



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

## **Curriculum Policy**

**Ratified by Governors : December 2020**



## Curriculum Policy DRAFT

**Date of Policy:** October 2020

**Date of Review:** October 2021

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

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

### INTENT

The curriculum at Stretford Grammar School aims to develop creative, enquiring minds capable of critical argument, based on a knowledge and skills led curriculum introducing students to the best that has been thought and said.

At its heart, we firmly believe that the value of our curriculum goes beyond what is taught and examined, encouraging the personal development of students and rewarding endeavour both inside and outside of the classroom. In this way all students will be enabled to take their place in an ever changing world as an active, valued and respected member of society.

At Stretford Grammar School there is a strong focus on providing students with a rich set of curriculum experiences within and outside of the classroom

- A broad and balanced curriculum designed with access for all to the areas of humanities, linguistic, mathematical, scientific, physical, technical, social and physical learning
- Leadership opportunities for all members of the community
- Enhanced learning with a range of high quality, relevant visits and out of classroom learning opportunities
- Quality first teaching to allow all students equality of opportunity
- A programme of personal development to enable students to be emotionally healthy young people who are resilient and well prepared for the challenges of the future
- A comprehensive lessons for life programme developing work related skills and enabling students to make positive choices about education and career progression through lessons, Active Learning Days and the Tutor Programme

## **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.

## **The aims of the curriculum are:**

### **Achieve**

Provide students with the opportunities to reach the highest standards of academic and personal excellence (*Achievement, Endeavour*)

Follow a pathway that encourages academic rigour and excellence (*Ambition*)

### **Develop**

Immersion in a deep and rich subject knowledge that will challenge them to think deeply and be exposed to the knowledge and understanding they need to succeed (*Achievement, Endeavour*)

Enhance creativity, critical thinking and independence of thought whilst celebrating diversity and encouraging harmonious and healthy relationships (*Trust, Equality, Respect*)

To develop a strength of character, and resilience that will help students to overcome the challenges they are likely to encounter in life so that they can live happy, safe and fulfilling lives (*Endeavour, Achievement, Equality, Respect, Trust*)

Promote leadership skills, co-operation and teamwork that enables students to take responsibility for their own learning and development (*Endeavour, Trust, Respect*)

### **Enjoy**

Produce confident learners who become lifelong learners through enrichment and deeper learning (*Achievement, Endeavour, Ambition*)

Broaden students' horizons through a range of spiritual, moral, social, cultural and physical opportunities (*Respect, Kindness, Equality*)

Enjoy learning through an academic, broad and balanced curriculum that provides the foundations for the next stage in learning and development (*Achievement, Endeavour, Ambition*)

Be motivated to take every opportunity to shine, build self-esteem and to receive recognition for success

Build relationships across the school community so that they become happy and resilient learners

### **To uphold the school values of:**

- Endeavour – to give our best efforts first
- Equality – to ensure equal opportunities to achieve and excel
- Respect – to treat everyone with courtesy
- Kindness – to develop a culture of welcome
- Ambition – to strive to be the best we can
- Achievement – to create an environment for everyone to achieve and succeed
- Trust – to develop healthy and safe relationships

## **ORGANISATION**

### **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 (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 two tutor groups at a time, Design Technology which uses a carousel approach to cover all key elements of product design.

Year 8 students English, Math, Science, Art, Computing, a carousel of Design Technology opportunities, Drama, French or Spanish, Geography, History, Music, Physical Education, PSCE 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	3 lessons
Physical Education	2 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, which are made in February of Year 9.

*Art, Business, Computing, Design Technology, Drama, Food Production and Nutrition, French, Geography, History, Music, Physical Education, 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.

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

Stretford Grammar School values the abilities and achievements of all students and supports staff in delivering a quality first curriculum. 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 supported 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.*