

Curriculum Policy

This policy applies to the Senior School and is published to parents, pupils and employees.

Updated 20 September 2017.

1. Introduction

The curriculum at Bradford Grammar School (the "School") is an integral part of the School's philosophy and ethos. It is the School's objective to be a world-class school in which girls and boys from diverse backgrounds are happy and valued and can benefit from an education which equips them for life in a global society. The School's success will be measured by first-class examination results and by the extent to which the School provides an environment in which young people are happy and can flourish.

2. Academic objectives

- The School will provide pupils with a variety of challenging opportunities for learning, development and growth.
- The School will offer a rich curriculum which will help pupils to fulfil their potential by providing them with a stimulating programme of study which is appropriate for their ages and abilities, and which will prepare them for the university course of their choice and, ultimately, for the world of work and adult life.
- The School will be an academically challenging and rigorous School and will create an environment that encourages independent learning, critical thinking and initiative. The School will select pupils who will thrive in this dynamic environment.
- The School will recruit and support teachers and other employees of the highest quality. Teaching will be of the highest standard; teachers will use an appropriate mix of teaching methods and give top priority to the individual learning styles and development of all those entrusted to their care.
- Class sizes will be appropriate for pupils' ages and abilities.
- Pupils' academic achievements inside and outside School will be celebrated.
- The School will offer the highest quality facilities and create an environment that is stimulating and in which pupils and employees feel proud to study and work. The School will ensure that facilities properly reflect academic needs and priorities.

3. Aims of the curriculum

As appropriate to pupils' ages and abilities, the curriculum will:

- provide a wide variety of subjects from which pupils are able to choose¹;
- be delivered at all levels and to all ages by subject specialists to the highest possible standards;
- give as much freedom of choice as possible within the constraints imposed by the need to make subject choices in Years 8, 9 and 11;
- allow pupils an unrestricted choice of options as far as is possible and ensure that the curriculum structure is arranged to accommodate their choices;
- ensure that due provision is made for pupils to have experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education²;
- be balanced and ensure that there is continuity which enables pupils to make progress and learn as they move through the School³;
- have sufficient breadth whilst still allowing specialism and depth;
- be kept under review and be amended when required;
- allow implementation of a high standard of personal, social, health and economic education which reflects the School's aims and ethos, and prepare pupils for the opportunities, responsibilities and experiences of life in British society⁴;
- facilitate the acquisition of skills in speaking and listening, literacy and numeracy⁵;
- 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 courses⁶;
- provide, in respect of pupils below compulsory School age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills⁷;
- provide, in respect of pupils above compulsory School age, a programme of activities which is appropriate to their needs⁸;
- provide effective preparation for pupils for the opportunities, responsibilities and experiences of life in British society⁹.

4. Key areas within the curriculum, teaching and learning, and assessment

- Year 7 and Year 8 curriculum;
- Year 9 curriculum;
- Year 10 and Year 11 curriculum;
- Sixth Form (Year 12 and Year 13) curriculum;
- personal, social, health and economic education [PSHEE]¹⁰;

¹ See Part 1 ('Quality of education provided'), paragraph 2, of the Independent Schools Inspectorate *Handbook for the Inspection of Schools – Commentary on the Regulatory Requirements, January 2017* (page 6)

² Paragraph 2(a), *ibid.*

³ Paragraph 2(h), *ibid.*

⁴ Paragraphs 2(d) and 2(i), *ibid.*; see also the PSHEE Scheme of Work.

⁵ Paragraph 2(b), *ibid.*

⁶ Paragraph 2(e), *ibid.*; see also the Careers and Higher Education Guidance.

⁷ Paragraph 2(f), *ibid.*

⁸ Paragraph 2(g), *ibid.*

⁹ Paragraph 2(i), *ibid.*

- special educational needs, including gifted and talented pupils¹¹;
- careers, higher education, information evenings and pupil induction¹²;
- teaching and learning within the School;
- assessment;
- deployment of employees within departments;
- departmental schemes of work;
- pupil groupings and setting;
- monitoring the curriculum;
- monitoring pupil progress;
- professional development of employees; and
- management of resources.

5. The curriculum¹³

The curriculum at the School is broad with a large range of subjects for pupils to choose from. The School will:

- ***provide full-time supervised education for pupils of compulsory school age, which gives them experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;***
- ***offer a programme of study which is appropriate to the needs of pupils above compulsory school age;***
- ***ensure that subject matter is appropriate for the ages and aptitudes of pupils, including those with a statement;***
- ***ensure that pupils acquire skills in speaking and listening, literacy and numeracy; and***
- ***give all pupils the opportunity to learn and make progress.***

The 70 period timetable is spread over a two week cycle with each period lasting 45 minutes. In addition to a Form Period every fortnight, the curriculum is arranged as follows:

In Year 7 and Year 8, all pupils follow a common curriculum comprising English, Mathematics, French, German, Latin, Biology, Chemistry, Physics, Geography, History, Art, Music, Design & Technology, Religious Studies, Personal Development, Physical Education and Games. They also take part in a timetabled co-curricular Activities programme which includes Computing, Drama (Performance), Drama (Backstage), Chatterbooks, Handmade, Orienteering, Table Tennis, Club Español, Italian, P Bone, Music Technology, Rowing, Engineering and Robotics. Pupils in Year 7 also have Digital Learning as part of their curriculum.

In Year 9, pupils study English, Mathematics, French or German or Spanish, Biology, Chemistry, Physics, Geography, History, Religious Studies, Personal Development, Physical Education and Games. In addition, pupils choose three optional subjects from German, Spanish, Latin, Greek, Art, Music, Computer Science and Design & Technology.

In Year 10 and Year 11 all pupils take English (both Language and Literature), Mathematics, French or German or Spanish, Biology, Chemistry, Physics, Physical Education and Games and three optional subjects from: Geography, History, Religious Studies, German, Spanish, Latin, Greek, Computer Science, Art, Music, Drama, Design & Technology.

¹⁰ See also the PSHEE Scheme of Work.

¹¹ See also the SEND Policy.

¹² See also the Careers and Higher Education Guidance.

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

Setting is provided in Mathematics from Year 9.

Parents have the right to withdraw their children from Religious Studies and the Sex and Relationships Education component of Personal Development; in this case pupils go to the library for supervised private study. Parents who wish to withdraw their children from these components of Personal Development should write to the Assistant Head Pastoral to make this request.

In the Lower Sixth (Year 12), pupils choose four subjects from Biology, Chemistry, Physics, Mathematics, Further Mathematics, Design & Technology, French, German, Spanish, Latin, Greek, Classical Civilisation, English Language, English Literature, History, Geography, Economics, Politics, Business, Religious Studies, Computer Science, Psychology, Music, Music Technology, Physical Education and Theatre Studies. Pupils also follow an Enrichment course. A small minority of pupils will start their Sixth Form studies with three subjects only. This decision is made on an individual basis and following consultation with the pupil concerned and her or his parents.

In the Upper Sixth (Year 13), pupils move to either three A Level subjects or continue with all four subjects to A Level. Also in the Upper Sixth, lessons are provided for pupils preparing for entrance to the Universities of Oxford and Cambridge, and pupils can choose to continue with an Enrichment course.

PSHEE is delivered to all year groups through the Form Period programme. Pupils in Years 7, 8 and 9 also have a fortnightly Personal Development lesson.

Year 7 and Year 8 curriculum

The Year 7 and Year 8 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, Digital Learning [Year 7]), human and social (Geography, History, and PSHEE), physical (PE and Games) and aesthetic and creative (Art and Music) education. 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 key areas. All pupils will acquire skills in speaking and listening, literacy and numeracy through the programme of study described above. PSHEE is taught within the Form Period and Personal Development programmes and this is designed around the School's philosophy and ethos.

Year 9 curriculum

The breadth of subjects is reduced in the Year 9 curriculum to allow greater depth in those areas which continue. All subject areas within the Year 7 and Year 8 curriculum remain as either an optional subject or as part of the core curriculum. Greek and Spanish become available to pupils in the options. Optional subjects are arranged into three blocks and these are based on the pupils' choices. PSHEE continues within the Form Period and Personal Development programme.

Year 10 and Year 11 curriculum

The breadth of subjects is further reduced in the Year 10 and Year 11 curriculum to allow greater depth in the ten subjects pupils take to GCSE. The four option blocks in Year 10 are arranged around the pupils' choices and the Year 11 option blocks continue from the Year 10 option blocks of the previous year. Drama is available as a GCSE option in Year 10 but

no new subjects become available in Year 11. PSHEE continues to be delivered through the Form Period programme and through termly Personal Development afternoons.

Sixth Form (Year 12 and Year 13) 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 (Year 12) choose four subjects from the list of 26 subjects given on page 4. Four columns of subjects are then arranged around their choices and as far as is possible it is our aim to give all pupils 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 an Enrichment programme which is designed to enrich their academic studies and this programme makes provision for both non-examined and examined courses, including the Extended Project Qualification (EPQ). There is also a visiting speaker programme built in to complement the rich and diverse programme on offer¹⁴.

Upper Sixth (Year 13) pupils must continue at least three of their subjects to A level. Some pupils continue with all four subjects to A level. Pupils can also continue with Enrichment but there is no compulsion to do so. Some pupils also take the Extended Project Qualification. The column structure in the Upper Sixth flows through from the previous year's Lower Sixth with some redistribution of sets where this is necessary. Pupils do not need to decide whether to discontinue a subject until the end of Year 12. In both years PSHEE continues to be delivered through the Form Period programme.

6. Personal, social, health and economic education

The School will provide:

- ***personal, social, health and economic education which reflects the School's aims and ethos; and***
- ***adequate preparation of pupils for the opportunities, responsibilities and experiences of British life.***

PSHEE is taught to all pupils throughout their School career, and is largely delivered to all year groups through the Form Period (all year groups) and Personal Development (in Years 7, 8 and 9) programmes. PSHEE is designed around the School's philosophy and ethos¹⁵. Year group assemblies, full School assemblies and the visiting speaker programme in Enrichment for the Lower Sixth (Year 12) also contribute to the programme.

In conjunction with their academic studies and careers and higher education advice, PSHEE and the rich extra-curricular environment at the School help pupils to prepare for the opportunities, responsibilities and experiences of British life¹⁶.

7. Special educational needs

- ***Where a pupil has a statement, we will provide education which fulfils its requirements.***

¹⁴ Pupils receive a booklet entitled *Enrichment: A Guide to Courses* prior to making their choices.

¹⁵ See the Introduction, Academic Objectives and Aims of the Curriculum on pages 1 and 2.

¹⁶ An outline of the Personal Development programme for all year groups is given in Appendix 5. See also the PSHEE Scheme of Work.

The Learning Support department currently has 89 pupils registered with specific physical or learning disabilities¹⁷. All pupils who are registered with specific needs have an individual education plan. All employees 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 pupils¹⁸.

There are a small number of occasions when it might be appropriate to reduce a pupil's academic curriculum. Appendix 8 contains the School's guidance on reducing the academic curriculum.

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

8. Careers, higher education, information evenings and pupil induction

The School will provide:

- ***appropriate careers and higher education guidance for its pupils.***

All pupils in Year 11 have a transition interview prior to being asked to decide on their A level choices. Before pupils in Years 8, 9 and 11 make option choices there are Parents' Consultation Evenings and/or Information Evenings for pupils and their parents to talk about the process of choosing options. Guidance is available throughout this process from the careers employees, subject teachers, Heads of Department, Heads of Year and form tutors. Booklets entitled *A Guide to GCSE Courses* and *A Guide to Sixth Form Courses* are published prior to the Parents' Evenings and/or Information Evenings and these detail the courses that are on offer to pupils.

The Higher Education and Careers department exists 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 and Careers department, Heads of Department, subject teachers, form tutors and the Heads of Year 12 and Year 13. There is a higher education evening in Year 12 for parents and pupils and this is designed to start the process of university application.

Careers guidance for Year 8, 9 and 11 pupils is delivered through the Form Period and/or Personal Development programme.

9. Teaching and learning within the School

Teachers 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;***
- ***foster in pupils the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn for themselves;***
- ***deliver well planned lessons, using effective teaching methods, suitable activities and wise time management; and***

¹⁷ Figure correct at July 2016

¹⁸ See the SEND and EAL Policy.

- ***demonstrate appropriate knowledge and understanding of the subject being taught.***

Personal Professional Development (PPD) exists to ensure teaching staff foster in pupils the application of intellectual, physical or creative effort and 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 Leadership Team the School ensures that lessons are well planned and use effective teaching methods with suitable activities and wise management of class time. The School ensures that classrooms are adequately resourced to the highest standards. PPD is integral to the monitoring and evaluation of the teaching and learning within the School. The structure of the option blocks gives Heads of Department the freedom to assign their departmental employees to teaching groups so as to maximise their expertise with that of the needs of the teaching groups.

In addition to PPD, these aims are achieved as follows:

- subjects are taught at all levels and in all subjects by subject specialists;
- employees set work regularly and provide prompt feedback so that pupils' progress can be monitored;
- employees engage pupils orally in class time;
- employees help pupils to overcome any academic difficulties they encounter;
- employees work with pupils both in class time and out of class time where necessary;
- employees test pupils both in class time and through autumn tests and summer examinations;
- employees demonstrate appropriate knowledge and understanding of the subject matter that they are asked to teach;
- employees openly share their enthusiasm and flair for their subject with the pupils that they teach;
- departmental schemes of work give employees a framework within which to work;
- employees are encouraged to share ideas and teaching methods with other colleagues;
- employees are encouraged to share teaching resources; and
- through responsibility allowances in larger departments for certain areas of the curriculum within that department.

Teachers are also expected to:

- ***show a good understanding of the aptitudes, needs and prior attainments of pupils, and ensure these are taken into account in the planning of lessons.***

This is achieved as follows:

- departmental meetings on the first day before the Autumn Term begins allow information about pupils to be passed from the previous year's teachers to the teachers in the new academic year;
- in Years 7 to 11 employees are expected to set homework according to the homework timetable as planned by appropriate Heads of Year from the distribution of homework allocation¹⁹;
- in the Sixth Form employees are expected to set at least one piece of work per cycle which should be marked and returned to pupils within one cycle;
- marking is expected to contain constructive advice and information for pupils and the

¹⁹ See the Homework Policy in Appendix 3, which also contains details of the homework allocation for each year group in Years 7 – 11.

- assessment of this work should feed into subsequent lesson plans;
- remedial work should be carried out where this is deemed necessary;
- employees are expected to share information about the achievement 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.

Moreover, teachers should:

- use effectively classroom resources of an adequate quality, quantity and range.***

This is achieved as follows:

- the School endeavours to ensure that classrooms are maintained to the highest standard;
- classrooms are redecorated and their facilities are upgraded on a rolling basis, with refurbishment occurring about every six years;
- the School endeavours to ensure that employees have all the material that they need and in sufficient supply, and that any reasonable request for additional facilities is met; and
- all classrooms have a networked computer and the School continues to install electronic whiteboards in classrooms where there is a justifiable need.

Teachers should also:

- use effective strategies for managing behaviour and encouraging pupils to behave responsibly.***

This is achieved as follows:

- outstanding academic work or a noteworthy contribution to wider School life can lead to the award of commendations and certificates²⁰;
- individual employees can give reasonable sanctions to pupils for poor behaviour or work;
- employees are encouraged to deal with pupils that they teach in the first instance before moving sanctions to the next level;
- formal warnings and Monday evening detentions exist to help and support employees with pupils who repeatedly misbehave or whose work is persistently below the expected standard²¹;
- Heads of Year occasionally put pupils on an effort log where those pupils have a poor record with work for several members of employees, to enable closer monitoring of their work and effort;
- behavioural or social issues are addressed through year group assemblies and the PSHEE programme, and also through full School assemblies when this is appropriate; and
- employees are expected to share information about the behaviour of their pupils with form tutors and Heads of Year.

²¹ See the Behaviour Policy.

²¹ See the Behaviour Policy.

10. Assessment within the School

The School will:

- ***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; and***
- ***have in place a framework for pupils' performance to be evaluated, by reference to the School's aims and where appropriate to national norms.***

These aims are achieved as follows:

- employees are expected to regularly set and mark homework for pupils in year groups 7 to 11 in accordance with the homework schedule and the timetable for this as published by Heads of Year²²;
- employees are expected to set at least one piece of work per cycle for Sixth Form pupils and it is expected that this work will be returned within one cycle;
- all pupils receive at least three reports per academic year, at least two of which are full reports²³;
- pupils in years 7 to 10 have tests in curriculum time in the second half of the Autumn Term and their results in these tests are stored on the school's information management system (SIMS) and on tracking sheets; results from these tests also appear on pupil reports in Years 7 – 10 in December/January;
- pupils in years 7 to 10 have a week of examinations towards the end of the summer term and their results in these examinations are included on their full report at the end of term;
- all reports contain attainment, attitude to learning and homework/organisation 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 attainment, attitude to learning and homework/organisation grades are communicated to parents;
- employees are expected to ensure that pupils they teach know what they need to do to achieve the highest effort and attainment grades;
- Year 11 pupils have mock examinations in the weeks either side of the February half term holiday;
- results and grades from Year 11 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;
- Year 13 pupils sit mock examinations in the March before their A Level exams and results from these are included on a full report;
- Year 12 pupils have end of year examinations in June; results from these examinations are sent home to parents in writing;
- public examination results are given to pupils on results day;
- summaries of public examination results are distributed to employees and once finalised these are published on the School's website;
- data from School examinations and public examinations are entered into the School information management system, and the School uses the data in SIMS to track pupils'

²² See Appendix 3.

²³ See Appendix 6.

²⁴ See Appendix 7.

progress; tracking sheets are used by Heads of Department and Heads of Year to monitor pupils' progress;

- Heads of Year and Heads of Department monitor pupils' progress through report grades and examination results;
- MidYIS data are used to give a baseline level for year groups and coupled with School examination data are used to predict GCSE outcomes²⁵; and
- the School uses the Advanced Level Information System (Alis) database to produce predicted grades for pupils in Years 12 and 13. Alis also allows Heads of Departments to monitor their departments' progress over time in delivering successful AS and A Level courses.

11. Associated Policies

The following policies should be read in conjunction with this policy:

- PSHEE Scheme of Work;
- SEND Policy;
- Careers and Higher Education Guidance;
- Assessment and Feedback Policy;
- Behaviour Policy.

²⁵ All pupils in years 7 sit the MidYIS tests

Appendix 1

| Main School Curriculum 2017/2018 | | | | | | | | | | | | | | | | | | | 70 periods 2 week cycle | | | |
|----------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----------------------|----------------------|----------------------|-----------------------|----------------------------|----|----|-------|
| | Fp | Pd | En | Dr | Ma | Rs | Pe | Ga | Bi | Ch | Ph | Gg | Hi | DI | Ac | La | Mu | Ar | Dt | Gm | Fr | Total |
| Year 7 | | | | | | | | | | | | | | | | | | | | | | |
| 5 Forms | 1 | 1 | 7 | 1 | 8 | 3 | - | 8 | 3 | 3 | 3 | 3 | 3 | 1 | 2 | 4 | 2 | 4 | 4 | 4 | 5 | 70 |
| Year 8 | | | | | | | | | | | | | | | | | | | | | | |
| 6 Forms | 1 | 1 | 7 | 1 | 8 | 3 | - | 8 | 3 | 3 | 3 | 4 | 4 | - | 2 | 4 | 2 | 4 | 4 | 4 | 4 | 70 |
| Year 9 | | | | | | | | | | | | | | | | | | | | | | |
| 6 Forms | 1 | 1 | 6 | - | 6 | 3 | - | 8 | 5 | 5 | 5 | 5 | 5 | - | Option A 5 | Option B 5 | Option C 5 | Core Lang 5 | | | 70 | |
| | | | | | | | | | | | | | | | Art (2) | Art | Art | | French (2) | | | |
| | | | | | | | | | | | | | | | Comp Sci | Comp Sci (2) | Comp Sci | | German (2) | | | |
| | | | | | | | | | | | | | | | DT | DT | DT | | Spanish (2) | | | |
| | | | | | | | | | | | | | | | French | French | German | | | | | |
| | | | | | | | | | | | | | | | German | Greek | Latin | | | | | |
| | | | | | | | | | | | | | | | Latin | Latin | Spanish | | | | | |
| | | | | | | | | | | | | | | | Music | Music | | | | | | |
| Year 10 | | | | | | | | | | | | | | | | | | | | | | |
| 6 Forms | 1 | - | 9 | - | 7 | - | - | 6 | 7 | 6 | 6 | - | - | - | Option A 7 | Option B 7 | Option C 7 | Core Lang 7 | | | 70 | |
| | | | | | | | | | | | | | | | Art | Art | Art | | French (2) | | | |
| | | | | | | | | | | | | | | | Comp Sci | Comp Sci | Comp Sci | | German (4) | | | |
| | | | | | | | | | | | | | | | Drama | DT | DT | | Spanish (2) | | | |
| | | | | | | | | | | | | | | | DT | Geography | French | | | | | |
| | | | | | | | | | | | | | | | French | History | Geography (2) | | | | | |
| | | | | | | | | | | | | | | | Geography | Latin | Greek | | | | | |
| | | | | | | | | | | | | | | | History (2) | Music | History | | | | | |
| | | | | | | | | | | | | | | | Music | RS | RS | | | | | |
| | | | | | | | | | | | | | | | RS | Spanish | | | | | | |
| Year 11 | | | | | | | | | | | | | | | | | | | | | | |
| 6 Forms | 1 | - | 9 | - | 7 | - | 1 | 4 | 6 | 7 | 7 | - | - | - | Option A 7 | Option B 7 | Option C 7 | Core Lang 7 | | | 70 | |
| | | | | | | | | | | | | | | | Art | Art | Art | | French(2) | | | |
| | | | | | | | | | | | | | | | Comp Sci | Comp Sci | Comp Sci | | German(4) | | | |
| | | | | | | | | | | | | | | | French | DT | DT | | Spanish(2) | | | |
| | | | | | | | | | | | | | | | Geography (2) | Geography | Geography | | | | | |
| | | | | | | | | | | | | | | | History | Greek | History (2) | | | | | |
| | | | | | | | | | | | | | | | Latin | History | Latin | | | | | |
| | | | | | | | | | | | | | | | RS | Music | RS | | | | | |
| | | | | | | | | | | | | | | | Spanish | RS | Russian | | | | | |
| | | | | | | | | | | | | | | | | Spanish | | | | | | |

Key to subject codes:

Ac – Activities
 Ch – Chemistry
 Dt – Design Technology
 Fr – French
 Gm – German
 Ma – Mathematics
 Pe – Physical Education

Ar – Art
 DI – Digital Learning
 En – English
 Ga – Games
 Hi – History
 Mu – Music
 Ph – Physics

Bi – Biology
 Dr – Drama
 Fp – Form Period
 Gg – Geography
 La – Latin
 Pd – Personal Devt.
 Rs – Religious Studies

Appendix 2

| 6th Form Curriculum 2017/2018 | | | |
|-------------------------------|------------------------|----------------------|----------------------|
| 13A (14pds) | 13B (14 pds) | 13C (14 pds) | 13D (14 pds) |
| Art | Art | Chemistry | Biology (2 sets) |
| Biology | Biology | Economics | Business Studies |
| Classical Civilisation | English Language | English Literature | Chemistry |
| Chemistry (2 sets) | English Literature | Further Mathematics | Computer Science |
| Computer Science | Further Mathematics | Geography | Economics |
| Design Technology | French | History | German |
| Economics | Geography | Mathematics (2 sets) | History |
| Greek | History | Music Technology | Latin |
| Music | Mathematics (3 sets) | Psychology | Physics |
| Physics (2 sets) | Physics | Religious Studies | Politics |
| Politics | Politics | Spanish | Psychology |
| Religious Studies | | | Spanish |
| Russian | | | Theatre Studies |
| 12A (14 pds) | 12B (14 pds) | 12C (14 pds) | 12D (14 pds) |
| Business Studies | Biology (2 sets) | Art | Art |
| Chemistry | Classical Civilisation | Biology (2 sets) | Business Studies |
| Computer Science | Chemistry (2 sets) | Design Technology | Chemistry |
| Design Technology | Computer Science | English Language | Economics |
| Economics | Economics | Further Mathematics | English Literature |
| English Literature | Greek | History | French |
| German | Music | Latin | Further Mathematics |
| History | Physics | Mathematics (3 sets) | Geography |
| Physics (2 sets) | Politics | Physical Education | History |
| Politics | Psychology | Physics | Mathematics (3 sets) |
| Psychology | Religious Studies | Politics | Music Technology |
| | Spanish | Religious Studies | Theatre Studies |

Appendix 3

Homework Guidance

- The School's guidance on homework is disseminated to parents, pupils and subject teachers at the start of each academic year.
- The Heads of Year are responsible for producing homework timetables for each year group. They aim to spread the homework load evenly across the cycle. Form Tutors publish the timetables to pupils and parents at the start of the year.
- Subject teachers should set homework, according to the published timetable, which is meaningful (in terms of content) and realistic (in terms of time). On completion, homework should be assessed promptly and marks recorded. The subject teacher should liaise with the Form Tutor and Head of Year should a pupil's work and/or organisation not be satisfactory.
- Homework tasks will also be set on the school's virtual learning environment (Firefly), in addition to other methods (e.g. verbally in class, written on the board).
- Subject teachers should record a Homework Offence on SIMS if a piece of homework is late, incomplete, copied or of an unacceptable standard. The subject teacher should require the pupil to complete the work in their own time, for an agreed new deadline (usually the following day). The Form Tutor should follow up the Homework Offence with the pupil, in order to avoid a repeat of the offence, and should bring a pupil with three successive Homework Offences to the attention of the Head of Year who can then award a senior detention. At six points in the year (at the end of each half-term) the slate will be wiped clean. It will also be wiped clean after each senior detention for accumulated homework offences has been awarded. Persistent homework failings may result in a pupil being referred to the Homework Club which takes place at lunchtime in the Heads of Year room. If serious homework failings become apparent, the Assistant Head Curriculum or Assistant Head Pastoral will interview the pupil concerned, and their parents may also be asked to attend an interview at School.
- Pupils should make full use of the planner for recording details of homework set.
- Parents should provide appropriate conditions where homework can be done effectively. They should be encouraged to consult the pupil's work planner, and to contact the School promptly if any problems arise concerning the amount, difficulty or organisation of homework.
- Most types of homework should be done independently, in a quiet place where the pupil is able to concentrate. Pupils may wish to complete some of their homework in the library at lunchtimes.
- Form Tutors should scrutinise the work planners of their form members regularly but in accordance with the directives given by the Head of Year. They should discuss any apparent inadequacies with parents or subject teachers or the Head of Year.
- Heads of Department must formulate subject specific homework policies consistent with the above and ensure that these are implemented.

Homework Guidance for parents and pupils

- Homework is a key factor in the success of the School and of individual pupils. It must be given a high priority.
- The educational value of homework includes:
 - extending the time spent studying each subject;
 - providing the opportunity for individual study; and
 - providing assessment data for subject teachers.
- Homework will be set by subject teachers in accordance with the published homework timetable.

- A normal homework may be set on the day before a holiday (since it could be completed that evening) but no extra work (homework or coursework) will be set with the expectation that it is completed during a holiday.
- Pupils should make full use of planners for recording details of homework set. They are expected to take a pride in their work and devote an appropriate amount of time and attention to it. Under no circumstances should homework be copied unless directed to do so by the subject teacher.
- Homework tasks will also be set on the school's virtual learning environment (Firefly), in addition to other methods (e.g. verbally in class, written on the board).
- Parents should provide appropriate conditions where homework can be done effectively. They are encouraged to consult the pupil's planner, and to contact the School promptly should any problems arise concerning the amount, difficulty or organisation of homework.
- Homework should be done independently, in a quiet place where the pupil is able to concentrate.
- It is advisable for the pupil to tackle homework at the earliest opportunity. This will reduce the likelihood of a build-up of homework. Pupils should consult subject teachers at the earliest opportunity if they have difficulty with any aspect of work set.
- Parents will need to carefully monitor a pupil's out-of-school activities to ensure that sufficient time is available for homework.
- Form Tutors will scrutinise their form members' planners regularly as directed by the Head of Year.
- Particular care needs to be taken with coursework and controlled assessment. Past experience reveals that pupils often underestimate the time required to produce high quality coursework especially when this work forms part of the public examination process. Subject teachers need to be aware that different subjects will often require elements of coursework to be completed at the same time. The Head of Year can provide guidance on this potential problem. The Assistant Head Curriculum publishes a coursework/controlled assessment timetable in early September; this document is sent electronically to parents of all pupils in Years 10 – 13 and informs parents and pupils about deadlines for coursework/controlled assessment.
- It is important that pupils carefully store completed exercise books and work sheets so that they are available when needed for revision. It should be noted that there is often an opportunity for pupils to repeat examinations when results disappoint and it is advisable to keep all completed work that may be needed in the future.
- Should a pupil be absent from School, it is important on returning to School to consult the subject teacher over any work missed. Parents should consult the Form Tutor or Head of Year if it is likely that a pupil will be absent for School for a prolonged period of time. Arrangements can then be made to send work home should this be appropriate.

Main School Homework Allocation [September 2017 to July 2018]

| Homework Allocation 2017/2018 | | | | | | | | | | | | | | | 70 periods 2 week cycle | |
|--|----|----|----|----|----|----|----|----|--|------------------|------------------|------------------|------------------|----|----------------------------|-----------|
| | En | Ma | Rs | Bi | Ch | Ph | Gg | Hi | | La | Mu | Ar | Dt | Gm | Fr | Tot |
| Year 7 | | | | | | | | | | | | | | | | |
| 6 Forms | 3 | 4 | 1 | 2* | 2* | 2* | 1 | 1 | | 2 | - | 2 | - | 3 | 3 | 26 |
| <i>*The science departments will generally set 1 homework/cycle in the Autumn Term of Year 7 (but may sometimes set 2 homeworks/cycle). In the Spring and Summer Terms, they will usually set 2 homeworks/cycle.</i> | | | | | | | | | | | | | | | | |
| 26 homeworks @ 25 mins = 10 hours 50 minutes | | | | | | | | | | | | | | | | |
| Year 8 | | | | | | | | | | | | | | | | |
| 5 Forms | 4 | 4 | 1 | 2 | 2 | 2 | 2 | 2 | | 2 | 1 | 2 | 1 | 2 | 2 | 29 |
| 29 homeworks @ 30 mins = 14 hours 30 minutes | | | | | | | | | | | | | | | | |
| Year 9 | | | | | | | | | | | | | | | | |
| 6 Forms | 4 | 4 | 2 | 2 | 2 | 2 | 2 | 2 | | | | | | | | 32 |
| | | | | | | | | | | Option(A) | Option(B) | Option(C) | Option(D) | | | |
| | | | | | | | | | | 3 | 3 | 3 | 3 | | | |
| | | | | | | | | | | Art (2) | Art | Art | French (2) | | | |
| | | | | | | | | | | Comp Sci | Comp Sci (2) | Comp Sci | German (2) | | | |
| | | | | | | | | | | DT | DT | DT | Spanish (2) | | | |
| | | | | | | | | | | French | French | German | | | | |
| | | | | | | | | | | German | Greek | Latin | | | | |
| | | | | | | | | | | Latin | Latin | Spanish | | | | |
| | | | | | | | | | | Music | Music | | | | | |
| 32 homeworks @ 35 minutes = 18 hours 40 minutes | | | | | | | | | | | | | | | | |
| Year 10 | | | | | | | | | | | | | | | | |
| 6 Forms | 4 | 4 | - | 3 | 3 | 3 | - | - | | | | | | | | 33 |
| | | | | | | | | | | Option(A) | Option(B) | Option(C) | Option(D) | | | |
| | | | | | | | | | | 4 | 4 | 4 | 4 | | | |
| | | | | | | | | | | Art | Art | Art | French (2) | | | |
| | | | | | | | | | | Comp Sci | Comp Sci | Comp Sci | German (4) | | | |
| | | | | | | | | | | Drama | DT | DT | Spanish (2) | | | |
| | | | | | | | | | | DT | Geography | French | | | | |
| | | | | | | | | | | French | History | Geography (2) | | | | |
| | | | | | | | | | | Geography | Latin | Greek | | | | |
| | | | | | | | | | | History (2) | Music | History | | | | |
| | | | | | | | | | | Music | RS | RS | | | | |
| | | | | | | | | | | RS | Spanish | | | | | |
| 33 homeworks @ 35 mins = 19 hours 15 minutes | | | | | | | | | | | | | | | | |
| Year 11 | | | | | | | | | | | | | | | | |
| 6 Forms | 4 | 4 | - | 3 | 3 | 3 | - | - | | | | | | | | 33 |
| | | | | | | | | | | Option(A) | Option(B) | Option(C) | Option(D) | | | |
| | | | | | | | | | | 4 | 4 | 4 | 4 | | | |
| | | | | | | | | | | Art | Art | Art | French(2) | | | |
| | | | | | | | | | | Comp Sci | Comp Sci | Comp Sci | German(4) | | | |
| | | | | | | | | | | French | DT | DT | Spanish(2) | | | |
| | | | | | | | | | | Geography (2) | Geography | Geography | | | | |
| | | | | | | | | | | History | Greek | History (2) | | | | |
| | | | | | | | | | | Latin | History | Latin | | | | |
| | | | | | | | | | | RS | Music | RS | | | | |
| | | | | | | | | | | Spanish | RS | Russian | | | | |
| | | | | | | | | | | | Spanish | | | | | |
| 33 homeworks @ 35 mins = 19 hours 15 minutes | | | | | | | | | | | | | | | | |

Appendix 4

The School Day Years 7 to 11 Years 12 and 13 Excluding Wednesday

| Senior School | |
|----------------------|-------|
| Registration | 08:45 |
| Assembly | 08:50 |
| Period 1 | 09:05 |
| Period 2 | 09:50 |
| Break | 10:35 |
| Period 3 | 10:50 |
| Period 4 | 11:35 |
| Lunch | 12:20 |
| Registration | 13:40 |
| Period 5 | 13:45 |
| Period 6 | 14:30 |
| Period 7 | 15:15 |
| End | 16:00 |

Years 12 and 13 Wednesday

| Senior School | |
|--------------------------------|-------|
| Registration | 08:45 |
| Assembly | 08:50 |
| Period 1 | 09:05 |
| Period 2 | 09:50 |
| Break | 10:35 |
| Period 3 | 10:50 |
| Period 4 | 11:35 |
| Period 5 | 12:20 |
| Lunch | 13:05 |
| Period 6 & 7 - Senior Games | 14:30 |
| End | 16:00 |

Appendix 5

Personal Development for Years 7 – 11

PSHEE at the School is delivered through the Personal Development programme in two strands:

1. A fortnightly **Form Period with Form Tutors** covers topics such as study skills, careers, key competencies (teamwork tasks, presentation techniques etc.), target setting/reviewing and some IT. Additionally talks are given to form and year groups by visitors from outside agencies. Health Education, as delivered by the School Nurses and visiting speakers, belongs to this form period programme. Study Skills topics are designed and delivered by the Learning Support department. The Personal Development Coordinator plans and coordinates the scheme of work for these sessions.
2. Further sessions on the following topics, delivered by a team of six specialist teachers, complement the form period programme:
 - Environmental Awareness
 - Ethics and Morality
 - Financial Awareness
 - Health Awareness (including drugs and alcohol education)
 - Information Technology and Safety on the Internet
 - Social and Economic Awareness

Years 7 – 9 have regular fortnightly lessons for these sessions, and Years 10 – 11 have termly PD afternoons:

- 2.1 **Years 7 – 9: PD lessons** are timetabled fortnightly. All the forms within each year group have their PD lesson at the same point in the cycle, and a carousel system enables the teachers to have delivered the same course to each form by the end of the year. The scheme of work for each topic builds from one year to the next, so that continuity and development of themes and topics is ensured as pupils move up the School.
- 2.2 **Years 10 and 11: PD Afternoons** are run at three points during the year, and involve suspension of normal timetabled lessons. (The sessions for Years 10 and 11 are run separately and on different days.)

Personal Development for Years 12 and 13

A fortnightly **Form Period with Form Tutors** follows a programme designed by the Heads of Year 12 and Year 13, delivered either by the Form Tutor or a speaker arranged by the Sixth Form Team.

Additionally occasional visiting speakers afford a further opportunity for the delivery of PD topics during the weekly **Enrichment** session.

Appendix 6

Reporting Schedule 2017 – 2018

| Year | October | December | January | March | May | June |
|------|---------------------|----------|---------|---------|------|------|
| 7 | Information Evening | Full | | Interim | | Full |
| 8 | Interim | Full | | Interim | | Full |
| 9 | Interim | | Full | Interim | | Full |
| 10 | Interim | Full | | Interim | | Full |
| 11 | Interim | | Full | Full | | |
| 12 | Interim | Full | | | Full | |
| 13 | Interim | | Full | Full | | |

Appendix 7

Grades on Interim and Full Reports – Years 7, 8, 9, 10 (start), 12 (start)

- The majority of pupils at Bradford Grammar School are working well above national averages for pupils of their age; these grade descriptors should be understood in that context.
- We expect the vast majority of our pupils to be awarded grades in the range V/1/1 to G/2/2. A grade O is an exceptional grade. Pupils awarded grade N or grade 3 are a cause for concern.
- Recent work refers to work since the last report or (for the first report in an academic year) since the start of the academic year.

Academic Achievement

| Grade | Grade descriptor |
|----------|--|
| O | Outstanding Recent work has been outstanding, reflecting exceptional understanding of the material covered. |
| V | Very Good Recent work has been very good, reflecting thorough understanding of the material covered. |
| G | Good Recent work has been good, reflecting sound understanding of the material covered. |
| N | Need for Improvement Recent work shows a need for improvement, reflecting limited understanding of the material covered. |

Approach to Learning

| Grade | Grade descriptor |
|----------|---|
| 1 | Very Good Very good approach to learning, fulfilling our expectations of our pupils. Always engaged in lessons. |
| 2 | Good Good approach to learning, generally fulfilling our expectations of our pupils, but there is room for improvement. |
| 3 | Cause for Concern The pupil's approach to learning is below our expectations of our pupils. |

Organisation and Homework

| Grade | Grade descriptor |
|-------|--|
| 1 | Very Good Always brings the correct equipment. Homework always completed on time. |
| 2 | Good Usually brings the correct equipment. Generally completes homework on time. |
| 3 | Cause for Concern Frequently does not bring the correct equipment. Persistently submits late or incomplete homework. |

Grades on Interim and Full Reports – Year 10 (June) and Year 11

Reports in Year 10 (in June) and Year 11 will contain the following grades: **Your End of Course Target**; **Where you are now**; **Approach to Learning**; **Organisation and Homework**.

Your End of Course Target

- This is the grade that you are aiming to achieve with consistent and sustained hard work at the end of the course. It will be shown using the GCSE grading scale.

Where you are now

| Grade | Grade descriptor |
|-------|--|
| A | Above Target Currently on track to exceed the end of course target. |
| T | On Target Currently on track to achieve the end of course target. |
| B | Below Target Currently not on track to achieve the end of course target. |
| S | Significantly Below Target Currently at risk of significant underachievement. |

Approach to Learning

| Grade | Grade descriptor |
|-------|---|
| 1 | Very Good Very good approach to learning, fulfilling our expectations of our pupils. Always engaged in lessons. |
| 2 | Good Good approach to learning, generally fulfilling our expectations of our pupils, but there is room for improvement. |
| 3 | Cause for Concern The pupil's approach to learning is below our expectations of our pupils. |

Organisation and Homework

| Grade | Grade descriptor |
|-------|--|
| 1 | Very Good Always brings the correct equipment. Homework always completed on time. |
| 2 | Good Usually brings the correct equipment. Generally completes homework on time. |
| 3 | Cause for Concern Frequently does not bring the correct equipment. Persistently submits late or incomplete homework. |

Grades on Interim and Full Reports – Year 12 (January, April) and Year 13

Reports in Year 12 (in January and April) and Year 13 will contain the following grades: **Your End of Course Target; Where you are now; Approach to Learning; Organisation and Homework.**

Your End of Course Target

- This is the grade that you are aiming to achieve with consistent and sustained hard work at the end of the course. It will be shown using the AS / A Level grading scale.

Where you are now

| Grade | Grade descriptor |
|----------|--|
| A | Above Target Currently on track to exceed the end of course target. |
| T | On Target Currently on track to achieve the end of course target. |
| B | Below Target Currently not on track to achieve the end of course target. |
| S | Significantly Below Target Currently at risk of significant underachievement. |

Approach to Learning

| Grade | Grade descriptor |
|----------|---|
| 1 | Very Good Very good approach to learning, fulfilling our expectations of our pupils. Always engaged in lessons. |
| 2 | Good Good approach to learning, generally fulfilling our expectations of our pupils, but there is room for improvement. |
| 3 | Cause for Concern The pupil's approach to learning is below our expectations of our pupils. |

Organisation and Homework

| Grade | Grade descriptor |
|----------|--|
| 1 | Very Good Always brings the correct equipment. Homework always completed on time. |
| 2 | Good Usually brings the correct equipment. Generally completes homework on time. |
| 3 | Cause for Concern Frequently does not bring the correct equipment. Persistently submits late or incomplete homework. |

Appendix 8

Reducing the Academic Curriculum

Introduction

It is the expectation that in a very large majority of cases pupils at the School will follow the complete academic curriculum relevant to their School year; however, there may be a small number of pupils for whom the full academic curriculum is unmanageable, and this guidance explains clearly the procedures to be followed if a pupil (or their parents) requests that they be allowed a reduction in the pupil's academic curriculum.

In some cases, pupils who are permitted not to study a particular subject will be empowered by the extra time that this frees up for them to study their other academic subjects, and their chances of success will therefore be increased, rather than their continuing to fail in a particular subject; in other cases, there may be physical reasons why pupils cannot access the full academic curriculum; in a small number of cases, pupils may be involved in a sport or other activity at a very high level which means that they must take time out of School regularly, and it may be appropriate in these circumstances to reduce their academic curriculum.

Each request for a pupil to reduce their academic curriculum will be dealt with on an individual basis, with input from the pupil, parents, the relevant subject teachers, the relevant Head of Department, the Head of Year, other members of the pastoral team, the Learning Support Department and the Assistant Head Curriculum. Information will be gathered, a decision will be made and action then taken. If it is decided not to reduce the curriculum, at a later date it may be appropriate to review this decision.

In the Sixth Form (Years 12 and 13) it is the School's expectation that pupils will study four AS level subjects and then either continue with these four subjects to A Level or continue with three of them to A Level; pupils occasionally replace one AS level subject in Year 12 with another AS level subject in Year 13. In a small number of cases, it may be appropriate for a pupil to study three subjects from the start of Year 12 (i.e. to AS and A level). On a case by case basis, it may be necessary to allow a pupil to drop from four to three AS levels during the course of Year 12, usually (but not exclusively) by the end of the Christmas term.

Working together to support pupils

Before a change to a pupil's academic curriculum can be considered, support must have been offered to the pupil by all relevant parties, assessments must have taken place and interventions must have been put in place; this could, for example, involve using departmental catch-up sessions, lunchtime support, mentoring, increased parental support at home, motivational talks with the pupil (counselling), psychometric assessments, friendship and bullying investigations and medical interventions. The option of reducing the pupil's academic curriculum for the short or long term would only then be considered.

Information should have been gathered from subject teachers, Heads of Year, medical employees, parents, the Learning Support department and form tutors. Good communication is vital in supporting the pupil during this process.

Requesting a consideration for a reduction in a pupil's academic curriculum

It will usually be a Head of Department, Head of Year or a member of the Learning Support department who has identified a pupil who might benefit from a reduced timetable but other employees or parents might make this suggestion. Once it has become apparent that the

interventions mentioned above are not working, the Head of Department, Head of Year or member of the Learning Support department will contact the Assistant Head Curriculum with reasons for the request to reduce a pupil's academic curriculum. From this point the formal decision making process begins.

Gathering information and making a decision

The Assistant Head Curriculum requests that the Head of Year (or Assistant Head Pastoral), Head of Department, and members of the Learning Support department summarise their findings and select their preferred option for a way forward, based on the needs of the child. The Head of Year will obtain relevant information from the form teacher, the Head of Department will obtain relevant information from the subject teacher and the Head of Learning Support will present a more holistic view of the child, including any diagnostic assessments; the Nurse can present any relevant medical information. All Heads of Year and Heads of Department should be closely involved in the gathering of information and decision-making process. The pupil's views are also important and parental involvement is vital. It is likely that the Assistant Head Curriculum will interview the pupil and/or their parents.

A final decision will then be made as to whether the pupil's academic curriculum is reduced or not. The final decision rests with the Head, based on a recommendation from the Assistant Head Curriculum. A plan of action for any freed-up time needs then to be agreed and put in place; this might be extra time for other subjects or a specific literacy or numeracy programme which will empower the pupil across their other subjects. If appropriate, a future date will be set to ensure that the decision is reviewed to assess the effectiveness of the reduced timetable or to reintroduce the full timetable if appropriate.

Relevant teachers will be informed of the decision that has been taken.