

## **Section B: Curriculum; Teaching & Learning; Academic Progress; Assessment & Reporting**

### **B.3 UCS Curriculum Policy**

It is the policy of the school to give its students experience in linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative education. We aim to provide subject matter appropriate for the ages and aptitudes of pupils, including those with a statement; and where a pupil has a statement, we aim to provide an education which fulfils its requirements. We ensure that all pupils acquire skills in speaking and listening, literacy and numeracy as well as giving pupils personal, social and health education which reflects the school's aims and ethos. We endeavour to give appropriate careers advice for our pupils and, for those above the compulsory school age, we provide a programme of activities which is appropriate to their needs. Overall, our policy is to allow all pupils to have the opportunity to learn and make progress and to provide an effective preparation for the opportunities, responsibilities and experiences of adult life.

We believe that all our students have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual abilities and differences into account. In curriculum design, we are guided by our belief in the integrity of traditional academic subjects and in their value in providing the best framework for young people as they develop a full appreciation of the breadth of human knowledge. Equally, we regard physical and creative experience as being vital in the full development of students.

We keep the UCS curriculum under regular review, as we seek new and original methods to support the acquisition of knowledge and skill, in order to help students to develop not only intellectually but also socially, personally and emotionally as they prepare to take their places in the world.

The academic curriculum at University College School follows the customary pattern of providing a wide range of subjects in the Lower and Middle Schools, subsequently narrowing to provide specialised study in the Sixth Form. It is designed at all stages to enhance a pupil's academic experience and his appreciation of the breadth of knowledge. The academic curriculum is supported by a timetabled programme of PSHE, in coordination with the school's extensive pastoral system, and by an equally extensive programme of sports education. Although a degree of narrowing is inevitable at GCSE and at AS/A level, it is school policy to offer pupils the widest possible choice in their combinations of subjects, unrestricted by the constraints of an imposed 'blocking' system. We aim to ensure that a student has the greatest possible opportunities for individual choice and specialization.

In the Entry and Shell Years boys follow a common curriculum founded upon the best features of the National Curriculum, but extending beyond the National Curriculum's restrictions to provide a wide variety of additional work. Boys are not required to sit national tests at Key Stage Three, but they are expected comfortably to meet and to

exceed their demands. In the Lower Remove this broad curriculum expands further to provide pupils with the option of studying a further classical or modern language.

For their GCSE programme, all boys study Mathematics, English Language, English Literature, at least one modern language, at least one science, and a further five subjects.

In the Transitus, students usually study four subjects to AS level. Students may choose to continue with all four subjects to A-level in the Sixth Form or to narrow down to three subjects. There are opportunities for students to take an additional AS subject if they drop one of their A2 subjects. Students at this level continue to follow the school's sports programme; on Friday afternoons there are additional opportunities for non-athletic activities, as well as further opportunities for sport.

In the Lower and Middle School 6 periods of curriculum time are allocated to physical activity, while in the Sixth Form, there are 3 periods and the option of a further 3 periods during the Activities Programme.

### **Access to the Curriculum**

The school believes in ensuring that all students have full access to the UCS curriculum, regardless of their learning needs. The only situation where a student might suffer any restriction would be where access might have implications for the health or safety of a student.