's aims of our programme of education, including the knowledge and skills to be gained at each stage.

- a. WBGs believes that the curriculum should provide a broad, balanced, and coherent experience for all students. The curriculum is everything that happens within the school to help students learn and develop knowledge, understanding, skills, values and attitudes. Learning takes place in the classroom, but also, for example, through games, assemblies, theatrical and musical productions, expeditions, educational visits and community engagement.
- b. The curriculum offers continuity and planned progression across units of study and year groups.
- c. The curriculum is appropriately differentiated to allow access, challenge, and progression for all students in order that they may meet their full academic potential.
- d. WBGs encourages learning beyond the classroom
 - a. through the setting of meaningful homework tasks for all students
 - b. for sixth form students through the provision of subject specific study periods where they are expected to: work independently on set work, participate in peer study groups or join academic societies.
- e. The curriculum encourages and facilitates opportunities for all students to take part in a wide variety of extracurricular activities.
- f. The designed curriculum seeks to build a robust set of transferrable employability and life skills in a range of areas including, but not limited to: Collaboration, Initiative, Resilience and Thinking. These are defined as the WBGs Learner traits and are a key part of the language and approach to the curriculum.
- g. The curriculum provides opportunities to promote each student's sense of identity through knowledge of the spiritual, moral, cultural and social contexts of the societies in which they are living.

- h. The curriculum promotes equality and challenges prejudice to develop community cohesion and champion British values.
- i. The curriculum identifies opportunities to explore and promote understanding of personal, social, and health issues such as drugs, sex and relationships and the importance of a healthy lifestyle. Sex and Relationships Education (SRE) is delivered through Science, Wellbeing and the PSHE curriculums.
- j. The curriculum supports the provision of careers advice and guidance throughout a student's time at WBGs.
- k. The curriculum provides opportunities to celebrate and recognise achievement and success in academic subjects and in extracurricular activities to give students a sense of self-worth and achievement.
- l. The vast array of extra curricular activities serve to offer all students the opportunity to enrich their experience and nurture their interests and talents
- m. The personal development of WBGs students is a curriculum priority. This includes emotional wellbeing and the development of traits such as confidence and strong oracy skills and the ability to think globally and operate across disciplines.
- n. WBGs aims to develop the enjoyment of, and commitment to, learning so that students become scholars, making the maximum progress and achieving the highest standards possible.
- o. Subject-specific curriculum will outline the specific knowledge and skills which will be gained at each stage and the progression through this knowledge.
- p. The curriculum will be periodically reviewed, through consultation with all stakeholders to ensure it remains fit-for-purpose within the context of the ethos and values of the school.
- q. There will be transition programmes to ensure equity of provision.

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2) Curriculum Implementation

The implementation of the curriculum sets out how the Intent, detailed above, is translated into a structure and narrative.

- The detailed structure and narrative will be specified in subject-specific curriculum programmes which will
 - be based on the best available evidence about
 - what students need to know and retain across their time in school and into adulthood
 - how they learn & memorise
 - how to practise what they have learnt
 - identify the substantive concepts that departments want pupils to develop knowledge and understanding of over time
 - stipulate how students' knowledge progresses between the various stages of their education
 - identifies the sequence of the teaching both in the year and between the years
 - provide students to develop WBGs learner attributes: Initiative, Thinking, Collaboration, Resilience
- Staff will be supported in developing subject knowledge and subject specific pedagogy
- The Wellbeing curriculum is implemented through form time activities, assemblies, PSHE/ EPS lessons and the Sixth Form lecture programme. The curriculum offers progression, age appropriate knowledge and sequencing. It is designed to nurture the skills and attributes which sustain well-being: keep learning; be active; take notice; give to others and connect.

- **Non-timetabled extra-curricular provision.**
In addition to the formal taught curriculum, an extensive range of extracurricular clubs and activities, subject enrichment and trips and visits are offered to all students. These are offered to students, even if they are not continuing to study the subjects at GCSE. For example, over 600 students participate in sports practices and teams; there are 33 Music groups with over 300 participants; DoE Bronze, Silver, Gold has 200 participants; over 40 other regular clubs, societies and academic societies.
- **Careers Advice:** WBGs provides all students in Years 7-13 with a programme of careers education, information, advice, and guidance. These are delivered through the PSHE, Wellbeing, Assemblies, Careers Talks and Sixth Form Lecture programme.
- **Enrichment is implemented throughout the year groups as frequently as possible whilst balancing the needs of the academic curriculum.** Year 7s take part in an activity week every year and year 10s either go on a field trip or do a cross-curricular project at school over five days. Other year groups have Enrichment week during the summer term in which the timetable is collapsed and trips are organised both in the UK and abroad, and boys can also choose from a vast array of workshops and activities that enhance horizontal learning. Many of these activities are carried out in vertical year groups, so that different ages work together to develop collaboration and leadership. Additionally staff organise vast numbers of enriching tasks throughout the year - for example a visit to the theatre or re-enactment of battles from history - and speakers are invited into school both as part of the KS5 lecture slot and for assemblies.
- **Adapting the curriculum for individual students:**
The Headmaster has powers in relation to the day-to-day management of the curriculum by virtue of his office. Any requests relating to an adaptation of a student's curriculum must be made in writing to the Headteacher. The Headmaster will then make the final decision relating to any changes. This may include the number of subjects studied and the qualifications entered for.

The timetabled curriculum

- a) WBGs operates a weekly timetable. For years 7-11 there are five periods per day, each of which lasts for 60 minutes. There are 25 periods in each timetable cycle. For the Sixth Form there is an extra lesson slot on Tuesdays and Thursdays when students might get a lesson.

Time	Activity
08:30-08:55	Form Time
08:55-09:55	Period 1
09:55-10:55	Period 2
10:55-11:15	Break
11:15-12:15	Period 3
12:15-13:15	Period 4
13:15-14:15	Lunch
14:15-15:15	Period 5
15:15-16:15	Period 6 (Tues and Thurs - Sixth Form Only)

- b) Each day has a 25-minute form slot. Each form group will have a whole school assembly and a year group assembly each week. The rest of the sessions will be used to follow the School's Wellbeing Curriculum where themes related to resilience, kindness, thinking, respect, initiative and collaboration are explored
- c) All lessons are taught in mixed ability groups within the context of the School's academically and partially selective intake. The exceptions to this are Mathematics in Years 7 to 11 and English and Science in Years 9 to 11 where ability streaming is utilised. There is also a small amount of setting in MfL in Years 8-11.

d) Students also follow a programme of personal, social and health education throughout their time at school. In Years, 7 and 9-11 it is taught as a stand alone subject. In Year 8 it is taught through a series of drop-down days when the timetable is collapsed.

e) The school has no denominational religious affiliations. Aspects of Religious Education are covered through school assemblies, Friday Lectures in the Sixth Form, PSHE lessons and the Wellbeing curriculum. All students follow the Hertfordshire agreed RE syllabus in years 7 & 8. Where this may cause conflict, parents may request their child is withdrawn.

Curriculum Model – Key Stage 3

a) The school curriculum is designed to allow all students to experience as wide a range of subjects in Years 7 and 8 as possible.

Year 7	Hrs	Year 8	Hrs
Art	1	Art	1
History	2	History	2
Geography	2	Geography	2
MFL	3	MFL	3
Science	3	2nd Language	2
PSHE	0.5	Science	3
Latin	0.5	PE	1
PE	1	Games	1
Games	1	English	3
English	4	Maths	3
Maths	3	DT	1
DT	1	Computing	1
Computing	1	Music	1
Music	1	PRE	1
PRE	1		
Total	25	Total	25

In Year 8 students have PSHE during drop down days where the normal curriculum is suspended for the day.

MFL: French, German or Spanish

Languages - students start one language in year 7. In year 8 they can select their 2nd language from Spanish, French, German and Latin.

PRE = Philosophy, Religion and Ethics

In year 7 there is a termly rotation between Latin and PSHE

PSHE= Personal, Social and Health Education

Additionally all students have 2 hours and 5 minutes each week for form time during which they follow the School's Wellbeing Curriculum

Curriculum Model – Key Stage 4

a) The curriculum remains broad in Key Stage 4. Most students study at least 10 GCSEs. Nearly all are required to study a modern language and nearly half of the students chose to take practical/ creative subjects (such as Art, Design Technology, Music or PE). Typically, separate sciences (Biology, Chemistry and Physics) are taken, although Combined Science is available for some. Due to the academic nature of the curriculum and high expectations for all students there is an expectation that all students will be entered for the English Baccalaureate. A very few students are offered extra support in Maths, English and Life Skills rather than taking a fourth optional GCSE. A further 90 students take an additional Further Maths GCSE.

Number of GCSEs taken per student in 2019 by WBGs students compared with national figures

number of GCSEs taken	number of WBGs students	WBGs %	WBGs Cumulative %	National %	National cumulative %
11	11	5.8	5.8	3	3
10	128	67.7	73.5	14.5	17.5
9	40	21.2	94.7	27	44.5
8	8	4.2	98.9	23	67.5
7	2	1.1	100	15	82.5

b) The academic curriculum ensures that 98% of students at WBGs are entered for the Ebacc compared with approx. 40% nationally with 77.2% of WBGs students achieving a standard pass compared with 23.3% nationally.

c) Key Stage 4 is conducted over 3 years.

i) The school believes this offers a number of advantages:

- It builds on the rapid progress made by students in Key Stage 3.
- It allows students to spend additional time studying the subjects for which they have developed a passion in Key Stage 3. These subjects are often pursued by them at A Level and beyond.
- It establishes the strongest possible foundation for further study in the Sixth Form; the destination for the vast majority of students.
- It allows students to benefit from smaller class sizes and increased teacher contact-time in options subjects.
- It allows departments to teach beyond the specification and enrich the curriculum.
- It provides subject-specific benefits which vary from department to department.

ii) Breadth of curriculum is maintained through

- The capacity to offer time, off timetable, for enrichment and a wide range of cross curriculum activities strengthening the students' WBGs Learner attributes
- A strong ethos of students attending clubs and societies outside of their chosen GCSE subjects. There are over 40 to attend and range from the creative to the scientific.
- Many subject specific competitions are open to all students, i.e. the Computing Olympiad.

d) Subject Choices:

- i. All students study Maths with some students studying Further Maths GCSE
- ii. All students take English Language and English Literature
- iii. All students study Biology, Chemistry and Physics as separate subjects
- iv. All students will take either History or Geography
- v. All students will study either French, German or Spanish
- vi. Students also have a free choice of two options subjects from: Art, Classical Civilisation Computing, Design & Technology, French, Food Technology, German, Geography, History, Latin, Music, PRE, Physical Education, Spanish.

e) The emphasis on student choice is to encourage students to choose their own combinations of subjects that they enjoy; are good at and provide an insight into any potential future career. All option subjects are taught in mixed ability groupings. Students are supported through the options process with a comprehensive programme involving form tutors, older students and an extensive offer of information sessions/meetings and events.

- f) The School endeavours to meet the subject requests of all students; however, rarely this may not be feasible, due to the constraints of the timetable.
- g) All students follow a core course in Physical Education and a period of Games. The Ethical and Personal Studies (EPS) course taken by all students combines Religious Studies with Personal, Social, Health and Sex Education, Careers and Work Based Learning; all students in Year 11 take part in a week's Work Experience.

The Model for Key Stage 4

Year 9	Hours	Year 10	Hours	Year 11	Hours
English	5	English	5	English	5
Mathematics	4	Mathematics	4	Mathematics	4
Biology	2	Biology	2	Biology	2
Chemistry	2	Chemistry	2	Chemistry	2
Physics	2	Physics	2	Physics	2
Language	2	Language	2	Language	2
Option 1	2	Option 1	2	Option 1	2
Option 2	2	Option 2	2	Option 2	2
History/ Geography	2	History/ Geography	2	History/ Geography	2
EPS/ PE	1	EPS/ PE	1	EPS/ PE	1
Games	1	Games	1	Games	1
Total	25	Total	25	Total	25

Language = French, German or Spanish

EPS= Ethical and Personal Studies

Curriculum Model – Key Stage 5

- a) Students enroll in an A Level programme of study over two years. Students have the option to elect any combination of subjects from a choice of 26 subjects, with the emphasis again being on what they enjoy, are good at and what they need to go on to study for their aspired degree/further education course or chosen career path.
- b) A broad KS5 curriculum is maintained, with collegiate arrangements with Watford Grammar School for Girls to deliver some subjects in totality or as a joint arrange with WBGS.
- c) All students are expected to perform a community service.
- d) The following A level subjects were available to study at KS5 for the 2019-21 academic year across four option blocks:

Art	Geography
Ancient History	German
Biology	History
Chemistry	Latin
Computer Science	Maths
Core Maths D&T	Music
Product Design	Physical Education
Economics English	Physics
Literature English	Politics
Language and	PRE
Literature Extended	Psychology
Project	Spanish
Qualification*	Sociology
French	
Further Maths	

*The Extended Project Qualification (EPQ) is worth half an A-level and is taken in year 12.

Year 12	Hours	Year 13	Hours
Option 1	4 (+2)	Option 1	4 (+2)
Option 2	4 (+2)	Option 2	4 (+2)
Option 3	4 (+2)	Option 3	4 (+2)
*Option 4	4 (+2)	*Option 4	4 (+2)
*EPQ/ MOOC	1 (+4)	Lecture	1
*Core Maths	2 (+2)	Games	1
Lecture	1		
Games	1		
Total	25	Total	25

The number in brackets are the timetabled study periods for that subject.

Curriculum Subjects

The provision of subjects in all Key Stages is reviewed regularly. Any issues relating to a subject, or discussions of possible new subjects, are discussed at the Governors' Education Committee.

Curriculum impact

The impact of the curriculum is assessed by considering a range of measures:

- External examination results at both GCSE and A Level, including the numbers gaining top grades in a wide variety of subjects.
- The relative performance of disadvantaged groups against the cohort average.
- Annual reviews of the PSHE, Wellbeing and assembly programme.
- The proportion of students who are able to choose the courses they want to study at GCSE and at A Level.
- The numbers of students applying to join the School in Year 7 and Year 12.
- The retention of students from Year 11 into the Sixth Form.

- g. The destinations of our leavers at Year 11 and Year 13.
- h. The impact of the WBGS Learner initiative will be reviewed by:
 - o conducting student surveys into the student's awareness of their attributes and how they are developing
 - o ensuring that staff and departments have embedded the attributes in their curriculum intent and implementation
- i. Gathering qualitative information through student and parental voice surveys.
- j. The range and variety of extracurricular and enrichment activities and students' engagement and participation in them.
- k. Feedback from staff on students' ability to synergise knowledge across subjects when participating in cross curriculum education
- l. Measurement of impact of enrichment is best illustrated in our WBGS Learner attributes. It is expected that the more enrichment students take part in, the better their resilience, collaboration, thinking and initiative can become. While these can be difficult to quantify, such characteristics overall create more effective learners with sophisticated critical thinking skills. Therefore this curriculum enhances our academic intentions and can be measured in exam outcomes, as well as university placements for our leavers
- m. Furthermore, the Wellbeing curriculum will be assessed by
 - o there being a low proportion of students engaging in activities which contravene those that are explored as part of the Wellbeing curriculum
 - o there being lower than average incidents of poor mental health amongst the cohorts

If parents require any further information about the curriculum they should contact the Assistant Headteacher - Curriculum, Mr R Carr on office@watfordboys.org

Disseminating the Policy

This curriculum policy will be published on the school website and in the WBGS Staff Handbook. Training will be given on an on-going basis to staff and as part of induction for new staff members.

Complaints Procedure

Any complaints regarding the policy outlined should be made to the Headmaster in the first instance, following the Complaints Procedure published on the school website.