



Stretford
Grammar School
Aspirat primo fortuna labori

Curriculum Policy

Ratified by Governors : September



Policy to Support Early Career Teachers

Date of Policy: September 2023

Member of staff with overall responsibility: AHT with responsibility for curriculum

Committee with Responsibility: Curriculum and Standards

Curriculum Intent

Our ambition is that students will be equipped with the qualifications needed for the next stage of their academic journeys, but also be empowered with the knowledge, skills and values needed for success in Modern Britain. To this end Stretford Grammar School aims to:

- Provide opportunities within our school community for students to develop their leadership skills
- Promote and uphold the school values of:
 - **Aspiration** - we always give our best efforts in everything that we do
 - **Endeavour** - we try to be the best version of ourselves through participating in the opportunities provided by school and the wider community
 - **Respect** - we take pride in working in a harmonious community built on kindness and integrity
- Ensure that curriculum coverage and content represents the diversity of our community, and exposes students to role models who provide positive representations of success in all subject areas
- Provide opportunities for students to learn beyond the classroom through visits, and outside speakers, and to expose them to new experiences, cultural events and landscapes
- Foster an intrinsic motivation for academic and personal excellence by ensuring our rewards system gives students a broad range of opportunities to experience success
- Continuously evaluate our subject curriculums to ensure they are challenging, and are well sequenced, so that knowledge can be built up progressively over time
- Develop students' reading and writing in all subjects, and tutor periods, to support knowledge acquisition, vocabulary development and ultimately promote the value of reading for pleasure

- Develop students' numeracy and mathematical reasoning in all relevant subjects so that students are able to understand and appreciate the importance of Mathematics
- Ensure that Religious Education plays a central role in allowing students to develop an academic understanding of major world religions as a central tenet of their cultural capital, as well as providing opportunities for students to be reflective about their own beliefs, religious or otherwise, whilst also promoting respect for other peoples' faiths, beliefs and values
- Provide opportunities within our curriculum for students to engage in learning related to other aspects of their Social and Physical development to allow them to leave school equipped to make positive choices with regards to relationships and wellbeing
- Promote the values of modern Britain: democracy, the rule of law, individual liberty, mutual respect, and tolerance of those of different faiths and beliefs
- Ensure that our whole curriculum remains accessible to all students including those with SEND through quality first teaching, and making reasonable adjustments to ensure the full curriculum can be followed by all

Curriculum Intent and Implementation – roles and responsibilities

School level

SLT to:

- ensure all students receive SMSC education through timetabled RE and PHSCE lessons and through drop down days/sessions focused on specific and relevant issues, as well as promoting the value of SMSC in the subject curriculum
- allow students to cover a broad and balanced curriculum by ensuring that all national curriculum subjects are studied at KS3, and that a wide range of subjects are studied at GCSE level
- ensure students have opportunities to make informed decisions about their GCSE subject choices, and future destinations beyond school
- recognise the interdependence between the curriculum and pedagogy and so promote high quality CPD to ensure subject staff have opportunities to improve their subject knowledge, curriculum and pedagogical knowledge
- support subject leaders with protected time on INSET and in calendared Curriculum Development meetings to develop schemes of work that reflect our whole school intent
- be familiar with the content of the curricula and specifications of the departments they line manage and monitor and evaluate the individual subject curriculums in conjunction with the relevant Curriculum Leader, taking action to set targets for improvement when deficiencies have been identified
- Provide guidance and time to evaluate curriculum delivery via work scrutiny, learning walks, and departmental conversations ensuring that the work of SEND students is prioritised

SEND department to:

- ensure that all pupils including those with Special Educational Needs and/or disabilities have access to a broad and balanced curriculum in line with the SEND Code of Practice (0-25 yrs).
- ensure that teachers use appropriate assessment to set targets which are deliberately ambitious for students with special educational needs and/or disabilities.
- ensure that potential areas of difficulty and/ or special educational needs are identified early and are addressed within an appropriate timescale.
- ensure that teachers plan inclusive lessons and deliver high quality teaching which addresses potential areas of difficulty and removes barriers to pupil learning so that pupils with SEN and/ or disabilities will be able to study the full curriculum.
- deliver training and offer advice to teachers to develop inclusive high quality teaching practices across the school thus enabling all students to successfully access the curriculum.

Subject Level

Curriculum Leaders to:

- have a clear curriculum map for the whole of KS3 showing how learning is organised throughout the Key Stage
- have an overview of the course content for each year group which illustrates the sequence of learning students will follow and the progression of skills and knowledge that will take place over the course of the academic year
- develop a system for ensuring consistency in the delivery of the curriculum at all key stages in the form of high quality centrally planned lessons, prepared workbooks that have value to students, or detailed, up to date schemes of work that clearly illustrate the sequence of learning to take place
- evaluate their subject curriculum, its content and resources in department meetings, on INSET days, and as part of the whole school QA process to ensure that they are providing the best model of progression for our students including those with SEND
- know what they expect from the delivery of their subject and have a clear idea of what should be observed in lessons as indicators of strong curriculum implementation to ensure quality first delivery
- use learning walks, student voice, students' books, and centralised assessment data to monitor curriculum implementation and take action to ensure any deficiencies in delivering the curriculum are dealt with in a timely way
- discuss opportunities to engage in subject specific reading when evaluating their curriculum, and identify high quality reading material that can be used to support teaching and learning in the classroom
- lead the development of both formative and summative assessment opportunities that serve a clear purpose for providing feedback and evaluating student progress in terms of mastering the curriculum content

Classroom Level

Form Tutors and Subject teachers to:

- follow the agreed sequence of learning of their departments; any alterations to be communicated and agreed with the relevant Curriculum Leader
- ensure that pedagogical good practice is followed including an appreciation of Rosenshine's Principles of Instruction to secure, deeper, long term learning
- use formative and summative assessment to check students' knowledge and skills development in line with their departmental assessment policy
- follow the school behaviour system to allow students to focus on learning the content of the curriculum
- use SEND passports, and good practice with respect to scaffolding and responsive teaching, to ensure that SEND learners are able to access the same curriculum as other students
- utilise challenging texts within lessons and tutor period, and engage in guided reading with students, explaining the meaning of Tier 2 Academic vocabulary to support language acquisition

Curriculum Impact and Monitoring

- A high quality curriculum, well sequenced with a focus on ensuring the long term retention of knowledge and skills should ultimately lead to strong results at GCSE and A Level
- Curriculum evaluation undertaken via talks with students, student books and learning walks will indicate that students are progressing in terms of knowledge retention and skills acquisition
- Curriculum leaders to meet with SLT line manager and senior leader responsible for curriculum at least twice a year formally to review and evaluate the curriculum
- Information on destinations of all school leavers reveal that all are in further education, or training

Curriculum Structure

Key Stage 3

Curriculum Structure

Key Stage 3

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 (including Financial Capability, RSHE and Careers Education) and Religious Education.

Students are taught in tutor groups in Year 7, with the exception of Physical Education which is taught to multiple tutor groups at a time, and Design

Technology which uses a carousel approach to cover all key elements of Product Design.

Year 8 students follow English, Maths, Science, Art, Computing, a carousel of Design Technology opportunities, Drama, French or Spanish, Geography, History, Music, Physical Education, PSHE 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, and Design Technology. PSHE and Drama. (PSHE and Drama are taught as forms).

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

The curriculum is delivered in a fortnightly cycle with the number of lessons shown below:

English	6 lessons
Mathematics	6 lessons
Science	6 lessons
Modern Foreign Languages	6 lessons
PE	4 lessons
Geography	3 lessons
History	3 lessons
Art	3 lessons
Design Technology	3 lessons
PSHCE	2 lessons
Music	2 lessons
Computing	2 lessons
RE	3 lessons
Drama	1 lesson

The below also visually illustrates the proportion of lesson time occupied by each subject in KS3 across this 50 hour fortnightly cycle.



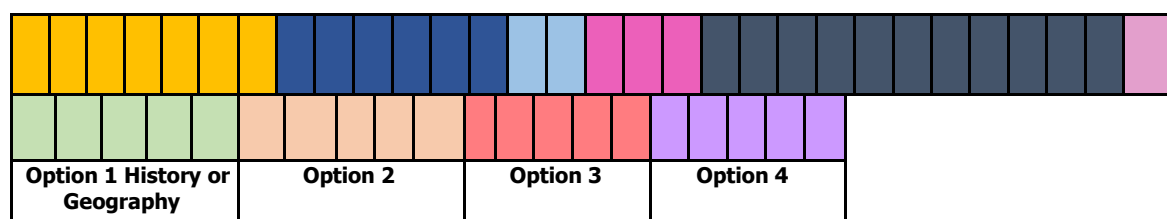
Key Stage 4

At the end of Key Stage 3 students select their GCSE courses.

Within a 50 period fortnight students study 10 subjects which includes the following as a core requirement:

	English Language and Literature	7 lessons
	Mathematics	7 lessons
	Science	10 lessons for Double Science/15 Lessons Triple Science is selected as an additional option)
	Religious Studies	3 lessons
	PE	2 lessons
	PHSCE	1 lesson
	Option 1: History or Geography	5 lessons

The below visually illustrates the proportion of lesson time occupied by each subject in KS4 across this 50 hour fortnightly cycle.



Students have a free choice of options subjects for study in KS4 beyond the choice of History or Geography in Option 1. For options 2, 3 and 4 students are able to choose from the areas of the curriculum related to the entitlement areas of the Arts, Design and Technology, History or Geography (if not chosen in Option 1), Modern Foreign Languages and Physical Education. This provides access to a minimum of one course in each of the four entitlement areas. The open choice system allows students to complete the Ebacc qualification.

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 who meet the entrance requirements have a free choice from the below, but the courses running depends on the number of students opting to take a subject.

Art, Biology, Business, Chemistry, Computing, Economics, English Language, English Literature, French, Further Mathematics, Geography, History, Mathematics,

Physics, Politics, Psychology, Design Technology, Religious Studies, Sociology, and Spanish

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

They will receive 8/9 hours of teaching time per subject in Year 12 and 9 in Year 13.

Students also have the chance to take the Extended Project Qualification in Year 12. This will be delivered via a timetabled 1 hour teaching slot each week.

In addition students will have one timetabled hour a fortnight of a Personal Development tutorial. The aim of these sessions is to promote effective study habits, provide advice to allow our students to make informed choices about their post 18 options, support them to make competitive applications to their chosen courses or apprenticeships, and to prepare them for the realities of life in a professional working environment. We encourage the leadership role of students within our community and the programme highlights the values we expect our sixth formers to uphold as role models within our school.

Students in Sixth Form are afforded opportunities to enrich their UCAS application. This includes a focus on leadership opportunities with roles to develop these characteristics on offer in Years 12 and 13. It also includes a calendared opportunity for students to gain work experience in their chosen academic fields.

