

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 Senior School assessments and Common Entrance or Scholarship examinations to a variety of top Public Schools. We aim to realise the highest academic expectations for all the boys within the school and use a wide variety of techniques to achieve this.

Aims of the curriculum

- Create and maintain an exciting and stimulating learning environment in which pupils are inspired with a love of learning. We aim to give them skills and values that they will use throughout their lives. The pupils will be exposed to a broad curriculum that includes: CDT, Art, Ceramics, Music, PE, Drama and ICT. This is in addition to the main academic subjects of Mathematics, English, Science, Geography, French, History and Religious Studies. Latin is introduced in Year 5 and some boys pursue a two-year Scholarship or Common Entrance Greek course. Pupils in Year 5 and 6 also receive lessons in Assessment Preparation (AP). The AP course is designed to give boys the skills necessary to tackle the senior school assessments that they will have to undertake in Years 6 and 7. The course includes interview practice, logical thinking exercises and problem solving. The interview practice specifically avoids rehearsing answers but instead focuses on coping with a potentially demanding interview, whilst remaining honest and interesting. All schemes of work are drawn up by the relevant HODs and reviewed annually. They aim to give pupils an understanding of fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs
- To make sure the pupils acquire at least the appropriate level of speaking, listening, literacy and numeracy for their age.
- Prepare boys for assessment tests and entrance examinations to senior schools suited to their abilities and characters. The subject matter which we teach is relevant, inspiring and appropriate for the age and aptitudes of the boys. We seek to

challenge and stretch the academically more able boys in a variety of stimulating and imaginative ways.

- 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.
- Foster boys' self-esteem and personal responsibility. Facilitate considerate and positive relationships between all members of the school community.
- Ensure equal opportunities in relation to race, religion and belief, cultural background, linguistic background, sexual orientation, gender reassignment, SEN and disability in British society.
- Prepare boys for the opportunities, responsibilities and experiences of life away from Ludgrove, not only for their senior school, but also for adult life in a global society.

Teaching and learning

- We seek to provide the broadest possible education, to the highest degree of excellence, for all our pupils at all times. We endeavour to offer them the fullest opportunity to stretch the boundaries of their individual ability.
- ICT is a key part of the school's teaching strategy and is incorporated into lessons when appropriate. Teachers use Chrome Books, iPads, Surface Pros and interactive screens to enhance the pupils' learning experience whenever possible.
- Our teaching is directed at enabling boys to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects we teach.
- Our teachers are well qualified and passionate about their subjects and have outstanding knowledge in the subject areas that they teach. They also seek to make their subject relevant to the wider world outside Ludgrove.
- Lessons are well-planned and make full use of the excellent resources available. Short-term and long-term planning is monitored by HODs and the SMT.
- Throughout the school PSHEE and Citizenship is an integral part of the school curriculum. As stated in the PSHEE Policy, it is not taught in isolation and is the responsibility of all staff who come into contact with the boys; the policy reflects the school's aims and ethos and encourages respect for all in society. 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. (Please see the PSHEE policy).

- Boys' work is marked promptly and with appropriate feedback and encouragement. Work scrutiny occurs both on a departmental level and by the SMT on at least an annual basis.
- 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. These include a French trip in Year 7, a Geography fieldwork trip in Year 7, a Year 8 trip to Wales, an annual ski trip, a bi-annual cricket tour and regular outings to museums, art galleries, theatres and concerts.
- The school invites speakers to come and talk to the boys on a huge range of topics and these lectures run throughout the academic year. They are designed to inspire and challenge the boys in diverse and interesting ways.
- To provide appropriate careers guidance for pupils receiving secondary education (in years 7 and 8) which is delivered through division master's periods and PSHEE lessons. Visiting lecturers also discuss possible career choices and these have recently included engineering, writing, armed forces and sport.
- The school has a qualified SENDCo, 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 and on a one-to-one basis. The department offers support in literacy and numeracy and will arrange assessments, where necessary, to determine a boy's strengths and weaknesses. An individual teaching program is then devised, appropriate to the child's age and stage of development.
- All boys undergo CAT (Cognitive Abilities Test) standardised testing on a yearly basis as well as further testing in both Mathematics and English. These tests draw attention to specific areas of strength and weakness. All standardised scores are recorded on the school database and are accessible to all staff to help in their lesson planning and in gaining a fuller understanding of their pupils' abilities.
- 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 Headmaster uses 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 and individual Music sent out at the end of each term.
 - An order paper indicating academic achievement and effort is 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 Headmaster and staff are available at other times.
- The teaching and learning within the school is specifically tailored to avoid radicalisation among the pupils and all staff are aware of the latest Prevent guidelines issued in 2015 and have received appropriate training.
 - If a child has an EHC plan then the school will try to meet the requirements of the plan to enable the child to flourish. The school will consult with the relevant medical staff and authorities to make sure the best possible provision is made.

Reviewed by GWM May 2022