Curriculum Policy

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Freemen's Curriculum Policy

Aim

The City of London Freemen's School Curriculum aim is to ensure that all pupils should make progress and graduate having developed our nine Characteristics via what is known as the Freemen's Pathway. The Freemen's Pathway is a curriculum model that supports explicit development of Characteristics via the four pillars of our Academic, Co-Curriculum, Pastoral and House systems.
These Characteristics are:

- To **LEARN**: "I am a fulfilled, self-disciplined and resilient learner."
- To **LEAD**: "I am a principled, empathetic and self-confident leader."
- To **MAKE A DIFFERENCE**: "I am a respectful and kind, compassionate and environmentally aware citizen."

We do this for the following reasons:

Fulfilled: A love of learning drives someone to keep on learning when the going gets tough and no extrinsic rewards are available. It can also minimise performance anxiety.
Self-disciplined: Universities and employers need low-maintenance pupils and employees who will get on with the task in hand and be accountable to their own high standards.
Resilient: Because the challenges of the modern world are complex and unpredictable in equal measure, the most valuable learners will be those who "know what to do when they don't know what to do".

Principled: Intelligent and able leadership isn't enough to make the world a better place. Without a moral compass, the best leaders have the potential to become the worst.
Empathetic: Leaders are often different in outlook from those whom they lead; increasingly, their teams are on the other side of the world. Decisions uninformed by empathy are likely to alienate rather than motivate.
Self-confident: In a world of unprecedented complexity, leaders need to believe that they can indeed change things for the better and not be deflected by fear of failure.

Respectful and kind: In a global economy, relationships increasingly need to be built on mutual respect rather than on cultural similarities. In a digital world that

too often defaults to abuse and polarisation, respect and kindness have never been needed more.
Compassionate: A Freemen's education is a rare privilege: we believe that our pupils have a responsibility to use it for the general good as well as for personal benefit.
Environmentally aware: The Freemen's pupils of today need to work out how humankind- beginning with them as an individual- can continue to flourish in the face of climate change and diminishing resources.

The Academic Curriculum

All pupils of compulsory school age receive a full-time education which encompasses mathematical, linguistic, technological, human and social, physical and creative aspects as part of their academic curriculum. At all levels, the academic curriculum provides the opportunity for pupils to acquire skills in speaking and listening, literacy and numeracy; these are further developed in other subjects.

We reserve the right to organise the academic curriculum and its delivery in a way which, in the professional judgement of the Headmaster, is most appropriate to the School community. This includes how many and which subjects are appropriate for an individual pupil to take. Decisions will be made in line with our published guidelines, for example the A Level Entry Requirements found in the 6th Form Options booklet, and will be made after taking into account the wishes of the pupil and parents and the best interests of the pupil, considering their prior attainment, overall programme of study, wellbeing, and capacity to succeed across all subjects.

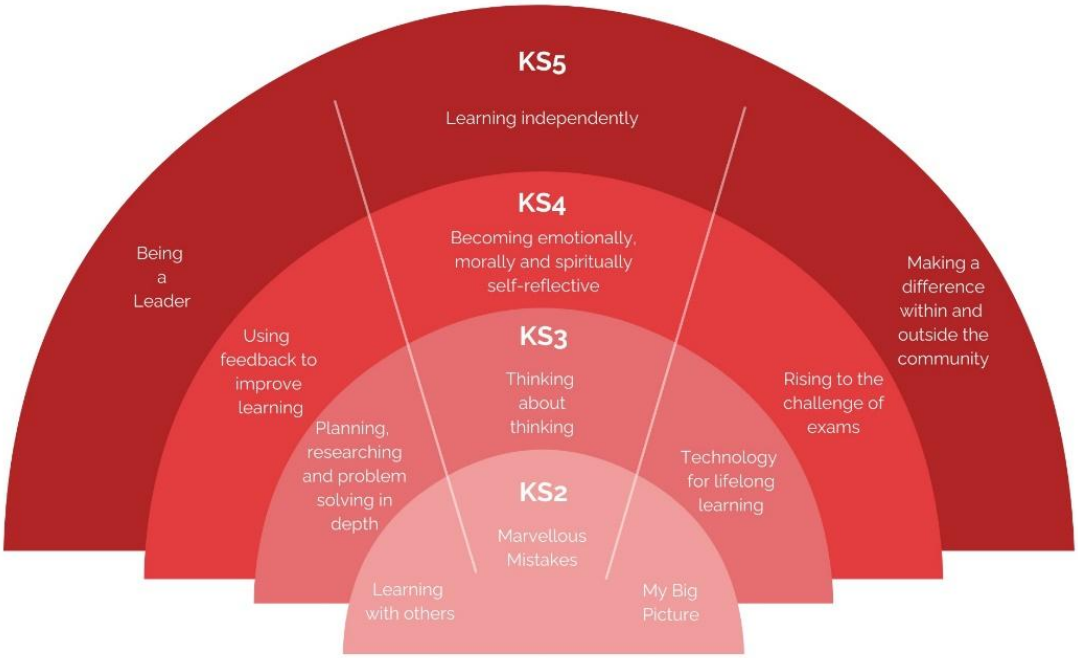
The allocation of teachers to classes and the number of hours per class is at the School's discretion and is determined by a various factors including *pupil needs, given the context of their cohort (pastoral and SEN),* staff availability, pupil numbers and timetable logistics. Where an A Level subject is selected by very few pupils we may offer it in a tutorial style in fewer hours per week than other subjects.

Personal, Social and Health Education (PSHE), is part of the timetable in all years, promotes the development of healthy lifestyles and citizenship and encourages individual responsibility and informed decision-making.

Freemen's is an inclusive school which believes that our community is stronger because we welcome a diverse range of pupils; those pupils who have additional learning needs will be supported to ensure they receive an education that enables them to realise their potential [see Special Educational Needs and EAL Policy].

As well as subject content and skills teachers will weave the Freemen's Opportunities into the Academic Curriculum.

- We focus on three in each keystage
- They build on each other, with each complementing the other.
- The higher-level opportunities which require a composite of skills, experience and knowledge to access are reserved for the older year groups, although elements of these Opportunities may be experienced in young year groups.
- Experiencing Opportunities whilst learning subject skills and knowledge leads to the development of Freemen's Characteristics.



The Junior School Curriculum (Years 3-6)

In the Junior School years most lessons are taught by the Form Teacher. Some subjects, such as Philosophy, Ethics and Religion (PER), Music and P.E./Games are taught by specialist staff. As the pupils progress through the Junior School more of the subjects are taught by specialists.

In the early years English and Mathematics account for around 40% of class time with time each week also devoted to subjects such as Science, History, Geography, Philosophy, Ethics and Religion (PER), Design & Technology, Information Technology and Computing, Art and Music.

Languages

In KS2 (Years 3-6), Languages are taught using the WOLLOW (World of Languages, Languages of the World) model with pupils developing skills in linguistics and experiencing a range of languages.

P.E. and Games

These are an important part of every child's education. In addition to this, of course, many children will become part of at least one of the School's representative sports teams and/or will take part in House competitions.

Junior School Enrichment

This is timetabled for one afternoon each week; the pupils follow an exciting programme developing leadership, teamwork, community service and organisation led by their teachers.

Senior School Curriculum (Years 7–11)

Personal, Social and Health Education (PSHE)

PSHE is taught throughout the Senior School. Topics covered include self-discipline & decision making; study skills; self-awareness & awareness of others including the elderly and disability; awareness of drugs, smoking & alcohol and law & order. In addition, pupils are familiarised with the Careers Room and the advice available. They are then able to use this facility throughout the rest of their time at the School.

Keystage 3 (Years 7-9)

Keystage 3 is a time for pupils to find and follow their passions and interests, develop excellent learning habits and lay a strong foundation for further learning.

Linked to National Curriculum guidelines the subjects studied are Mathematics, English, Languages, the Sciences (Physics, Biology and Chemistry), Computing, Art, Drama, Geography, History, Music, RE, Design Technology and Food Technology.

Keystage 3 Enrichment is part of each pupil's timetable.

The pupils are set by ability in Mathematics, Science and Languages.

Year 7

Science is taught as a combined subject up to and through Year 7 after which it is taught separately as Biology, Chemistry and Physics.

Languages: From Year 7 pupils choose three languages from five options: Spanish, French, German, Mandarin and Latin.

Change from September 2027 for Year 7 pupils

- Pupils will choose two languages from five options: Spanish, French, German, Mandarin and Latin
- Pupils will receive a lesson in Positive Relationship Education.

Year 8

Languages: In Year 8 pupils reduce their three language specialisms from three to two. (They will be required to take at least one modern foreign language from Spanish, French, German or Mandarin at GCSE level.)

Pupils in Year 8 also study the **Foundation Projects Qualification** (a qualification overseen by AQA). This is a research course in which pupils are taught to dive deeply into a subject about which they are personally interested in finding out more. Their teachers will help them to learn research skills in way which encourages them to become independent learners.

Change from September 2028 for Year 8 pupils

- There will be no need to reduce their languages down from three in Year 7 to two in Year 8 as pupils only took two languages in Year 7.

Year 9

Pupils continue with their subjects and are given guidance and support to help inform their decision making when it comes to which GCSEs they will choose to study.

From September 2027 – Year 9 pupils will move to a different curriculum offer:

Core subjects will studied by all in Year 9. These are: Mathematics, English, Biology, Chemistry, Physics, Geography, History, Religious Studies, One Modern Foreign Language (French, Spanish, German or Mandarin)

Optional subjects, which pupils choose four from: Art, Latin, Computing, Design Technology, Drama, Food Technology, Music, MFL – Spanish, MFL – French, MFL – German, MFL - Mandarin

P.E. and Games as a whole year group continue to be delivered, alongside tutorials, assemblies and PSHE.

Keystage 4 (Years 10-11).

Core subjects

Most pupils follow a two-year programme culminating in them sitting examinations for ten GCSEs. The core examinable subjects are: English Language, English Literature, Mathematics, the Sciences, and a Modern Foreign Language which all pupils are expected to study. The pupils are set by ability in Mathematics and Science.

Some pupils may take eleven GCSEs, if they are invited to take Further Mathematics. Some pupils may take fewer than ten GCSEs but must do so by requesting an alternative programme of study. If an alternative programme of study is desired, please see Appendix 1.

The School reserves the right to determine how many and which GCSE's it is appropriate for an individual pupil to take. Decisions will be made in the best interests of the pupil, considering their prior attainment, overall programme of study, wellbeing, and capacity to succeed across all subjects.

Optional subjects - Pupils choose three options from the following subjects: A second Modern Foreign Language, (French, German or Spanish); Art & Design; Business Studies; Design Technology; Drama; Food Preparation and Nutrition; Geography; History; Computing; Latin; Music; Physical Education, Philosophy Ethics & Religion.

These optional subjects will be offered each year and will run at the Headmaster's discretion, providing enough choose the subject. Pupils are given a free choice and we will endeavour to satisfy all requests. Where it isn't possible to run all the requested classes we will inform the pupil and their parents and support them in making an alternative choice.

P.E. and Games as a whole year group continue to be delivered but are not examined. Pupils who would like to choose **a fourth optional GCSE** may choose to take Double Award Science instead of taking studying Triple Award Science. This will mean their timetable can accommodate an additional optional GCSE subject.

The Sixth Form Curriculum (Years 12-13)

Pupils have four routes from which to choose:

Route 1: 4 A levels plus the Extended Project Qualification
Route 2: 4 A levels
Route 3: 3 A levels plus the Extended Project Qualification and Free Minds
Route 4: 3 A levels and Free Minds

For most, three A Levels, plus EPQ, Free Minds and the co-curriculum remains the best option. Depending on their choices, pupils on each pathway are likely to have some private study periods as well. Pupils will also be expected to take Enrichment, providing it can be accommodated into their timetable.

Taking AS exams in the L6 will not be an option, although a pupil who wishes to may elect to take them in the U6.

Pupils and parents should be aware that 4 A Levels is a challenge and will require a strong GCSE profile, usually an average of 8 or above at GCSE. While a four A Level programme is available as one of the Sixth Form pathways, the School reserves the right to determine whether this route is appropriate for an individual pupil and which subjects they may study. Decisions will be made in the best interests of the pupil, considering their prior attainment, overall programme of study, wellbeing, and capacity to succeed across all subjects. Where it is judged that a four A Level programme is not appropriate, pupils will be guided towards a more suitable pathway.

If a pupil wishes to streamline from four A Levels to three A Levels in the U6 they need to inform us of this choice by February of L6. They can continue to study the subject until the end of the L6 if they wish. Pupil who don't inform us that they wish to streamline down to three will be expected to continue all four subjects until the end of the course.

Subject options - Pupils will choose their A levels from the following options: Biology, Business Studies, Chemistry, , Computer Science, Drama & Theatre, Design & Technology, Economics, English Literature, Fine Art, Further Mathematics, Geography, History, Latin, Mathematics, French, German, Spanish, Music, Physical Education, Physics, Politics, Psychology, Religion, Ethics & Philosophy (PER).

These subjects will be offered each year and will run providing there are a minimum of three pupils enrolled or at the Headmaster's discretion.

Pupils are given a free choice of our options and we will endeavour to satisfy all requests. Where it isn't possible to run all the requested classes we will inform the pupil and their parents and support them in making an alternative choice.

Pupils with certain Higher Education goals, for example Medicine, Engineering, Dentistry, Oxbridge, Ivy League and other international universities will have dedicated sessions arranged to help support their applications. All pupils receive the support of the Freemen's UCAS and Future Pathways department.

The extended curriculum for pupils in the Lower 6

1. A course of Careers Education, and Personal, Social and Health Education

2. A programme of appropriate Games options on Wednesday afternoon
3. The **EPQ** is a taught course on project management culminating in an extended project (EPQ) and leads to an AS qualification awarded at the end of Upper Sixth. Those studying Further Mathematics may opt to do an EPQ, but it is not compulsory for those pupils.
4. The **Free Minds** programme is followed by all Sixth Formers on Pathways 2 and 3. Pupils will choose five courses from a broad selection of Science, Arts, Humanities and World topics. These courses consist of six weeks of one-hour seminars.
5. The **Supervised Study Period** is a bespoke weekly session where pupils receive coaching to enable them to develop positive study habits and/or work on subject specific concerns.

Pupils in the Sixth Form will not have Enrichment as part of their timetable.

Schemes of Work

There will be a scheme of work for every academic subject taught at Freemen's, from KS2 to KS5. There is no prescribed template for a SOW and each Curriculum Leader will decide how best to present theirs.

Schemes of work should clearly identify the intention of the programme of study, how the scheme work will be implemented and how the impact of the scheme of work will measured.

It is assumed that teachers and Curriculum Leaders will be mindful of complementary policies, such as Diversity and Inclusion, Homework, Learning and Teaching and Behaviour for Learning and ensure that those policies inform the implementation of their curricula.

Intention: The intent of the curriculum is the content that we expect children to learn. The scheme of work must outline, as a minimum:

- The topics being studied
- The skills being learned - include those relevant to specific Keystages, such as literacy, numeracy and speaking in KS2.
- Opportunities for diversity and inclusion

Implementation: the implementation of the curriculum is concerned with the department go about the business of teaching the curriculum.
Some of the elements below can be covered with an overarching statement which encompasses the whole scheme of work. For example, an explanation of how SharePoint and OneNote are used to support learning might be covered in general, rather than noting each specific use. Note should be made of the following, but Curriculum Leaders should use their discretion in deciding how to explain how they expect teaching and learning to occur:

How the department organises the delivery of lessons e.g. how multiple teachers divide up the SOW

- How different systems are used e.g. SharePoint and OneNote
- Departmental approaches to using feedback and assessment for learning to improve outcomes (including use of half term grades, reports and parents' evenings)
- Identify how the scheme of work employs the Six Classroom Principles and offers Opportunities to pupils.
- How the department will cater to those pupils with SEND and who have EAL needs – references here to the guidance from the SENCO are important, plus any subject specific planning that needs to be in place.
- How the department ensures each pupil is supported to achieve their potential and work is differentiated to meet their needs.
- Schemes of work may also contain links to resources and anything else the department deem useful.

These points may be covered by a statement at the beginning or end of the scheme of work.

Impact: the impact section explains how the department will know whether pupils know what we wish them to learn. This details how the department will check to ensure that the planned programme of study has been delivered so that the pupils have learned what was intended.

This section should outline how the assessment of learning and teaching is integral to the programme of study and note should be made of different types of assessments, when they occur and how they are recorded.

Each department should have a central markbook recording key assessment points sufficient for a cohort's progress to be tracked over time.

Some of the elements below can be covered with an overarching statement which encompasses the whole scheme of work. For example, an explanation of how teachers and pupils are expected to review 'landmark' assessments can be described once and does not need to be repeated for each subsequent assessment point.

Appendix 1

1. **Purpose and scope**

Freemen's believes that an academically challenging programme, as outlined in the Curriculum policy above, is appropriate for most pupils, that challenge is an important part of education and success does not require a pupil to achieve the highest grade in every subject.

This appendix explains when the School may agree that a pupil should follow a streamlined programme (in which they will reduce the number of subjects they are taking), how a request will be considered and what arrangements will follow.

A streamlined programme is an individual adjustment to the School's usual curriculum and can be applied from KS3 onwards. It is not an automatic entitlement and will only be agreed where the School judges that it is in the pupil's best interests. The purpose of streamlining is not to remove reasonable academic challenge or to excise potential lower grades. Pupils do not need to achieve top grades in every subject to be successful. A wish to maximise grades in the remaining subjects will therefore not, by itself, normally be sufficient reason to streamline.

2. How a request may begin

A discussion about streamlining may be initiated by the pupil, their parents or the School. Parents who wish the School to consider streamlining should contact the pupil's Head of Section in writing.

A request begins a process of consultation; it does not mean that a change will be approved. The School reserves the right to make the final decision to grant any requests.

3. How the decision will be made

Each case will be considered individually. The School will take a rounded view of the pupil's circumstances and may consider:

- any established history of SEND, medical, pastoral or other individual needs which cannot be met using normal support methods;
- significant co-curricular or external commitments and their educational value;
- the pupil's academic profile, prior attainment and progress across the curriculum;
- the pupil's wellbeing, attendance, engagement and capacity to sustain the current programme;
- the support and adjustments already provided and the pupil's engagement with that support;

- the pupil's views, the parents' views and the professional advice of relevant staff;
- the likely effect of streamlining on future study, qualifications and progression; and
- whether the proposed streamlined programme remains appropriately broad, balanced and challenging.

No single factor will determine the outcome. The School may agree to streamlining even where there is no established history of additional support, if the overall evidence indicates that it would be in the pupil's best interests.

4. Consultation and authority

Before reaching a decision, the Head of Section, or a member of staff to whom they have delegated responsibility, will consult the pupil, their parents and relevant staff. Depending on the circumstances, this may include the Head of Year, tutor, Curriculum Leader, subject teacher, the Director of Inclusive Learning, pastoral staff and the Deputy Head Academic.

5. Final decision

The final decision rests with the School and will be taken by the Head of Section or their delegated representative. The School will decide whether streamlining is appropriate, which subject or subjects may be removed, and what the revised programme will include. The School may decline a request, approve a different form of streamlining from that requested, or make approval subject to particular arrangements or review points. The decision and the reasons for it will be communicated to parents.

6. Additional subjects

Some pupils are permitted to study an additional subject beyond the normal programme, for example Further Mathematics at GCSE. A request to discontinue a genuinely additional subject may be considered directly by the Head of Section and need not follow the full streamlining process.

7. Arrangements following approval

Once a streamlined programme has been approved, the School will confirm the revised timetable and the expectations for the time released. Normally, the pupil will be required to attend supervised study in the Library, register as directed and use the time productively for academic work. Where appropriate, some of the time may be allocated to Inclusive Learning or another agreed provision.

The pupil is expected to engage fully with the revised programme and with any support or review arrangements put in place. Streamlining is intended to create a sustainable and purposeful programme, not unstructured free time.

8. Review

The School may review a streamlined programme to ensure that it continues to meet the pupil's needs and that the additional time is being used effectively. Further changes will require the approval of the Head of Section or their delegated representative.

9. Disagreements

If parents wish the School to reconsider a decision, they should write to the Deputy Head Academic, setting out the reasons for their request. The Deputy Head Academic will review whether the policy has been applied appropriately. The School retains the final decision about a pupil's programme of study.

Process

1. Requests to streamline a GCSE programme may originate from staff, pupils or parents and should be directed to the Head of Section or their delegated representative.
2. The Head of Section (or delegated representative) will lead the process, gather relevant information and arrange consultation with appropriate colleagues. This may include the Head of Year, Curriculum Leader(s), Director of Inclusive Learning and other staff.
3. Consideration will normally include:
    a. academic attainment and progress;
    b. wellbeing and engagement;
    c. SEND, medical or pastoral information;
    d. co-curricular commitments;
    e. support already provided and the level of engagement with that support;
    f. the views of the pupil and parents; and
    g. future progression implications.
4. The Curriculum Leader of any subject proposed for removal and the pupil's parents will normally be consulted before a decision is reached.
5. Following consultation, the decision will be made by the Head of Section or their delegated representative.
6. The Head of Section or delegated representative may:
    a. approve the request;
    b. approve a different streamlined programme from that requested;
    c. approve the request subject to conditions or review arrangements;
    d. defer the decision pending further information; or
    e. decline the request.
7. Where streamlining is approved, the Head of Section or delegated representative will determine the pupil's revised programme of study and any associated support arrangements.
8. The Head of Section or delegated representative will coordinate implementation, including:
    a. informing relevant staff;
    b. requesting timetable amendments from the Data Manager;

c. informing the Exams Office so they can withdraw pupils;
d. arranging supervised study or Inclusive Learning provision where appropriate; and
e. ensuring the pupil and parents receive details of the revised arrangements.

9. The Head of Section will ensure that the decision and rationale are recorded on the School's tracking record.
10. Any concerns about the application of this process should be referred to the Deputy Head Academic.

Appendix 2: Supervised Study Policy

1. Purpose

Supervised Study (SS) is a timetabled period in which a group of pupils gather in the Library to work under the supervision of a member of the teaching staff. It provides a space for pupils to plan and complete appropriate academic work. SS is not an additional lesson or a tutorial session. Each period, the supervising member of staff will have a short coaching conversation with each pupil to help them identify priorities and make effective use of the session, but pupils remain responsible for organising and completing their work. Pupils are placed on SS to accommodate an alternative curriculum (see Appendix 1).

2. Principles

- Pupils are responsible for their own work during SS.
- Staff will support pupils with a short coaching conversation.
- The Library provides a shared, orderly environment for pupils to work independently.
- Supervision does not become additional teaching, tutoring or extended support.
- The arrangements should help pupils to achieve their potential in their subjects.

3. Expectations of Pupils

Pupils placed on SS are expected to:

- Attend all timetabled SS sessions punctually.
- Bring the required materials.
- Set appropriate goals for each study session.
- Engage solely in approved academic activities during the session.
- Review progress and reflect honestly on achievements and areas for improvement.
- Maintain high standards of conduct, concentration and organisation.
- The use of non-academic materials, games, entertainment websites, social media and other non-study activities is not permitted.

4. Management and Oversight

The Assistant Head of Upper Senior School overseas SS and will:

- Receive requests for SS.
- Maintain and publish an accurate spreadsheet of pupils, supervising staff and work.
- Add pupils to the programme following confirmation from a member of SLT.
- Ensure staff understand expectations and procedures.
- Maintain and update programme documentation and resources.
- Conduct regular quality assurance checks of sessions.
- Determine which three subjects each pupil will focus upon in their SS time.
- Inform HODs and class teacher who is on SS and collect guidance on work to be done, adding to spreadsheet. This works should:
    - Not require marking, include objectives, draw on revision guides.

- Liaise with HODs, Heads of Section, Heads of Year, Head of Examinations, the Director of IL and the Deputy Head Academic as appropriate.
- Maintain appropriate communication with parents regarding participation and progress for pupils in the Upper Senior School.

For pupils in the Lower Senior School and Sixth Form the Assistant Head of Lower Senior School and Head of Sixth Form will:

- Add pupils to the programme following confirmation from a member of SLT.
- Conduct regular quality assurance checks of sessions for their pupils.
- Tell HODs who is on SS and check that guidance on work is provided to pupils.
- Liaise with HODs, Heads of Section, Heads of Year, the Director of IL and the Deputy Head Academic as appropriate.
- Maintain appropriate communication with parents regarding participation and progress for pupils in the Lower Senior School and Sixth Form.

Heads of departments will add to a spreadsheet the work that each pupil could complete during their SS sessions, to guide pupils and supervising staff on what they should do.

For pupils who access Inclusive Learning interventions during SS periods, their IL teacher or mentor will work with them to identify work that can be completed during these sessions and support them in developing the skills needed to engage with and complete their independent work.

5. Expectations of Supervising Staff

Supervising staff should:

- Take a register.
- Ensure the environment is quiet and conducive to independent work.
- Hold a short coaching conversation with each pupil, clarifying what they intend to do.
- Check pupils know what they've been asked to do and have added it to their workbook.
- If they don't know what to do, check the SS spreadsheet; if it is empty, contact AHOS.
- Ensure pupils record their intended work and review their progress.

6. SS Booklet

Pupils may be issued with a SS booklet or equivalent to support independent planning. Pupils using these booklets are expected to:

- Identify the work they intend to complete.
- Set a clear priority for the session.
- Record briefly what they achieved and any next steps.

The supervising member of staff may refer to this record during the short coaching conversation. Its purpose is to support pupil organisation and accountability.

7. Attendance and Monitoring

Attendance at SS is compulsory for pupils placed on the programme. Where a pupil fails to attend:

- The absence will be followed up in line with normal school attendance procedures.

- Repeated non-attendance may result in additional interventions or sanctions.
- Monitoring pupils use of SS in the Library is the responsibility of the teacher assigned to that period. Oversight of the programme is by assignation as follows, (which may be further delegated) and requires termly reviews of pupils on SS.
    - Pupils receiving inclusive learning support: DIL
    - Pupils receiving SS for pastoral reasons and co-curricular reasons: HoS