



Rugby School

Curriculum Policy

September 2024

1.0 INTRODUCTION

The Curriculum Policy is designed to establish the framework for the curriculum at Rugby school.

2.0 SCOPE

2.1 This policy applies to all staff involved in the provision of the Curriculum and Co-Curriculum.

2.2 The policy should be read by all teaching staff and other staff involved in the development and delivery of the Curriculum and Co-Curriculum.

3.0 THE CURRICULUM POLICY CONTENT

1.0 SECTION 1, ACADEMIC LIFE AT RUGBY SCHOOL

1.1 Teaching and Learning is at the core of what we do at Rugby School. Students at Rugby have the benefit of fantastic educational facilities and highly qualified staff. They learn what is needed to prepare fully for public examinations but, more than that, they develop a love of learning which stays with them long after they have left the School. We set high expectations of students not only in terms of their work ethic but also in terms of their intellectual ambition. Students aim high, and our record in public examinations and university entrance is testament to this.

1.2 The Curriculum Policy aims to set out a framework for a flexible and challenging curriculum appropriate to the age and educational stage of the students in the School.

1.3 Students joining the School in the F Block receive a broad and balanced education in all the subjects that we feel are important for young men and women of the 21st century. This emphasis on breadth and balance continues when students move into their GCSE & IGCSE courses. We believe that this range of subjects gives students the best educational experience.

1.4 In the Sixth Form we offer our students a choice between the IB Diploma Programme or A levels with the opportunity to complete an Extended Project Qualification in the LXX (year 12).

1.5 Ultimately our aim at Rugby is to prepare students for university life and beyond. It is clear what universities are looking for: excellent grades at both IGCSE/GCSE and IB Diploma/A level but also an intellectual appetite. We firmly believe that the opportunities available here at Rugby address both of those aspects.

1.6 Further to this, we know employers want highly qualified employees, but that they also demand qualities of versatility, resilience, a global mindset, habits of enquiry and reflection, and well developed skills of communication and collaboration. These dispositions are encapsulated in our Rugby Learner Profile and underpin our thinking about the School's curriculum as a whole.

2.0 SECTION 2, TIMETABLE

2.1 Rugby operates a two-week timetable with sixty 50-minute lessons per fortnight.

2.2 The F Block (13+)

Group	Periods Per Fortnight	Subject details*
Mathematics	6	All students study Mathematics
English	6	All students study English
Science	12 (4)	All students study Biology, Chemistry and Physics (each individual subject is allocated 4 periods per fortnight)
Humanities	12 (4)	All students study Geography, History, Philosophy & Theology (each individual subject is allocated 4 periods per fortnight)
Arts	6 (2)	All students study Art, Design and Drama (each individual subject is allocated 2 periods per fortnight)
Modern Languages	5	All students must study a Modern Language.** They may choose from: French, German, Italian, Spanish or Mandarin***.
Options	5	All students must choose 2 further options from the following list: French, German, Italian or Spanish, Mandarin***; Ancient Greek+, Latin; Computing; Music++; Learning Development+++
Floreat	1	All students have a fortnightly Floreat (PSHEe) lesson
Tutor Period	2	All students have a weekly tutor group meeting (in addition to their weekly 1:1 meeting with their tutor)
Games	6	All students attend sport on Tuesday and Thursday morning as well as Saturday afternoon.
<p>*We are flexible in special circumstances and will adjust our curriculum to suit the needs of individual students.</p> <p>**In some cases it may be the case that a Modern Language is not appropriate for a student with SEN or EAL. In consultation with the parent and student the Modern Language may be replaced with Learning Development lessons.</p> <p>***Mandarin is offered only for non-native speakers with an existing knowledge of the subject. The subject is not open to beginners.</p> <p>+For selected students with a high aptitude for Greek we offer the option to study the subject in place of Art and Design. They must continue to study Theatre & Performing Arts.</p>		

++ In the case of Music Scholars or other students with considerable musical commitments, we offer the option of Double Music in place of a second option. This is to allow time for Peripatetic Music lessons and instrumental practice.

+++ Learning Development Lessons are offered to students with notable SEN or EAL. The lessons take place in either the Option or Modern Language block. Decisions about Learning Development Lessons are made in consultation with parents and the student concerned. We also offer additional support lessons in Mathematics on the same basis.

2.3 From the curriculum programme outlined above, students have experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic, and creative education (ISI Regulatory Requirements Part 1 Regulation 2). The curriculum as outlined above allows students to acquire speaking, listening, numeracy and literacy skills and we believe the subject matter is appropriate to their ages (Department Schemes of Work provide more details).

2.4 The E and D Block (Years 10 and 11) IGCSE/GCSE

Group	Periods Per Fortnight	Subject details*
Mathematics	7/8	All students study Mathematics (7ppf in the E Block and 8ppf in the D Block)
English	8/7	All students study English 8ppf in the E Block and 7ppf in the D Block)
Science	18 (6) or 12 (4)	All students study Biology, Chemistry and Physics. They may choose Triple Science or Double Science. Triple Science: each individual subject is allocated 6 periods per fortnight and three separate GCSEs are awarded. Double Science: All three sciences are studied but, in less depth, with 4 periods per fortnight allocated. Two Science GCSEs are awarded. This allows for an additional option choice to be made.
Modern Languages	6	All students must study a Modern Language.** They may choose from: French, German, Italian, Spanish Mandarin***.
Options	6	All students must choose 3 (with Triple Science) or 4 (with Double Science) further options from the following list: <ul style="list-style-type: none"> • Modern Languages: French, German, Italian, Spanish or Mandarin***; • Ancient Languages: Ancient Greek, Latin; • Humanities: Geography, History, Philosophy & Theology • Arts: Art, Design, Drama, Music++

		<ul style="list-style-type: none"> • Computing • Learning Development+++
Divinity	1	All students have a fortnightly Divinity lesson.
Tutor Period	2	All students have a weekly tutor group meeting (in addition to their weekly 1:1 meeting with their tutor)
Games	6	All students attend sport on Tuesday, Thursday and Saturday afternoon.
<p>*We are flexible in special circumstances and will adjust our curriculum to suit the needs of individual students.</p> <p>**In some cases it may be the case that a Modern Language is not appropriate for a student with SEN or EAL. In consultation with the parent and student the Modern Language may be replaced with Learning Development lessons.</p> <p>***Mandarin is offered only for non-native speakers with an existing knowledge of the subject. The subject is not open to beginners. Students must have studied Mandarin in the F Block and/or reached an appropriate level to access this course.</p> <p>+ Students are offered a free choice of any of the subjects listed, however, we suggest that they do at least one humanity and at least one arts subject.</p> <p>++ In the case of Music Scholars or other students with considerable musical commitments, we offer the option of Double Music in place of a second option. This is to allow time for Peripatetic Music lessons and instrumental practice.</p> <p>+++ Learning Development Lessons are offered to students with notable SEN or EAL. The lessons take place in either the Option or Modern Language block. Decisions about Learning Development Lessons are made in consultation with parents and the student concerned.</p>		

2.5 From the curriculum programme outlined above, students have experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic, and creative education (ISI Regulatory Requirements Part 1 Regulation 2).

2.6 LXX and XX (year 12 and 13)

IB Diploma Programme		
Group	Periods per fortnight	Subjects*
Literature	Higher Level 9; Standard Level 5	English Literature (HL, SL), Literature and Performance (SL), German Literature (HL, SL)
Mathematics	Higher Level 9; Standard Level 5	Analysis and Approaches (HL, SL), Interpretations and Applications (HL, SL)
Language	Higher Level 9; Standard Level or Ab Initio 5	French (HL, SL), German (HL, SL, AI), Italian (HL, SL, AI), Mandarin (AI, SL & HL by negotiation), Spanish (HL, SL), Latin (HL, SL), Ancient Greek (HL, SL)
Science	Higher Level 9;	Biology (HL, SL), Chemistry (HL, SL), Computer Science (HL, SL), Design (HL, SL), Environmental Systems and Societies (SL),

	Standard Level 5	Physics (HL, SL), Sports Science (HL, SL)
Humanities	Higher Level 9; Standard Level 5	Economics (HL, SL), Environmental Systems and Societies (SL), Geography (HL, SL), History (HL, SL), Philosophy (HL, SL), Politics (HL, SL), Psychology (HL, SL)
Arts	Higher Level 9; Standard Level 5	Art (HL, SL), Drama (HL, SL), Music (HL, SL)
Theory of Knowledge	3	All IB Diploma students study Theory of Knowledge (ToK)
CAS and Extended Essay	Off timetable	All IB Diploma students complete their Creativity, Activity and Service (CAS) requirements and their Extended Essay (EE) requirement off timetable, although ToK lessons may be used for some Extended Essay work.
* IB Diploma Students must complete 3 HL and 3 SL subjects in addition to ToK, CAS and EE. IB Diploma Students must complete one subject from the English, Mathematics, Languages, Sciences and Humanities groups. Their 6 th subject may come from the Arts group or be a second from the Languages, Science or Humanities groups.		
A Levels		
Option*	Periods per fortnight	Subject
Option 1	14	A Level Students may choose any subject for option 1
Option 2	14	A Level Students may choose any subject for option 2
Option 3	14	A Level Students may choose any subject for option 3
Further Mathematics	7	Only Further Mathematics may be taken as a 4 th A Level option. It must be taken alongside Mathematics.
Extended Project Qualification (EPQ)	2	The Extended Project is an optional additional qualification that may be taken in the LXX by students who select an A level route.
* We allow a free choice of A Level options.		

2.7 Students in the Upper School who have significant SEN receive a fixed weekly 1-1 session with a member of our Learning Development Department during one of their study periods.

2.8 Students in the Upper School have regular 1-1 meetings with the member of the Futures Advisory Service that is linked to their house between October in the LXX and September in the XX. These meetings are recorded with action points and communication between the Futures Staff, tutor, Hm and parents take place as is necessary.

2.9 All members of the Upper School have a weekly tutor period during which they engage with PSHEe (Floreat) learning.

2.10 IB Diploma Programme Subjects

Group 1: Studies in Language and Literature

- English Literature (SL, HL)
- German Literature (HL)
- Literature & Performance (SL)

Group 2: Language Acquisition

- Classical Greek (SL, HL)
- Latin (SL, HL)
- French (SL, HL)
- German (Ab Initio, SL HL)
- Italian (Ab Initio, SL, HL)
- Mandarin Chinese (Ab Initio, SL, HL)
- Spanish (SL, HL)

Group 3: Individuals and Societies:

- Economics (SL, HL)
- Geography (SL, HL)
- History (SL, HL)
- Philosophy (SL, HL)
- Global Politics (SL, HL)
- Psychology (SL, HL)
- Environmental Systems and Societies (SL)

Group 4: Sciences

- Computer Science (SL, HL)
- Design Technology (SL, HL)
- Biology (SL, HL)
- Chemistry (SL, HL)
- Physics (SL, HL)
- Sports, Exercise and Health Science (SL, HL)
- Environmental Systems and Societies (SL)

Group 5: Mathematics

- Analysis and Approaches (SL, HL)
- Application and Interpretation (SL, HL)

2.11 A Level Subjects

Arts

- Art
- Design Technology
- Graphics
- Photography
- Textiles

- Music
- Theatre Studies

English

- English Literature

Humanities

- Business
- Classical Civilisation
- Economics
- Geography
- History
- Philosophy & Theology
- Politics & International Relations

Mathematics

- Computer Science
- Mathematics
- Further Mathematics

Languages

- French
- Spanish
- Latin
- Greek

Science

- Biology
- Chemistry
- Physics
- Sports Science

Extended Project Qualification

- Extended Project Qualification

3.0 SECTION3, STRETCH AND CHALLENGE

3.1 Students at Rugby are challenged according to their ability in lessons in accordance with the document above. However, many more activities outside of class allow students to develop their intellectual skills and interests.

3.2 Academic departments offer a rich variety of academic enrichment activities. Clubs and societies are an integral part of Rugby's co-curriculum. Most Departments hold university preparation sessions, known as Societies, where students are encouraged to go beyond the confines of exam curricula, to discuss, explore and develop their ideas. There is also a wide-

range of enrichment activity for students in the Middle School. The Co-curricular brochure gives a good sense of both the number and diversity of clubs and societies offered. Students take the lead in the organisation and management of a number of these activities. Many Societies have student leaders who assist in the planning and organisation of meetings. Students in the Upper School help teaching staff lead enrichment activities for the F & E Block. In addition, there are numerous opportunities for student-led talks. There is also an extensive programme of visiting speakers.

3.3 More subject specific activities exist also. There are essay competitions such as the Peterhouse prizes in English and History and the general Erasmus prize. The School has enjoyed success in all these competitions. Equally, students have been successful in Linguistics, Maths and Science Olympiads, as well as the junior Challenges. Top engineers and/or Design students have been awarded Arkwright Scholarships, subject specific magazines have published articles by our students, and students are encouraged to produce their own in-house magazines. The Economics Department, for example, produces its own regular magazine, 'Ostrom'.

3.4 We offer a bespoke Oxbridge preparation programme for those members of the Upper School who demonstrate outstanding academic curiosity and performance. This programme is by application and mirrors the tutorial approach that operates at Oxford and Cambridge. In addition, there is a process of entrance test preparation and interview practice.

4.0 THE SCHOLARS PROGRAMME

4.1 As well as the subject specific activities mentioned above, all Academic Scholars (both Honorary and full) are enrolled on the Scholars' programme. The Keepers of the Scholars & Oxbridge (one Arts & Humanities, the other Science & Mathematics) oversee the Scholars' programme. A member of the teaching staff for each year group of scholars in the Middle School. Each year group of scholars meet at least fortnightly or more frequently. There are special lectures, Scholars' outings and events. In the Upper School the Scholars join the rest of the student body in accessing the subject specific Societies. Students, including Scholars, who demonstrate outstanding commitment and aptitude in their chosen subject are invited to access our additional Oxbridge provision.

5.0 LEARNING DEVELOPMENT AND SEN

5.1 Our aim is to ensure that all students achieve their full potential and overcome any challenges they may experience with their learning. We provide for students with a range of learning difficulties and those whose first language is not English, tailoring support to their needs.

5.2 Graduated support is provided for pupils according to their learning needs. The first level of support is in the high quality of our teaching and the adjustments teachers make to support the needs of the students in their class. The Learning Development Department complements this by providing additional specialist support. This may take the form of learning development lessons as an option choice in the Middle School in small groups (of up to 6 students). In the Upper School, pupils may be supported in a weekly 1:1 session in one of their study periods. Each house has a linked teacher in Learning Development who will visit regularly and has responsibility for tracking students with additional needs in that house. *Ad hoc* support lessons are offered when appropriate. We are experienced in providing for pupils with an Education, Health and Care Plan (ISI Regulatory Requirement Part 1 Regulation 2(h)).

5.3 Working in our well-equipped rooms, teachers will use a wide range of resources, including computer software such as ClaroRead, Dragon voice recognition system and mind-mapping programmes, alongside more traditional books and materials, to help students develop their learning, and particularly their literacy skills.

5.4 Classroom teachers also have regular INSED training to enable them to provide for students with learning difficulties in their classroom and teachers are kept informed of the strengths, needs and strategies they can use to provide for each student.

5.5 Subject teachers, parents, tutors or students can request assessments and support. The in-house assessment that follows will inform future support needs and may be followed by further assessments with an Educational Psychologist who works closely with the school.

5.6 We also offer support lessons for pupils for whom English is not their first language. We are able to prepare pupils to take the IELTS examination which some may require in order to satisfy visa requirements to study at a UK university.

5.7 We are proud of the high standards that are achieved in public examinations by pupils who receive support from our Learning Development Department. Our Head of Learning Development, is very happy to discuss any enquiries or concerns with parents or prospective parents.

6.0 PSHEe: PERSONAL, SOCIAL, HEALTH, AND ECONOMIC EDUCATION

6.1 PSHEe (known as Floreat at Rugby School) is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE education develops the qualities and attributes students need to thrive as individuals, family members and members of society.

6.2 PSHE education makes an important contribution to the School's statutory responsibilities to provide a curriculum that is balanced and broadly based and which:

- promotes the Welfare, Health and Safety of students
- promotes the Spiritual, Moral, Social and Cultural development of students
- prepares students for the opportunities, responsibilities and experiences of later life
- achieves the whole curriculum aims
- promotes community cohesion
- actively promotes fundamental British values
- promotes respect for others, giving particular attention to the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation.

6.3 Our PSHEe programme effectively complements the School's pastoral provision and academic curriculum, and contributes to the fulfilment of the School's ethos of providing students with a genuinely holistic education. An effective school ethos requires effective relationships between all members of the school community, and for school policies to be compatible with what is taught in PSHE education.

6.4 PSHEe equips children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. PSHE encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively. It also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they may encounter now or in the future.

6.5 We are very fortunate to be able to offer PSHEe in small groups to students in all year groups at Rugby School. Each student has a PSHEe lesson on Monday period 4. These encompass many aspects of PSHE including maintaining good mental and physical health, relationships, study skills, financial wellbeing and drugs awareness. These lessons are very varied and include taught lessons by staff, sessions run by in-house teaching experts such as the Counsellors, San Team and sports staff, and others are provided by external speakers. Some tutorials will bring the whole year group together to hear an expert speaker for example Karl Hopwood on Online safety, and Fiona Spargo-Mabbs on Reducing harms from Drugs. In addition, the F Block have one lesson a fortnight dedicated to PSHEe. This lesson is led by the Head of Wellbeing and by the Head of Safeguarding

6.6 Our PSHE curriculum is based on the PSHE Association curriculum and is in line as the DfE Statutory Guidance on Relationship and Sex education. It is tailored with particular reference to life in this boarding school after discussion with Senior Management, Hms, San team, Counselling team, Chaplains and the students themselves. The Schemes of Work are reviewed and updated regularly with reference to specific issues (e.g. internet safety, mental health and financial capability), and the Head of Department can speedily contact all teachers should an urgent matter arise unexpectedly which needs to be discussed.

6.7 Housemasters and mistresses are encouraged to feedback to the Head of Wellbeing, and the Pastoral Committee also suggests matters which could be helpfully considered in PSHEe. The Pastoral Levee are also for a source of feedback.

All tutors are full-time or part-time members of staff who understand the pressures and joys of this particular School. Tutors meet formally and informally and attend INSED sessions led by experts. They are coordinated and supported by the Head of Wellbeing.

6.8 We believe our PSHEe policy reflects the School's aims and ethos (ISI Regulatory Requirement Part 1 Regulation 2 (d)) and the DfE Statutory Guidance on Relationships and Sex Education. Please see the *Relationships and Sex Education Policy* for further details.

7.0 SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT OF STUDENTS

7.1 Rugby recognises its responsibility to 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.

7.2 As outlined above the PSHEe Department plays an important role in SMSCD development but these efforts do not occur in isolation. Assemblies and Chapel services do much to promote British values. All Students have Divinity lessons in the EB and DB which, focus on spiritual development, and while these lessons reflect the School's Christian ethos and tradition, a key

part of this ethos and tradition is toleration and acceptance of other views and opinions. All members of the F Block also study Philosophy and Theology for 2 lessons a week. Whilst in the F Block our students complete a course with the Chaplaincy, which involved visiting the Rugby Hope 4 Centre and Foodbank, as part of their Wednesday afternoon service activities.

7.3 Opportunities to model and promote British values are taken in all subjects when the opportunities arise. The humanities subjects of Divinity, Philosophy & Theology, History, Geography and Politics play a particularly significant role in this regard. Whole school initiatives such as mock elections run as part of our E Block enrichment programme help to deepen students understanding of the way in which democracy functions.

7.4 Rugby recognises that all staff have an important part to play in SMSCD. This is done through the taught curriculum, by tutors and Hms who see the students in their House on a daily basis, and through sports and co-curricular opportunities.

7.5 Furthermore, documents distributed to students such as ‘Guidelines for Life at Rugby School’ and Student councils, such as the School Council and house food committees, ensure that students understand the values and ethos of the School which are very much in accordance with British values.

7.6 We believe the range of approaches outlined above ensures Rugby meets its SMSC responsibilities (ISI Regulatory Requirement Part 2, Paragraph 5)

8.0 CAREERS GUIDANCE

8.1 The aim of the Futures Advisory Service is to prepare students for the transition into Higher Education and the world of work. The provision offered by the Futures Advisory Service meets the eight Gatsby benchmarks.

8.2 Throughout their time in the School, all students receive guidance on subject choices and careers from their tutor. This happens in tutor period, in additional sessions arranged centrally, during regular 1-1 meetings, or ad hoc as needs arise.

8.3 Guidance starts in earnest in the F Block as students are supported in making their GCSE choices. The Futures Service supports Hms, tutors and subject teachers in providing appropriate advice to students on which GCSE options to select. In January of each year there is an annual options fair at which HoDs and the Futures Service are available to provide advice. The Futures Service team meet 1-1 with every member of the F Block during the Lent Term to support with choices about GCSE subjects.

8.4 At the end of the E block students are offered Morrisby Profiling to help them to discover their strengths and suggest a wide variety of careers which might suit these strengths. The profiling is administered by the Independent Schools Careers Organisation (ISCO) and is followed up by a one-to-one interview with a careers adviser from the organisation. In the Trinity Term of the E Block, the Futures department also meet with every member of the E Block in a 1-1 discussion, to reflect on their possible Upper School subject choices and future pathway. This conversation is picked up in the Advent Term of the D Block with an additional 50-minute 1-1 meeting with the Futures Service. The D Block make their IB Diploma or A level choices in the Lent Term following a period of discussion and consideration that begins in the E Block and includes presentations, tutor group discussions with members of the Academic

SMT, external speakers, parent seminars, and an options fair and consultation with their tutors, Hms, subject teachers and, where necessary, the Futures Service.

8.5 The Futures Advisory Service is based in the Collingwood Centre, where our Upper School students often study during their private study periods and time outside academic lessons. Futures 1-1 meetings will often take place in the Collingwood Centre. Our Head of World University Admissions leads the support for those applying to the US, Canada, or Europe and supports those applicants. We work closely with a consultant, *UCS*, to support application to US Universities, including running SAT preparation courses.

8.6 Members of the Futures team are available to give advice and guidance on a one-to-one basis in addition to the formal meetings scheduled with students. Parents can also contact the service on any issues regarding university applications or career planning.

8.7 Presentations for parents are given at parents' meetings, and information is available to take away.

8.8 The Futures Advisory Service also run an annual Careers Convention that provides opportunities for all students an opportunity to speak to and hear from adults working in a wide range of professions. During the Trinity Term of the LXX year, we run a GAP fair. The year group attend an HE fair in London in the Lent Term.

8.9 At the end of the D block year students are expected to arrange two weeks work experience in an area of interest to them. Where possible we provide ideas for how this might be organised on a 1-1 and needs based principle.

8.10 This policy provides appropriate Careers Guidance for secondary school students (ISI Regulatory Requirement Part 1 Regulation 2 (g))

9.0 GAMES

9.1 Games figures prominently in the life of the School. All students are expected to be involved in physical activity at least twice a week. There are a wide variety of Games and physical activities on offer for all students.

9.2 Extracurricular games activities are available for all students on most afternoons of the week and also on many evenings.

9.3 The major games form the basis of the School's sport and are played competitively as listed below. Coaching in the major sports is available to all students. In this way, the School not only concentrates on sporting excellence, but also promotes a vibrant 'sport for all' philosophy.

9.4

Advent	Rugby Football	(boys)
	Hockey	(girls)
Lent	Hockey	(boys)
	Netball	(girls)
Trinity	Cricket, Tennis & Athletics	(boys)
	Cricket, Tennis & Athletics	(girls)

9.5 In addition to the major games, the following wide range of activities are available and, unless marked*, provide teams that compete on a regular inter-school basis.

Soccer	Basketball	Squash	Badminton
Table Tennis	Rackets	Swimming	Cross Country
Golf	Fencing	Girls Cricket	Sailing
Volleyball	*Fitness Centre	*Aerobics	*Horse Riding
*Polo	Real Tennis	*Pilates	*Dance
Shooting	Rugby 7's	*Windsurfing	*Water polo
Clay Pigeon			

9.6 This policy provides a range of activities appropriate to students' needs (ISI Regulatory Requirement Part 1 Regulation 2 (h)).

10.0 SCHOOL CLOSURE AND EXAMINATION CANCELLATION

10.1 In the event of cancellation of examinations the School will run internal assessments based on examination papers that would be used to determine examination grades. Should circumstances make that impossible the School will make use of existing data from internal assessments and mock examinations to inform the award of examination grades.

10.2 In the event of enforced closure the School will provide online teaching and co-curricular activities.

11.0 POLICY OWNER

11.1 The Deputy Head (Academic) is responsible for updating the policy

11.2 The Deputy Head (Academic) is a member of the Academic Leadership team and Senior Management Team.

12.0 RELATED POLICIES AND GUIDANCE

12.1 The following policies should be read in conjunction with this policy:

1. *Academic Integrity Policy*
2. *Academic Policies (internal)*
3. *Relationships and Sex Education Policy*
4. *SEN and Learning Difficulties Policy*

12.2 This policy should be read in association with other guides as listed below:

- *Upper School Curriculum Guide*
- *E and D Block Curriculum Guide*
- *F Block Curriculum Guide*
- *LXX and Beyond (Careers Guidance)*
- *Co-Curricular Brochure*

12.3 Curriculum progress is built into our guides for F Block, E and D Block and the Upper School as well as providing them with the appropriate experiences for adult life (ISI Regulatory Requirement Part 1 Regulation 2 (i) and (j)).

Academic Committee

Date:

26 September 2024