

QUEEN ELIZABETH GRAMMAR SCHOOL CURRICULUM POLICY

The school's academic aim is to fulfil an individual's intellectual potential within an inspirational and distinctively boy-centred learning environment. (See Appendix) Our teaching is tailored to try and get the very best out of bright boys. It seeks to play to their innate strengths whilst scaffolding weaknesses. Lessons are characteristically designed to be transitive, well-paced and founded on excellent subject knowledge.

In order to fulfil this aim, pupils in Years 7-11 will be given experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education through the core and extended curriculum. Pupils acquire skills in speaking and listening, literacy and numeracy through the core curriculum.

All pupils in Years 7-11 follow a core curriculum of English, Mathematics, and (until Year 9) Sciences and a Modern Foreign Language. They develop their physical skills through Games and PE. In addition, all boys are involved in QEGS Enrichment & Development (QED - see below), and PSHE.

The curriculum is devised to be accessible to all and does not discriminate against pupils contrary to Part 6 of the Equality Act 2010. We endeavour at all times to make appropriate and individual adjustments to educate pupils according to need, so that all students, including those with exceptional ability and those with particular learning needs, make progress in line with their academic potential. Subject matter appropriate for the ages and aptitudes of all pupils is provided through departmental schemes of work. Departmental teaching programmes are designed so that all pupils, including those who are exceptionally able or have a statement or EHC plan, or are identified as having a special need, or have English as a second language, have the opportunity to learn and make progress. Learning and progress are monitored and recorded regularly through the school reporting and grading assessment procedures. All pupils who have a special educational need are given further support, delivered by a specialist SEND team. Statemented pupils or pupils with EHC plans are in receipt of an Individual Education Plan, which ensures that their education fulfils the requirements of the Statement or EHC plan.

Fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are actively promoted throughout the school, both in assemblies, form tutor time, and across the general academic curriculum, as well as in the PSHE programme. We actively encourage respect for other people and pay particular regard to the protected characteristics set out in the 2010 Act. The school does not discriminate between pupils because of any form of disability, race, colour or ethnicity, religion, belief or the lack thereof, or because of sexual orientation (including transgender). We strive to fulfil our second stated aim of encouraging students to develop high moral standards of personal behaviour, and qualities of tolerance, altruism and understanding of others both in school and within the wider community, by working with our parents and by insisting on these qualities in all aspects of school life, both within the classroom and beyond.

The curriculum, as well as the extended curriculum, including PSHE and form tutor time, aims to prepare pupils for the opportunities and responsibilities of adult life, developing a range of character attributes such as resilience and tenacity, so that the pupils' experience of school provides an effective preparation for the experiences of life in British society and beyond. A wealth of enrichment opportunities exists to stretch the most able and arouse the curiosity of all. These include numerous fieldtrips, weekly clubs and many enrichment activities.

In Years 9-11, careers guidance is provided as part of the PSHE programme. In the 6th Form, careers and specialist UCAS guidance is offered to all pupils. The careers programme is presented impartially and provides students with an informed approach to their post-16 and post-18 options. The programme encourages all to become aware of their strengths, skills, interests and potential, and how these relate to the world of work. We avoid all gender-based stereotyping of careers with regard to boys' future place in the world of work. The importance and value of work experience is highlighted, with opportunities for a wide range of experience promoted from Year 11 onwards, and particularly to 6th form students.

KS3 (Year 7-9)

The core curriculum consists of English, mathematics, three separate sciences (biology, chemistry and physics), French, geography, history, religion philosophy and ethics (RPE), art, music, drama, and design technology. This broad grounding is further complemented by courses in PE, PSHE and QED. In Year 7, Digital Skills are delivered as a separate subject before being embedded across the curriculum in Years 8 & 9.

Linguistically, all pupils in Year 7 & 8 study Latin. In Year 8, everyone can study a second modern foreign language (German or Spanish) in addition to French. In Year 9, pupils then opt for two choices from French, Latin or Spanish/German.

KS4 (Years 10-11)

Pupils will normally sit nine GCSEs, which will include mathematics, English Language, English Literature, and at least one science or the Combined Science (Trilogy) option (2 choices). A modern foreign language (usually French) is optional, though a significant percentage of our boys continue to opt to study a modern language. In addition to these core subjects, pupils in Years 10 and 11 sit three or four further subjects chosen from a list of twelve. Thus there is the flexibility for boys to play to their strengths whether it be triple science, languages, the humanities or the creative arts. Some add Greek, Photography or Further Mathematics as an extra GCSE qualification. There are further opportunities to develop independent learning skills through Study Skills lessons alongside PSHE, PE and QED.

Sixth Form (Years 12-13)

The 6th Form caters for students aged 16-19 and a programme of activities appropriate to their needs is provided. A number of subjects are taught jointly with our sister school WGHS. Careers and University Entrance guidance is offered to all pupils. Senior Games runs concurrently with QED on Wednesday afternoons.

Students in Sixth Form normally take three A levels. In addition, there is provision for Personal, Social and Health Education as well as the school's QED enrichment programme. All students are also expected to undertake the EPQ qualification, to provide extra stretch complemented by a number of academic societies and specialist support (eg LNAT, BMAT and other Admissions Tests, and Oxford & Cambridge applications).

QED (QEGS Enrichment & Development)

QED is designed to add that vital edge to boys' academic diet. Top universities and employers look for high grades but also for sparks of creativity, resilience, teamwork and leadership; QED is designed explicitly to foster these.

Every boy at QEGS is involved in QED on Wednesday afternoons. They choose from a menu of about 100 activities (see separate brochure).

Each QED activity consists of a 7 week block. During the academic year boys will be able to take part in up to five different QED activities thus customising a small part of their timetable. Q1 commences near the start of the Autumn Term, with Q2, Q3, Q4 and Q5 running through the remainder of the academic year.

QED, in addition to our other extra-curricular provision, means that we are confident that our third stated aim of encouraging participation in a wide array of extra-curricular opportunities is fulfilled. Boys are able to find their niche, and develop self-confidence and their personal skills, such as leadership, teamwork and tenacity in myriad ways. QED is an integral aspect of our provision which we know our boys love.

APPENDIX

Boy-centred Learning

Summary of Research:

- *Boys are more spatial and visual learners (while girls are more verbal/auditory learners);*
- *Boys' pre-frontal cortex (decision making, reading, writing and word production) is less developed than girls of the same age;*
- *Boys tend to be more impulsive risk takers;*
- *Boys will 'zone out' more easily and more frequently—they require more "neural rest breaks";*
- *Movement between the right and left brain hemispheres is generally weaker in boys; thus, boys are better with smaller chunks of information, are more singular task oriented, and more interested in projects;*
- *Teacher-centred classrooms tend to be difficult for most boys (i.e. prolonged lecturing, note-taking, quiet studying);*
- *Boys are extremely relational in their approach to learning;*
- *Traditionally, challenging subject matter includes literacy (reading and organizational and homework skills are generally weak; and writing), modern languages, art, and drama.*

“Transitivity”

The key idea in terms of teaching and learning is the notion of **transitivity**. This means taking one aspect of classroom experience (e.g. games playing) and transferring that enthusiasm into some other aspect of learning. Boys will 'carry over' the generated enthusiasm. In addition, concepts such as **relational learning** (responding personally to a teacher) sit alongside more familiar concepts such as an **active classroom environment**.

Active Classroom Environment	<i>Practicals, debate, opportunities for presentations & group learning, use of digital technologies, quizzes, competitions, spot-checks on learning, pace, visual stimuli ...</i>
Relational Learning	<i>Nurturing teaching style; mutual respect. Engineer opportunities for boys to find successes to instil intrinsic motivation and academic curiosity for the subject.</i>
Transitivity	<i>Activities which excite enthusiasm (a pedagogical 'hook') subsequently channelled into more traditional learning methodologies.</i>