

Curriculum Policy

Senior School

2025/2026



Ibstock Place

CO-EDUCATIONAL DAY SCHOOL

IBSTOCK PLACE SCHOOL

Curriculum Policy

Senior School

Scope

This policy applies to Senior School pupils and staff at Ibstock Place School (hereinafter 'Ibstock' or 'the School').

Roles and Responsibilities

The Governing Body has a statutory responsibility to ensure that this policy is ratified and compliant, as set out in the Independent School Standards 2019 (ISS). The Governing Body delegates this responsibility to the Head, who is accountable for the operationalisation of this policy. In turn, the Deputy Head (Academic) is delegated responsibility for the consistent application and implementation of this statutory policy across the School. Staff must follow the expectations set out in this policy.

Strategic Intent

At Ibstock, we aim to provide a rich, modern and forward-looking curriculum which will help our pupils to lead happy, successful and virtuous lives. We want our pupils to become net contributors to society with a strong sense of decency, fair play and social responsibility. Our curriculum is inherently values-driven; it promotes kindness, curiosity and courage. Our curriculum is premised on a strong commitment to the power of reason; we want our pupils to become deep and creative thinkers who possess the confidence to resist the lure of the immediate. Through perseverance and a happy embrace of challenge, we want them to become intellectually independent and optimistic about their place in a rapidly changing world. We also want them to develop high levels of emotional intelligence and a collaborative mindset so that they recognise and can draw upon the power of the many. More than anything, though, we aim to preserve and to amplify the natural curiosity of youth. Through a seamless, outward-facing and inspiring curriculum which draws from the best practice of both today and yesterday, we seek to create a space in which our pupils can launch themselves into a life which will be well lived.

The School is mindful of its statutory and regulatory obligations with regard to its curriculum, including those enshrined in the 1996 Education Act, the 2010 Equality Act and in statutory guidance relating to Fundamental British values, Relationships and Sex Education and Careers Education.

The Aims of Ibstock Place School

Our goals for the pupils are three-fold:

- Intellectual: an inquisitive and imaginative mind which gives pupils the confidence to think for themselves, to challenge ideas and to make informed decisions about their present and future
- Personal: healthy, resilient young people with the determination, ambition and self-confidence to pursue excellence in all they do
- Social: honesty, integrity, a genuine sense of tolerance, courtesy and respect

We do this through:

- Challenging and inspirational teaching across a broad curriculum
- Extensive co-curricular opportunities
- A pastoral programme which monitors each pupil's development
- A programme promoting social awareness of issues at home and abroad
- Preparation for higher education and the world of work
- Embedding our learning model: The Ibstock Lesson

Curriculum Principles

We define the curriculum as all those planned activities which affect pupils' learning and ensure that the School's aims are fulfilled. It embraces both the prescribed (timetabled) and optional (co-curricular) learning opportunities. All pupils have access to a curriculum that is guided by the following principles:

- Pupils receive a broad and balanced curriculum that introduces them to a suitable range of learning experiences that develop knowledge and skills in a coherent way:
 - Breadth - ensures that the education as a whole gives pupils experience of linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. Details of provision are found in respective faculty handbooks.
 - Balance - ensures that all aspects of the curriculum will receive appropriate emphasis, depending on the pupils' stage as learners. This will necessitate a different apportioning of curriculum time from year to year.
- Provision is made for acquisition of the skills of speaking, listening, literacy and numeracy, especially through English, Mathematics, Modern Foreign Languages and Ethics, Rhetoric and Public Speaking. Details of provision are found in respective faculty handbooks.
- The curriculum is well resourced, stimulating and challenging so that it inspires enthusiastic participation.
- It provides opportunities for choice, facilitating the growth of independence and enabling pupils to share responsibility for their own learning.

- Pupils are encouraged to become effective thinkers and independent learners through all curricular activities.
- The curriculum is well planned so that all pupils have the opportunity to learn and to make progress:
 - Account is taken of the previous learning of pupils, their present experience and their future needs.
 - Subject matter is always appropriate for the ages and aptitudes of pupils, including those for whom English is an additional language and those with SEND. The latter may include pupils with Education and Healthcare Plans. Each pupil on the SEND Register has an Individual Education Plan which details the picture of need, along with any curriculum amendments.
 - Pupils are grouped according to ability when appropriate, to allow a differentiated approach according to need.
 - For pupils above the compulsory school age, the programme of activities is appropriate to their needs; details of provision are found in the Sixth Form Prospectus and Sixth Form Handbook.
- A programme of careers guidance promotes awareness and gives pupils access to accurate, up-to-date careers information that is presented in an impartial manner. This enables pupils to make informed choices about a broad range of career options and progression routes and helps to encourage them to fulfil their potential.
- The curriculum provides opportunities for personal, social, health and economic 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 2010 Act(a) and in relevant statutory guidance, including that relating to RSE (Relationship and Sex Education).
- The curriculum supports effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

Curriculum Structure

In the **Lower Senior Years**, skills are acquired in a deliberately broad and catholic programme:

- Strong emphasis is placed on English, and mathematical and scientific skills. To support literacy, pupils in Senior 7 and Senior 8 will have one library lesson per fortnight in an English period.
- We believe in the importance of foreign languages in the curriculum. All pupils in Senior 7 study French, Latin, German and Spanish (on a carousel whereby they learn two languages at a time). After Senior 7, pupils refine their language study to opt for three foreign languages.
- Humanities comprise Geography, History and Religious Studies.

- Pupils' creativity and technical proficiency is developed through Design and Technology, Art, Drama, Dance, Music, and Computing.
- Foundation skills and competencies are developed through the Foundations carousel (S7), comprising PSHE, Digital Literacy, Pathways and Cookery lessons.
- PSHE is further delivered in Senior 8 through the carousel and through a whole-year course in Senior 9.
- Physical Education is provided for through a range of sports, swimming and gymnastics.
- In Oracy and Debating, pupils learn the rules of formal debating including how to structure arguments, how to make persuasive speeches, and something of the history of rhetoric. Through debates and the research that informs them, they learn about the range of fundamental British values which inform twentieth century society in the UK. Pupils in Senior 7 and Senior 8 are prepared for the English Speaking Board's examinations in Speech (Senior 7) and Debate (Senior 8).

In **Senior 10 and 11**, pupils specialise in 9, 10 or 11 I/GCSE subjects. The extensive compulsory core ensures that pupils maintain a broad education between ages 14 and 16 and one that does not restrict future opportunities:

- Core subjects continue as English Language, English Literature, Science (Double or Triple Award) and at least one foreign language.
- Able pupils may study GCSE Further Mathematics as part of their core programme. Pupils may elect to study either Double or Triple Science.
- In addition to the core, three optional subjects are chosen from an extensive range.
- Physical Education and Games and the Foundations programme are part of the non-examined compulsory element.

In the Sixth Form:

- Pupils are required to take three or four A-Level subjects in the Sixth Form. All subjects are examined at the end of the Upper Sixth. Most pupils are advised to start with three A-level subjects which they study to completion.
- Flexible timetabling is built around pupils' choices, and a wide range of subjects ensures a programme tailored to individual needs and future aspirations.
- A Sixth Form enrichment programme includes the Extended Project Qualification (EPQ), involvement in the local community through our Community Leadership Programme and participation in the Sixth Form Speaker Programme.
- The remaining time consists of Recreational Games, independent study, assembly and appointments with tutors. The ESB Short Course is offered on a voluntary basis.

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Curriculum Time

Lower School

Subject	Senior 7	Senior 8 (periods per week)	Senior 9
English	4	4	5
Mathematics	4	4	3
Science	3	3	-
Biology, Chemistry, Physics	-	-	6 (2 of each)
French/German/Latin/Spanish/Mandarin	3 hours (split between French and German for half the year, and Spanish and Latin for the other half of the year).	6 (2 of each of 3)	4 (2 of each of 2)
Geography	2	2	2
History	2	2	2
Oracy and Debating	1	1	-
RS	-	-	1
Art	1	-	-
Drama	1	-	-
Music	1	-	-
DT	1	-	-
Computing	1	1	-
3 from Drama / Art / DT / Music/ Dance	-	3	-
3 from Drama / Art / DT / Music/ Computing / Dance	-	-	3
PE / Swimming	1	1	1
Games	2	2	2
'Foundations' - PSHE/Pathways /Digital Literacy/ Cookery carousel	1	-	-
'Foundations' - PSHE/Pathways / Cookery carousel	-	1	
PSHE	-	-	1
Totals	30	30	30

Middle School

Subject	Periods per week
English and English Literature	5
Mathematics	4
Science: Double or Triple	6
French /German/Latin/Mandarin/Spanish/	3
I/GCSE Option Subjects – three selected from:	
French	3
German	3
Latin	3
Mandarin	3
Spanish	3
Geography	3
Classical Civilisation	3
History	3
Religious Studies	3
Art	3
Drama	3
Music	3
Dance	3
Design & Technology	3
Physical Education	3
Computer Science	3
Non-examination courses:	
Foundations	1
Games	2
Total	30

Sixth Form

Subject	Lower Sixth: Periods per week	Upper Sixth: Periods per week
English Literature	6	6
Mathematics	6	6
Further Mathematics	6	6
Biology	6	6
Chemistry	6	6
Physics	6	6
French	6	6
German	6	6
Spanish	6	6
Latin	6	6
History	6	6
Geography	6	6
Politics	6	6
Classical Civilisation	6	6
Economics	6	6
Psychology	6	6
Religious Studies	6	6
Art	6	6
Drama and Theatre Studies	6	6
Music	6	6
Computer Science	6	-
Extended Project Qualification	2	1

Non-Examination courses		
Recreational Games	2	2
Tutorial	1	1

Community Outreach *	2	2
Independent Study	Dependent on number of A level choices	Dependent on number of A level choices
Totals	30	30

*Those Sixth Form pupils who retain four core subjects will not participate in community leadership but will take the EPQ.

Curriculum Entitlement outside the Classroom

There are a number of activities which take place outside the classroom which serve to extend the timetabled curriculum and also to provide pupils with optional co-curricular experiences. This range of opportunities:

- Encourages pupils to extend their subject knowledge and skills;
- Promotes cultural development and aesthetic awareness;
- Boosts health and fitness;
- Facilitates personal and social development: self-esteem, maturity, self-reliance, teamwork and interpersonal skills;
- Promotes a sense of enjoyment and adventure which will engender a life-long thirst for knowledge and a pleasure in learning.

These opportunities are provided through inter-house competitions, clubs, assemblies, sports teams, musical activities, productions, team-building days, visits and visitors, musical and sports tours, workshops and outdoor education.

Teaching and Learning

Teachers should:

- Enable pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills;
- Foster self-motivation in pupils – the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- Deliver well-planned lessons using effective teaching methods, activities and management of class time;
- Show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure that these are taken into account in the planning of lessons;
- Demonstrate excellent knowledge and understanding of the subject matter being taught;
- Effectively utilise classroom resources of a good quality, quantity and range;
- Assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;

- Utilise effective strategies for managing behaviour and encouraging pupils to act responsibly;
- Promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Not discriminate against pupils contrary to the Equality Act 2010, that is, on the basis of protected characteristics;
- Actively promote and embed our learning model, The Ibstock Lesson, within their practice.

We believe that pupils should develop the ability to think for themselves and that they should acquire deep insight into how they learn. We maintain that pupils leaving Ibstock with a clutch of impressive A-Level grades is not sufficient; metacognitive skills and the self-confidence and the self-motivation to make a success of university and a career are also essential. We know that, as educators, we must provide pupils with the transferrable skills to cope with changes in technology, industries and employment. We use strategies derived from Ibstock Mindset Aspects to help teachers and pupils to structure their thinking and to inform learning strategies. Teaching pupils to become effective thinkers and independent learners is one of our important educational goals; through instruction and practice, we aim to increase pupils' creative and critical thinking abilities.

- We believe in neuroplasticity, that the above capacities are not fixed quantities and that they can be developed with this focus.
- Teachers are encouraged to use a variety of effective teaching styles and to employ a range of lesson dynamics. The approaches chosen should be appropriate to the learning objectives for the session and the needs of the pupils in each lesson. Technology may be freely used where it furthers the learning objectives.

To be effective in the classroom teachers should:

- Be active in structuring the acquisition of pupils' cognitive competencies;
- Be active in structuring the refinement of knowledge and process skills, and the development of understanding;
- Provide frameworks and guidance for the application of knowledge and understanding to unfamiliar and challenging scenarios;
- Actively work to inculcate the effective habits of mind in line with Ibstock Mindset Aspects;
- Support and praise positive elements of behaviour for learning, namely Engagement, Ambition and Respect;
- Seek to challenge pupils so they deepen their knowledge and understanding;
- Take into account the assessment of pupils' previous work and performance;
- Plan creatively and collaboratively, including a clear strategy for pupils on the SEND register;

- Set a clear framework and learning objectives for the lesson and communicate these to pupils at the start, creating time to review them with pupils at the end;
- Seek to inspire pupils with their own enthusiasm for, and command of, the subject matter in hand;
- Present information clearly to pupils both orally and in written form;
- Ensure that lessons start promptly, proceed briskly and finish on time, with pupils actively engaged throughout;
- Monitor pupils' focus and understanding throughout the lesson;
- Employ strategies for effective pupil management during the lesson, setting clear boundaries for pupil behaviour and encouraging pupils to act responsibly;
- Manage resources effectively during the lesson;
- Set prep which is appropriate, purposeful and supports learning;
- Encourage pupils' confidence and independence.

In doing this, they should:

- Adhere to and promote our learning model, The Ibstock Lesson, by embedding the Four Characteristics:
 - All of our pupils learn in an environment which advocates for and values the equality of opportunity, diversity and inclusivity.
 - Our pupils are stretched and challenged beyond their comfort zone; they engage in a range of feedback and metacognitive strategies which support their character education.
 - Our pupils strive to apply conscious effort and focus in their lessons and are inspired to build resilient relationships.
 - Our pupils have agency over their learning; this is enabled by clear and obvious SMART learning objectives and targeted support in the classroom.
- Actively work towards the implementation of the Department of Education's Teachers Standards, in parallel with our commitment to the placement and training of Initial and Early Career Teachers.

The quality of teaching and learning at Ibstock is monitored, and thereby pupil performance is evaluated against the School's aims. The following means are used in this regard:

- Annual Teacher Appraisal which includes classroom observations and scrutiny of pupils' work by senior and middle leaders;
- A rolling programme of quality assurance lesson observations conducted by the Director of Teaching and Learning and other senior colleagues, often in the form of Learning Walks;
- Periodic whole-school book scrutiny exercises conducted by the SMT;
- The analysis of public examination results at the beginning of the Autumn Term - which involves analysis informed by both the raw results and other statistical

measures including residual analysis and data relating to value-added (including MidYis, Yellis and ALPS);

- Analysis of internal examination results and the grades submitted by teaching staff at the end of every half term for reporting purposes.

Adaptive Teaching

The School aims to ensure that the work set takes into account variations in the interests, aptitudes, abilities and backgrounds of our pupils.

In English, Mathematics, French and Spanish, pupils are set by ability using subject-specific criteria. Faculty handbooks provide detail on how this is achieved:

- The Mathematics Faculty initially teaches pupils in mixed ability groups in Senior 7, but once sufficient testing data is available to make secure judgements (after Mid-Year examinations in January) pupils are grouped by ability, continuing through to S11.
- Initially, the Languages faculty groups Senior 7 pupils for French by previous ability. Pupils are set by ability from Senior 8 to 11.
- The English Faculty groups pupils in broad bands by ability from Senior 9 to 11.

Teachers should consider:

- The aptitudes, needs and prior attainments of pupils, and ensure that these are taken into account in the planning of lessons;
- How differences in outcome are valued;
- How a lesson's structure accommodates different speeds of working;
- The differences in pupils' contributions in collaborative working;
- The best way to group pupils within individual classes;
- How teaching approaches are best matched to pupils' learning preferences;
- The amount of revision, reinforcement and extension required by different pupils;
- The appropriateness of the overall curriculum, and individual lesson content;
- How information from iSAMS, and baseline assessments is taken into account during lesson planning;
- The most appropriate ways of assessing progress.

Queries

Queries about this policy should be directed to the Deputy Head (Academic).

Review and Verification

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