



North London
Grammar School

Curriculum Policy (inc. EYFS)

Date last reviewed	July 2025
Reviewed by	Mrs G. Erdil, Senior Deputy Head
Approved by	Mr Adak, Headteacher
Next review due by	July 2027



1. Introduction

- 1.1. This document sets out the school's curriculum aims.
- 1.2. The 'owner' of this document is the Senior Deputy Head, who is responsible for ensuring the regular collation, review and revision of its contents.
- 1.3. Where possible, content from other NLGS Policies has not been duplicated in this document. The following Policies, therefore, may be regarded as linked to this document and may be understood in conjunction with it:
 - SEND Policy
 - Behaviour Policy
 - PSHE Policy
 - RSE Policy (senior and Junior)
 - Safeguarding and Child Protection Policy
 - Teaching and Learning Policy

2. Academic Curriculum Policy

- 2.1. North London Grammar School provides full-time supervised education for pupils between 4 and 18 years of age (Reception to Year 11 and The University Foundation Programme (UFP) one year course at Sixth form level). NLGS provides pupils with experience in linguistic, mathematical, scientific, technological, human, and social, physical and aesthetic and creative education. Pupils are educated, as appropriate, in the Junior School – Reception to Year 6 and including Early Years Foundation Stage provision and Senior School (Y7 to Y11 and UFP in the Sixth Form). This policy document relates to the education of all NLGS pupils, from Reception to Y11 and The University Foundation Programme.
- 2.2. Aims of the Curriculum
 - 2.2.1. The aims of the NLGS curriculum are to promote the intellectual, spiritual, moral, cultural, social and physical development of all pupils, reflecting the school's aims and ethos. The curriculum is designed to encourage all pupils to become engaged, independent, responsible, and committed life-long learners. The curriculum acknowledges the synergy between academic, co-curricular and pastoral strands of education, and seeks to provide opportunities for pupils to experience, understand and articulate the ways in which the characteristics of excellence in learning can be demonstrated and enhanced in any area of School life.
 - 2.2.2. Curricular breadth early on allows pupils to discover and pursue individual interests; increasing opportunities to specialise further up the school are available, so that pupils can pursue enthusiasms in preparation for further study or professional development after school. Our curriculum is academically challenging and caters for the range of pupil abilities. Attention is paid to the need for pupils to acquire speaking, listening, literacy and numeracy skills.



2.2.3. Curriculum content is always appropriate for the ages and aptitudes of pupils, including those identified as requiring extended challenge and those identified as having special educational needs and disabilities. Although the school's entrance requirements mean that all pupils have a good command of English, EAL support is provided when required. Those pupils with a statement of special educational needs and disabilities, or with a formally diagnosed learning difference will have appropriate support as stipulated in the SEND Policy.

2.2.4. The School's curriculum is inclusive and recognises the diversity of its pupil body. We aim to ensure that each pupil has the opportunity to learn and make progress as appropriate to their individual needs, interests and abilities, and we encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equalities Act (a). We take care to incorporate a range of academic experiences that respect fundamental British Values, such as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. The curriculum is designed to ensure that it does not discriminate against any pupil on the grounds of age, ethnicity, gender, social class, sexual orientation or disability, and contains components that help pupils to understand the causes of such discrimination and the need to remove them.

2.3. The Academic Curriculum: EYFS to Y6 (The Junior School School)

2.3.1. NLGS seeks to provide the highest standards of teaching & learning, underpinned by a challenging, ambitious and relevant curriculum. Our forward-thinking curriculum is designed to provide pupils with the skills they need not only be successful in their school career, but to lay the foundation for our pupils to succeed in the wider world. The breadth and variety of our curriculum means pupils enjoy the learning process, actively seek challenge, maintain high expectations of themselves, and appreciate the importance of taking responsibility. Our curriculum offering actively promotes self-regulation, positive decision making, and working in close collaboration with others in the NLGS community.

2.3.2. At 4+ pupils enter the Junior School, where they are taught in small classes. Pupils start in Reception and follow the Early Years Foundaton Stage Framework. This incorporates all seven areas of learning; Personal, Social and Emotional Development, Physical Development, Communication and Language, Literacy, Mathematics, Understanding the World and expressive Art and Design. In Year One and Year Two, we continue a rich curriculum based on the national curriculum combined with our creative curriculum. Our creative curriculum incorporates subject areas such as Science, the Humanities and the Arts; with English and Maths taught as individual subjects. All KS1 pupils are taught Drama, Music, PE, and swimming by subject specialists, with the addition of a modern foreign language in Year 1.

2.3.3. In Years three to six, English, Mathematics, Science, Geography, History, Economics, Art, PSHE and Religious Education are taught by Junior School teachers and there is specialist teaching in Computing, PE, Music and Instrumental Music tuition, MFL, Art.



- 2.3.4. A wide variety of co-curricular activities are also offered to pupils of all ages throughout the school day. The computing facilities within the Junior School are excellent and are extensively used to support learning across our curriculum. The broad curriculum is carefully structured and ensures that pupils are well prepared for the transfer to the Senior School.
- 2.3.5. A programme of Personal, Social, Health and Economic Education (PSHEE) is taught from Year 3 to Year 6 and reflects the School's aims and ethos. A formal, planned Pastoral curriculum is delivered by form tutors. Details of this programme are set out in the Junior PSHE and RSE Subject Schemes of Work. All pupils are well prepared for the opportunities, responsibilities and experiences of life in British society.
- 2.3.6. This Curriculum Policy is supported by subject-specific guidance and schemes of work for each subject.
- 2.3.7. Schemes of Work and subject lead guidance are found on OneDrive.
- 2.3.8. It is also supported by teaching and learning guidance which can be found in the Teaching and Learning Policy.

2.4. The Academic Curriculum: Y7 to Y11

- 2.4.1. The Academic Curriculum in Y7 to Y11 aims to develop pupils as responsible, increasingly independent, and metacognitive learners. A common language of learning characteristics is deployed across these year groups. Emphasis is laid on pupils taking responsibility for their learning (Responsibility), being explicitly aware of where their learning is going (Direction) and developing the strategies to reach their learning goals (Strategies).
- 2.4.2. Pupils start with as wide a range of subjects as possible in Y7 and Y8, to experience educational breadth and to develop the widest possible range of skills and knowledge. These include linguistic, literary, mathematical, scientific, technological, digital, human and social, physical, aesthetic and creative learning opportunities.
- 2.4.3. At the end of Y8 pupils are able to make choices to shape their own curriculum and work begins as a preparation for the commencement of GCSE and IGCSE courses in Y9.
- 2.4.4. In Y9, Y10 and Y11 pupils usually take 10 GCSE or IGCSE courses. Some pupils also study Additional Mathematics in Year 11.
- 2.4.5. Impartial careers guidance is available to all pupils of the Senior School and Junior School. Advice about GCSE and post-16 courses is available, and, through close association with the tutorial system, and other opportunities, pupils know how their own strengths and interests relate to the world of work, to learn about different careers and opportunities, to obtain individualised guidance, to gain work experience and information about a broad range of training, education and occupations beyond school.
- 2.4.6. NLGS ensures effective transition for all pupils towards future life choices and focuses on preparing pupils for active participation in 'British Society' (as defined by [Home Office](#)



[Prevent Strategy](#)). NLGS has regard to DfE guidance: [Careers guidance and access for education and training provider, October 2018](#)

2.4.7. A comprehensive programme of RSE is taught to all pupils in Y7 to Y11 within the timetable in line with the RSE curriculum, which is reviewed annually by the Head of PSHE. Through this programme and the tutorial system effective preparation for the opportunities, responsibilities and experiences of life in British society is given.

2.5. PSHE and RSE Curriculum

1.5 NLGS has a separate PSHE and RSE Policies which set out the curriculum aim, intent and purpose of the RSHE curriculum.

2.6. Homework (Senior School)

1.6.1. Homework is set by NLGS teachers to help pupils to get into the habit of working independently and without direct supervision.

1.6.2. Homework quantities are allocated to pupils in Y7-Y11, with the dual purpose of ensuring pupils do enough to support their learning and simultaneously helping them to know when to stop. A homework timetable is produced for all pupils which indicates when they can expect homework's to be set. Teachers are asked to stick to this rigidly, and pupils are advised to do homework's on the nights on which they are set.

1.6.3. In Y7-Y11 pupils are set homework as follows:

Age Group	Total Homework Time per day: pupils should sit down to work for this amount of time	Individual Homework durations	Number of Homework per day	Amount of Extended learning time per day. (See 2.6.4 below)
Y7	1hr 15 mins	30 mins	2	15 mins
Y8	1hr 15 mins	30 mins	2	15 mins
GCSE	2hr	40 mins	2 or 3	15 mins

1.6.4. The short period of 'Extended Learning Time' each evening should be used by pupils to carry out 'Extended Learning' of any kind. Pupils are advised that meaningful Extended Learning Time activities include the following:

- A more time on a task that's taken longer than it should have
- Producing revision materials for later
- Reviewing targets/reading and reflecting on DIRT sheets
- Reviewing/re-doing/correcting assessed work



- Planning ahead, reading ahead
- Extension activities
- Reading a related academic book, blog, broadsheet newspaper or scholarly periodical (for example: National Geographic, History Today, New Scientist, The Economist, New Yorker, The Spectator, Prospect).
- and anything else that helps pupils to become self-motivated, independent, curious ● and purposeful individuals during total allocated homework time.

1.6.5. Pupils are given access to a planner in which to record homework's. Tasks are set by the teacher, on the allocated day for that subject as per the homework timetable (for Years 7-11).

2.7. Junior School Homework Guidance

1.7.1. Rationale

Junior School (homework) is important for a number of reasons.

- It supports and reinforces learning, so may not always involve writing, but might be a game to be played, things to measure/weigh, reading or using friends and family as a resource
- develops and maintains links between school and home. Parents are able to support their child's learning
- encourages independent learning
- provides opportunities for personal research. The ability to research using books and the Internet is a vital skill.
- should not be stress provoking or viewed as a punishment and work set will be appropriate to the pupil's individual needs
- develops good work habits and organisational skills in preparation for life in Senior School

1.7.2. Reception to Year 2

In EYFS and KS1, pupils are expected to be reading daily. Pupils are provided with Reading Records for parents to make a record of reading with their child each night. Homework is handed out on a Friday and collected on a Wednesday. Homework will be marked and sent back home the following Friday. In the Autumn term, Year 2 will be set homework twice a week (one English, one Maths) to help with the transition to Year 3, where homework is set daily. One homework will be set on a Friday and due in the following Wednesday, and another homework will be set on a Wednesday to be handed in on Friday.



1.7.3. Years 3 to 6

Homework is set every day for all pupils in Years 3-6. Form teachers prepare their form's homework timetable in accordance with the guidelines given below and in conjunction with their pupils' subject teachers. Each year group has a set time allocation per evening, pupils are expected to be able to complete their homework within this time. Pupils are provided with Homework diaries in which to record the task assigned. It is the pupil's own responsibility to record this each day. Parents must sign the Homework diary daily to acknowledge homework has been completed.

Year	Written work
Reception	<ul style="list-style-type: none">• Phonics• Handwriting• Maths
Year 1	<ul style="list-style-type: none">• Phonics• Spelling and Handwriting• Maths



Year 2	<ul style="list-style-type: none">• Phonics• Spelling and Handwriting• Maths
Year 3	<ul style="list-style-type: none">• 1 x 20mins Spelling & Handwriting• 1 x 20mins English 2 x 20 mins Maths• Plus, daily reading (10mins) and practising• spellings and timetables
Year 4	<ul style="list-style-type: none">• 1 x 20 mins Spelling & Handwriting• 1 x 20 mins Grammar or Comprehension 2 x 20 mins Maths• Plus, daily reading (10mins) and practising spellings and timetables
Year 5	<ul style="list-style-type: none">• 1 x 30 mins Maths• 1 x 15 mins Maths• 1 x 30 mins Grammar• 1 x 15 mins Spelling & Handwriting• 1 x 30 mins Science• 1 x 30 mins History or Geography• Plus, daily reading (15mins) and practising spellings and timetables
Year 6	<ul style="list-style-type: none">• 2 x 30mins English 2 x 30mins Maths 1 x 30mins Science• History, Geography and RE on occasion, with a week to complete.• Plus, daily reading and practising spellings

1.7.4. Guidelines for Homework

Homework should be a mixture of discreet, written exercises completed in exercise books or using assignments on MS Teams, an occasion for finishing off work, the completion of worksheets or set homework activities on online platforms such as Atom Learning or Timetables Rockstars. Neat presentation is as important for homework as it is for class work.

- If the completion of a writing task is set as a homework, the majority of the writing should have been done in school and the point reached in class should be indicated.



- Homework that requires research (whether internet or book based) should only be set on weekends.
- At certain points during the school year pupils will be expected to learn words for productions, assemblies and concerts.
- Homework exercises are to be differentiated, where appropriate, to ensure that the more able pupils are challenged and that the less able pupils have a sense of achievement on completion of their homework.
- Assignments or project work, intended to last more than one homework, are to be set in manageable parts with guidance given, plus the criteria for marking. They are to be marked regularly so that ongoing feedback is provided, and a burdensome amount of work does not build up due to procrastination.
- Homework should be collected in during registration every morning, marked in accordance with the Junior School's Marking Policy and returned to pupils.

After school hours pupils need to have a balance of work, rest and play. The above are reasonable amounts of time if the pupil is focused on the task set. Should a homework take much longer parents are asked to stop their child and write a note in the Homework Diary explaining the problem. If, for any reason, homework is not set this should be stated in the homework Diary.

1.7.5. Use of the Internet

When setting a research homework many pupils will wish to use the Internet. This is acceptable as long as the following provisos are taken into consideration:

- that family rules about access to and use of the Internet are respected
- that pupils are taught that what they read on the Internet cannot be taken as 'gospel' and that they will need to cross-check their facts — using the Internet as a research tool is a skill which needs to be taught and reinforced
- that a page/pages printed from the Internet does not constitute homework done.

1.7.6. The Role of Parents

Parents have a vital role to play in their child's education, and homework is an important part of this process. Parents are invited to support their child as they feel necessary and to provide them with an environment that allows them to do their best. Homework is best done in an environment free from distractions. In Years 3-6 parents are asked to check the Homework diary every evening and to initial it. Specific concerns should be discussed with the subject teacher.

1.7.7. Additional material

This Curriculum Policy is supported by schemes of work in each of the following subjects which can be found in Share Point:



Years Reception (EYFS) – Year 2:

- English
- Mathematics
- Science
- History and Geography (taught as topics)
- RE
- Computing
- Art
- Music
- Dance
- Games and PE
- Modern Foreign Languages (Spanish)
- PSHE

Years 3 – Year 6:

- English
- Mathematics
- Science
- History
- Geography
- RE
- Computing
- Art
- Music
- Dance
- Games and PE
- Modern Foreign Languages (Spanish)
- Ancient Foreign Language (Chinese)
- PSHE



Year 7 — Year 11

- Modern Foreign Languages (Spanish)
- Art and Design
- Business Studies
- Computing
- Drama
- English Language and Literature
- Games and Physical Education
- Geography
- History
- Mathematics (and Additional Mathematics)
- Music
- Religious Studies
- Psychology
- Sciences
- RSHE / PSHE



University Foundation Programme (UFP)

- Core Maths
- Core English
- Core ICT
- Core PE
- Core Lifeskills (PSHEE)
- Pathway Subject Choices: Business Studies, Humanities, Computer Science

3. Junior School Teaching & Learning Protocol

Reception (EYFS) - Year 6

- 3.1.** The main aim of teaching within the Junior School is to provide pupils with the skills to acquire new knowledge and understanding and to develop and make good progress across all subject areas. Through excellent teaching, pupils are motivated to think and learn for themselves, and good learning leads to positive and life-long changes in knowledge, behaviour and attitudes.
- 3.2.** Learning is an active process, and each learner must be an active participant. At NLGS, we take seriously our duty to develop in our pupils the skills and understanding required to become life-long learners. We articulate and exercise the belief that pupils do not have fixed 'potential', but rather that they can select and realise individual goals through hard work and the deployment of positive learning characteristics that are further developed as they move up to the Senior School.

3.3. Building Learning Power

Our pedagogical practice aligns closely with Building Learning Power, which aims to help young people to help themselves become better learners, develops pupils' learning habits and prepares our pupils for a lifetime of learning.

Building pupils as powerful learners:

- is based on a coherent picture of what it takes to be a good learner
- capitalises on previous learning-to-learn ideas
- grows a pupil's learning character and habits
- develops the appetite and ability to learn in different ways
- transforms the culture of the classroom and the climate of the school
- shifts responsibility for learning to learn from the teacher to the learner



- engages teachers and pupils creatively as researchers in learning

3.3.1 At NLGS Junior School we take pride in constantly developing our practice and we have:

High expectations: We have high expectations of all learners both for behaviour and academic success. We also hold high expectations of our staff to deliver excellent lessons to ensure rigorous learning and progress.

Great teaching is key: We know that without great teachers, nothing else matters. Teachers must have the time, professional tools, and resources to do their jobs effectively.

Structure liberates: We believe that creativity flourishes within a structured academic environment. Good learning does not occur unless there is a safe and orderly environment both in and out of the classroom.

We do what it takes: It is our task to close achievement gaps. The faster we close these gaps, the greater the chance of academic success for our learners. We do what it takes to ensure that each learner makes the rapid progress within their capabilities.

The wow factor: We all work harder when we are enjoying our work. It is our responsibility to ensure that learners are enjoying their lessons and intrinsically feel that each lesson is improving their chances of success.

We plan to ensure academic success: We plan with every learner in mind; we plan every part of each lesson. Planning is the teacher's tool to help them meet the needs of every learner.

We assess and respond: Data informs us; we use it to understand and to respond to the needs of our learners. Marking and assessment is the teacher's personal communication with each of their learners.

Questioning drives learner progress: It deepens learning and uncovers misconceptions. Teachers tell less and question more.

High levels of literacy and numeracy provide the foundations for academic success: We prioritise depth before breadth, so that all learners secure firm foundations in English and Maths as early as possible.

Review, reflect then re-teach. We must provide opportunities for learners to learn from their mistakes. We need to ensure that we diagnose problems and then re-teach and retest before moving on to the next level of learning.

3.4. Teaching and the Teachers' roles

3.4.1. Each teacher has his or her own particular style of teaching and each teacher must find their own way of delivering the curriculum that suits both them and the pupils they teach.

3.4.2. We expect that all colleagues adhere to the principles outlined in the Teaching and Learning Policy.

3.4.3. incorporating the following principles:

- A secure command of the subject material they are expected to teach.



- Lessons should be planned incorporating a range of teaching methods and activities which engage, motivate and challenge all pupils.
- The Learning Objective of each lesson is to be stated, explained and where appropriate, displayed.
- Lessons should be well structured, for example, following the format of a starter, main activity and plenary.
- High expectations of pupil's skills and progress.
- Work should be differentiated to suit the range of abilities in the class: exercises that allow success and progress at different levels and which create opportunities for every pupil to be successful should be employed.
- Successful learning in a lesson may not always be recorded in written form. Evidence of learning may be recorded through other means, such as, teacher observations, photographs and online work.
- Work should be marked, assessments made, and feedback given in line with the relevant Junior School Teaching and Learning Guidelines found in the Staff Handbook. These assessments should feed into future planning.
- The creation of a classroom environment in which pupils can feel confident and safe to express their ideas and thoughts is important.
- incorporate a range of experiences that respect fundamental British Values, such as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.

These should be adhered to in conjunction with the National Teachers' Standards as published within the NLGS Staff Code of Conduct.

3.5. Teacher Planning

3.5.1. In the Junior School we believe that well-planned and thought-out lessons enhance the learning experience for all pupils. Teachers meet in timetabled and protected time to discuss their planning. The Phase Leads have oversight of teacher planning. All teachers plan and assess following the guidelines set out in the School Staff Handbook.

3.5.2. Monitoring the Quality of Teaching and Learning

- Phase Leads and the Senior Deputy Head monitor the quality of teaching and learning in their subject throughout the year such as work scrutiny and lesson observations and feedback to teachers.
- Phase Leads and the Senior Deputy Head monitor all planning, assessments and reporting and the quality of teaching and learning.
- The Head and Senior Deputy Head and the Phase Leads liaise with Teaching and Learning Leads.



4. The Enrichment Curriculum

- 4.1. North London Grammar School offers a broad education that seeks to develop its pupils in preparation for future pathways. Co-curricular activities are run to give pupils the opportunity to develop interests beyond the taught curriculum and develop the values, skills, and behaviours they need in life.
- 4.2. All pupils receive a rich provision of classroom and other activities which help to develop characteristics such as resilience, a love of learning, leadership, the drive to better oneself and social responsibility which underpin success and impact on the world in later life.
- 4.3. The taught curriculum is therefore complemented by timetabled enrichment as well as lunchtime, after school, weekend, set piece events, link events with other schools, educational visits, and other informal opportunities for pupils. Staff and external providers run activities which allow pupils to develop their interests, form new skills, enhance personal and social qualities, and increase awareness of moral and cultural issues within the global community.
- 4.4. The School recognises its duties pursuant to the Equality Act 2010 and pupils will not be discriminated against based on their protected characteristics. The School will make reasonable adjustments to allow any pupils with disabilities to enjoy as wide a range of opportunities as possible.

4.5. Aims

- 4 The aims of the co-curricular and enrichment endeavours in the School are:
- 5 ● To extend the curriculum beyond that offered in timetabled curricular lessons
- 6 ● To offer activities to pupils which support and enrich the curriculum
- 7 ● To provide all staff and pupils with the opportunity to develop and pursue hobbies and interests
- 8 ● To use specialist speakers, institutions, and partnerships to enhance provision
- 9 ● To provide the opportunity for visits to venues of specific interest, as appropriate
- 10 ● To provide external and in-school projects and competitions which extend and enrich the opportunities available to pupils
- 11 ● To provide pupils with opportunities to meet with, and work alongside, pupils from other schools and institutions
- 12 ● To facilitate pupil leadership opportunities
- 13 ● To enhance the professional development of the School's staff by developing specific expertise which can then be used to run activities



14 ● To offer activities which enable pupils of different ages to interact with pupils and staff in new contexts

15 ● To facilitate a wide range of diverse activities for all age groups

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4.6. Timetabled enrichment

17 Enrichment is a timetabled slot within the school day for Years R-11 pupils and includes the University Foundation Programme. Pupils will be able to choose from a range of activities and are expected to commit to the activity for at least for one term, with some clubs requiring a longer commitment. The expected commitment will be communicated to pupils prior to choices being finalised.

18 Pupils will attend a ‘fair’ at the start of term where staff will advertise their clubs, and then form time will be used to discuss the best selections for the pupil that term. Time will be given to making the right selection, considering the time commitment which is expected in the longer term.

19 Pupils should expect to be in a club with a variety of pupils from different year groups and form groups. The School’s expectation is that pupils will learn to work with those other than in their immediate friendship circle and on new activities for personal development and growth and to enhance personal knowledge and skills.

4.7. After school enrichment

20 It is in the School’s aim to offer a range of activities after school. In addition to timetabled enrichment, staff may also choose to offer a club at lunchtime. If staff are unable to offer a club during enrichment slots, e.g. because they are teaching or their working hours do not extend to these times, after school slot will be expected as a matter of course.

21 Clubs are varied and open to pupils on an age appropriate basis. For example, Junior School pupils might participate in Lego Club, Bhangra Dance Club, Textiles Club, Football Training, Arts and Crafts Club. Senior School Pupils may participate in academic Olympiads, Netball, Football and Basketball training, Art club, Duke of Edinburgh Award, Model United Nation, Debating, Newspaper Club as a few examples.