

## Curriculum Policy

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

### 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 choose<sup>1</sup>;
- 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 education;

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<sup>1</sup> 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, September 2021* (page 9)

- 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 review and be amended when required;
- allow implementation of a high standard of personal, social, health and economic education (PSHEE) which reflects the School's aims and ethos, and prepare pupils for the opportunities, responsibilities and experiences of life in British society;
- 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;
- 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 skills;
- provide, in respect of pupils above compulsory School age, a programme of activities which is appropriate to their needs;
- provide effective preparation for pupils for the opportunities, responsibilities and experiences of life in British society.

#### 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] and Relationships and Sex Education [RSE]; this element of the curriculum is known as 'Personal Development';
- 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 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 curriculum

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, all pupils follow a common curriculum comprising English, Mathematics, French, German, Latin, Biology, Chemistry, Physics, Geography, History, Art, Music, Drama, Design & Technology, Computing, Religious Studies, Personal Development, Physical Education and Games. Year 7 pupils also take part in a timetabled co-curricular Activities programme which includes Photography, Drama (Performance), Words on Paper, Chatterbooks, Handmade, Orienteering, Table Tennis, Badminton, Club Español, Rowing, Astronomy and Engineering. The curriculum for Year 8 is the same as for Year 7, except pupils choose two modern languages (from French, German, Spanish).

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, Physical Education and Design & Technology.

Setting is provided in Mathematics from Year 9.

In Year 12, pupils choose four subjects from Biology, Chemistry, Physics, Mathematics, Further Mathematics, Art, 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, Drama & Theatre and the Extended Project Qualification (EPQ). Pupils also follow an Enrichment course. A small minority of pupils may 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 Year 13, pupils move to either three A Level subjects or continue with all four subjects to A Level. Also in Year 13, lessons are provided for pupils preparing for entrance to the Universities of Oxford and Cambridge and for pupils applying for Medicine and related subjects.

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, Spanish and Latin), mathematical (Mathematics), scientific (Biology, Chemistry and Physics), technological (Design Technology, Computing), 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 becomes 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 and Physical Education are available as GCSE options 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 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 complement 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 offer<sup>2</sup>.

Year 13 pupils must continue at least three of their subjects to A level. Some pupils continue with all four subjects to A level. The column structure in Year 13 flows through from the previous year's Year 12 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 some subjects the AS examination can be taken at the end of Year 12 in the subject which pupils are discontinuing. 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 ethos<sup>3</sup>. Year group assemblies, full School assemblies and the visiting speaker programme in Enrichment for 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 life.

<sup>2</sup> Pupils receive a booklet entitled *Enrichment: A Guide to Courses* prior to making their choices.

<sup>3</sup> See the Introduction, Academic Objectives and Aims of the Curriculum on pages 1 and 2.

## 7. Special educational needs

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

The Learning Support department currently has approximately 80 pupils registered with specific physical or learning disabilities<sup>4</sup>. 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 pupils<sup>5</sup>.

There are a small number of occasions when it might be appropriate to reduce a pupil's academic curriculum. Further details can be found in the Senior School Curriculum Guidance documentation.

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 careers teachers, 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' Consultation Evenings and/or Information Evenings and they 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***
- ***demonstrate appropriate knowledge and understanding of the subject being taught.***

<sup>4</sup> Figure correct at September 2021

<sup>5</sup> See the SEND Guidance.

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 in order 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 allocation;
- 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 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 interactive screens.

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 certificates<sup>6</sup>;
- 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 standard<sup>7</sup>;
- 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.

## **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.***

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<sup>6</sup> See the Behaviour Policy.

<sup>7</sup> See the Behaviour Policy.

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 Year;
- 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;
- pupils in years 7 – 12 receive at least three reports per academic year, one of which is a full written report; year 11 and year 13 pupils have two reports per academic year and attend two Parents' Evenings;
- 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 academic achievement, approach to learning and homework/organisation grades and School examination results as appropriate;
- 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 academic achievement, approach 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 discussed at a Parents' Evening held shortly after the mock examinations;
- Year 13 pupils sit mock examinations in the March before their A Level exams and results from these are communicated to parents in writing and discussed at a Parents' Evening held shortly after the mock examinations;
- Year 12 pupils have examinations towards the end of the Summer Term; 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' 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 outcomes<sup>7</sup>; 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.

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<sup>7</sup> All pupils in years 7 sit the MidYIS tests

## **11. Associated Policies**

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

- Curriculum Policy appendices – Guidance document;
- PSHE Scheme of Work;
- RSE Guidance;
- SEND Guidance;
- Careers and Higher Education Guidance;
- Assessment and Feedback Guidance;
- Behaviour Policy

**Policy reviewed by:**

**Mr G Woods, Assistant Head Curriculum**

**Last policy review date:**

**4 April 2022**

**Next policy review date:**

**April 2023**