



Curriculum Policy



The corporate strategy sets out the philosophy, ethos and the aims of the school, of which the curriculum is an integral part. The corporate strategy is set out below and those areas which relate to the curriculum have been highlighted in bold italics.

Corporate Strategy

It is our aim to be the leading independent coeducational day school in the country. Our success will be measured by ***first class examination results*** and the extent to which we provide an environment in which young people are happy and can flourish.

We will provide our pupils with a variety of challenging opportunities for learning, development and growth. They will see how personal and social development involves taking responsibility not only for themselves but also for all those around them.

Our teachers and other staff will be of the highest quality and will give top priority to the individual learning and development of all those entrusted to their care.

We will endeavour to ensure that, in keeping with our foundation and history, places will be available to bright children irrespective of parental means.

We will ensure that fee levels are realistic and given due consideration on a regular basis; that the school is financially secure and sound fiscal strategies are in place.

To achieve these aims, Bradford Grammar School will be:

A school where pupils are happy valued and can flourish

This means:

- there is effective and regular communication with parents
- there is good access to school staff for both pupils and parents
- pastoral care is given a high priority
- the personal qualities of our pupils are nurtured and good manners and respect are actively promoted
- the development of self confidence and esteem in our pupils is a priority
- pupils are provided with a safe and secure environment
- ***class sizes are appropriate***
- ***the teaching, welfare and care of pupils are of the highest standard***
- ***pupil achievements/efforts inside and outside school are celebrated***
- opportunities for pupils from different year groups to work together are encouraged
- creating a school community where there is a sense of partnership, respect, trust and cooperation

A school that is academically challenging and rigorous

This means:

- ***creating an environment that encourages independent learning, critical thinking and initiative***
- ***recruiting and supporting high quality staff (teaching and non-teaching) and valuing their contribution***
- ***ensuring that we select pupils who will thrive in this dynamic environment***
- ***offering a rich curriculum and diversity of opportunity***
- ***applying the appropriate mix of teaching methods and learning styles***

A school that provides outstanding extra-curricular activities

This means:

- pupils in the whole school community are offered extra-curricular opportunities
- the quality is not compromised by the quantity of activities
- pupils are encouraged to find the right balance between academic and other endeavours
- the contribution of staff to extra-curricular activities is recognised and valued
- ensuring that sport, music and drama are able to flourish

A school which offers the highest quality facilities

This means:

- ***creating an environment that is stimulating and in which pupils and staff feel proud to study, to work and to belong***
- ***ensuring facilities properly reflect learning, welfare and extra-curricular needs and priorities***
- equipping the School to the best standards and maintaining the estate to the highest quality

A school that equips its pupils for life in a diverse and changing society

This means:

- ***ensuring the whole community – staff and pupils – develop appropriate attitudes, skills and values that will enable them to thrive in a changing society***
- ensuring that the School gives proper attention to issues of diversity
- ensuring that advice on careers and university applications is up-to-date and relevant to each individual

Overarching Aim

The curriculum will help pupils to fulfil their potential by providing them with a stimulating programme of study which is appropriate for their age and ability, and which will prepare them for the university course of their choice and, ultimately, for the world of work and adult life.

School Aims

The aims of the corporate strategy remain in constant and sharp focus. In addition to these, and appropriate to pupils' ages and abilities, the curriculum will:

- provide a wide variety of subjects from which pupils are able to choose
- give as much freedom of choice as possible given the constraints imposed by the need to make choices in years 2, 3 and 5¹
- be delivered at all levels and to all ages by subject specialists to the highest possible standards
- be pupil friendly in that pupils are given an unrestricted choice of options and as far as is possible the curriculum structure is arranged to accommodate their choices
- ensure due provision is made for pupils to have experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education
- be balanced and ensure that there is continuity which enables pupils to make progress and learn as they move through the school
- have sufficient breadth whilst still allowing specialism and depth
- be kept under constant review and be amended when required
- allow implementation of a high standard of personal, social and health education which reflects the school's aims and ethos
- facilitate the acquisition of skills in speaking and listening, literacy and numeracy
- allow for the full development of any pupils who have a statement of educational needs or who are registered as having specific learning difficulties
- provide appropriate experiences for pupils to explore careers opportunities and research university courses.

Key areas within the curriculum, teaching and learning and assessment

- First and Second form curriculum
- Third form curriculum
- Fourth and Fifth form curriculum
- Sixth form curriculum
- personal, social and health education [PSHE]
- special educational needs, including gifted and talented pupils
- careers, higher education, information evenings and pupil induction
- teaching and learning within the school
- assessment
- deployment of staff within departments
- departmental schemes of work
- pupil groupings and setting
- monitoring the curriculum
- monitoring pupil progress
- professional development of staff
- management of resources

¹ National curriculum years 8, 9 and 11

The Curriculum²

The curriculum at Bradford Grammar School is broad with a large range of subject for pupils to choose from.

1.(2)(a) Full-time supervised education for pupils of compulsory school age, which gives pupils experience in Linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.

1.(2)(b) Subject matter appropriate for the ages and aptitudes of pupils, including those with a statement.

1.(2)(c) Pupils acquire skills in speaking and listening, literacy and numeracy.

**1.(2)(i) All pupils have the opportunity to learn and make progress.
These are achieved by:**

The 66 period curriculum is spread over a two week cycle with each period being allocated 45 minutes. In addition to a Form Period every week, the curriculum is arranged as follows:

In the First and Second Years, all pupils follow a common curriculum comprising English, Mathematics, French, German, Latin, Biology, Chemistry, Physics, Geography, History, Art, Music, Design & Technology, Information Technology, Religious Studies, Physical Education and Games.

In the Third Year, pupils study English, Mathematics, French or German or Spanish, Biology, Chemistry, Physics, Geography, History, Information Technology, Religious Studies, Physical Education and Games. In addition, pupils choose two subjects from German, Russian, Spanish, Latin, Greek, Art, Music, Design & Technology.

In the Fourths and the Fifths all pupils take English [both Language and Literature], Mathematics, French or German or Spanish, Biology, Chemistry, Physics, Information Technology, Religious Studies, Physical Education and Games and three subjects from: Geography, History, German, Russian Spanish, Latin, Greek, Information Technology, Art, Music, Design & Technology.

Setting is provided in Mathematics from the Third Year.

Parents have the right to withdraw their children from Religious Studies and Sex Education; in this case pupils go to the Library for supervised Private Study.

In the Lower Sixth, pupils choose four AS subjects from Biology, Chemistry, Physics, Mathematics, Further Mathematics, Design & Technology, Electronics, French, German,

² A detailed breakdown of the period allocation to subjects in national curriculum years 7 to 13 is given in Appendices 1 & 2.

Russian, Spanish, Latin, Greek, Classical Civilisation, English Language, English Literature, English Language & Literature, History, Geography, Economics, Politics, Business Studies, Religious Studies, Information Technology, Geology, Psychology, Music, Music Technology and Theatre Studies. Pupils also follow a General Studies course.

In the Upper Sixth, pupils move to either three A Level subjects, or three A Level subjects and a new AS subject, or continue with all four subjects to A Level. Also in the Upper Sixth, lessons are provided for pupils preparing for Oxford or Cambridge entrance, and pupils can continue with General Studies.

PSHE is delivered to all year groups through the form period programme.

First and Second form curriculum

The First and Second form curriculum is designed to give all pupils experience in linguistic [English, French, German and Latin], mathematical [Mathematics], scientific [Biology, Chemistry and Physics], technological [Design Technology, Information and Communication Technology], human and social [Geography, History, and PSHE], physical [PE and Games] and aesthetic and creative [Art and Music]. The subject matter is appropriate for these two year groups and for all aptitudes including pupils with special educational needs. It is designed to bring all pupils up to the same point and gives them the basic knowledge they need in the key areas. All pupils will acquire skills in speaking and listening, literacy and numeracy through the programme of study described above. PSHE is taught within the form period programme and this is designed around the aims and ethos contained within the corporate strategy.³

Third form curriculum

The breadth of subjects is reduced in the Third form curriculum to allow greater depth in those areas which continue. All subject areas within the First and Second form curriculum remains as either an optional subject or as part of the core curriculum. Greek, Russian and Spanish become available to pupils in the options. Optional subjects are arranged into three blocks and these are based on the pupils' choices. PSHE continues within the form period programme.⁴

Fourth and Fifth form curriculum

The breadth of subjects is further reduced in the Fourth and Fifth form curriculum to again allow even greater depth in the ten subjects pupils take to GCSE level. The four option blocks in the Fourth form are arranged around the pupils' choices and the Fifth form option blocks continue on from the Fourth form ones of the previous year. No new subjects become available. PSHE continues to be delivered through the form period programme.⁵

³ A description of the curriculum in the First and Second form is given on page 3.

⁴ A description of the curriculum in the Third form is given on page 3.

⁵ A description of the curriculum in the Fourth and Fifth form is given on page 3.

1.(2)(h) Where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs. This is achieved by:

Sixth form curriculum

The Sixth form curriculum is designed for pupils who are above compulsory school age, and provides them with a programme of activities which is appropriate to their needs. All pupils in the Lower Sixth form choose four AS level subjects from the list of thirty one subjects given on page 3. Four columns of subjects are then arranged around their choices and as far as is possible we aim to give everyone their four choices. In the small number of cases where this is not possible pupils and their parents are informed and suitable changes are agreed so that their choices fit the column structure. There is a General Studies programme which is designed to enrich their academic studies and this programme allows both examined and non-examined courses. There is also a visiting speaker programme built in to complement the rich and diverse programme on offer.⁶

Upper Sixth form pupils must continue at least three of their AS level subjects to A level. There is the option to be able to start a new AS level subject or to continue all four subjects to A level. Pupils can also continue with General Studies but there is no compulsion to do so. The column structure in the Upper Sixth form flows through from the previous year's Lower Sixth form with some trimming of sets where this is possible. Pupils do not need to finally decide which subject, if any, they are going to discontinue until the AS level results are published in August. In both years PSHE continues to be delivered through the form period programme.⁷

1.(2)(f) Personal, social and health education which reflects the school's aims and ethos.

1.(2)(j) Adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life. These are achieved by:

Personal, social and health education

PSHE is taught to all pupils throughout their school career, and is largely delivered to all year groups through the form period programme. Year group assemblies, full school assemblies and the visiting speaker programme in general studies for the lower sixth form, occasionally contribute to the programme.

It is designed around the school's aims and ethos as stated in the corporate strategy.⁸

Placed alongside academic studies, careers and higher education advice, health education and the rich extra-curricular environment at Bradford Grammar School pupils are helped to prepare for adult life.^{9 10}

⁶ Pupils receive a booklet entitled "**General Studies: A Guide to Courses**" prior to making their choices.

⁷ A description of the curriculum in the Sixth form is given on page 3.

⁸ See pages 1 and 2.

⁹ A detailed programme for all year groups is given in appendix 5.

1.(2)(e) Where a pupils has a statement, education which fulfils its requirements. This is achieved by:

Special educational needs

The Special educational needs department currently has over seventy pupils registered with specific physical or learning disabilities, of which four have a statement of educational needs from their local education authority. All pupils who are registered with specific needs, including those with a statement of educational needs, have an individual education plan. All staff are made aware of the pupils mentioned above and have access to their individual education plans. They are expected to take account of the needs of any of these pupils who are scheduled to be in their lessons and to ensure that the content and delivery of the material is appropriate for all the pupils.¹¹

Pupils with particular aptitudes and abilities with specific subjects will be encouraged to make accelerated progress in these area through additional material and support from class teachers as far as this is reasonably possible.

1.(2)(g) Appropriate careers guidance for pupils receiving secondary education. This is achieved by:

Careers, higher education, information evenings and pupil induction

All pupils in the Fifth form have a careers interview prior to being asked to decide on their AS level choices. Prior to pupils in years two, three and five making option choices there are information evenings for the pupils and their parents to talk about the process of choosing options. Guidance is available throughout this process from the careers' staff, subject teachers, head's of department, head's of year and form teachers. Booklets entitled "**A Guide to GCSE Courses**" and "**A Guide to Sixth Form Courses**" are published prior to the information evenings and these detail the courses that are on offer to the pupils. Pupils in year groups who do not have choices to make have an information evening for parents and pupils usually centred on a theme from the PSHE programme, for example, an alcohol awareness evening.

The higher education department exist to guide pupils through the process of choosing appropriate degree courses at the Universities of their choice. There is a rigorous process to guide pupils through the UCAS application procedure with help and advice available from the higher education department, Heads of Department, subject teachers, form teachers and the Head of Sixth form. There is a higher education evening in the lower sixth form for parents and pupils and this is designed to start the process of university application.

Pupils who are new to the school undergo an induction day or an induction evening prior to them beginning at the school to help them familiarise themselves with the school.^{12 13}

¹⁰ See *the personal, social & health education and citizenship policy in the Teaching Handbook, January 2010*

¹¹ See *the special educational needs and disability policy in the Teaching Handbook, January 2010.*

¹² See *the Careers and Higher Education Advice in the Teaching Handbook, January 2010.*

¹³ See the careers policy

There is some careers guidance for second, third and fourth form pupils delivered through the form period programme.

Teaching and learning within the school

Performance management exists to ensure teaching staff foster in pupils the application of intellectual, physical or creative effort, interest in their work and to engender the ability to think and learn for themselves. Through lesson observations carried out by Heads of Department and members of the Senior Management Team we ensure that lessons are well planned and use effective teaching methods with suitable activities and which use wise management of class time. In line with the corporate strategy we ensure classrooms are adequately resourced with the highest quality products and there are enough of these to meet the needs of any class who use that room. Performance management percolates all of the areas within standard 1.(3) and is integral to our monitoring and evaluating the teaching and learning within the school. The structure of the option blocks gives Head's of Department the freedom to assign their departmental staff to teaching groups so as to maximise their expertise with that of the needs of the teaching groups.

1.(3)(a) Staff are expected to enable pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in all the subjects they are taught.

1.(3)(b) Foster in pupils the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn for themselves.

1.(3)(c) Involve well planned lessons, effective teaching methods, suitable activities and wise management of time.

1.(3)(e) Demonstrate appropriate knowledge and understanding of the subject being taught. These are achieved by:

- subjects are taught at all levels and in all subjects by subject specialists
- staff setting and marking work so that pupils' progress can be monitored
- staff engaging pupils orally in class time
- staff helping pupils to overcome any difficulties they encounter
- staff working with pupils both in class time and out of class time where necessary
- testing pupils both in class time and through Christmas tests and Summer examinations
- staff demonstrating appropriate knowledge and understanding of the subject matter they are asked to teach
- staff openly share their enthusiasm and flair for their subject with the pupils they teach
- departmental schemes of work give colleague a framework within which to work
- staff are encouraged to share ideas and teaching methods with other colleagues
- staff are encouraged to share teaching resources
- responsibility allowances in larger departments for certain areas of the curriculum within that department

1.(3)(d) Staff are expected to show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure these are taken into account in the planning of lessons. This is achieved by:

- departmental meetings on the first day before term begins in September allow information about pupils to be passed from the previous year's teachers to the teachers in the new academic year
- in years 1 to 5 staff are expected to set homework according to the homework timetable as planned by appropriate Heads of Year from the distribution of homework allocation¹⁴
- in the sixth form staff are expected to set at least one piece of work per cycle which should be marked and returned to the pupils within one cycle¹⁵
- the marking is expected to contain constructive advice and information for the pupils¹⁶ and the assessment of this work should feed into subsequent lesson plans
- remedial work should be carried out where this is deemed necessary
- staff are expected to share information about the achievements or lack of achievement of pupils with Heads of department as and when this is appropriate
- subjects are taught at all levels and in all subjects by subject specialists
- thorough preparation is required for all lessons including subject material and resources

1.(3)(f) Utilise effectively classroom resources of an adequate quality, quantity and range. This is achieved by:

- in line with the corporate strategy of best quality we try to ensure that classrooms are maintained to the highest standard
- classrooms are redecorated and their facilities are upgraded on a rolling basis, refurbishment occurring about every six years
- staff have all the material they need and in sufficient supply, and any reasonable request for additional facilities is met
- all classrooms have a networked computer and we continue to install electronic whiteboards in classrooms where there is a justifiable need

1.(3)(h) Utilise effective strategies for managing behaviour and encouraging pupils to behave responsibly. This is achieved by:

- outstanding academic work or a noteworthy contribution to wider school life can lead to the award of commendations and certificates¹⁷
- individual staff can give reasonable sanctions to pupils for poor behaviour or work
- staff are encouraged to deal with pupils they teach in the first instance before moving sanctions to the next level

¹⁴ See appendix 3.

¹⁵ See the homework policy in the Teaching Handbook, January 2010.

¹⁶ See homework and marking section from Teaching Handbook, January 2010.

¹⁷ See Teaching Handbook, January 2010, and the commendations policy.

- formal warnings and Monday evening detentions exist to help and support staff with pupils who repeatedly misbehave or whose work is persistently below the expected standard¹⁸
- Heads of Year occasionally put pupils on an effort log where those pupils have a poor record with work for several members of staff, to enable closer monitoring of their work and effort
- behavioural or social issues are addressed through year group assemblies and the PSHE programme, and also through full school assemblies when this is appropriate
- staff are expected to share information about the behaviour of their pupils with form teachers and Heads of Year

Assessment within the school

1.(3)(g) Demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.

1.(4) The school shall have in place a framework for pupils' performance to be evaluated, by reference either to the school's own aims as provided to parents or to national norms, or to both. These are achieved by:

- staff are expected to regularly set and mark homework for pupils in year groups 1 to 5 in accordance with the homework schedule and the timetable for this as published by Heads of year^{19 20 21}
- staff are expected to set at least one piece of work per cycle for sixth form pupils and is expected that this work will be returned within one cycle
- all pupils receive at least four reports per academic year, at least two of which are full hand written reports^{22 23}
- pupils in years 1 to 4 have tests in curriculum time just before the Christmas break and their results in these tests are included on their full Christmas report
- pupils in years 1 to 4 have a week of examinations at the end of June and their results in these examinations are included on their full report at the end term
- all reports contain effort and attainment grades and school examination results as appropriate²⁴
- reports which contain school examination results also contain an average mark for the examination so parents can compare their child's performance with the mean
- criteria for the award of effort and attainment grades are communicated to parents
- staff are expected to ensure pupils they teach know what they need to do to achieve the highest effort and attainment grades²⁵

¹⁸ See *Teaching Handbook, January 2010, and the discipline and exclusion policy.*

¹⁹ See *Teaching Handbook, January 2010.*

²⁰ See *the homework policy.*

²¹ See *appendix 3.*

²² See *Teaching Handbook, January 2010.*

²³ See *appendix 6.*

²⁴ See *appendix 7.*

²⁵ See *Teaching Handbook, January 2010.*

- fifth form pupils have mock examinations in the weeks either side of the February half term
- results and grades from mock examinations are communicated to parents in writing and results from these examinations are included on their report at the end of the spring term
- public examination results are given to pupils on results day
- summaries of public examination results are distributed to staff and once finalised these are published in the Speech Day programme and on the school's website
- sixth form pupils do mock examinations in curriculum time as appropriate and results from these may be included on a full report
- data from school examinations and public examinations is input into the school information management system, and we are in the process of developing the use of the data in SIMS for tracking pupils' progress.
- Year Heads and Departmental Heads monitor pupils progress through report grades and examination results
- MidYIS data is used to give a baseline level for year groups and coupled with school examination data is used to predict GCSE outcomes²⁶

²⁶ All pupils in years 1 and 3 do the MidYIS tests and the majority of year 2, do the additional test.

Appendix 1

The Curriculum for the Main School [September 2011 to July 2012]

																			66 period 2 week cycle	
	FP	En	Ma	Rs	Pe	Ga	Bi	Ch	Ph	Gg	Hi	It	La	Mu	Ar	Dt	Gm	Fr	Tot	
1st Form																				
6 Forms	2	7	7	2	2	4	3	3	3	3	3	3	4	2	4	4	5	5	66	
2nd Form																				
6 Forms	2	7	7	2	2	4	3	3	3	4	4	3	4	2	4	4	4	4	66	
3rd Form																				
6 Forms	2	6	6	1	2	4	5	5	5	5	5	Option(A) 5 Art(2) DT(2) German Greek ICT(2) Latin Spanish		Option(B) 5 Art(2) DT(2) French Geman ICT Latin Music Russian		Option(C) 5 Art(2) DT(2) French German ICT(2) Latin Music		Option(D) 5 French(2) German(2) Spanish(4)		66
4th Form																				
6 Forms	2	9	6	-	1	4	6	6	6	2	IS	Option(A) 6 Art DT French Geography(3) German History ICT(2) Music		Option(B) 6 Art DT French Geography(2) History ICT Latin RS Russian		Option(C) 6 Art DT(2) Geography Greek History(2) ICT Latin RS		Option(D) 6 French(2) German(2) Spanish(4)		66
5th Form																				
6 Forms	2	9	6	-	1	4	6	6	6	2	IS	Option(A) 6 Art(2) DT Geography Greek History ICT Music RS Russian		Option(B) 6 Art DT French Geography(2) History ICT(2) Latin Music		Option(C) 6 Art DT French Geography History(2) ICT Latin RS Spanish		Option(D) 6 French(2) German(2) Spanish(4)		66

Appendix 2

The Curriculum for the Sixth Form [September 2011 to July 2012]

Upper Sixth

U6A (13 pds)

U6B (13 pds)

U6C (13 pds)

U6D (13 pds)

Art	Biology (2 Sets)	Art	Biology (2 Sets)
Chemistry (2 Sets)	Business Studies	Business Studies	Business Studies
English Literature	Classical Civilisation	Chemistry (2 Sets)	Economics
French	Design & Technology	English Language	Further Mathematics
Further Mathematics	English Language	Economics	Greek
Geology	Economics	Electronics	German
History	French	Geography	Language & Literature
Information Technology	Geography	History	Mathematics (2 Sets)
Mathematics (3 sets)	History	Latin	Physics (2 Sets)
Music Technology	Music	Language & Literature	Politics
Politics	Physics	Physical Education	Spanish
Psychology	Psychology	Politics	Theatre Studies
	Religious Studies	Russian	
	Spanish		

Lower Sixth

L6A (14 pds)

L6B (14 pds)

L6C (14 pds)

L6D (14 pds)

Biology (2 Sets)	Art	Biology (2 Sets)	Art
Design & Technology	Business Studies	Business Studies	Business Studies
Economics	Classical Civilisation	Chemistry	Chemistry (2 Sets)
Electronics	Chemistry (2 Sets)	Economics	French
English Language	English Language	French	Further Mathematics
English Literature	Economics	Geology	Geography
Geography	Further Mathematics	History	German
Information Technology	History	Physical Education	History
Language & Literature	Latin	Physics (2 Sets)	Information Technology
Music	Language & Literature	Politics	Mathematics (3 Sets)
Physics (2 Sets)	Mathematics (3 Sets)	Psychology	Music Technology
Politics	Politics	Religious Studies	Politics
Spanish	Spanish		Psychology
	Russian		Theatre Studies

Appendix 3

Main School Homework Allocation [September 2009 to July 2010]

																		66 period 2 week cycle	
	FP	En	Ma	Rs	Pe	Ga	Bi	Ch	Ph	Gg	Hi	It	La	Mu	Ar	Dt	Gm	Fr	Tot
First Year																			
6 Forms	-	4	4	1	-	-	2	2	2	2	2	2	3	1	2	1	3	3	34
34 homeworks @ 25 mins= 14 hours 10 mins																			
Second Year																			
6 Forms	-	4	4	1	-	-	2	2	2	2	2	2	2	1	2	1	3	3	33
33 homeworks @ 30 mins=16 hours 30 minutes																			
Third Year																			
6 Forms	-	4	4	1	-	-	2	2	2	2	2	Option(A) 3 Art(2) DT(2) German Greek ICT(2) Latin Spanish	Option(B) 3 Art(2) DT(2) French Geman ICT Latin Music Russian	Option(C) 3 Art(2) DT(2) French German ICT(2) Latin Music	Option(D) 3 French(2) German(2) Spanish(4)			31	
31 homeworks @ 35 minutes= 18 hours 05 minutes																			
Fourth Year																			
6 Forms	-	4	4	-	-	-	3	3	3	-	-	Option(A) 4 Art DT French Geography(3) German History ICT(2) Music	Option(B) 4 Art DT French Geography(2) History ICT Latin RS Russian	Option(C) 4 Art DT(2) Geography Greek History(2) ICT Latin RS	Option(D) 4 French(2) German(2) Spanish(4)			33	
33 homeworks @ 35 mins=19 hours 15 minutes																			
Fifth Year																			
6 Forms	-	4	4	-	-	-	3	3	3	-	-	Option(A) 4 Art(2) DT Geography Greek History ICT Music RS Russian	Option(B) 4 Art DT French Geography(2) History ICT(2) Latin Music	Option(C) 4 Art DT French Geography History(2) ICT Latin RS Spanish	Option(D) 4 French(2) German(2) Spanish(4)			33	
33 homeworks @ 35 mins=19 hours 15 minutes																			

Appendix 4

The School Day

Senior School			
Monday, Tuesday, Thursday, Friday		Wednesday	
Registration	08:45	Registration	08:45
Assembly	08:50	Form Period	08:50
Period 1	09:05	Period 1	09:30
Period 2	09:50	Period 2	10:15
Break	10:35	Break	11:00
Period 3	10:50	Period 3	11:15
Period 4	11:35	Period 4	12:00
Lunch	12:20	Lunch	12:45
Registration	13:40	Activity Afternoon	
Period 5	13:45		
Period 6	14:30		
Period 7	15:15		15:00
End	16:00		

Appendix 5

PSHE Schedule

First Form PSHE Programme

The following syllabus has to be seen as flexible to allow for additional time Form Teachers may require or to respond to any external events.

Christmas Term.

Study Skills	four or five sessions
Road Safety	one session
Charities	including Secret Santa, choice of charity to support for the year etc., three sessions
Religious festivals	(in December), one session
Residential	(preparation for), one session

Easter Term

Target Setting	two sessions
Relationships	three sessions: friendships, conflict & compromise, respecting others.
Media Influences	one session
Health education	two sessions nicked from Maths & English lessons, plus two Wednesday morning sessions on puberty, alcohol, plus
Drugs Awareness	one session plus evening event including the families of pupils
Bullying	one session
Fair Trade	one session, using it to discuss world trade more generally
Presentation Skills	one session, plus presentations done by pupils when assemblies are suspended in Summer term.

Summer Term

Target setting	two sessions, including end of year review
Money management	one session
Personal qualities	one session – what really matters?
Study skills	one session focussing on revision techniques (again)
Presentation skills	not Wednesdays - Pupils do the presentation the prepared following last term's session
Verbal communication	one session
Pressure groups	two sessions, a project based on opposing views in a local planning issue.
Politics	one session, usually coinciding with local or general elections.
Sponsored walk	administration of this event normally uses one session.

Second Form PSHE Programme

The following syllabus has to be seen as flexible to allow for additional time Form Teachers may require or to respond to any external events.

Christmas Term

In Form	General Admin, follow up discussion on Assemblies
Health education	Anti-smoking, Healthy Lifestyles, Solvent Abuse
Charities	Human Relief Foundation
Internet Safety	Video and supporting materials

Easter Term

Target Setting	
Racial Discrimination	two sessions,
Health education	Self esteem with school nurse
Study Skills	Mental mapping (3 sessions)
Political literacy	3 sessions

Summer Term

Study Skills	Mental mapping (continued)
Health education	Self esteem, Child abuse
Financial Awareness	interactive video with headphones
Charities	RNLI Lifeguards, voluntary groups and beach safety
In Form	review of exam performance

Third Form PSHE Programme

The following syllabus has to be seen as flexible to allow for additional time Form Teachers may require or to respond to any external events.

Christmas Term

In Form	General Admin
Human Rights	video and materials
Charities	Human Relief Foundation
Financial Awareness	2 sessions
Religion	Islam
Coca Cola	video and materials

Easter Term

Political asylum	video and materials
Health education	outside speaker
In Form	General Admin, go through reports
World Peace Day	Anti-Bullying
Government	video and materials on A-Z of politics
Global Citizenship	2 sessions, One World and War and Peace

Summer Term

Animal Rights	video and materials
Charities	Assembly
Careers	Careers education talks

Fourth Form PSHE Programme

The following syllabus has to be seen as flexible to allow for additional time Form Teachers may require or to respond to any external events.

Christmas Term

Study Skills	2 sessions using materials from HoY
IT	plagiarism
Health education	
Information skills	in Library
Wasted Lives	video and materials on animal experimentation

Easter Term

Financial Awareness	Using Europa Diaries and materials
Racism	Speaker
Health education	Eating disorders
Disability	Unit on disability in society, 2 videos and materials
Globalisation	video and materials
In Form	General Admin, go through reports

Summer Term

Examination	Briefing with Deputy Head
Health education	Friendship groups with Nurse, Testicular cancer awareness
Assembly	Dealing with coursework and prep for exams.
Study skills	Revision techniques

Fifth Form PSHE Programme

The following syllabus has to be seen as flexible to allow for additional time Form Teachers may require or to respond to any external events.

Christmas Term

Time Management	with Kate Baugh and form tutor
Financial Awareness	using materials from fifth form box
Health education	Drugs awareness

Easter Term

Health education	Chlamydia
Year Assembly	
Visiting theatre group	
Mock exams	Review of exams with form tutor. Video "My brilliant Career".
Politics	DVD and materials on political literacy
Capital Punishment	use materials from box
Shell	profile of a TNC, video and materials
In form	Go through reports

Summer Term

Voting	Why bother to vote, materials provided
Exam briefing	With Deputy Head
Indian Cotton	DVD and materials on human cost of cheap clothing
Year Assembly	With Head of Year

Sixth Form PSHE Programme

The following syllabus has to be seen as flexible to allow for additional time Form Teachers may require or to respond to any external events.

Christmas Term

In form	General Admin, U6 UCAS prep and with L6 UCAS guidance process
Health education	Alcoholics Anon
Financial Awareness	
Dealing with the Expectable	
Law Talk	
Charities	Human Relief Foundation
Secret Santa	Shoe Box appeal
Exam Briefing	With Deputy Head

Easter Term

Safe Driving	
Health education	HIV/AIDS (2 sessions)
Charities	Bradford soup run
Careers	Talks on Economics, Dentistry, Medicine, Maths, English
Higher Ed	Advice from Higher Education Heads
Internet	Plagiarism in use of internet using materials

Summer Term

Higher Ed	Talks on Modern Languages, Engineering, Psychology Geography, History, Physics, Business Studies, Chemistry
Exam Briefing	With Deputy Head

Appendix 6

Reporting Schedule

Years	October Half Term	Autumn Term (December)	February Half Term	Spring Term (April)	Summer Term (July)
1st	Interim	Full	Interim	Interim	Full
2nd	Interim	Full	Interim	Interim	Full
3rd	Interim	Full	Interim	Interim	Full
4th	Interim	Full	Interim	Interim	Full
5th	Interim	Full		Full	Full
L6th	Interim	Full		Full	Full
U6th	Interim	Full		Full	Full

Appendix 7

Report Grade Criteria

First, Second and Third Form

The report criteria for pupils in years 1 to 3 remains unchanged from previous years and is as follows:

Achievement:

A	Excellent overall levels of knowledge and understanding.
B	Good overall levels of knowledge and understanding.
C	Moderate overall levels of knowledge and understanding.
D	Poor overall levels of knowledge and understanding.

Effort:

1	Excellent overall effort and consistency.
2	Good overall effort and consistency.
3	Moderate overall effort and consistency.
4	Poor overall effort and consistency.

Fourth and Fifth Form

The effort grades for pupils in years 4 and 5 remain unchanged and are the same as those for pupils in years 1 to 3.

The **achievement** grades will be as follows:

A*	Current work is at standard which is likely to produce a GCSE grade A*.
A	Current work is at standard which is likely to produce a GCSE grade A.
B	Current work is at standard which is likely to produce a GCSE grade B.
C	Current work is at standard which is likely to produce a GCSE grade C.
D	Current work is at a standard which is slightly below a pass at GCSE.
U	Current work is at an unclassified level.

Lower Sixth Form

The effort grades for pupils in the L6 remain unchanged and are the same as those for pupils in years 1 to 3.

The **achievement** grades will be as follows:

A	Current work is at standard which is likely to produce an AS-level grade A.
B	Current work is at standard which is likely to produce an AS-level grade B.
C	Current work is at standard which is likely to produce an AS-level grade C.
D	Current work is at standard which is likely to produce an AS-level grade D.
E	Current work is at standard which is likely to produce an AS-level grade E.
U	Current work is at an unclassified level.

Upper Sixth Form

The effort grades for pupils in the U6 remain unchanged and are the same as those for pupils in years 1 to 3.

The **achievement** grades will be as follows:

A*	Current work is at standard which is likely to produce an A-level grade A*.
A	Current work is at standard which is likely to produce an A-level grade A.
B	Current work is at standard which is likely to produce an A-level grade B.
C	Current work is at standard which is likely to produce an A-level grade C.
D	Current work is at standard which is likely to produce an A-level grade D.
E	Current work is at standard which is likely to produce an A-level grade E.
U	Current work is at an unclassified level.