



CURRICULUM POLICY

This policy applies across the whole school including following the Early Years Foundation Stage (EYFS) Statutory Framework.

The curriculum at Newcastle School for Boys includes the whole body of learning that a boy experiences during his time at school. It is through this comprehensive experience both in and out of the classroom that each individual acquires this learning, supported by a thorough and planned curriculum provision.

All boys receive a full-time supervised education from the age of 3 to 18 and are offered experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Our curriculum prepares boys for the next stage of their education and our firm commitment is to excellence, depth and breadth at every level. We follow guidance from the EYFS Statutory Framework, Primary Framework and National Curriculum to ensure that boys are able to make smooth transitions at all stages of their education. Within this, the School also actively encourages a tolerant and inclusive environment within which boys can be supported and can thrive.

In accord with statutory requirements, the School seeks to make the curriculum accessible to each student as far as is reasonably practicable. Access to the various programmes of study is based on academic suitability and appropriateness, regardless of race, disability, religion or belief. This is in accordance with the Equality Act 2010, which states that the following characteristics are protected against discrimination and are of relevance in a school context:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sex orientation

Newcastle School for Boys is a specialist provider of boys' education and promotes teaching and learning activities that support boys' learning and development. The School acknowledges that boys, as a group, carry a general set of identifiable learning characteristics and behaviours, but also that not all boys learn in the same way.

The School aims to achieve the highest possible standards of learning and teaching by:

- Effective and stimulating delivery.
- Promoting planning through schemes of work, medium-term planning plans and individual lesson plans that reflect the relevant needs of our boys as learners.
- Ensuring that teachers are kept informed as to the latest research, practice and thinking in effective learning particularly as it relates to boys.
- Appropriate use of assessment both formative and summative to measure outcomes, celebrate success and inform planning for future learning.

In keeping with the School's philosophy to provide an all-round education, boys have the opportunity to pursue a range of subject disciplines in the Junior School which steadily narrows in the GCSE years before choosing 3 or 4 subjects at either AS or A Level. A range of vocational qualifications are also offered at post-16 level to support alternative routes for boys for whom this is appropriate. High standards are expected and achieved through careful monitoring of boys' progress and performance, and dedicated and well-planned teaching.

In their planning, teachers take into account the ages, aptitudes and needs of all the boys in their care through appropriate schemes of work. This includes making provision for boys with an EHC plan, along with opportunities to stretch and challenge more academically gifted boys. Fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and for those without faith, are not undermined in the curriculum.

A personal, social, health and economic education (PSHEE) programme is delivered formally in school through curriculum provision as well as through the tutor system and in whole school events such as assemblies. This programme reflects the school aims and ethos, encourages respect and helps to develop character in conjunction with the Character education programme. It also adheres to protected characteristics as set out in the Equality Act 2010.

The Deputy Head (Academic and Curriculum) and Head of Juniors and are responsible to the Headmaster for the oversight of the academic life of the School, working closely with subject leaders and subject coordinators.

The broad curricular, co-curricular and pastoral life of the School is specifically designed to develop different aspects of the boys' talents. In addition, impartial careers guidance is offered through partnership with the Connexions careers service and as part of our sixth form enrichment programme, ensuring they are able to make informed choices about a broad range of career options and to help encourage them to fulfil their potential.

At Newcastle School for Boys, the school is divided into two sections:

Junior School from Nursery to the end of Year 2
 from Year 3 to the end of Year 6

Senior School from Year 7 to the end of Year 13

In Reception to Year 2, all subjects, except music, are taught from a thematic base by their class teacher. In Years 3 to 6, subject specialism is introduced in art, drama, modern foreign languages and sport in readiness for the Senior School, where there is subject specialist teaching across the whole curriculum. Below compulsory school age, boys in pre-Nursery and Nursery access the Early Years programme of activity in relation to their personal, social, emotional and physical development and communication and language skills.

It is through these themes and subjects that the skills, attributes and qualities necessary in today's society are taught and developed. It is vital that our boys learn how to learn. The future holds unknown possibilities and boys must be able to face them with confidence and curiosity. They must be flexible in their thinking and approaches to different situations.

The curriculum at Newcastle School for Boys aims to:

- provide a learning experience across the school in which boys can develop different aspects of their talents;
- provide effective preparation for both the wider opportunities, responsibilities and experiences of life through visiting guests and agencies, external links and ventures;
- provide an experience of breadth and balance from the EYFS, and Key Stage 1 through to Key Stage 3;
- provide a suitable experience of breadth and balance within Key Stage 4 and the GCSE courses, through a set of compulsory core subjects and a broad range of option choices;
- prepare a student for access to higher education through a suitable course of either AS or A levels or vocational courses;
- develop boys' self-esteem and confidence;
- make links with our local community;
- acknowledge and celebrate achievement;
- develop boys' ability to collaborate and co-operate;
- recognise and nurture the important role parents play in their son's learning;
- provide appropriate careers guidance for boys;
- provide boys who have special education needs with appropriate support;
- make before and after school provision.

Through these aims the boys will be encouraged to develop:

- an ability to work independently and collaboratively;
- high standards and personal achievement measuring themselves against their standards;
- an understanding that learning is a lifelong process;
- lively enquiring minds through questioning, investigating and the making of rational decisions;
- confidence in numeracy, literacy and information and communication technology;
- interests and skills, including physical skills, which will enable them to enjoy and make the best use of their time both in and out of school;
- knowledge and understanding of the world in which they live;
- spiritual and moral values including respect for themselves and others;
- an attitude of respect and care for our environment;
- an understanding that our actions have an impact on others and on the environment;
- appreciation and respect for their own culture and the arts, and the culture and arts of other communities;
- racial tolerance and respect for religious differences;
- recognition of aspirations and achievements and celebration of success;
- an understanding of fundamental British value and their application.

Learning takes place in a stimulating environment supported by a variety of experiences, enhanced by:

- Co-curricular activities and clubs, including those for sports, art, music and drama
- Assemblies and visiting speakers
- The house system
- The prefect system
- The school council
- The Duke of Edinburgh Award
- Individual and group music lessons
- Work experience
- Trips and residential visits
- Links with the local community, national and international communities.

Newcastle School for Boys welcomes its boys from a range of backgrounds and cultures and our classrooms include children with a wide spectrum of academic ability, from very able learners to children for whom the acquisition of literacy and numeracy skills can be an ongoing challenge.

Access to the curriculum

Wherever possible, pupils with SEND are fully integrated within the School. The curriculum aims to provide effective learning opportunities for all pupils regardless of ability, including making reasonable adjustments for boys with an EHC plan. The atmosphere throughout the school is one of inclusion, understanding and encouragement. All teachers are responsible for the progress and development of pupils in school, including those with additional needs. Good quality learning begins in the classroom and individual needs of pupils are taken into account within planning, with high expectations being the key to work set. Tasks may be differentiated so that boys are challenged at an appropriate level. Teachers contribute to Individual learning plans for boys that provide a summary of how the learning of individual boys with SEND is supported within the classroom, if this is required. Intervention plans for boys with additional needs highlight specific targets to be addressed and outcomes to work towards.

Opportunities for able, gifted and talented boys are offered in all areas of the curriculum through identification and differentiation, alongside our additional Support for Learning provision.

Care for the individual remains our guiding principle, with the boys' teachers and tutors on hand to provide support and direct as and when required.

The boys know and understand that Newcastle School for Boys staff care for them and want the best for them. It gives them security, confidence and courage; a base from which they can think of others as well as themselves.

Teachers and staff responsible for curriculum management monitor boys' academic performance closely using data appropriately and effectively. This is done within Subject Areas through teacher records as well as at a whole school level through performance monitoring.

Regular reports, parents' evenings and assessments ensure that parents are fully informed and involved as partners in this process.

All staff at Newcastle School for Boys are actively involved in the welfare, emotional and physical well being of boys. Each boy is valued for his unique gifts and contributions, and the curriculum is delivered as flexibly as is needed to ensure that all of our boys can participate fully and feel able to achieve.

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