



# Curriculum Policy

Current 2009

## **LANCASTER GIRLS' GRAMMAR SCHOOL CURRICULUM POLICY**

### **Introduction**

Lancaster Girls' Grammar School seeks to provide a broad and balanced education based on the values of courtesy, care and respect for others. The curriculum is seen as a means to provide a stimulating working environment where innovation, flexibility and imagination play important roles. We encourage the development of students' individual talents and abilities as far as possible. Specifically, the curriculum gives students experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

The curriculum is continually being monitored and developed to ensure that it meets the needs of our students, satisfies legal requirements and provides sufficient depth to challenge our most able students. In this respect, extra-curricular activities are seen as having a significant importance.

We evaluate what we teach, the ways in which we teach and those in which children learn. Teaching enables students to acquire new knowledge, to learn and to make progress according to their ability so that they increase their understanding and develop their skills. All students acquire appropriate skills in speaking and listening, literacy and numeracy.

We seek to foster in our students the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn for themselves.

### **School Aims**

The Curriculum at LGGS is designed to underpin the aims of the school:

- provide a stimulating and supportive environment where individual needs and abilities are recognised and all are encouraged to develop to their full potential
- provide opportunities for intellectual, physical, spiritual and cultural growth in preparation for adult life
- encourage each pupil to take responsibility for her own learning, personal development and physical health throughout life
- encourage self-esteem, self-awareness and self-confidence
- encourage students to form positive relationships and to communicate effectively with other people
- encourage respect for other people's feelings, values, beliefs and property
- encourage students to participate fully in the local, European and global community
- celebrate achievement and effort at all levels and in all areas
- assist each pupil to develop technological awareness and understanding

## **Curriculum Development**

The needs of LGGS' students underpins all curriculum development. Where change is externally driven (e.g. examination syllabus change), the option best suited to these needs will be chosen. In other areas of curriculum development, parental and student input will be sort through consultation. Parental surveys will also give an opportunity for critical analysis of current provision. Where change is deemed necessary, it will only take place within a sensible time scale, allowing thorough planning to occur.

With the exception of Technology, Key Stage 3 is three years and key Stage 4 is two years. For Technology this situation is reversed. Consideration will continue to be given as to the appropriate split for other subjects, and the situation will be reviewed annually.

## **Options**

Option choices are available to girls at a number of points during their school career. On each of these occasions, documentation and guidance will be made available to ensure that all students' choices support their future plans and aspirations. In the case of students joining the Sixth Form from other schools, option advice will be given during an arranged meeting with a senior member of staff in the Spring term. LGGS will seek to provide a timetable which matches these option choices for all students.

## **Scheduled enrichment**

It is expected that the delivered curriculum will be enhanced by days/sessions when students are taken off timetable for enrichment purposes. This may include language immersion days, health issues, themed lectures, etc. Planning for these days will take into account which subjects are missed, so that the normal curriculum pattern is not significantly distorted.

## **Extra-curricular Activities**

LGGS recognises the importance of extra-curricular activities in supporting students' learning and also providing enrichment of provision. As a general rule, broadening and deepening of student experience is seen as preferred to early entry in examination subjects. The extra-curricular provision will:

- support the curricular provision through revision and mentoring sessions
- broaden experience in examination subjects (foreign exchanges, field trips, theatre visits, etc)
- give an opportunity to study examination subjects not otherwise provided within the timetable (e.g. critical thinking, psychology)
- support other awards (Duke of Edinburgh, Sports Leader, Food Hygiene, etc)
- underpin the House structure (Junior Drama, Music festival, etc)
- provide stimulating clubs and activities (karate, fencing, running, dance, Faulkes telescope, choir/orchestra/band, etc)
- provide the freedom for students to take responsibility for organising activities for other students (dance, drama, music, sport, etc)

A 'club and activities' booklet will be produced termly to inform girls of the many opportunities available.

### **Specialisms**

LGGS is proud of its status as a Language College, a Technology College, a Leading Edge school and a High Performing Secondary School. The specialisms are very important and influence the curriculum delivery.

A modern foreign language GCSE is compulsory for all students, and girls who have a different or alternate mother tongue are encouraged to take a GCSE in that language. Language immersion days are built into the school year, as is a week of International activities. A wide variety of foreign exchanges and visits is promoted.

Technology is a compulsory GCSE. There are many Science and Mathematics related activities. A Science week, including lectures by distinguished academics, occurs every three years.

Science, Mathematics and modern foreign languages are amongst the most popular Sixth Form subjects. SLT will continue to promote these subjects as choices for the Sixth Form welcomed by Higher Education.

### **Citizenship**

Citizenship is an important aspect of the curriculum and is taught to all years in the school. In year 7, girls study the local community and their place within the school and society. In year 8, issues such as stereotyping and racism in the wider community are considered, and girls are encouraged to become active citizens. Year 9 considers Human Rights and UK government at both local and national levels.

In years 10 and 11, there is a broader programme delivered through both Citizenship and PSHE lessons, which aims to prepare girls for life. This includes Health Issues, careers and aspects of religion.

In years 12 and 13, the focus shifts to College and University provision.

There are several full days during the year devoted to specific Citizenship issues affecting a particular year group, and health and sex education is taught to relevant age groups.

### **Sex Education**

Sex Education is provided as part of a wider Health Education programme, through Citizenship work, Personal & Social Education and General Studies, as well as through NC subjects. Sex Education is delivered by a wide variety of methods reflecting the concerns and ages of the pupils involved. As with all health-related issues, we encourage open discussion. The aim is to complement the work of parents in helping children to cope with the physical and emotional aspects of growing up and with the responsibility that sexual maturity brings. The Governors have a written statement on

their policy for the provision of Sex Education and the materials used in teaching are available for inspection. By law, parents have the right to withdraw their children from Sex Education classes.

(see the separate policy on Sex Education – last updated 2007)

### The Curriculum 2008-2009 : Key Stage 3

#### Year 7

Subject	Ar	Ci	Dm	En	Fr	Gg	Hi	It	Ma	Mu	Pe	Rs	Sc	Te	Total=	5
No. of ½ hour periods	2	2	1	5	5	4	4	2	6	2	5	2	6	4		

#### Year 8

Subject	Ar	Ci	Dm	En	Fr	Gg	Hi	It	La2	Ma	Mu	Pe	Rs	Sc	Te	Total=	5
No. of ½ hour periods	2	2	1	6	4	2	2	2	4	6	2	5	2	6	4		

La2 Second Language - German or Spanish

#### Year 9

Subject	Ar	Ci	Dm	En	Fr	Gg	Hi	It	La2	Ma	Mu	Pe	Rs	Sc	Te	Total=	50
No. of ½ hour periods	2	2	1	6	4	2	2	2	4	6	2	5	2	6	4		

Almost all lessons in Key Stage 3 are 1 hour long.

### The Curriculum 2008-2009 : Key Stage 4

#### Year 10

<b>Core</b>	En	Ma	Sc	Pe	PSE (Ca, Rs)		Ci								Total=	25	
	5	5	10	3	1		1										
<b>Options</b>	<u>Group1</u>		<u>Group2</u>		<u>Group3</u>		<u>Group4</u>		<u>Group5</u>							Total=	25
	Ar		Ar		Ar		Fr		Ge								
	El		Fr		Dm		Ge		Hi								
	Fo		Gg		El		It		Rs								
	It		Hi		Gg		Pd		Sp								
	Pd		It		Hi		Sp										
			Mu														

#### Year 11

<b>Core</b>	En	Ma	Sc	Pe	PSE (Ca, Ca, Rs)		Ci								Total=	30	
	6	6	12	3	2		1										
<b>Options</b>	<u>Group1</u>		<u>Group2</u>		<u>Group3</u>		<u>Group4</u>		<u>Group5</u>								
	Ar		Fr		Fr		Ar		Ar								
	El		Ge		Gg		Dm		El								
	Fo		Gg		Hi		El		Fr								
	Gg		Hi		It		Hi		Ge								
	It		Sp		Rs		It		Mu								

Total=20 Pd

Pd

Sp

All lessons in Key Stage 4 are 1 hour long.

The Curriculum 2008-2009 : Key Stage 5

**Year 12 - Option Groups**

<b><u>Group1</u></b>	<b><u>Group2</u></b>	<b><u>Group3</u></b>	<b><u>Group4</u></b>	<b><u>Group5</u></b>
Ar	Ch	Bi	Bi	Ar
Bi	Dt	Bi	Bs	Bi
Ch	En	Bs	Ch	En
Fr	Gg	Ch	En	Hi
Gg	Ge	Fr	En	Ma
Hi	It	Hi	It	Ma
Mu	Me	Pe	Mf	Ma
Ps	Sp	Ph	Ph	Ma
Rs	Te		Ps	Me
Rs			Th	

Students may select one subject from each group.

Subject	Ar	Bi	Bs	Ch	Dt	En	Fr	Gg	Ge	Hi	It	Ma	Mf
No. of Sets	2	5	2	4	1	4	2	2	1	3	2	4	1
Subject	Me	Mu	Pe	Ph	Ps	Rs	Sp	Te	Th				
No. of Sets	2	1	1	2	2	2	1	1	1			Total=	46

**Year 13 - Option Groups**

<b><u>Group1</u></b>	<b><u>Group2</u></b>	<b><u>Group3</u></b>	<b><u>Group4</u></b>	<b><u>Group5</u></b>
Bi	Ar	Bi	Ar	Bi
Bs	Bi	Ch	Bi	Bs
Gg	En	Ch	Ch	Ch
Ge	Hi	En	Fr	Dt
Hi	Ma	Fr	Gg	En
Mf	Ma	It	Hi	En
Sp	Ma	Me	Me	Mu
	Ma	Ph	Pe	Ph
		Ps	Rs	Ps
				Rs
				Te
				Th

Subject	Ar	Bi	Bs	Ch	Dt	En	Fr	Gg	Ge	Hi	It	Ma	Mf
No. of Sets	2	5	2	4	1	4	2	2	1	3	1	4	1