



Lichfield Cathedral School

CURRICULUM POLICY (including EYFS)

Aims

Lichfield Cathedral School aims to:

- ensure that pupils develop the essential literacy and numeracy skills;
- provide pupils with a full and rounded entitlement to learning;
- foster pupils' creativity and develop essential skills, including learning skills;
- promote a healthy lifestyle;
- inspire pupils to a commitment to learning which will last a lifetime;
- promote high standards in all learning and teaching.

The School's curriculum complies with statutory requirements and takes account of the general requirements of the National Curriculum and EYFS framework but, as an independent school, retains the right to develop aspects of the curriculum as it sees fit. GCSE and GCE courses are selected by Heads of Department in consultation with the Head.

The curriculum is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of our pupils and of society and prepares our pupils for the opportunities, responsibilities and experiences of adult life. We aim to provide pupils with the skills to become leaders within Society.

Pupils are expected to acquire good skills in speaking and listening, literacy and numeracy.

Personal, social, health and citizenship education reflecting the school's aims and ethos is provided for all pupils.

Religious education is also provided for all pupils in line with the Christian foundation of the school. Currently, all pupils are expected to take a GCSE in RE.

Appropriate careers advice and guidance is provided.

Appropriate programmes of activity, in line with the EYFS Framework, are provided for children aged 3-5

A comprehensive programme of enterprise and higher education guidance exist for pupils in the senior school and Sixth Form.

Equal Opportunities

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of gender, race, disability, religion or belief.

Disability

In accordance with statutory requirements, the School aims to make the curriculum accessible to all pupils as far as is reasonably practicable. However, the historic status of the building precludes many structural changes. The School has an **Accessibility Plan** which is available to parents on request.



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Differentiation

A variety of teaching and learning methods and materials are used in all courses to suit pupils' particular needs. Staff receive training regarding differentiation. Teaching staff work in conjunction with the Learning Support Department to create differentiated activities and whole staff INSET on differentiation is undertaken as paired/peer training activities.

Subjects Offered

Early Years Foundation Stage

The Early Years Foundation Stage Framework underpins the curriculum for children aged three to five years. Learning and teaching in the Early Years Foundation Stage is planned around half-termly topics and the children take part in a range of activities, which are balanced between adult lead and child-initiated opportunities.

As children progress through the Early Years Foundation Stage, they work towards achieving the Early Learning Goals, which cover seven areas of learning and provide a solid foundation for later achievement. The areas of learning are divided into Prime and Specific areas. The Prime areas are Personal, Social and Emotional Development, Communication and Language and Physical Development. These areas are fundamental, work together, and move through to support development in all other areas. The Specific areas of Literacy, Mathematics, Understanding the World and Expressive Arts and Design and include essential skills and knowledge for children to participate successfully in society.

Key Stage 1

The full range of National Curriculum subjects is provided for all pupils. There is specialist teaching in music, PE, languages and dance.

Key Stage 2

The full range of National Curriculum subjects is provided for all pupils. There is specialist teaching from Year 3 in music, French, Games, and Latin is taught from Year 5. All subjects are taught by specialist teachers from Year 5 as much as is practical to do so.

Key Stage 3

Subjects offered are English, mathematics, dual science, French and Spanish, German or Latin (choice in Y7), history, geography, PE & Games, religious studies, ICT, music, art, DT and drama.

Key Stage 4/GCSE courses

Subjects offered for GCSE include English language and literature, mathematics, dual and triple science, French, Spanish, German, history, geography, PE, religious studies, ICT, business studies, music, art, design technology and drama.

Option System

English, mathematics, dual science, religious studies and one foreign language are compulsory. In order to provide a worthwhile programme of study for those with learning needs, individuals may be disapplied following agreement between the Director of Studies, the Learning Support Department, parents and pupil. (See below). All other subjects above are provided in an option block system. This system is reviewed each year in order to provide the maximum possible choice for students. In some cases, pupils take additional GCSEs (e.g. other language GCSEs have been taken by pupils who are bilingual) or take GCSEs early (e.g. a pupil took GCSE mathematics in 2014 achieving an A* grade).



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Key Stage 5/A Level courses

A minimum of six GCSEs at Grades A*-C, or an average of five Grade Bs, is required to join the Sixth Form, with A or B Grades required in the subjects to be followed at A Level. For pupils progressing from Year 11 at Lichfield Cathedral School into the Sixth Form, a minimum of five GCSEs at Grades A*-C are required.

Subjects offered for GCE include: art and design, biology, business studies, chemistry, computer science, drama and theatre, economics, English language, English literature, French, geography, German, government and politics, history, information and communication technology, computer science, mathematics, further mathematics, music, music technology, philosophy and ethics, physics, product design, psychology and Spanish.

Students also have the opportunity to complete the Extended Project Qualification (EPQ).

Disapplication

The School responds to individual needs by modifying curricular programmes at all Key Stages, to:

- allow a pupil to participate in extended work-related learning;
- allow a pupil with individual strengths to emphasise a particular curriculum area; and
- allow a pupil making significantly less progress than other pupils of his/her age to consolidate his/her learning and progress across the curriculum.

Decisions about any of the above will only be made after discussion with the pupil and parent, the Learning Support Department, the Form Teacher and the relevant Head of Year.

Religious Education

Religious Education is provided for all pupils and, as this is a school with a strong Christian character, the expectation is that all will participate fully and take a GCSE in RE.

Collective Worship

The **Collective Worship Policy** should be read in conjunction with this policy.

All pupils are expected to take part in daily collective worship. The worship is of a broadly Christian character and often reflects the Anglican foundation of our school. Material from other faiths may be used from time to time when appropriate.

The School has a programme of collective worship involving some whole-School assemblies and year-group assemblies. It is fortunate to have a chapel on-site and also the Cathedral. Both of these places of worship are used by children from Year 5 upwards every week. On special occasions some of the younger children from the Longdon site come to services in the Cathedral.

Sex Education

The school provides sex education in the basic curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life.

A full statement of the school's **sex education policy** is available to parents. It has regard for the government's guidance in Sex and Relationship Education Guidance (0116/2000) and the Education Act 1996.



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Political Education

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses such as history, PSHE and citizenship, and are presented in a balanced manner. The school delivers information on the PREVENT strategy and Fundamental British Values via the PSHE curriculum and, where appropriate, cross-curricular.

PE and Games

All pupils are expected to take part in the school's Physical Education and Games programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school. The School provides careful supervision for those not able to take part in games activities.

Co-Curricular Activities

The School has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. All staff run co-curricular clubs after school and a wide variety of options are available from astronomy to cookery. Musical activities feature strongly and the School provides boarding facilities and education for the cathedral choristers. There are a significant number of choirs and instrumental groups that perform at an increasing number of venues. The boy and girl choristers sing services in the Cathedral on five days each week and also regularly take part in concerts, recordings and special services. Special arrangements exist that allow them to fulfil this demanding role without it adversely affecting their school work. Drama and sport also offer plenty of opportunities for children to participate at a variety of levels. Details of co-curricular activities are available from the co-curricular coordinator and are communicated to pupils and parents on a termly basis. The school also runs the Duke of Edinburgh Award for pupils in Year 10 and above.

Homework

Homework is set each week for all children from Year 1 upwards. The amount and the range of subjects increase with the age of the children and care is taken to check that the work is challenging but not excessively onerous. The details are set out in the Homework Policy document.

Special Educational Needs

The School has a strong Learning Support Department and a clear policy about how children are identified as having special needs and the kind of support offered. The School will determine the appropriate academic courses and management strategies for each child in consultation with the parents. If a child has significant special needs the School may discuss with parents the possibility of referring him or her for specialist assessments. This may lead to the creation of a Statement of Special Educational Needs. Statements are designed to give recognition to the needs of a child and to offer protection through carefully designed programmes and, in some cases, extra specialist support.

Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's subject or form tutor.

If the issue is not resolved parents should make an official complaint in writing to the Head in line with the School's **Complaints Policy**.



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Monitoring and Review

The Head will report to the Governing Body's Education Committee on the progress of the policy and will recommend any changes, after consultation with the Leadership group, on an annual basis.

Publication

This policy will be published on the website for pupils, parents and staff, and copies are available on request from the School Office.

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Doc name	Curriculum Policy (including EYFS)
Author	Head
Version	3.5
Circulation	Public document
Last updated	January 2016