



STRATFORD GIRLS' GRAMMAR SCHOOL

STRATFORD-UPON-AVON

Curriculum Policy

Disclosable under Freedom of Information Act 2000	Yes
To be published on website	Yes
Policy ownership	
Governor committee:	Curriculum, Leadership & Management
Department responsible:	Senior Leadership Team
Post-holder: (title and name)	Jon Blackwall, Deputy Head
Linked policies	Feedback and Marking. Assessment.
Responsible person	Jon Blackwall
Implementation date	January 2020
Planned review interval	Every three years
Planned next review date:	January 2023

Intent

Our curriculum secures the ambitions and aspirations of all its students. It is everything that happens in our school. We promote a love of learning and a passion for the subject, which results in excellent progress for *all* students. We have a strong, traditional academic curriculum alongside a wide and varied enrichment offer, both of which introduce a breadth of experiences and exposure to leadership and careers opportunities. This is in addition to developing extensive local links all the way through to global connections with our partner school in Japan.

Ultimately, our curriculum helps develop students as lifelong learners who are confident, aspirational young women able to progress onto their choice of high-quality destinations. This enables students to be persistent in the face of the challenges ahead. Our curriculum promotes strong values such as tolerance, morality as well as intellectual maturity and curiosity. It also develops understanding of safety in the real and virtual world, as well as personal wellbeing.

We seek to develop students' individual abilities and confidence through the curriculum, providing a personalised education for each student as far as possible.

Implementation

Success through our curriculum is achieved through developing metacognition and mastery of the content so that the skills and lessons learnt can be applied between subjects and in a variety of different contexts. We look for our curriculum to be delivered by specialist teachers who are passionate about their subject and are up to date in their knowledge and understanding of current educational thinking and trends within their subject areas. This is also reflected in the research led approach to the school's CPD programme.

The DHT (Curriculum) has oversight of the curriculum and progress of all key groups of students. We believe in a three-year KS3 because our students are inquisitive and curious about the world and deserve the breadth of experiences and subjects this allows, including a full creative and practical offer. We don't therefore want to narrow their choices too soon. Other than in maths, all classes are taught in mixed ability groups within our selective context. We facilitate mastery of a number of subjects and skills that can then be applied to KS4. That said, we recognise the level of content in some core subjects, so Science begins coverage in Y9, and some elements of English are delivered in Y9. Maths delivers a spiral curriculum from Y7. Our options process at KS4 and KS5 is led by student demand, reflecting our desire to personalise the curriculum offer to the needs of the students.

Department schemes of learning (SoL) and curriculum plans focus, where possible, on the sequencing of concepts and skills to ensure mastery of understanding as a student progresses through the school. Opportunities to develop long term memory are then built into the assessment plans of the department, in line with the school's Marking and Feedback Policy. Opportunities for Careers Information Advice and Guidance (CIAG) are also built into schemes. (Gatsby Benchmark 4).

The majority of lessons are taught in mixed ability groups within our selective setting. Our SENDCo, and pastoral team ensure that the progress of key groups of students is regularly monitored and supported. The *Adapted Curriculum Policy* ensures a flexibility in our curriculum offer to meet the needs of all individuals. Delivery of SRE is outlined in the SRE Policy.

In any case where a parent/carer wishes for their daughter to be withdrawn the teaching of sex education, parents/carers are asked to write to the HT. They will be invited in for a discussion prior to any reduction in our offer.

The Curriculum

The school operates a 60-period two-week timetable of 50-minute lessons. Details of the taught curriculum and the time allocation to subject areas is found in Appendix 2. All GCSE Core and Option choices lead to approved and accredited qualifications.

Our curriculum offer is regularly reviewed, to align with the needs of the students and the financial management of the school. The Governors' Curriculum Leadership and Management Committee review the offer.

Key Stage 3: Years 7, 8 and 9

Students in Years 7 - 9 are taught in teaching groups of around 30 except for Technology where there are groups of approximately 24 in Y7 and 8.

In Key Stage 3 all students study:

English	Design & Technology (Resistant Materials, Food and Nutrition)	Music
Maths	Drama	PSHE
Science	French	Physical Education
Art	Geography	Religious Education
Computing	History	SMSC

In Year 8, all students also follow a course in a second Modern Foreign Language (German or Spanish) up to the end of Y9.

In Year 9, all students will study Biology, Chemistry and Physics as part of GCSE Science.

Key Stage 4:

All students follow a core curriculum of ten subjects. The vast majority will follow the EBacc route, though this is not compulsory, and all students choose a language:

English Language	Biology	PSHE (non-examined)
English Literature	Chemistry	Physical Education (non-examined)
Maths	Physics	Core Religion, Philosophy and Ethics (non-examined)
MFL 1	SMSC (non-examined)	ICT (Non-examined – with time allocated throughout the curriculum)

Students also choose three further subjects from a range of options currently including:

Art	Food and Nutrition	History
Computer Science	French	Music
Design Technology – Resistant Materials	Geography	Religious Studies
Drama	German	Spanish

Option blocks are not published in advance as we create the timetable blocks once all option choices have been gathered. Student choice then leads the creation of the blocks.

Key Stage 5

The Sixth Form programme at Stratford Girls' Grammar School extends the outstanding provision from Years 7 to 11 into post-16 study. It is designed to offer students a broad range of challenging academic subjects, along with a stimulating wrap-around enrichment programme that teaches students the value of hard work, creativity and the intelligent management of time. The curriculum builds on that of KS4 and enables all students to access their chosen pathway into HE, apprenticeships or employment. Every student has a planned timetable which is, as far as possible, in line with personal choice. The school envisages that each student should undertake a full programme of no fewer than three A levels. However, there is the potential for a fourth or fifth A-level pending a discussion with the Head of Sixth.

A Level options to choose from include

Fine Art	English Literature	Music
Biology	French	Physics
Business Studies	Geography	Politics
Chemistry	German	Psychology
Computing	History	Religious Studies
Drama and Theatre Studies	Mathematics	Spanish
Economics	Further Mathematics	

In addition to their A Level choices, students have access to an extensive choice of options in our enrichment and hidden curriculum. Students are offered the full programme of enrichment and work experience below. However, adaptations are made based on individual circumstances, ie well-being, out of school commitments, and personal needs. Any

adaptations to the offer are made in consultation with the student, parents/carers and external agencies.

Stretch and Challenge	Core Enrichment including*	Work Experience	PSHE/ SMSC/ Personal Well Being and Careers
Core Maths	Art for Mindfulness	Volunteering	Options include: D of E
EPQ	Design, Architecture and Engineering Food and Nutrition Netball Academy Photography Sport and Well Being Young Enterprise	Weekly placement	Fitness suite House Activities Leadership opportunities, committees etc Mock Interviews Speaker Programme Various Careers days – HE evenings

**Note The wraparound curriculum is reviewed annually and responds to student preference, need and school focus.*

Provision is made for students who wish to apply to Oxford and Cambridge Universities, as well as other subject specialist institutions, eg for Music, Drama, Art, Law and for the associated testing required, eg LNAT tests for Law, BMAT and UKCAT for Medicine and Veterinary Science and university entry tests such as the HAT, EAT, TSAs.

Homework

Homework is set according to a timetable in all year groups, to help consolidate and extend learning beyond the classroom. The amount set increases as students progress through the school. The timetable is published each year. It is set using Microsoft TEAMS.

Impact

We measure the impact of our curriculum in a variety of ways:

- Progress and attainment in all national exams against all headline measures, for all key groups, including SEND and Pupil Premium (PP).
- The quality and range of destinations of our students.
- The retention and recruitment of students into Year 7, the Sixth Form and into options subjects.
- The range and participation of students in the enrichment and extra-curricular offer of the school.
- Through the school's quality assurance processes, including learning walks, appraisal and departmental reviews.
- Through staff, parent/carer and student surveys.

Roles and responsibilities

1. The Governing Body - Curriculum Leadership and Management.

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, and Science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from Year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

2. Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

3. Heads of Department

The Head of Department is responsible for ensuring that this policy is adhered to, and that:

- The curriculum is delivered consistently across the department.
- The curriculum is tailored to meet the needs of all students.
- They review the exam board specifications to ensure it is the best option for our students and matches the needs of the cohort.
- The curriculum is up to date and relevant.

List of Appendices

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Appendix 1: Progression Routes in Education from Year 7 (age 11) to Year 13 (age 18)

The standard routes are indicated in the table below, although individuals may follow slightly different routes on occasions as appropriate.

<p>Key Stage 3</p> <p style="text-align: center;">Year 7 Year 8 Year 9</p> <ul style="list-style-type: none"> • During Y9, students will receive information about the courses available at the next Key Stage – currently GCSEs – and will make their choices for their GCSE options; the careers programme begins in KS3 • Internal assessments including core examinations take place throughout KS3 • During Y9, students will begin working towards their three GCSE Sciences 	<p>Throughout KS3 students will receive support and guidance regarding options and career pathways.</p> <p>In Key Stage 3, all students take: English, Maths, Science, French, Geography, History, Religious Education, Art, Drama, Music, Physical Education, Technology, Computing and PSHE (which includes Citizenship and Work-Related Learning)</p> <p>In addition:</p> <ul style="list-style-type: none"> • in Y8 and Y9 students take either German or Spanish
<p>Key Stage 4</p> <p style="text-align: center;">Year 10 Year 11</p> <ul style="list-style-type: none"> • During Y11, students will receive support and impartial advice and guidance regarding their options post-16, including A-level courses here and at partner institutions, and will make their A-level choices • An extensive careers programme extends through KS4 advising on all options in FE including apprenticeships. 	<p>In Key Stage 4, all students take:</p> <ul style="list-style-type: none"> • GCSE courses in English (Language and Literature), Maths, Separate Sciences, a Modern Foreign Language • Non-examined courses in Physical Education and PSHE (which includes Citizenship and Work-Related Learning) • Three further examined option courses from a list that includes French, German, Spanish, Geography, History, Art, Drama, Music, Design Technology, Food and Nutrition, Computer Science, Business Studies.
<p>Key Stage 5</p> <p style="text-align: center;">Year 12 Year 13</p> <ul style="list-style-type: none"> • A full programme of UCAS IAG is offered to all students. • A PSHE programme takes place in suspended timetable sessions across the year, as well as tutorials and a number of fortnightly meetings which engage the students in their choice of post-18 pathways 	<p>In Key Stage 5, students have a wide range of choices:</p> <ul style="list-style-type: none"> • Most stay on into the Sixth Form to study three A-levels having met the entrance requirements of 54 points. • Most students complete the Extended Project Qualification (EPQ) • Students undertake one of our Stretch & Challenge courses as well as Curriculum

<ul style="list-style-type: none"> An extensive careers programme extends through KS5, including weekly work experience as well as a full week in July of Y12 	Enrichment options including: work experience/ volunteering programme and enrichment activities
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Appendix 2: Options: Policy and Practice

At GCSE and A-level, student choice is a priority in our aim of providing a personalised education for each individual: students are given a free choice from a wide range of subjects, and the option blocks are drawn up to accommodate as many of these as possible within the resources available.

Policy: Our aim to provide a personalised education for each individual as far as possible drives our policy of providing a free choice of options for students. The school is committed to making every effort to accommodate each student's preferred combination of subjects. The school may remove a subject from the list of option choices if the numbers opting for the subject are considered not viable or not sufficient to provide a suitable educational experience.

Practice: Option choices occur in Year 9, when they choose their GCSE subjects, and in Year 11 when they choose their A-level subjects. At each of these points, guidance is provided about the subjects available and associated higher education pathways and careers through our Careers Advisor. In Year 8, students will also select which second language they would like to study. A broad outline of the processes is given below:

- Students will receive information relating to option choices and their next pathways through the PSHE curriculum and through year group assemblies. Opportunities are built in, where possible to discuss with older students to gain their insight. Parents are invited to attend a GCSE Information Session scheduled for the same evening as the Year 9 Progress Evening. Similar A-level Information Sessions are held during the course of the Sixth Form Open Evening and assemblies. Information booklets are provided either prior to, or at, these evenings, including details of the options schedule and copies of the options forms to be completed, and careers-related guidance is given. Heads of Department follow up with details of the courses they offer. Students are encouraged to discuss their options with staff, students and parents.
- Results of GCSE Trial Examinations may help inform students' decisions and staff advice.
- From September 2021, students require a minimum of 54 points from their best eight GCSE results to enter the Sixth Form. Entry onto courses is at the discretion of the Headteacher and Head of Sixth Form, and the admissions panel.
- All students are made aware of these requirements and that, if they do not meet them, entry to the Sixth Form may be refused. They are expected to discuss any shortfall in results with the Head of Sixth Form once their results are known. In some individual cases, a student and her parents may be advised after the GCSE trial examinations with discussions around whether a student should consider courses other than A-level.
- Students who wish to study 4 A level subjects are expected to have achieved a minimum of 64 points with grade 8 in the relevant or facilitating subjects.
- Students in Year 11 return their option forms in late January/ Early February.
- Students in Year 9 return their options forms in January.
- These draft options will be shared with Heads of Department so that they may advise on any inappropriate choices at this stage.
- The school (through the Head of Sixth Form or Head of House) will counsel a student if, for example, her preferred combination seems too restrictive.
- Option blocks are drawn up by the school based on an understanding of course combinations that facilitate post-18 pathways.
- Inevitably a small number of Year 9 and Year 11 students each year will find that neither their first preferences or reserve choice can be accommodated, and these students will be seen individually and their options reviewed, and advice offered. A letter is sent to each student to

confirm her option choices. At this stage she can request a change of options if it is deemed appropriate and works within the finalised blocks. Provisional teaching groups are drawn up from these selections as part of the timetabling process, and group sizes and numbers are balanced as far as possible at this stage.

- We discourage students from changing their minds after this point. They are made aware that it is not always possible to change their options once the timetable has been drawn up: certain teaching groups may be full. In practice, however, a number will change their minds, particularly for A-level courses after GCSE results are published, and we do try to accommodate as many of these as possible. Such changes should take place before September 30th.
- Changes to GCSE options go through the Deputy Head (Curriculum) and changes to A level options through the Head of Sixth Form.
- Any adaptations after this point are likely to follow the Adapted Curriculum Policy.

Changing a subject/subjects at Advanced Level after 30th September

This is a decision which requires consideration and advice. It must not be taken by the student by herself or in conjunction only with the teachers of the subject it is proposed to drop or change to. The Deputy Head must be consulted as well as the Head of Sixth Form so that the implications are fully considered and the possibilities examined. It is not always possible to transfer a student to another group. Equal opportunities issues may arise if subsequent requests from other students cannot also be met.

The student must continue to attend all lessons in the originally agreed courses until such time as Head of Sixth Form has ascertained that a move is desirable and possible and parents have been consulted. Normally such changes should take place only within the first half-term of the sixth form course. The Exams Officer and Data Manager are advised at this point.

Appendix 3: Monitoring and Evaluation of the Curriculum

Monitoring and evaluation are essential aspects of the school's aim to raise achievement.

- Monitoring and evaluating of the curriculum involves focusing on the Intent, Implementation and Impact of the curriculum. This means we ensure our curriculum is appropriately broad, planned and meets the needs of our students. We regularly review and develop teaching and learning against the curriculum intent, analyse the outcomes and progress of pupils, share and develop the practice of all teachers and hence the standard of achievement across the whole school. All staff are involved in this process all the time, although certain colleagues carry specific responsibilities for aspects of the process (see below) and there is a systematic programme for quality assurance which allows for different degrees of scrutiny and analysis for different areas of the curriculum at different times.
- An effective system of quality assurance can:
 - broaden our knowledge about what makes for effective teaching and learning
 - confirm we are doing what we said we would do, as stated in the school's vision and values
 - establish whether curriculum documentation (Intent, Implementation, schemes of work, etc) is not only consistent with practice but also having a positive effect on outcomes
 - identify good practice within the school and enable us to share it
 - indicate where improvements in standards and quality can be made
 - establish whether changes have been effective.
- The process of quality assurance of the curriculum has much in common with the process of assessment for the students of the school:

- the process should be open and shared
 - the purpose of quality assurance should be clear to all involved: and it should be seen as a supportive and developmental process, aimed at improving standards throughout the school
 - all those involved should be aware of the focus of the quality assurance (there are standard pro formas for lesson observation and learning walks, for instance)
 - the process should be manageable, rigorous, supportive and systematic in planning and target-setting.
- Responsibilities for monitoring and evaluating the curriculum:
 - SLT
 - school aims, SIDP priorities and action plans
 - overall curriculum provision, breadth and balance
 - ensuring financial sustainability of the curriculum
 - overall achievement and progress
 - overall quality of teaching and learning
 - personal, social, health and citizenship education
 - spiritual, moral, cultural awareness
 - behaviour for learning
 - HoDs
 - departmental aims, priorities and action plans (the DDP, within the broader SIDP framework)
 - subject provision and quality, including Curriculum Intent and Implementation, schemes of work, breadth, balance and quality of delivery
 - pupil standards of achievement and progress within the subject
 - quality of teaching and learning within the subject
 - assessment plans and tracking of progress of all key groups
 - Subject Teachers
 - planning and delivery of the curriculum intent, within departmental and school frameworks
 - assessment and recording of individual pupil progress as well as whole class and key groups
 - pupil standards of achievement within the class
 - Key aspects of the monitoring and evaluating programme include:
 - The School Improvement and Development Plan (SIDP) is updated annually.
 - Scrutiny and analysis of A Level and GCSE results using value-added residuals (using FFT data): this takes place immediately after results are published in August. HoDs and Subject Leaders discuss their results analysis with the Head and Deputy Head in September, with the aim of identifying not only areas of particular strength but also areas to target for future improvement.
 - Department Development Plans (DDPs) are updated annually, incorporating priorities from the SIDP, and finalised in the autumn term, to incorporate any targets from the exam results analysis
 - Whole school and departmental plans are monitored regularly throughout the year: SIDP by SLT; DDPs by HoDs/Subject Leaders, who have a mid-year review meeting with their line manager on the SLT (part of the PM review process)
 - The performance management cycle is timed to fit in with the SIDP/DDP cycle, with the review and objective-setting meetings take place in the first half of the autumn term. The monitoring appropriate to this cycle is of course not entirely open, being confidential between teacher and Review Leader, but the outcomes will often feed into DDPs and, in turn, the SIDP. (Please see separate *Appraisal Policy*).

- One to One monthly meetings between SLT link and HoD
- Lesson observation: this can take place for a number of different purposes, e.g.:
 - SLT monitor quality of overall teaching and learning etc through both formal and informal lesson observation / learning walks
 - HoDs and Subject Leaders monitor quality of subject teaching and learning etc through both formal and informal lesson observation / learning walks
 - departments are encouraged to set up their own programmes of mutual lesson observation, perhaps with an agreed developmental focus on a specific area of T&L
 - there may be a whole school focus (eg oracy or feedback) which includes lesson observation through focus visits, and support through whole school CPD
 - performance management involves lesson observation by line managers
- Book trawls: samples of students' work may be taken in and analysed by a number of different people for a number of different purposes, eg:
 - Moderation of assessed work to ensure consistency across the team
 - SLT monitoring eg overall quality of pupil learning or teacher assessment
 - HoD and Subject Leader monitoring eg quality of pupil learning or teacher assessment within the subject – or may set up teams within the department to do so, with teachers each taking one Year Group
 - Heads of House monitor quality of pupil response
- Documentation: policy documents and department guidance are all regularly reviewed and updated; the SIDP, school policies, DDPs and Schemes of Work are all regarded as working documents.

The programme of monitoring and evaluation for the year is published in the staff calendar as appropriate and the review cycle is shared and developed with MLT.

