Godolphin & Latymer

Curriculum Policy



Reviewed by: JCR September 2026
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Next review by: September 2027

1 Introduction

1.1 We offer a broad and balanced curriculum, which provides continuity and progression and fosters moral, cultural, aesthetic and physical development. The curriculum has been devised to be appropriate to pupils' ages, abilities and aptitudes, in order to foster talents and fulfil potential. We expect pupils to take responsibility for their own work and to be willing to take advantage of the intellectual challenges which are offered to them; we encourage them to question rather than to accept the received wisdom without thought. Our aim, as we deliver the curriculum, is that pupils will become independent thinkers and develop into lifelong learners, and that they will leave school as informed, cultured, civilised and skilled young people, prepared for higher education, the workplace and the opportunities, responsibilities, challenges and experiences of British Society and indeed any community in which they live.

1.2 Only when pupils are happy and secure can meaningful and productive learning take place, so we recognise the importance of strong pastoral support; we take a keen interest in each pupil's learning and development as she progresses through the school. Careers advice and guidance about subject choices, higher education courses and the world of work are vital and are provided to pupils throughout the school, in line with the School's Higher Education and Careers Policy.

1.3 The breadth of the curriculum, up to the end of Year 11, gives pupils experience in linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative education. Through these subject areas, they will acquire and develop skills in speaking and listening, literacy and numeracy to a high standard. Within both the academic and pastoral curricula, and across the co-curriculum, pupils are encouraged to explore and understand multiple viewpoints and perspectives.

1.4 The curriculum is designed to be inclusive, to allow for different learning profiles and prior learning experiences, but at the same time to ensure that there is a match between each pupil and the tasks she is asked to perform. Subject matter is designed to be appropriate for the ages, aptitudes and needs of all pupils, including, those with special educational needs and disabilities (SEND) (with or without an EHC plan).

1.5 We recognise that all pupils at Godolphin and Latymer can be described as 'more able' and our long-term expectations for each pupil are very high. Not only have all pupils been selected by a very academic school, but a majority have a MidYIS score on entry which is above the level (125) that would identify a pupil as being in the top 5% nationally. However, individual pupils' abilities and levels of confidence will vary across subjects, topics and tasks and our curriculum is designed so that teachers provide appropriate challenge across all areas of learning.

1.6 Schemes of work incorporate adaptive teaching. Pupils are taught in ability bands in Mathematics (Years 8 – 11); they are also given additional individual support or challenge by their teachers as and when this is required. In Mathematics the top band studies for the AQA Level 2 Certificate in Further Mathematics alongside the IGCSE in Years 10 and 11, taking all examinations in June of Year 11. In lower bands, the IGCSE curriculum is supplemented as appropriate with topics from the Further Mathematics syllabus which ensures that all pupils are stretched mathematically.

1.7 See Appendix 2 for more information about provision for more able pupils across the curriculum.

1.8 All pupils have the opportunity to learn, develop and make progress through access to:

- a broad and balanced curriculum;
- equitable access to all curriculum areas regardless of ability;
- a teaching and learning approach which embodies at its heart the principles of enabling each pupil to have and fulfil the highest possible expectations of herself, and which encourages independent thinking and learning (see the Learning and Teaching Policy);
- flexibility of teaching to allow for different learning needs;
- support from the Individual Learning Department in order to assess special educational needs or individual learning needs and offer any specific support required at any stage of their school career (see the Individual Learning Policy);
- regular, constructive feedback on progress to pupils and their parents with challenging and attainable targets for improvement (see the Assessment Policy);
- a coherent programme of personal, social, health, economic and citizenship education which reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 and any relevant legislation or statutory guidance (see the Personal, Social and Health Education and Citizenship Policy, the Spiritual, Moral, Social and Cultural Development Policy, the Relationships and Sex Education (RSE) Policy and the Equal Opportunities Policy);
- wide-ranging opportunities, both within the curriculum and as extra-curricular activities, for pupils to be involved in creative and performing arts;
- opportunities for cross-curricular work to encourage teamwork as well as independent thinking and learning;
- a diverse range of extra-curricular opportunities which enrich and extend the school curriculum, help pupils to develop a sense of responsibility and raise self-esteem;
- accurate, up to date and impartial higher education and careers advice, which enables pupils to make informed choices about a broad range of study and career options and opportunities for work-related learning, and helps to encourage them to fulfil their potential; and
- opportunities for pupils to serve their community through voluntary work and outreach.

1.9 The curriculum has been designed to help pupils to develop lively and enquiring minds, a love of learning, the ability to question and argue rationally, listen and communicate effectively and apply themselves to tasks both cognitive and physical.

1.10 In their delivery of the curriculum, staff are encouraged to promote the school's aims and ethos and the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Staff must not promote partisan political views in the teaching of any subject and, where political issues are brought to pupils' attention, pupils are offered a balanced presentation of opposing views. This is supported by, having clear expectations of behaviour, treating pupils equally, listening to their opinions and encouraging them to work collaboratively.

1.11 The curriculum is reviewed continuously to ensure that it remains linked to the needs and aspirations of pupils, allowing them to reach their full academic potential, whilst also enabling them to acquire knowledge and skills which will be up-to-date and relevant to adult life and employment in the context of a fast-changing world.

2 Details and implementation of the curriculum: Years 7 – 11

2.1 In Year 7, all pupils study the following subjects: English, Drama, Latin, French, German, Mandarin, History, Geography, Philosophy and Religion, Mathematics, Physics, Chemistry, Biology, Technology, Art, Music, Physical Education, Computing, PSHE (including RSE), and in addition they follow a course in the use of the Library. In addition, all Year 7 pupils complete a 'Mini Business Adventure (MBA)' as part of our bespoke Futures Programme. The Futures Programme is designed to strengthen creativity and resilience through tackling real-world problems, with an emphasis on project-based learning, reflective thinking and collaboration.

2.2 In Year 8, pupils continue with these subjects, with the exception of Modern Foreign Languages where they choose two from a choice of French, German, Mandarin and Spanish. From the beginning of Year 8, pupils are taught in ability bands for Mathematics, with the opportunity to move from one band to another as appropriate.

2.3 In Year 9, the Classics department offer pupils a choice of Latin or Classical Civilisation. Experience of Ancient Greek is provided in some lessons within Year 8 and in some form times in the Autumn Term of Year 9. In addition to continuing all other curriculum subjects from Year 8, Year 9 pupils experience a rotation of three 8-week programmes exploring Computing, PSHE (specifically relationships and sex education) and Futures.

GCSE Subjects:

2.4 In Years 10 and 11, all pupils study six or seven subjects in the core curriculum: English, English Literature, Mathematics, a Modern Foreign Language from French, German, Spanish, Mandarin or Italian, and two or three of Physics, Chemistry and Biology.

2.4.1 Pupils also have the opportunity to study our Innovation and Leadership course instead of either one science or one option subject (for details of options subjects available at GCSE, see 2.4.1 below). During the GCSE option process for Year 9, pupils are invited to indicate their interest in the Innovation and Leadership course, and also to indicate whether they would opt to study the course instead of either one science, or instead of one option subject, or indeed whether they would opt for their course whichever arrangement was followed. A decision about the positioning of this course within the curriculum (ie whether instead of a science and/or instead of an option subject) is taken when we have an indication of interest from Year 9 pupils. Pupils then have a free choice of three subjects from Classical Civilisation, Geography, History, Religious Studies, French, German, Spanish, Mandarin, Italian, Ancient Greek, Latin, Art, Drama, Music, Physical Education, Food Preparation and Nutrition, Design and Technology, and Computer Science. As stated above, pupils may state a preference for studying the Innovation and Leadership course instead of one of these option subjects.

2.4.2 All Year 10 and 11 pupils follow courses in PSHE (including RSE) and Physical Education.

2.4.3 There is an extensive programme of voluntary work from Year 10 upwards which gives pupils the opportunity to contribute within the wider community.

2.5 The school week consists of twenty-nine fifty-five minute periods, three twenty-five minute 'pastoral and skills' periods and two assemblies, all fully supervised. Each area of the curriculum is allowed sufficient time for its contribution to be effective.

2.6 Time allocations for each subject from Years 7 - 11 are shown in the table in Appendix 1 to this policy.

3 The post 16 curriculum

3.1 The post 16 curriculum is responsive to the needs and demands of pupils; it offers a broad range of academic courses, together with: an enrichment and lecture programme; a Personal Development programme which incorporates PSHE and RSE; the opportunity to complete either an Extended Essay (IB) or an Extended Project (A Level); and guidance appropriate to Sixth Form study. There are also many opportunities for leadership for Sixth Form pupils, both in terms of school leadership roles and through many other opportunities to contribute to the school and wider community. Sixth Formers organise a wide range of academic societies covering subjects studied in school and subjects like Anthropology and Biomedicine which are not in the curriculum. They also write for and produce a number of subject related magazines. Senior pupils lead and interact with younger pupils through the Creative Arts; the LVI assist with direction of the Year 7 play annually and Sixth Formers also take on the direction of House Drama and Singing as well as whole school events. Within the wider community many Sixth Formers volunteer to help in local schools and on our Bridge outreach programme.

3.2 All IB pupils are required to undertake a CAS (Creativity, Activity and Service) programme during their two years of study. This requires them to become engaged in a variety of regular commitments and activities, guided by the CAS Coordinator. Through the CAS programme pupils will develop their personal creative interests, keep themselves physically fit and help others both in their immediate environment and in the wider community.

3.3 The post 16 curriculum helps to prepare pupils for the opportunities, responsibilities and experiences of adult life in British Society and indeed in any environment in which they may choose to live and/or work. They leave school as confident lifelong learners with a responsible attitude to the world in which they live.

3.4 A level/IB Choices:

3.4.1 In the Sixth Form pupils choose between the A level and IB pathway. Subjects offered include all those offered at GCSE except Physical Education, Food Preparation and Nutrition, and Design and Technology. New subjects are also offered as follows: Ancient History (A Level), Economics (A Level and IB), Politics (A Level and IB), and History of Art (A Level and IB).

3.4.2 In the Sixth Form A Level subjects are taught on five periods per week each over two years. Each pupil has a free choice of four subjects (although this may be five subjects if studying Further Mathematics). The LVI programme also includes the level of teaching, support and advice required in order for pupils to complete the AQA Extended Project Qualification (EPQ). Through working towards their EPQ pupils gain valuable experience in independent research as well as a deeper knowledge and understanding of a topic of interest to them.

3.4.3 IB pupils choose three Higher Level subjects and three at Standard Level. They must study English, a Mathematics course chosen from three options, at least one Humanity, at least one foreign or classical Language and at least one Science. For their sixth choice they may choose an Arts subject or a second Science, Language or Humanity. Higher Level subjects are taught on four periods each per week (with the exception of Mathematics Higher level which is taught on five periods) and Standard Level on three periods each.

3.4.4 All Sixth Form pupils have at least one period of non-examined Physical Education included in their timetables.

4 Higher Education and Careers Advice and Guidance

4.1 The school provides a comprehensive programme of Higher Education and Careers workshops and information, advice and guidance sessions to each pupil throughout their years at Godolphin and Latymer. This programme recognises that all of our pupils are individuals with different skills, aspirations and life goals. The programme is designed to encourage them to identify their aspirations, to build on their strengths, and work on those areas that they could develop further. This is in preparation for making informed decisions about their academic life and future careers, to allow them to fulfil their potential in whichever professional area(s) they choose. All advice and guidance is impartial and is designed to counter gender and other stereotypes.

4.2 The Higher Education and Careers team works closely with form tutors and the Section leadership teams in planning the schedule for the programme, which has two strands:

4.2.1 *Advice and Guidance on subject choices and higher education options* (from Year 9 upwards), the core of which is individualised advice and guidance. An understanding of the pupil's aspirations, goals, skills and academic interests form the basis of discussion about options at every stage at which decisions have to be made; the aim is to give the pupil the information with which to make informed choices about the next step. Pupils can also drop-in to the Higher Education and Careers department for informal discussions or with queries or questions. The Head of Higher Education and Careers attends all relevant Parents' Information Evenings.

4.2.2 *The Career Insight Programme (CIP)* which interweaves skills development and self-awareness with an understanding of the breadth of opportunities available to women in the 21st-century workplace (throughout the school). The CIP for each year has been devised in-house by the Higher Education and Careers team, so the activities are customised for pupils' attainment and aspirations.

4.3 The programme includes year group meetings and activities, form group sessions, and individual meetings to discuss each pupil's specific aspirations and goals. In addition to the times in a pupil's school career when individual meetings are scheduled, pupils (and their parents) can request a meeting at any stage during their school career. In both strands of the programme, the in-house guidance is supplemented with talks from external speakers and pupils are also encouraged to undertake work experience at the end of Year 11 after their GCSE examinations.

4.4 The principles on which the programme was devised, and is delivered, are in concordance with DfE advice: *Careers Guidance and access for education and training providers (June 2026)* and aim to fulfil the best practice outlined by the Gatsby Benchmarks. Curriculum learning is linked to careers, with pupils given opportunities to understand how the knowledge and skills developed through their subjects relate to a wide range of careers. For full details of the programme please see the separate Higher Education and Careers Policy which is available on the school website.

5 Ensuring access to the Curriculum for all Pupils

5.1 The school recruits well-qualified subject specialists to allow each area of the curriculum to be taught by those with a high level of subject expertise.

5.2 Training and professional development opportunities are provided for all staff to enhance the delivery of the curriculum and to keep teachers informed of current initiatives and developments relating to their subject areas. The staff review scheme identifies training needs which benefit the delivery of the curriculum.

5.3 Heads of Departments prepare schemes of work which ensure that the curriculum is delivered effectively with regard to adaptive teaching, the needs of individual pupils from all ethnic and social groups, the most able and those who are experiencing learning difficulties.

5.4 Study support is offered, by the Individual Learning Department, to those pupils who are identified as having particular learning needs (see the Individual Learning Policy). When a pupil is identified as having individual learning needs her teachers will be informed by the Individual Learning Co-ordinator, with advice given as to how they can best support her and help her to access all areas of the curriculum. The progress of all pupils who have been identified as having individual learning needs is reviewed annually.

5.5 As part of the PSHE programme, each Year 7 form is allocated two lessons with the Individual Learning Co-ordinator, or a member of their team, which focus on inclusion, neurodiversity and learning differences.

6 Review and Evaluation

6.1 Heads of Departments are responsible for their departmental development plans which share the same areas of focus as the whole school priorities. Development plans are reviewed and evaluated on an annual basis.

6.2 Heads of Departments' meetings are held twice a term and Curriculum Working Parties are set up when required.

APPENDIX 1

CURRICULUM FOR YEARS 7 – 11

All periods are 55 minutes in length, except form time which is 25 minutes

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
Philosophy and Religious Studies	2	1	1	3*	2*
English	3	3	3	4	4
Drama	1	1	0.5	3*	2*
Latin	2	2	1**	3*	2*
Ancient Greek	-	-		3*	2*
Classical Civilisation	-	-		3*	2*
French, German	2	-	-	3*	2*
Choice of two languages from French, German, Spanish, Mandarin (two lessons each per week)	-	4	4	(French,German or Spanish)	(French, German, or / Spanish)
Mandarin	1	-	-	3*	2*
Italian	-	-	-	3*	2*
Innovation and Leadership	-*	-*	-*	3	2
History	2	1	2	3*	2*
Geography	1	2	2	3*	2*
Mathematics	3	3	3	3	3
Physics	1	1	2	2	3
Chemistry	1	1	2	2	3
Biology	1	1	2	2	3
Art and Design	1	2	1	3*	3*
Technology	2	1	1	3*	2*
Music	1	1	1	3*	2*

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
Computing	1	1	***	3*	3*
Physical Education	3	3	2.5	2 in forms 3*(GCSE option)	1 or 2 if timetable permits 2* (GCSE option)
Personal, Social and Health Education	1	1	in form time and ***	1	1
Private Study	- (1 in form time)	- (1 in form time)	- (1 in form time)	1	2 or 3
				13 core+ 12 choice +PE/PSHE/PS	16 core + 8 choice +PE/PSHE/PS
Total	29	29	29	29	29

* Option subjects in Years 10 and 11

**In Year 9 pupils may choose between Latin or Classical Civilisation.

*** In Year 9 one lesson a week is devoted to a carousel of three 8-week programmes in Computing, PSHE (relationships and sex education) and the bespoke Futures programme (see paragraph 2.3 above).

**** Innovation and Leadership is the timetabled Middle School course offered to all pupils in Year 10-11, building on the work they will have completed through the Futures programme in the Lower School. The Futures programme is delivered to all pupils in Years 7-9 through a series of lessons, activities and projects which run across a combination of timetabled lessons, form times and dedicated study afternoons.

APPENDIX 2

1. Provision for more able pupils

1.1. Exceptionally able pupils will be supported in exploring opportunities for independent study beyond the school curriculum. In addition, the school provides flexible and individual curriculum adjustments for a number of pupils who are following elite sporting programmes or engaged in unusually extensive performance preparation outside school, e.g. in music, drama or dance.

2. Teaching for Challenge: within the classroom:

2.1. We aim to present challenge to our learners at all levels. Some of the many ways this is achieved are:

- a focus on metacognition so that pupils have an awareness of, and take control of, their own learning
- use of open-ended tasks, enabling all learners to respond at their own level
- encouraging evaluation and analysis and avoiding over-emphasis on right/wrong answers
- open-ended questioning; asking pupils to justify their answers and respond in greater depth
- problem-solving activities of varying levels of difficulty
- building resilience to keep going; discussing strategies for what pupils should do when they get stuck
- encouraging self-assessment and target setting
- focusing on process rather than outcome to encourage risk-taking
- opportunities for collaboration and debate
- differentiated homework tasks
- developing cross-curricular awareness
- using library resources to encourage wider reading
- promoting external events, such as lectures, and encouraging participation in external competitions

2.2. In all areas of the curriculum the emphasis is on encouraging pupils to think for themselves. We feel that depth of knowledge and good learning habits, which equip pupils for Sixth Form study and beyond, are more important than accelerated learning and the acquisition of a host of GCSEs. For this reason, we strongly advise families not to enter their child as private candidates for additional subjects or qualifications beyond the curriculum they will study at Godolphin.