SHERBORNE BOYS

Curriculum Policy

Approving body: Education Committee
Owner: Deputy Head Academic
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Executive Summary

This policy is for staff and outlines the curriculum offered at Sherborne Boys, which has a strong emphasis on developing an enquiring mind, instilling a good work ethic and striving for excellence. The document outlines the approach to teaching and learning within the Sherborne Boys curriculum and gives the overview for each year group. Appended is the Curriculum Plan, Curriculum Diagram and the Literacy Policy.

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Aims

Through its Curriculum Policy, Sherborne Boys aims to:

- Give full-time, supervised education for pupils of compulsory school ages, which gives pupils experience in linguistic, mathematical, scientific, technological, human, and social, physical, aesthetic, and creative education;
- Enable pupils to acquire speaking, listening, literacy and numeracy skills and a broad understanding of personal, social and health issues;
- Give all pupils the opportunity to learn within a safe, supportive, and stimulating learning environment;
- Enable pupils to establish a firm foundation of knowledge and understanding within a variety of subjects in order to provide them with access to the widest possible option choices for GCSE and A level;
- Enable pupils to gain the qualifications and to receive the appropriate guidance and support they need for their future careers;
- Maintain high academic standards;
- Provide pupils with a broad education that fosters a spirit of intellectual enquiry, scholarship, curiosity, and creativity, so as to cultivate the habits of mind that are essential to lifelong independent learning and the pursuit of excellence;
- Promote independence and self-confidence, by helping pupils become self-reliant and resourceful;
- Ensure that the needs of all pupils are met fully, including those with English as an additional language, those with special educational needs or disabilities and those who

require learning support, such that all pupils have opportunity to learn and to make progress.

Overview

Sherborne Boys' curriculum is designed to provoke intellectual curiosity, a love of learning for its own sake and to support the development of the skills and habits in all areas of personal development that will enable the pupils to leave us after five years with confidence and ambition whatever path their journey takes them. Rigour, challenge, and the development of critical thinking skills underpin all areas of the curriculum in order to allow the pupils to become independent and self-sufficient learners; to know what to do when they don't know what to do.

Pupils start at Sherborne Boys in the Third Form. The curriculum is compulsory with a wide range of subjects to provide breadth and balance and a good base to establish long-term learning habits and to make appropriate, informed option choices for (I)GCSE. These choices are made in the Lent Term of the Third Form, after consultation with a pupil's tutor, parents, and the Heads of Department.

In the Fourth and Fifth Forms pupils study their chosen program of at least 9 (I)GCSE courses, from a broad and academically rigorous raft of choices, which provides both a strong foundation for subsequent study and a high degree of flexibility to cater for individual strengths and preferences. As with the Third Form, pupils make their Sixth Form choices during the Lent Term of the Fifth Form. They are supported throughout the decision-making process by a programme of events and activities, including the Options Fair and a series of 1:1 interviews with their tutor and members of the Careers team.

The Sixth Form programme is based around three main curriculum subjects, which the boy's study for two years. There are no AS levels , although pupils will sit four 'Trial' exams during their Sixth Form years. A healthy number of pupils opt for Further Maths A level, which is available as a fourth A Level in combination with Maths. By arrangement, pupils may pursue the option of studying a fourth subject of their choice; similarly, specialist subjects (e.g. Russian and Ancient Greek) may be made available off-timetable following a tutorial-type arrangement.

Wellbeing (PSHEE) is compulsory throughout the School, including in both Sixth Form years, where pupils follow a programme that focuses on preparation for life after Sherborne and includes, for example, modules on university finance, careers guidance, data presentation, interview skills, health and well-being, preparation for exams and how to wire a plug! Approximately half of the Sixth Form also complete an 'enrichment' EPQ project, which helps to consolidate the various skills (e.g. using data, research, groupwork, presentation etc.) pupils need to be successful through the completion of an independent project. The course incorporates the EPQ taught element but extends this further through a skills-based carousel.

In addition to the mandatory enrichment course, we also offer a variety of examined courses (including GCSEs and standalone AS levels) to those who are interested. German, Spanish, French, Core Maths and English Language AS are staples but, in the past, we have also offered Art, Classical Civilisation, Biology, Mandarin, Philosophy, and a range of specialist courses for those who have requested them.

In the Sixth Form pupils develop increasingly focused subject interests as part of the programme of study. The curriculum offered during these years is shaped to allow pupils to enjoy progressively more challenging linguistic, mathematical, technological, human, and social, physical, creative, and aesthetic educational experiences. In each year, pupils are supported and challenged to maximise their learning potential in preparation for the challenges they will encounter beyond Sherborne whether at university or in the workplace. During the Sixth

Form much attention is also given to supporting the pupils in their preparation of UCAS applications. A full curriculum plan is presented in Appendix 3 to this policy.

In sum, the School's curricular provision focuses on academic values at every level of the school. The breadth of what is offered, however, goes well beyond the confines of the subject knowledge and analytical skills acquired in the classroom and required by the exam syllabus. Teaching styles and the provision for academic enrichment are, for instance, directed at deepening subject knowledge, exciting curiosity, and encouraging personal, working, and learning habits that will allow pupils to grow as individuals into young men.

This is complemented by a wide range of additional opportunities for pupils to develop yet further their personal qualities, reinforce existing habits and learn new skills through participation in the sporting, cultural, practical, creative, social, personal, and spiritual dimensions of the School's educational provision. These are all treated as an integral part of the School curriculum. Learning and personal development happens throughout the school day not just in the classroom but in the theatre, on the sports field and in the boarding house.

The central pillar of the curriculum is shaped by the academic aims and values of the School, which in turn are informed by the School's overarching aims and objectives (see separate documents). These values are intended to develop highly advanced skills in speaking, listening, literacy and numeracy (English and Maths are compulsory for all up to (I)GCSE and a school-wide focus on literacy skills is a key part of the curriculum – see the Literacy Policy in Appendix 2) in addition to embedding pupils' study and learning habits. As academic study becomes more advanced through the years, it is characterised by progressively more sophisticated, analytical, and detailed approaches to subjects in preparation for the challenges of university study and beyond.

Enrichment

An extensive programme of academic extension provides pupils with opportunities to learn beyond the classroom. A wide range of academic Societies exists allowing pupils to pursue specific interests (e.g. Robotics Club or Doc Soc) or simply to enjoy exploring their subjects beyond the confines of the curriculum (e.g. Cooking, Bell Ringing, and the Model United Nations). Most of these clubs meet in the 5pm – 6pm activities slot which is run jointly with Sherborne Girls. Some societies are social, though the many have an academic focus (e.g. entries for national and local competitions, including the Maths, Physics, Chemistry and Language Olympiads) and it is common for guest speakers to come in during this time too. Pupils are encouraged to participate, and membership is monitored by tutors with attendance registered through Evolve. A program of seminars also operates throughout the year, which introduces pupils to important political, historical, or topical issues outside of their curricular syllabi. Many lectures have an inspirational dimension, which challenges the pupils to think beyond themselves and their school horizons; they also help pupils to work collaboratively and develop the ability to work independently. Most departments also offer Academic Support, which offers a further opportunity for pupils to receive additional support and help from their teachers.

The School also runs a programme of academic extension in each year-group designed to ensure that those pupils with especially high learning potential and particular academic enthusiasms are suitably stretched and stimulated. This program is co-ordinated by the Assistant Head (Academic) and is detailed in the High Academic Potential (HAP) policy.

Library

At the heart of the School, the Library provides a resource centre to support the work of academic departments and offers facilities for work on computers, research, reading or simply a quiet place to study or to think. Many pupils also use the library to practise their IT and library research skills.

Learning Support

Within the broader context of supporting learning, the key aim of the Learning Support Department is to facilitate the School's core purpose of enabling every pupil to realise his full potential. The Learning Support Department is well-resourced and well-staffed, enabling Sherborne School to provide help for many pupils who, whether they have SEND or not, have encountered difficulties with their learning. This additional support ensures that all pupils at Sherborne are able to access the curriculum and develop and achieve to the full extent of their potential. Close collaboration between the Learning Support Department and other academic departments (via meetings with departmental Learning Support reps, development of the SEND register on the iSAMS MIS system and regular INSET for staff on learning support issues) ensures that support for learning is delivered holistically across the School. Further detail of the provision offered by the Learning Support Department is available in the School's SEND Policy. Pupils for whom English is a Second Language also receive similar support, encouragement, and assistance. Further detail is provided in the School's EAL Policy.

Personal Development: Social, Moral, Spiritual and Cultural

All pupils in the Third form have two lessons of Wellbeing and Worldviews a week, as well as regular and frequent religious school services in the Abbey and school Chapel, in addition to their own weekly Assemblies. The whole school gathers in the Abbey twice a week and in Assembly once a week, while Sixth Form has a voluntary service on Wednesday mornings. There are also voluntary prayers for the whole school on Monday morning and voluntary Eucharist each Friday evening. The study of Theology and Philosophy and Ethics is also available in the Sixth Form depending on the subjects studied. There are opportunities for pupils of non-Christian faiths to attend their own meetings.

Wellbeing (PSHEE) is taken very seriously and governs areas such as: health, substance abuse, sex and personal responsibility, cyber-behaviour, etc. It complements the personal development focused on in other areas of the curriculum and is part of the mainstream, timetabled curriculum during all five school years. Wellbeing reflects the school's aims and ethos and serves to reinforce the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and paternity, race, religion, sex, and sexual orientation. The Wellbeing programme also enables pupils to identify, explore and respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Therefore, combined with themes established through the work of the chaplaincy, the assembly and lecture programme, tutoring and on-going work taking place Houses, curricular Wellbeing serves to prepare pupils effectively for the opportunities, responsibilities, and experiences of life in British society.

Parents are also involved in the Wellbeing course through afternoon lectures, which usually take place before Parent Teacher meetings, as, more informally, are tutors. Responsibility for the

delivery of the course lies with the Head of Wellbeing, who works closely with the Deputy Head (Pastoral).

Complementing the Wellbeing programme, other elements of pastoral education form one of the major pillars of the curriculum, reflecting our philosophy that important learning and reflection occurs as a result of experience of everything in which the pupils participate. Living with others, for instance, in a boarding environment provides pupils with the opportunity to learn about themselves and about others, as well as about the privileges, responsibilities and compromises of living as part of a community. They are encouraged to develop important social skills and emotional intelligence through experience and reflection and through carefully gauged interventions, such as general guidance, counselling, and mediation, where appropriate, by trained members of staff.

An extensive and varied programme of sport and activities is provided in the afternoon, with many opportunities to develop physical and mental skills and work and learning habits, as well as to develop aesthetic and creative talents and problem-solving skills. Pupils are encouraged and supported to pursue excellence. Abbey Choir, Chamber Choir, Wind Band, Chamber Orchestra, Symphony Orchestra, Sinfonia, Swing Band, Jazz Band, String Quartet, Rock Soc, weekly concerts in the Methodist Church are some of the larger musical opportunities, whilst annual House plays and bi-annual School plays or musicals provide a range of opportunities to perform, design and direct.

All major and minor sports are coached, and a full fixtures programme allows pupils with different levels of sporting ability to participate in matches. Mountaineering, mountain biking and many other outdoor pursuits, including the Ten Tors, are part of the extensive provision and contribute to building important aspects of character such as endurance and perseverance. Shirburnians have excelled at county, regional, and national levels in sports such as rugby, athletics, cross-country, sailing, biathlon, hockey, polo, tennis, and target rifle.

Wednesday afternoons host a special programme for Lower School Pupils: Third Formers complete a health and fitness programme (most also take on bronze Duke of Edinburgh, which runs at this time too); Fourth Form do a year of CCF, which they either continue with in Fifth Form (and thence to the end of Upper Sixth, if they choose to – many do) or choose an option from a range of community and outreach activities. Pupils are also involved with the local community in many different ways, ranging from volunteering (visits to residential care homes; work with primary age pupils etc.) to support for local and other charities and other community activities.

Opportunities for the development of leadership skills are varied and extend through the different year groups. They include being a School or House prefect, a chapel warden, leading a sports team., senior House mentoring, and membership of the Pupil Voice groups. At the end of the Fifth Form pupils attend leadership courses to develop their confidence and leadership skills.

Cultural trips within the UK and abroad, including to Spain, Pompeii, Washington and language and history trips to Berlin, further widen pupils' experience. Other opportunities to develop and broaden cultural experience are provided through societies, lectures, individual subjects, music, art and drama, and other opportunities within and outside Sherborne.

Careers

Careers guidance is built into the curriculum partly through the Wellbeing programme, but also through an independent series of activities that sit partly within the timetable (e.g. Careers interviews with the Fifth Form, Centigrade testing etc) and also a raft of events taking during

evenings and weekends (e.g. Oxbridge evening, HE Conference, Careers Fair, Options Fair, lectures on USA applications and apprenticeships etc). Pupils also supplement their compulsory Careers programme with 1:1 'drop in' tutorials with members of the Careers Team, who provide a broad range of support in an impartial manner, which serves to encourage pupils to make the most of the opportunities available to them and thereby to fulfil their potential.

The School Week

The school day begins at 8:10am (after breakfast) with either assemblies, prayers, or chapel, followed directly by the first period at 8:30am. There are 35x 45min lessons a week (36 for Fourth Form, who have an extra lesson on Wednesday afternoons). On Mondays, Tuesdays Thursdays, Fridays and Saturdays, all pupils follow a programme of sport, and between 1:30 and 2:30 four afternoons a week there is Q time, which is dedicated to music or to allow pupils time to attend Academic Support sessions to follow up on areas of academic concern with a pupil's work and performance, or to give them additional help and encouragement with work. First lesson on Monday morning is a tutor period, which offers pupils a chance to touch base with their tutor, receive notices, talk through upcoming events as well as a ring-fenced opportunity for a 1:1 tutorial. A special programme operates on Wednesday afternoons, which ensures all pupils attend academic clubs and societies, community service activities or the CCF.

Music rehearsals, as well as drama rehearsals, tend to occur in the evenings, after Supper (6pm - 7pm) and Hall (7 – 8:45pm) Some academic societies take place then too.

Hall

Sherborne Boys believes in the value and benefits of appropriate Hall (homework) tasks to support, extend, and challenge the learning development of the pupils. The aims of Hall are varied, though often involve:

- Discovering new material independently in advance of discussion and analysis in class.
- Reinforcing concepts and ideas already encountered in class.
- Extending material already studied.
- Private research tasks to support coursework assignments.

Hall is set each week in each subject that a pupil is studying. For the Lower School, the Hall Timetable records when work ought to be set, completed, and submitted. Throughout their time, pupils are gradually encouraged and supported to take ever greater responsibility for their own learning, culminating in the Sixth Form by which time pupils are expected to have developed considerable maturity in the way they approach their work and learning.

All Hall is recorded on the School app, which helps pupils to manage when work is due in and to prioritise the order in which they complete it. Hall can also be monitored by tutors to ensure that the pupils are keeping up to date. A working group is currently looking at the types of Hall set with a view to making recommendations on practice that best promotes learning.

This policy is monitored and reviewed annually by the Deputy Head (Academic).

Appendix 1: Summary of Changes in Issue 4.2

- Approved by the Education Committee with no further amendments.

Appendix 2: Curriculum Plan

The Third Form

The Third Form curriculum emphasises the development of 17 core skills. These are delivered in five curriculum modules (Identity & Relationships; Innovation and Critical Thinking; Environment & Sustainability; Digital Literacy; Languages, Culture & Society) which are taught collaboratively by departmental groups throughout the Michaelmas term. The development of each skill is assessed regularly with a formal, summative assessment occurring in early December. Pupils who achieve their gold skills award receive their certificates in Lists at the end of the Michaelmas term.

As well as focusing on the development of skills, all pupils study Maths, English and Science, which collectively make up half of the curriculum time. Pupils also have two lessons of Wellbeing & Worldviews every week (a bespoke course covering aspects of RS, philosophy, citizenship, and Wellbeing). The second rest of the curriculum is dedicated to options, with pupils choosing five subjects (from 14) which they study for 3 periods per week. In giving the pupils free choice, we ensure that they not only study subjects they enjoy and are good at, but that they have the time to explore their chosen subjects beyond the confines of rigid syllabi. Consequentially, time is given over to project work (often cross-curricular), topical and global issues, and the opportunity to pursue independent areas of interest.

Overall, the skills learned and the breadth and depth of the Third Form curriculum help to inform pupils' (I)GCSE choices which are made during the Lent Term, following discussion with tutors, staff, Housemasters, and parents. Choices are finally confirmed in the Trinity term.

All Third Formers study the following subjects:

Core Subjects		**Allocation**	
English (Lang + Lit)		4	
Mathematics		4	
Science		9	
Wellbeing & Worldviews		2	
Tutor period		1	
Optional Subjects (from which pupils choose 5 subjects)			
Drama	3	Latin	3
Art	3	German	3
DT	3	History	3
Music	3	Geography	3
Drama	3	Computer Science	3
French	3	Classical Civilization	3
Spanish	3	[Mandarin]	3
		[EAL]	3
Total			**35** (20c+15opt)

In the Third Form pupils have the opportunity to play sport four times a week, including matches on Saturday afternoons and sometimes Monday or Thursday. On Monday, all pupils have the chance to experience the wide variety of 'minor' sports on offer with a view to them developing their interest beyond the Third form.

In addition to regular classroom assessment in each subject and departmental tracking or block testing, Hall (homework) is set regularly for all subjects. Pupils will normally have three Halls each evening, with the recommended length for most subjects being about half an hour. At the

end of the Trinity terms all pupils in the Third Form sit internal written examinations in all subjects. At the end of the Michaelmas term pupils are assessed on progress towards their skills and certificates are awarded at bronze, silver, and gold levels.

The Fourth and Fifth Forms

(I)GCSE choices are made during the Third Form. All pupils must follow a core curriculum of English Language, Mathematics, Literacy, and separate Sciences (although they may opt to sit the Triple, Dual, or in a few cases Single, Science examinations).

Pupils then choose four additional options to make a usual profile of nine (I)GCSEs, though some pupils may study Triple Languages and Triple Sciences, creating a profile of 11 GCSE subjects, while others might study fewer than 9, as appropriate. Pupils are strongly encouraged to choose at least one MFL subject for (I)GCSE, although this is not compulsory. A comprehensive Wellbeing programme covering issues such as relationships, e-safety, and life skills, is delivered within timetable.

All Fourth and Fifth Formers study the following subjects:

Core Subjects		**Allocation**	
English (Lang + Lit)		3 (4)	
Mathematics		4 (5 in Fourth Form)	
Science		9	
Wellbeing		1	
Tutor period		1	
Optional Subjects (from which pupils choose 3 subjects)			
Drama	4	French	4
Art	4	English Literature	4
DT	4	History	4
Music	4	Geography	4
Music Technology	4	Computer Science	4
PE	4	HPQ	3+1
Spanish	4		
Total			**34/5** (19c+16opt)

Classes are set according to ability, where appropriate. Regular Hall is set in all (I)GCSE subjects. As in the Fourth Form, pupils will usually be set three Halls for handing each day. The recommended length of these rises to nearer an average of 30-40 minutes for each subject. In addition to routine assessment in class, all (I)GCSE subjects sit a full written trial examination in each GCSE subject at the beginning of the Lent Term.

Pupils have the same provision for sport and other co-curricular activities as in the Third Form.

The Sixth Form

As is stated in the School's Policy on Academic Progression, the move from the Fifth to the Sixth Form is dependent on pupils meeting the requirement of a minimum of a grade 4 across their (I)GCSEs and with the minimum of a grade 7 in the relevant GCSE for automatic entry onto the A level programme. BTEC courses have no specific pre-requisites. Sixth Form choices are made during the Lent term of the Fifth Form, involving discussions with the subject teacher, Head of department, tutor, Housemaster, and parents. There are also assemblies for subjects new to the curriculum, taster sessions and the Options Fair.

All pupils select three options for study in the Sixth Form, which they study for two years. With the exception of two subjects (who follow the international A level syllabi), there are no AS

examinations. Further Mathematicians may take double Maths as a fourth A level, and, by prior arrangement, it is possible for a boy to pursue a fourth A level subject of his choice following or take a bespoke option following a 1:1 tutorial arrangement, partially off-timetable and agreed by the Deputy Head (Academic). All Sixth Formers continue with Wellbeing and have a tutor period every week. All Sixth Formers have the option of taking an EPQ project, and a small number of pupils also choose an examined enrichment course, which includes the option to continue with MFL (and obtain a European qualification), Core Maths, English Language A/AS and a small number of standalone AS levels.

The Sixth Form curriculum introduces more advanced, sophisticated study of more complex topics and is in preparation of the university opportunities that follow. The nature of Sixth Form study is therefore quite different from (I)GCSE. Pupils are expected to approach their subjects with a greater maturity and sophistication. Class sizes are smaller, and pupils are expected to take considerably greater responsibility for their learning and progress. Hall is set in each subject area, but not with the same defined regularity and will vary considerably in challenge and length. In some subjects, considerable background reading and preparation is necessary if class work is to be productive. Each Sixth Former has some free periods in their timetable each week, during which they my work in their study or in the Macnaghten Library.

For those pupils who are studying for Oxbridge entry or for subjects requiring a university admissions test, further support is available. Each Oxbridge candidate has a member of staff who acts as an academic mentor, supporting and guiding them in their preparation for an application. Mock interviews are arranged within subject departments as well as part of an Oxbridge interview evening involving a number of local schools. Preparation for university entry tests is co-ordinated by the relevant department.

Most subjects are shared between two members of staff although in the Sciences subjects are sometimes taught by one. During the timetabling process class sizes are capped at a maximum of 14 (although a contingency of 16 is used later on in the year) and are frequently much smaller. Some combinations might be difficult to arrange and will be dependent on demand.

The following courses are available to pupils in the Sixth Form:

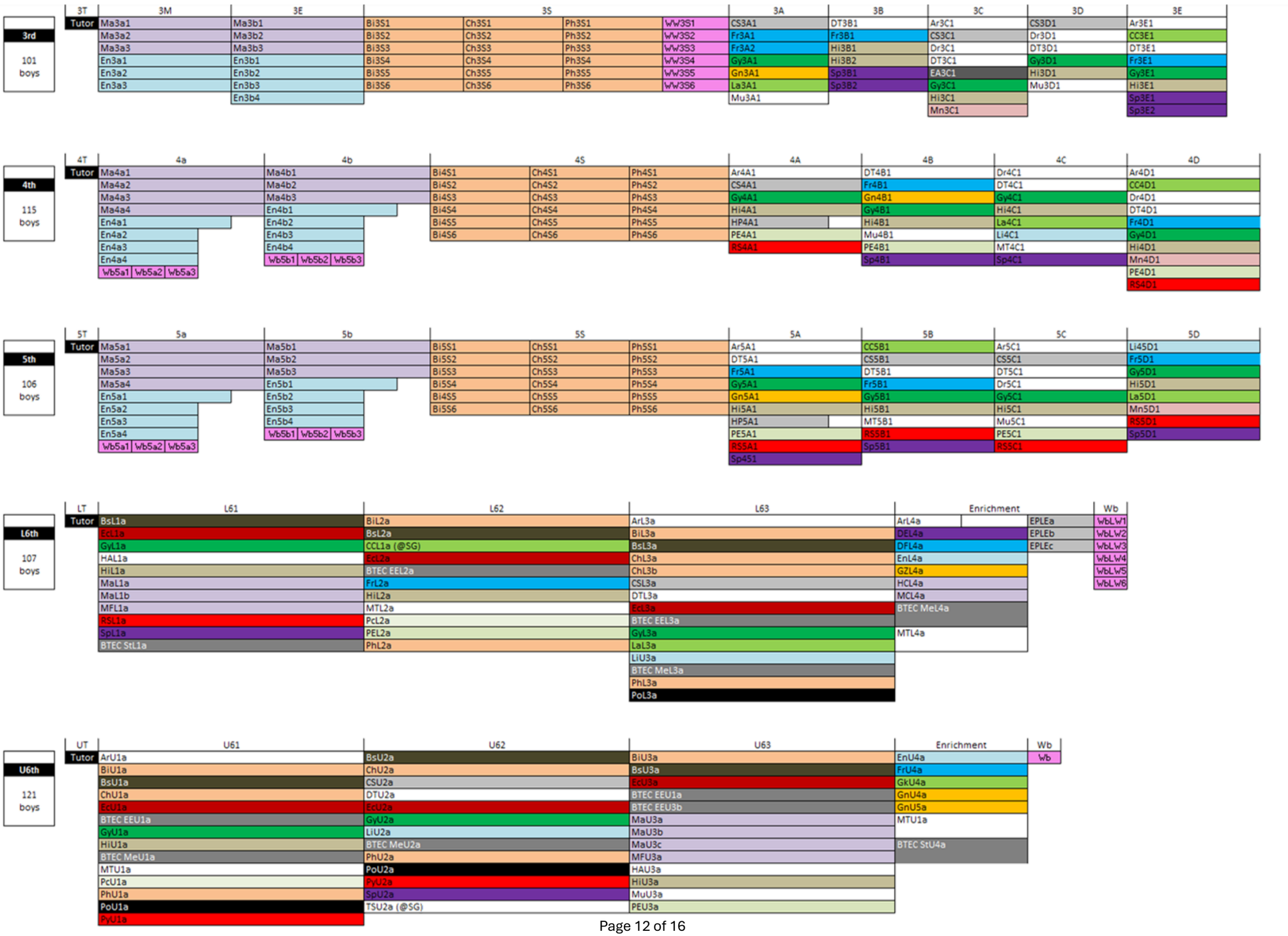
Subject	Allocation	Subject	Allocation
Mathematics	7	Drama/ Theatre Studies	7 (at SG)
Double Mathematics	12	History of Art	7
Physics	7	History of Art	7
Chemistry	7	Economics	7
Biology	7	Business	7
English Literature	7	Religious Studies	7
History	7	Art	7
Geography	7	Physical Education	7
French	7	Music	7
Spanish	7	Music Technology	7
Design & Technology	7	Computer Science	7
E&E BTEC	7	Media BTEC	7
Psychology	7	Sport BTEC	7
Politics	7		

Review

In 2024 a new Third Form curriculum was rolled out, which saw a shift away from content towards the delivery of 17 core skills. The skills are packaged into five ‘supra-curricular’ modules, which are taught in coordinated, cross-departmental teams. As well as focusing on

skills, the new curriculum also reduced the number of compulsory subjects (14 to 12), giving pupils more time for each and greater scope for cross-curricular projects and creativity. The new Third Form curriculum also significantly increased subject optionality, expanding the range of subjects that pupils could choose to take (or not) so that a greater proportion of their curriculum time was tailored specifically to their interests. At the same time, we introduced differentiated pathways in English (Language-only; accelerated Language and Literature combined; Language-only with optional Literature), which also serves to ensure that study a programme of subjects that fits with their interests and aptitudes.

Appendix 3: Curriculum diagram



Appendix 4: Literacy Policy

For the purposes of this policy, literacy is defined primarily as the ability to read and write. But it also involves the capacity to recognise, reproduce and manipulate the conventions of a range of texts and a variety of modes. There are also new forms of literacy (on-screen literacy and moving image media) to consider alongside the more traditional print literacy.

Literacy is important because it enables pupils to gain access to the academic curriculum, to read for information and for pleasure, and to think and communicate effectively and clearly. Strong literacy skills enable pupils to read, understand and access examination materials, and so achieve their educational potential across the curriculum.

To emphasise its importance Literacy forms a core strand in the Third Form skills curriculum. All departments have a crucial role to play in supporting pupils' literacy development, and all teachers are, therefore, teachers of literacy. As such, they are required to develop the pupils' literacy skills in the belief that it will support their learning and raise standards across the curriculum, because:

- Vocabulary, expression, and organisational control to cope with the cognitive demands of subjects;
- Writing is an essential means of sustain and ordering thought;
- Language helps to reflect on, revise and evaluate what we do and what others have said, written or done;
- Language is an essential tool for developing understanding and creating meaning;
- Reading helps pupils to learn from sources beyond their immediate experience;
- Responding to higher order questions encourages the development and honing of thinking skills and enquiry;
- Strong literacy and learning skills strengthen pupils' self-belief, motivation, and behaviour;
- Literacy empowers pupils by giving them the tools to learn independently.

Aim

To develop pupils' abilities to speak, listen and communicate, to think, explore and organise. This includes helping pupils to express themselves orally and in writing so that they can become powerful communicators across the curriculum and develop the literacy skills required for further education and employment.

Powerful communication comprises:

- The successful application of reading and writing skills, including the ability to write and speak fluently, accurately, and coherently, across the whole curriculum;
- The ability to speak articulately in a range of contexts and for different purposes.

Delivering Literacy

The key literacy skills in reading, writing, speaking, and listening are expected to be taught in all lessons. Literacy forms a core skill in the 'Identify & Relationships' module delivered within the Third Form skills curriculum.

HoDs are encouraged to incorporate elements of the literacy curriculum into their schemes of work and most, although not departments, should include specific literacy objectives where appropriate. These objectives will inform what is taught, how it is taught, what is learnt and how it is learnt.

Roles and Responsibilities

- The Literacy Coordinator; Director of Teaching & Learning; Deputy Head (Academic); the Library Manager; and the Heads of English and Learning Support lead in promoting the development of literacy across the curriculum and ensuring co-ordination across departments.
- The English Department has a leading role in developing the knowledge, skills and understanding that pupils need to read, write, and speak and listen effectively.
- Teachers across the curriculum contribute to pupils' language development, since speaking, listening, writing, and reading are, to varying degrees, integral to all lessons.
- Pupils take increasing responsibility for recognising their own literacy needs and making improvements.

The Literacy Coordinator

The role of the Literacy Coordinator includes:

- Staff training.
- Implementation of reading weeks, reading assemblies and other schemes to promote literacy priorities, targets, and objectives in the lower school.
- Use of incentives, rewards, prizes, and other schemes to develop reading.
- Working with Housemasters to promote reading in Houses.

The English Department

The role of the English department includes:

- Identifying literacy priorities, targets and objectives and other particular contributions they can make.
- Use of reading lessons in the Third Form.
- Using data to identify curricular targets.
- Adapting the department development plan to achieve these.

Academic Departments

Literacy development across the whole curriculum also requires:

- All teachers to understand that they are teachers of literacy.
- A shared understanding among teachers of the relationship between language and learning, and how the work undertaken in different subject areas can contribute to the development of literacy skills.
- Teachers to be aware of the particular language demands made upon pupils in their subject areas.
- The development of consistent approaches and appropriate resources within subjects to improve pupils' use of language.
- Whole school and Department CPD appropriate to the development of literacy skills within the subject
- Intervention strategies in consultation with the Teacher in charge
- Evaluation via the school monitoring process

Main areas of development: talk, reading and writing

Learning through **talk** / speaking and listening comprises:

- Using talk to clarify and present ideas.

- Active listening to understand.
- Talking and thinking together

Talk remains the main means of communication in everyday life and is fundamental to the development of understanding. Pupils will be taught to use language precisely and coherently. They should be able to listen to others, and to respond and build on their ideas and views constructively. Strategies will be developed to teach pupils how to participate orally in groups and in the whole class, including using talk to develop and clarify ideas; identifying the main points to arise from a discussion; listening for a specific purpose; and discussion and evaluation.

Staff training needs will be met through the sharing of best practice and useful strategies such as the management of group/collaborative talk and listening.

Learning through **reading** comprises:

- Developing research and study skills
- Reading for meaning
- Understanding how texts work

We want the pupils to enjoy reading, to be able to use their reading to help them to learn and to become more confident and competent in reading. We aim to give them a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding. This applies particularly in the area of writing, but also reading (including from the screen), as texts become more demanding.

Existing good practice is built on and shared and pupils are taught strategies to help them to: read with greater understanding; locate and use information; follow a process or argument; summarise; synthesise and adapt what they learn from their reading.

Learning through **writing** comprises:

- Using writing as a tool for organising thought
- Structuring and organising writing
- Developing clear and appropriate expression with appropriate use of vocabulary, sentence construction, punctuation, and paragraphing.

Many lessons include and depend on written communication. We want our pupils to develop increasing confidence and competence in writing so that they can write accurately and coherently in a widening variety of forms for different purposes e.g. to interpret, evaluate, explain, analyse, and explore.

Departmental Co-ordination

It is important that there is clear co-ordination across subjects so that language skills are consistently recognised and reinforced. Teaching in each subject is required to:

- Make connections between pupils' reading and writing, so that they have clear models for their writing;
- Use the modelling process to make explicit to pupils ***how*** to write;
- Be clear about audience and purpose;
- Provide opportunities for a range of writing, including sustained writing.

Assessment and Monitoring

The School Assessment / Marking Policy (Appendix A) identifies the key aspects of literacy that each department addresses in its marking of pupils' written work. These aspects fall into four

main categories: vocabulary; sentence construction; spelling and punctuation; and paragraphing.

Learning Environment

The classroom environment should promote and encourage good literary practice. This includes the following:

- Displays of reading material relevant to the topic or subject;
- Each classroom promotes subject-specific vocabulary which pupils are encouraged to use regularly;
- High quality reading material, which is up-to -date, relevant and balanced in its presentation of ethnicity, culture, and gender;
- Open access to the school library;
- Access to a good quality range of texts during lessons
- Dictionaries, glossaries and lists of appropriate subject vocabulary that are available during lessons, and which pupils are encouraged to use.
- Access to appropriate audio-visual equipment

Lesson plans

Lessons within the school should include reference to the skills or strategies to be used, taught, or reinforced. These include, as appropriate:

- Making clear the intended purposes of reading within the curriculum e.g. describe, repeat, interpret, or analyse texts read;
- Teaching and giving opportunities to practise skimming for overall meaning, scanning for key points, words, or phrases, or close reading;
- Teaching and giving opportunities to practise sifting and selecting information and taking notes from texts;
- Teaching, and enabling pupils to infer and deduce meanings, recognising the writer's intentions;
- Teaching and giving opportunities to research and investigate using printed words, moving images and ICT texts.
- Teaching how to use quotations and other evidence selectively to support points and to link them to pupils' own comments.

Monitoring and Evaluation

The standards of pupils' literacy and the progress they are making will be assessed using available data. Possible approaches to monitoring are:

- sampling work – both pupils' files and departmental schemes;
- observation – tracking and literacy teaching;
- meetings;
- interviews with pupils;
- scrutiny of development plans;
- encouraging departments to share good practice by exhibiting or exemplifying pupils' work; and peer observation.