



TORQUAY BOYS' GRAMMAR SCHOOL

Curriculum Policy

(Reviewed by Governors' Teaching and Learning Committee 9th January 2023)

The Aims of the Curriculum

Torquay Boys' Grammar School (TBGS) is a progressive grammar school which aims to maintain high academic standards within a caring environment. We believe that the aims of the curriculum should focus on the qualities, knowledge and skills learners need to succeed in school and beyond. The curriculum should:

- Enable students to enjoy learning for its own sake, to develop their creative talents and to fulfil their intellectual potential.
- Provide individuals with the knowledge and skills to respond to a changing world with confidence and humility.
- Encourage students to be reflective, open-minded and principled, so that they can make a positive contribution to their community and the wider world.

1. Curriculum Intent

In order to achieve the aims outlined above we have designed a curriculum with the following characteristics:

- **Breadth** - To provide the opportunity for students to gain knowledge, understanding of concepts, and the development of skills and attitudes, through curriculum provision that embraces experience in the areas of the aesthetic, the creative, the human and social, linguistic and literary, moral and spiritual, mathematical, physical, scientific and technological.
- **Balance** - Each area will be given appropriate attention both through timetabled provision and through extra-curricular activities. As students



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progress through the school, learning more about themselves and their world, they will be given increasing opportunities to specialise in subjects which particularly engage them or are integral to their career plans.

- **Coherence** - The curriculum is planned as a whole, utilising opportunities to develop skills in literacy, numeracy, decision-making and information and communications technology across the curriculum.
- **Relevance** - The curriculum builds on prior learning and seeks to promote the skills of independent learning alongside the habit of independence of thought and a questioning approach which challenges ignorance and prejudice. The curriculum should also be relevant to the world at large, reflecting the core British values of democracy, individual liberty, the rule of law, mutual respect and tolerance and providing careers advice and guidance throughout a student's time at TBGS.
- **Differentiation** - The curriculum should be matched to each student's ability to ensure appropriate challenge as the foundation for effective learning. We recognise our responsibility to support, challenge and enrich all of our students, providing opportunities to achieve their academic potential in public examinations but also to extend their learning beyond these parameters, where appropriate.
- **Progression** - This is achieved through ensuring that learning is planned sequentially in order to build on previous experience and with a clear focus on future learning needs. To promote life-long learning the curriculum aims to develop students' sense of self-worth, resilience and flexibility.

2. Curriculum Implementation



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The School operates a two-week timetable. There are five periods per day, each of which last for 60 minutes. There are 50 periods in each timetable cycle.

Each morning has a 20-minute registration and tutorial slot, during which students attend whole school and house assemblies in a weekly cycle.

- In addition to the formal taught curriculum, an extensive range of extra-curricular clubs and subject enrichment activities and trips and visits are offered to all students.
- Spiritual, Moral, Social and Cultural (SMSC) development is promoted through positive personal interactions, the house system, assemblies and through the curriculum, especially the Personal, Social & Health Education (PSHE) curriculum.
- PSHE, including Citizenship, Sex Education and Religious Education, is taught throughout Years 7-11 predominantly in Philosophy & Applied Ethics lessons. Where necessary, occasional enrichment days supplement these lessons.
- Careers Education is taught in both continuing and blocked units throughout Key Stages 3 & 4 and is explained in more detail in the Careers Education and Guidance Policy; we aspire to meet and sustain the Gatsby benchmarks for Careers Education.
- Most lessons are taught in mixed ability groups within the context of our academically selective intake with the exception of Mathematics.
- The provision of subjects at all Key Stages is reviewed annually. Any issues relating to curriculum implementation are discussed at the Governors' Curriculum Committee.



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Key Stage 3

- During Key Stage 3 (Years 7, 8 & 9) students at TBGS study a broad and balanced curriculum comprising the following subjects: Art and Design, Computing, Design and Technology, English, Geography, History, Mathematics, Modern Foreign Languages, Music, Philosophy & Applied Ethics, Physical Education and Science.
- In Year 7 students study Spanish.
- In Year 8 students must choose a second language which is either German or Mandarin Chinese.
- In Year 9 students begin the transition to Key Stage 4 and subjects incorporate GCSE-level material in order to provide stretch and challenge.

Key Stage 4

- The curriculum remains broad at Key Stage 4 (Years 10 & 11). The core subjects studied by all students are: English Language and Literature, Mathematics, a Modern Foreign Language, Science (students will either study Physics, Chemistry and Biology as 3 separate sciences or a Combined Science course which incorporates these three sciences within a qualification equivalent to 2 GCSEs), Religious Studies and Physical Education.
- Students must continue to study one of the two languages they chose in Key Stage 3.



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- Additionally, all pupils must study two other subjects chosen from: History, Geography, Art, Music, Media Studies, Physical Education, Design & Technology, Computing and the second language studied at KS3.

Sixth Form (Key Stage 5)

Girls as well as boys are eligible for admission into the Sixth Form, but girls may only be enrolled for the International Baccalaureate Diploma Programme. Boys may choose either the Advanced Level curriculum or the International Baccalaureate Diploma.

Advanced Level:

Students may choose THREE or FOUR A Levels, each of which is allocated up to five one-hour periods per week. These are chosen from the following list:

- | | |
|-----------------------|-----------------------|
| • Art | • Geography |
| • Biology | • History |
| • Business Studies | • Mathematics |
| • Chemistry | • Further Mathematics |
| • Computer Science | • Film Studies |
| • Design & Technology | • Music |
| • Economics | • Physical Education |
| • English | • Physics |
| • French | • Philosophy |

They are also expected to choose a further option from the following list to complement and enrich their studies (compulsory if only studying 3 A Levels):

- AS Ancient History



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- AS Further Mathematics
- AS Music
- Extended Project (½ A Level)
- Gold Duke of Edinburgh Award

These options require a time commitment of at least one hour per week. Time permitting, students may choose more than one of these options. All students also have the opportunity to engage in organised or self-directed physical education.

International Baccalaureate Diploma

All students must choose THREE Higher level subjects, each of which is allocated four one-hour periods per week, and THREE standard level subjects, each of which is allocated five one-hour periods per fortnight. These are chosen from the following list:

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|----------------------|--------------------|
| • Biology | • Japanese |
| • Chemistry | • Literature |
| • Computer Science | • Mandarin Chinese |
| • Economics | • Mathematics |
| • English Literature | • Music |
| • French | • Physics |
| • Geography | • Philosophy |
| • German | • Spanish |
| • Global Politics | • Visual Art |
| • History | |



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They must also undertake the common core of Theory of Knowledge, Extended Essay and Creativity, Action, Service. All students also have the opportunity to engage in organised or self-directed physical education.

There is an expectation that, whichever options students select, they will facilitate progression to a Higher Education course, apprenticeship or employment.

Adapting the curriculum for individual students

The Deputy Headmaster (Teaching & Learning) may exercise discretion to vary the curriculum for individual students. Any requests relating to an adaptation of a student's curriculum must be made in writing. The Headmaster will make the final decision regarding any appeals in this respect.

3. Curriculum impact:

The impact of our curriculum is assessed by considering:

- External examination results at the end of Key Stages 4 & 5, comparing outcomes of individual students with their targets as well as comparing the grade profile of the whole cohort and of individual subjects with similar schools nationally.
- The range and variety of extra-curricular and enrichment activities and students' participation in them.
- Retention of students from Key Stage 4 to Key Stage 5 and within Key Stage 5.
- The numbers of students applying to join the School in Year 7 and Year 12.
- The proportion of students who are able to choose the courses they want to at Key Stages 4 & 5.



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- The destinations of our leavers at Year 11 and Year 13.
- Periodic reviews of individual subjects and the PSHE programme.

If parents/carers require any further information about the curriculum they should contact the Deputy Headteacher (Teaching & Learning), Mrs S. Godfrey, on sgodfrey@tbgs.torbay.sch.uk

Complaints Procedure

If a parent/carer feels that the school is failing to comply with its legal requirements as to the curriculum or is unreasonable in the way that it complies with them and the matter cannot be resolved through informal communication, he/she can make a formal complaint, by using the school's Complaints Procedure.

'TBGS's commitment to equality and diversity means that this policy has been screened in relation to the use of gender-neutral language, jargon-free plain English, recognition of the needs of people with disability, promotion of the positive duty in relation to race and disability and avoidance of stereotypes.'

This document is available in alternative formats on request.'