



THE ORATORY

THE ORATORY SCHOOL

CURRICULUM POLICY

Policy Owner:	Assistant Head [Director of Studies]
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Regulatory Body* (if a regulatory policy)	DfE
Relevant Legislation* (if a regulatory policy)	N/A
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Linked policies	Academic policies, particularly T and L, SEND and EAL

1. The Oratory School aims to give its pupils experience in linguistic, mathematical, scientific, technological, human, social, physical, aesthetic, creative, diverse, cultural, and moral education. We ensure that all pupils acquire skills in speaking and listening, literacy, numeracy and use of ICT. Religious Studies is a core subject for all pupils up to GCSE, and members of the Sixth Form also receive a period a week of Religious Education.
2. Pupils receive personal, social, health and citizenship education which reflects the school's aims and ethos. This is delivered partly through academic tutors and partly through visiting speakers. (see separate PSHE policy). All pupils have a period a week with their Academic Tutor, which is used for delivery of PSHE and for academic monitoring.
3. Pupils receive a broad, balanced and relevant education which provides continuity and progression and takes individual abilities and differences into account. We consider not only the intellectual, but also the social, personal, emotional, cultural, moral and spiritual needs of pupils.
4. We aim to provide subject matter appropriate for the ages and aptitudes of pupils, and to provide appropriately for pupils with different needs: SEND; More Able; EAL (see separate EAL policy). Where a pupil has a Statement of SEND, we provide for them an education that fulfils its requirements (see separate SEND policy).
5. All pupils have the opportunity to learn and make progress and the School provides effective preparation for the opportunities, responsibilities and experiences of adult life.
6. We provide appropriate careers and universities advice to pupils at all stages, in accordance with their ages and individual needs.
7. We believe in the enduring value of traditional academic subjects and use these as the framework for our curriculum. Equally, we regard physical and creative experience as being vital in the full development of our pupils. Sport is integral to the structure of the week, and all pupils who are fit take part in an extensive sports programme.
8. Opportunities are encouraged across the curriculum for pupils to develop study skills, including a presentation specific to Fourth Form and Lower Sixth Form from an external provider at the start of the academic year, and to engage in active and independent learning.

9. Examination courses are chosen largely by individual departments, under the supervision of the Director of Studies, in accordance with the needs of pupils. Departments are encouraged to consider alternative boards and examinations, including the IGCSE, if these are appropriate.
10. The school uses 45-minute teaching periods (with a 5-minute transition time between periods).
11. In First and Second Forms pupils follow a common curriculum which is based on national norms. In addition, all pupils study Latin, Spanish and French in 1st Form (reducing to two from these three in Second Form) except a small minority who do extra EAL or Curriculum Support. Pupils have a period a week of Music, 2 (or 1) periods of Design, and 2 (or 1) periods of Art, encouraging the creative element in education. The three sciences are delivered separately but by the same teacher.
12. In Third Form, there is a largely common curriculum. In addition to the subjects inherited from the previous year, pupils continue to study two languages – French, Spanish or Latin. Pupils continue to have 2 periods a week of Art, and 2 of Design. There is a period a week of Computer Studies, and 2 of Physical Education. All pupils study a period each of Drama and Music.
13. In the GCSE years, all pupils study English (Language and Literature) or English as a Second Language, Mathematics, Sciences and Religious Studies as core subjects. In most cases, pupils study at least one Foreign Language, and are given a free choice between those they have studied. Pupils are required to study Combined Science, but may, with permission of the Director of Studies, select to do three Separate Sciences. Otherwise, pupils are allowed to choose subjects as freely as the timetable will permit, with the advice of their tutors and housemasters. Pupils may usually study up to 10 GCSEs within the timetable; most do 10 or 9 but in a small number of cases, fewer. Pupils not doing a full complement of subjects have supervised study periods, in which they may have support from Curriculum Support or additional EAL tuition.
14. In the Sixth Form, there is a wide range of subjects on offer for A Level, and pupils are allowed to choose combinations freely, being constrained only by what can be timetabled. Lower Sixth pupils do 3 subjects but with a small minority doing 4. IELTS is taught as an option for EAL pupils requiring it. The Extended Project Qualification and the Higher Project Qualification are available to pupils wishing to take them. Special preparation is provided for pupils aiming at Oxbridge, medical school, and other competitive applications.
15. Setting by ability is used in Mathematics [from First Form] and English from Second Form]. In Third Form though to Fifth Form, several subjects inherit English or Mathematics setting. At Key Stage 4, apart from English and Mathematics, subject sets are usually dependent on the options a pupil has chosen, and it is not generally

possible to set by ability owing to the policy of giving pupils a wide choice of options. There is rarely setting in the Sixth Form.

16. Provision is made for the academically More Able pupils as outlined in the More Able Pupils Policy [OS032]. This includes a range of societies and clubs, some of which are academic, to encourage those who want extension or enrichment in various directions. These may take place in dedicated Co-curricular Activities sessions as well as the evenings. While this provision is aimed at stretching our more able pupils, most opportunities are available to all pupils as appropriate.