

Tel: 020 8807 4037  
Fax: 020 8887 8111



office@latymer.co.uk  
www.latymer.co.uk

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# THE LATYMER SCHOOL

Founded 1624

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## CURRICULUM POLICY

<b>Approved by:</b>	Curriculum and Standards Committee	<b>Date:</b> March 2025  (Previous review 18.09.2018 / 22.03.22 / 21.03.2023)
<b>Policy Adopted</b>	Full Governing Body April 2025	
<b>Next review due by:</b>	March 2026	



"Latymer is an **outstanding** school that provides an excellent all-round education for all of its students."

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## **1. Aims**

The curriculum at the Latymer School aims to:

- help pupils develop lively enquiring minds, apply themselves to tasks and acquire practical skills and knowledge that are valued both for their own sake and for the broader good of society.
- ensure that school life is valued for itself as well as a preparation for adulthood and employment.
- help pupils develop the ambition and self-esteem to realise their full potential.
- encourage pupils to be aware of and understand their own and others' feelings.
- assist pupils to develop an understanding of and respect for the beliefs and values of others.
- provide a wide range of opportunities for all pupils.
- provide a broad and balanced curriculum at KS3 where students are given the opportunity to study a wide range of subjects, with no narrowing of the curriculum to start GCSE's.
- help pupils understand the world and the interdependence of individuals, communities and nations.
- help pupils understand the consequences for the environment of their actions and those of others.
- encourage pupils to contribute to the common good both now and in the future.
- support students in moving on from school Post 18, whether that be university, apprenticeship or the world of work.

## 2. Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

## 3. Roles and Responsibilities

### 3.1 The Governing Board

The governing board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the statutory requirements of education
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the Secretary of State
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

### 3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

### 3.3 Other Staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Heads of Department will review the curriculum they offer and ensure that it meets changes to External Exam Specifications, and changes in technology provision.

## 4. Organisation and Planning

The curriculum is organised to give each student in the Latymer School a broad and balanced experience of education, combining academic rigor with opportunities to undertake practical and artistic activities.

There is no need for students to take additional subjects independently of the school taught curriculum. Students are not allowed to take exams in curriculum subjects early, as the school is not able to provide staffing to teach students 'out of phase' with their peers.

Students join Year 7 and are placed in one of 6 Form Groups, which also operate as a House – these are:

7 Ashworth

7 Dolbe

7 Keats

7 Lamb

7 Latymer

7 Wyatt

**In Year 7**, most subjects are taught in these Form / House groups of 32 students. The subjects taught in these groups are: English, Maths, Science, Geography, History, RE, Modern Language, Music, Computing and PSHE. PE, Technology and Art, being practical subjects, are taught in smaller groups of 22/23 students.

**In Year 8**, a second Foreign Language is added to the curriculum. Where a student has been learning French, they may then opt to study German, Latin or Russian. Where a student has been learning German, they may opt to study French, Latin or Russian.

**In Year 9**, Maths is set by ability in a full year group structure, whilst English is taught in half year blocks, in 4 slightly smaller teaching groups, to support the academic development of our students. New teaching groups are created for Science, Geography, History, RE, and 1<sup>st</sup> Modern Language. In Science, the subject is taught separately as Biology, Chemistry, Physics and the GCSE course is started.

Computer Science has been offered as a 'Twilight' course in Autumn 2018, with a view to students completing the GCSE in Year 10. (DELETE)

### At KS4

The policy is to give students a broad curriculum choice. Students have a core curriculum of English Language, English Literature, Maths, and Triple Science. They then select a Modern Language (French, German, Russian, or Latin), and a Humanity subject (Geography, History or RE). They then have a free choice of two other subjects from a wide range of choices, including subjects they have not already opted for above. For example, they may choose to study History and RE. There are not fixed option blocks, so it is normally possible to incorporate all individual choice combinations. Computer Science has been offered in the option process since September 2022.

## **At KS5**

An open option block system is again operated, with a wide range of academic subjects to choose from. The vast majority of students will follow a 4-subject curriculum in Year 12, taking one of these subjects as an AS external exam entry at the end of Year 12. In Year 13 students will study the remaining 3 subjects to take external A Level qualifications in these.

The curriculum is reviewed each year at the time of Option decisions, to confirm what subjects will be offered. This may vary from year to year, depending on demand, and staffing levels, but the aim is always to maintain as broad a curriculum as possible. Technology has been offered since September 2022.

PDC (Personal Development Curriculum) is taught throughout each Key Stage in a variety of ways – in formal timetabled lessons in Key Stage 3, and via drop down days and Form Groups in Key Stage 4 and 5

## **Resources to Support the Curriculum**

Each Department is given an annual capitation budget, to support the provision of the curriculum. Additional funds can be requested from the school central budget or from Latymer Parents & Friends (LPF).

## **5. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with lower prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Data from FFT is used to produce targets for students in Year 10, which are shared with parents.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

## **6. Monitoring Arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits
- Meetings with the school council, etc.
- Updates to Curriculum & Standards Committee meetings from subject Heads of Department

Heads of Department monitor the way their subject is taught throughout the school through:

- Formal Departmental observations that take place twice a year
- These include work scrutiny and student voice surveys
- Learning walks
- Feedback from parents at Parents' evenings

Heads of Department also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 3 years by the Curriculum and Standards Committee of the Governing Body. At every review, the policy will be shared with the full Governing Body.

## **7. Links with Other Policies**

This policy links to the following policies and procedures:

- Assessment, Feedback and Response Policy
- Careers Education Information, Advice and Guidance Policy
- Drugs and Drugs Education Policy
- Examination Policy for Non- Curriculum Entries
- Homework Policy
- Literacy Whole School Approach Policy
- Pupil Premium Policy
- Sex Education and Relationships Policy
- Special Educational Needs and Disability Policy