

LUDGROVE SCHOOL

CURRICULUM POLICY

Introduction

The main focus of the Ludgrove curriculum is to build firm academic foundations and encourage a love of learning. We aim to fulfil the potential of each child in our care and we provide a broad, balanced and relevant education. We prepare boys for Common Entrance or Scholarship examinations to all the main public schools. We aim to realise the highest academic expectations for all the boys within a disciplined and well-structured system of proven learning techniques. First class teaching from dedicated, motivated and well-qualified staff enables us to aim high for each boy, while allowing them to develop at the correct pace.

Aims of the curriculum

At Ludgrove we undertake to:

- Have high expectations of the boys and ourselves.
- Create and maintain an exciting and stimulating learning environment.
- Prepare boys to the standards of entrance examinations to senior schools suited to their abilities and characters.
- Develop confident, disciplined and enquiring learners who are able to make informed choices.
- Ensure that each boy's education has continuity and progression.
- Provide a balanced, broad education, with CDT, Music, PE, Drama and ICT being taught in addition to the main curriculum subjects of Mathematics, English, French, Science, Geography, History, and Religious Studies. Latin is introduced in year 5 and some boys pursue a two-year Scholarship or Common Entrance Greek course. General Studies lessons, current affairs discussions and quizzes, educational visits and talks from outside speakers broaden the academic experience and there are a number of opportunities for boys to get used to speaking in public (poetry recitations and speeches competitions).
- Give strong emphasis to the boys' spiritual, moral, social and cultural development. Division masters and mistresses play a crucial role in supporting the academic and pastoral programme. An atmosphere of trust and mutual respect enables every boy to perform to the best of his ability. We aim to develop boys' self-knowledge and self-confidence.
- Foster boys' self-esteem and personal responsibility, linked to respect for their needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the school community.
- Ensure equal opportunities in relation to gender, race, class, special needs, and belief.
- Value, respect and appreciate all cultures.
- Prepare boys for the opportunities, responsibilities and experiences of life away from Ludgrove, not only for their senior school, but also for adult life.

PSHCE

Throughout the school PSHE and Citizenship is an integral part of the school curriculum. As stated in the PSHE Policy, it is not taught in isolation and is the responsibility of all staff who come in to contact with the boys. The syllabus is delivered during division masters' period time and through subject teaching, assemblies, chapel services, charity/community involvement, outings, guest speakers, division and dormitory roles and responsibilities. The full boarding experience encourages loyalty, team spirit, acceptance of others and the value of doing something to the best of one's ability.

Trips and outings

A number of trips and expeditions take place each term and we try to expose the boys to a wide variety of cultural, musical and sporting opportunities.

Our Year 7 trip to France is always a huge success and the boys go to the Loire Valley and become completely immersed into French life. They produce a diary in French of their experiences and the trip provides them with valuable practice for their Common Entrance oral presentations.

There is a popular annual ski trip to Switzerland, a Geography trip to Devon and regular outings to museums, art galleries, the theatre and concerts are arranged. After Common Entrance, our leavers spend a week on Dartmoor and enjoy a variety of activities including climbing, caving, mountain biking and kayaking.

Special Educational Needs

The school has a trained SENCo, whose role is to support staff in identifying boys' difficulties and planning teaching strategies, to liaise with parents and outside agencies, to co-ordinate any extra help that may be required and to offer support to small groups in class. The department comprises three qualified teachers and two assistants. The department offers support in literacy and numeracy and will arrange assessments, where necessary, to determine a boy's strengths and weaknesses.

An individualised teaching programme is then devised, appropriate to the child's age and stage of development. Boys are withdrawn from non-core lessons on a rotational basis and, where possible, taught during rest periods and break times.

We work closely with specialists and professional agencies to ensure that boys' needs are met.

Assessment and reporting

Assessment is an essential part of the teaching process. Regular assessments are made of boys' work to establish a level of attainment and to inform future planning. Staff use assessment information to monitor the progress of individual pupils and the Headmasters use it to monitor how effective the teaching and curriculum is. Record-keeping and assessment procedures are defined in the Assessment Policy and in departmental handbooks, but briefly they comprise:

- Full reports on academic work, Art and Music sent out at the end of each term
- An order paper indicating academic achievement and effort sent to parents approximately every three weeks so that they can keep track of their son's progress.
- Formal parents' meetings once a year for each year group, but the headmasters and staff are available at other times.

Equal opportunities

We believe all boys at the school should have equal opportunities and equal access to the curriculum

Policy reviewed:	December 2008	By: Andrew Inglis, Headmaster
Next review:	December 2009	By: Andrew Inglis, Headmaster