



Introduction and Aims

Stratford Girls' Grammar School is a selective school with an academic curriculum, and our standards and achievements are high. In line with the school's *Vision and Values* and *The Governors' Curriculum Aims*, we try to provide all pupils with a broad balanced and relevant curriculum which is matched to the needs and aspirations of the students and provides excellent opportunities for all girls to learn, experience achievement and success.

The curriculum is planned taking account of the Education Act 2010-11 which places focus on four core areas: achievement, teaching, learning and research by working in partnership with other schools locally, nationally and internationally.

We aim to give all our pupils the opportunity to choose a mix of learning that motivates, interests and challenges them, and that gives them the knowledge, skills, and attitude they need to succeed in education, work, and life.

Individual Needs and Equal Opportunities

The school aims to provide a caring, challenging community. Built originally on the foundations of Every Child Matters, we value the individual and seek to enable each girl to develop and maximise her full potential. This means catering for the full range of abilities within the school.

We have a designated SENCo (see *SEN Policy*), who with her line manager co-ordinates the work within school and also liaises as necessary with outside agencies such as Educational Social Workers, Social Services, and the Educational Psychologist. Our school health advisor visits the school regularly and when requested and helps to organise the vaccination programme. Girls are welcome to consult her on an individual basis. The school also employs a counsellor, who is in school one and a half days a week. The Assistant Head: Aspiration and Achievement has overall responsibility for the progress of girls from specific groups such as SEN, FSM, PP and EAL as well as the more able.

The school has a policy of promoting equality of opportunity, and eliminating unlawful discrimination, for all members of the school community. Facilities for disabled access exist – such as ramps, handrails and disabled toilets – and arrangements are in place for ground floor lessons and student portage where necessary (see *Equality Policy and Procedures*).

We concentrate through the curriculum on developing girls' individual abilities and confidence, providing a tailor-made education for each girl as far as possible.

The Curriculum

The curriculum is delivered via several means:

- the taught curriculum
- the enrichment curriculum
- the hidden curriculum

The Taught Curriculum

Each girl has an entitlement to a broad and balanced 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 indicated on the *Curriculum Diagram*, *Progression Routes* and *Options available for GCSE and A-level* (see Appendices).

The taught curriculum has always developed in response to changes to education and the subsequent needs of our girls so that now the majority of girls will attain GCSEs in all three sciences and in one modern foreign language at the end of Key Stage 4. With the remaining choice of options at GCSE most girls will attain the current government's English Baccalaureate benchmark.

Key Stage 3: Years 7, 8 and 9

Students in Years 7 to 11 are taught in four teaching groups of around 30. An increase in our PAN from 2013 meant that the cohort size in Year 7 grew to 120 in 2014-15 and that number has grown through the school until full expansion in September 2017.

In Key Stage 3 all girls study:-

English	Computing	Music
Maths	Drama	Personal, Social, Health and Economic Education
Science	French	Physical Education
Art	Geography	Religious Education
Design & Technology (Resistant Materials, Food)	History	

In Years 8 all girls also follow a course in a second language up to the end of Year 9.(German or Spanish).

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

Key Stage 4: Years 10 and 11

All pupils follow a core curriculum of eight or nine subjects:

English (Language and Literature)	Physical Education
Maths	PSHE
Biology	Religious Education
Chemistry	ICT (cross-curricular)
Physics	Enterprise Education and Work-Related Learning (non-timetabled)
MFL1	

They also choose from a range of options currently including:

Art	Food & Nutrition	
Computing	French	
Design Technology	German	Music
Drama	Geography	Spanish
	History	

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 enjoyable and challenging academic courses across a broad range of subjects, along with a stimulating wrap-around enrichment

programme that teaches girls the value of hard work, creativity and the intelligent management of time. Students in the sixth form are offered a wide range of opportunities designed to cater for individual student needs. 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 in both examined and non-examined courses.

Sixth Form		
All students have been offered the following programme of study:		
A-levels: choice of three		
Linear A-levels	Modular A-levels	
Art Biology Business Chemistry Economics English Literature English Language Geography German French History	Music Physics Psychology Religious Studies Sociology Spanish Theatre Studies	Further Maths Government & Politics Maths
Additional curriculum:		
A Stretch & Challenge course Business and Enterprise Engineering Maths Photography Sport	Extended Project (EPQ)	Enrichment One hundred hours of community, work and personal enrichment activities evidenced in an online diary
Please note that not all girls will follow the full programme above. This will be based on individual circumstance and personal needs and is arranged in discussion with the school and external agencies if required.		

Academic staff will give advice and guidance concerning appropriate subject combinations and specifications content.

Provision is made for able students who wish to apply to Oxford and Cambridge Universities and 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.

The Enrichment Curriculum

The taught curriculum is enriched in numerous ways:

- through cross-curricular links, educational visits both day and residential, foreign exchanges and cultural visits, and links with industry and the community;
- there are the more day-to-day forms of enrichment, built into each subject through personalisation and differentiation, and available through extra-curricular clubs and activities;
- the sixth form curriculum includes timetabled curriculum enrichment;
- and Activities Week, the penultimate week of the summer term, allows many opportunities for enrichment as the timetable is suspended. For example, Year 7 spend the week on a PGL activities holiday in the UK, Year 10 Geographers are on a field-trip residential and Year 12 are on work experience. Trips have run for several years for mixed year groups to Heidelberg, Santander, Naples and Rome. Those who stay at home have a programme of mixed activities that include some school-based items and some day trips.
- We run one annual collapsed timetable day known as an Extended Learning Day (ELD). For these, all staff are available to work in different groupings, in different ways, and at different venues.

The Hidden Curriculum

There are also many other opportunities available for pupils to develop within the less formal or hidden curriculum such as:

- assemblies
- charity events helping in areas such as the library
- House events
- leadership eg sports leaders, House Captain, Sixth Form Leadership
- mentoring younger pupils
- Sixth Form committees
- representing the school at functions and events
- School Council membership
- Student Services duties
- taking on responsibility
- working with primary / special school pupils.

Teaching and Learning

Issues of teaching and learning are high on the professional agenda of the school, and staff are regularly involved in discussions about such issues – eg on curriculum development, assessment, and the provision for individual needs including able and more able pupils – through whole school, middle leaders' and departmental meetings and through working parties. School policies on all of these matters have been drawn up with full staff involvement – see, for example: *Teaching & Learning Policy*, *Assessment Policy*, *SEND Policy* and *Homework Policy*. Teaching and Learning is the key priority in the School's Single Integrated Development Plan (SIDP), and curriculum development, curriculum monitoring and teaching and learning are all key target areas within this priority (see the *SIDP* for details)

Heads of Department (and Assistant Heads of Department) take responsibility for the management and monitoring of teaching and learning in their areas, co-ordinating the work of the department through, for example, Departmental Handbooks and Programmes of Study. The SLT takes responsibility for monitoring the curriculum overall.

The library and ICT both have an important role to play in supporting the delivery of the curriculum: developing independent, creative and critical thinkers is a key priority of the school, for instance. To

this end, all departments integrate the resources and skills of these areas into their schemes of work. (Please see the separate *Library Policy* and the ICT suite of policies.)

Monitoring and Evaluation of the Curriculum

Monitoring and evaluation are an essential part of the school's drive to raise achievement and the curriculum is regularly reviewed and monitored (see *Monitoring and Evaluation* appendix).

List of Appendices

These are available from the school on request.

1	Progression routes
2	Options: policy and practice
3	Monitoring and evaluation of the curriculum, teaching and learning
4	Adapting the curriculum

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