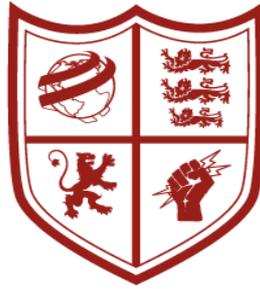


**Stretford**  
Grammar School  
*Aspirat primo fortuna labori*

## **Curriculum Policy**

**Ratified by Governors : March 2018**



## **Curriculum Policy**

**Date of Policy:** February 2018

**Member of staff with overall responsibility:** Mr. I. Nicholson

**Governing Body Sub-Committee with reviewing responsibility:** Curriculum and Standards

### **AIMS**

Stretford Grammar School aims to:

- Provide education that is suited to all students with an emphasis on academic excellence
- Raise standards of achievement through an innovative and appropriate curriculum that is well delivered and addresses the individual needs of students
- Promote a sense of belonging to the school and the wider community
- Develop high aspirations in all students through an ethics of challenge and success
- Promote students' spiritual, moral social and cultural development and within this fundamental British values
- Prepare students for a life outside of the classroom with a secure foundation for progression into Further and Higher education, apprenticeships and the world of work

### **PURPOSE**

This policy outlines Stretford Grammar School's values and expectations concerning the curriculum and its delivery. It is important to deliver an inclusive education to all students.

### **RESPONSIBILITIES**

- It is the responsibility of the Headteacher to ensure that the school's curriculum complies with statutory demands as laid down in the most recent order of state and that this is a curriculum matched to the needs and aspirations of our students.
- The responsibility includes the leadership and management of Curriculum Leaders within the school, developing leadership skills and the management of curriculum teams.
- The school aims to provide an inclusive, broad and balanced curriculum that enables all students to acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.
- Teaching staff use the Teaching and Learning Policy to ensure that they are delivering the curriculum effectively. The whole school Behaviour Code supports teachers in enabling them to deliver the curriculum effectively.
- Students have a Code of Conduct which states their part in ensuring that the curriculum is delivered to them effectively.

### **KEY STAGE 3**

In Key Stage 3 students follow a broad and balanced curriculum that builds a firm foundation for progression into Key Stages 4 and 5.

Year 7 students follow English, Maths, Science, Art, Computing, a carousel of Design Technology opportunities, Drama, French or Spanish, Geography, History, Music, Physical Education, PSHCE and Religious Education.

Students are taught in tutor groups in Year 7, with the exception of Physical Education which is taught to two tutor groups at a time, Design Technology which uses a carousel approach to cover all key elements of product design and is delivered in groups common to PSHCE and Drama.

Year 8 students English, Math, Science, Art, Computing, a carousel of Design Technology opportunities, Drama, French or Spanish, Geography, History, Music, Physical Education, PSCHE and Religious Education.

Students are taught in a variety of groupings, including within broad ability groups for English and Maths and in tutor groups for other subjects with the exceptions to this being Physical Education, Design Technology, PSHCE and Drama.

In Year 9 students English, Math, Science, in broad ability groups with Art, Computing, Drama, French or Spanish, Geography, History, Music, PSHCE and Religious Education taught in tutor groups. Physical Education and Design Technology are taught in mixed tutor groups.

## THE CURRICULUM PATTERN

The curriculum is delivered in a fortnightly cycle with the number of lessons shown below for each fortnight

English	6 lessons
Mathematics	6 lessons
Science	6 lessons
Art	3 lessons
Computing	2 lessons
Design Technology	3 lessons
Drama	1 lesson
MFL	6 lessons
Geography	3 lessons
History	3 lessons
Music	2 lessons
Physical Education	4 lessons
PSHCE	2 lessons
Religious Education	3 lessons

## KEY STAGE 4

At the end of Key Stage 3 students select their GCSE courses. All Year 9 students have access to an interview with the Connexions Adviser to help guide their GCSE courses. Advice is given in PSHCE to ensure that the mix of courses taken by each student is balanced, leaving open maximum choices for post 16 education and future career choice. All students have access to the Which Way Now Programme and the Kudos on line options and career planning tool.

Within a 50 period fortnight students study the basic core of

English	7 lessons
Mathematics	7 lessons
Science	10 lessons for Double Science and 15 lessons for Triple Science
Religious Studies	2 lessons
Physical Education	3 lessons
PSHCE	1 lesson

Students also choose four GCSEs from the following subjects. All students must study one of Geography or History and then have a free choice of three further subjects and every effort is made to meet those choices.

*Art, Business, Computing, Drama, French, Geography, History, Music, Physical Education, Product Design (there are different routes within this qualification), Psychology, Spanish and Triple Science.*

Students achieve 10 full GCSE qualifications.

In addition to these students follow non-examination courses in Physical Education and PSHCE.

### **KEY STAGE 5**

In the Sixth Form students choose from a wide range of courses. Students study three subjects to A Level. Examinations will be taken at the end of Year 13. Students have a free choice from

*Art, Biology, Business, Chemistry, Computing, Economics, English Language, English Literature, French, Further Mathematics, Geography, History, Mathematics, Media Studies, Physics, Politics, Product Design, Religious Studies, Spanish and Sports Studies.*

Students who follow a course in Further Mathematics will have this as their fourth A Level subject.

### **CURRICULUM ORGANISATION**

Stretford Grammar School aims to organise the curriculum so that every individual is afforded the opportunity to realise his/her potential.

Students are taught in a variety of groupings throughout the time in the school. Most lessons at Key Stage 3 are taught in tutor groups with some subjects using sets where feasible for the core subjects. In Maths and Science this will include a more able group, three mixed ability groups and a support, less able group. In English there will usually be a more able group and four mixed ability groups but there may be a support group if needed.

At Key Stage 4 Maths teaches in five groups (an accelerated group, three mixed ability groups and a support group). There are six groups in Key Stage 4 English, sometimes including a single sex group where this is considered appropriate and a support group. In Science, all groups, whether Triple or Double Science are taught in mixed ability groups.

### **SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

Stretford Grammar School values the abilities and achievements of all students. The Learning Support Team supports the early identification of students with special needs and works closely with feeder primary schools to ensure that students are prepared for curriculum changes in Year 7.

Students with visual, speech and language difficulties and physical difficulties are support by the Learning Support Team. The aim is to integrate students, as far as possible, into mainstream classes to access all areas of the curriculum. Staff will differentiate appropriately for the needs of all students in lessons, ensuring equality of access. Students may be withdrawn from lessons for programmes of additional

literacy and numeracy support, specific computer programmes to access the curriculum and reading and spelling tuition.

## **SIXTH FORM**

The Sixth Form is an integral part of Stretford Grammar School and the 11 – 16 curriculum is a key feature of preparing students for life after GCSE. The Sixth Form offers a range of A Levels and enrichment opportunities to prepare students for Higher Education, apprenticeships or the world of work.

## **ENRICHMENT**

Learning at Stretford Grammar School extends beyond the taught curriculum and all students have access to a range of activities and experiences to extend their learning and development. All students are actively encouraged to participate in enrichment activities to extend the broad and balanced curriculum offered across all Key Stages. Activities may include areas such as

*Classroom Assistants, Duke of Edinburgh Award Scheme, Mentoring, Sports, Work Experience (currently undertaken by all of Year 10 and available to Year 12) and Young Enterprise.*