

STOCKPORT GRAMMAR SCHOOL

CURRICULUM POLICY

(Approved by Governors 17.10.17)

Stockport Grammar School is committed to providing a broad and balanced curriculum which will enable pupils not only to achieve high academic standards but also to enjoy learning for its own sake and develop the skills and understanding to live safe, healthy and fulfilling lives.

All pupils of compulsory school age receive a full-time, supervised education, in which they experience a range of linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative aspects appropriate to their age and aptitude. The Curriculum is further explained via detailed plans and Schemes of work and takes into account the ages, needs and aptitudes of all pupils, including those with Special Educational needs and Disabilities. The curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

SENIOR SCHOOL

Pupils acquire speaking and listening, literacy and numeracy skills. They participate in a personal, social, health and citizenship education scheme appropriate for their age and experience. This is a timetabled subject called *Life Studies* in the First – Fifth Year of the Senior School and is supplemented by other areas such as the Form period programme, assemblies and visiting speakers. There is a separate programme in Sixth Form. The Programme of Study reflects the School's aims and ethos and encourages respect for others, paying particular regard to the 9 protected characteristics (Equality Act 2010) of age, colour, ethnicity, gender, nationality, race, religion or sexual orientation.

Pupils of secondary school age receive impartial and up to date careers guidance which enables them to both select courses at GCSE and post-16 and to consider the impact of their decisions upon their futures and encouraging them to fulfil their potential.

Where children admitted to the school have a statement of special educational needs or an Educational healthcare Plan agreed by the local authority, the School undertakes to provide the curriculum in accordance with the terms of the statement and participate in an annual review. The school also provides for pupils where English is not the first spoken language through support and/or a reduced curriculum.

Where the School provides for pupils above compulsory school age the curriculum is appropriate for their needs in relation to personal, social, emotional and physical development and communication and language skills.

The curriculum is designed to:

- Provide a smooth progression from primary stage, through secondary and beyond.
- Build on pupils' prior experiences, skills, knowledge and understanding.
- Offer both support and challenge to all pupils, taking into account their different needs and learning styles.
- Encourage pupils to recognise and develop individual skills and enthusiasms.
- To address aspects of social, economic and emotional education.
- To support children and young people in making increasingly informed, independent decisions.
- To provide effective preparation for pupils for the opportunities, responsibilities and experiences of life in British Society.

Further curriculum details are available for each section of the School, via the website, relevant prospectuses or by contacting directly the Deputy Head (Academic).

JUNIOR SCHOOL (including EYFS)

Stockport Grammar Junior School is committed to providing a rigorous academic and intellectual education which will challenge and engage pupils, offer continuity and progression of learning to foster a life-long love of learning for its own sake and provide them with a secure foundation on which to continue into their senior schools and beyond.

All pupils of compulsory school age receive a full-time, supervised education. Stockport Grammar Junior School, as an independent school, offers a broad and balanced curriculum based upon the National Curriculum. The curriculum is designed to promote the spiritual, moral, cultural, mental and physical development of pupils and prepare them for the opportunities, responsibilities and experiences of adult life. It aims to give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative learning and to provide effective preparation for pupils for the opportunities, responsibilities and experiences of life in British Society. The contribution of each curriculum subject to these educational areas is outlined in detail in the subject-specific documentation, where the curriculum is further explained via detailed plans and schemes of work, taking into account the ages, needs and aptitudes of all pupils, including those with Special Educational needs and Disabilities. The curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief. In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on request.

Should the school agree to admit a child with a statement of special educational needs, an EHC or personal budget, identified by an Educational Psychologist, or other recognised body, the school undertakes to provide subject matter appropriate for the ages and aptitudes of any such pupils and to provide an education which fulfils its requirements. The Head of Learning Support, in conjunction with the Curriculum co-ordinator and the Head will ensure that both the statutory requirements and individual needs are met. Should statutory assessment of a child lead to a statement or plan, the school would work with the parents to seek to provide an education that fulfils its requirements.

CLARIFICATION OF AIMS

Broad

The Stockport Grammar Junior School curriculum is broad in that it offers all the subjects required as part of the National Curriculum with an enriched performing arts, sporting, and languages programme and extensive extra-curricular provision. In addition, a number of activities take place after school and at other times to give pupils even broader opportunities.

Balanced

All pupils are taught Humanities, Arts, Sciences and Technology with cross-curricular links between them. As a result, pupils should have a well-rounded educational experience with enhanced cultural, sporting and language provision.

Differentiated and Rigorous

All pupils cover the same basic syllabus. Delivery, however, is differentiated according to the needs and ability of each teaching group. Pupils in need of specialist help are identified and appropriate support is made available to them after consultation with their parents. In Years 3 to 6, differentiation is achieved through group and individual work in the classroom.

Personal, Spiritual, Moral, Cultural and Social

In drawing up Schemes of Work, Subject Co-ordinators have regard to the needs, age, ability and interests of the pupils they teach and emphasise, as opportunities arrive, the spiritual, moral, cultural and social aspects of the material covered.

Literacy, Numeracy, ICT and Speaking and Listening

Literacy, Numeracy and ICT are core skills and, as such, are firmly embedded in all areas of the Curriculum. It is the responsibility of all teaching staff to reinforce these skills and to promote their use wherever relevant.

Speech and the ability to listen and absorb information are vital communication skills. Every child should be able to communicate clearly, proficiently and politely, using Standard English. Children should be able to participate in discussions, give individual oral responses and adapt their speech to suit audience and purpose. They should be able to listen, analyse and respond confidently to a variety of sources including languages other than English and Music. All subjects should include a variety of Speaking and Listening opportunities that offer group work, pair work and individual activities where appropriate.

Happy, Creative, Moral

The primary aim is to provide opportunities for the pupils to become happy, creative, moral citizens.

Pupils are to be encouraged to be happy:

- by the acquisition of knowledge and skills, particularly basic study skills.
- by the acquisition of self-knowledge through assessment procedures and the pastoral systems.
- by being treated respectfully and by being encouraged to learn the importance of mutual respect.
- by having their achievements acknowledged (through individual praise and the award of Merits, House Points, stickers etc.)
- by being made aware, in a sympathetic manner, of their limitations so that they can be encouraged not to be intimidated by them but to develop compensatory strategies.
- by the provision of an attractive and purposeful working environment.

Pupils are encouraged to be creative:

- by being given open-ended and problem solving tasks, promoting resourcefulness.
- by having their opinions and ideas listened to and accepted, even if they are not yet fully formulated, promoting reflection.
- by accepting that sometimes it is acceptable to be wrong and having to adapt ideas, promoting resilience.
- by being offered a variety of opportunities in which to express themselves (e.g. Art, Drama, Music).

Pupils are encouraged to become moral citizens:

- by the example set by staff.
- by being made aware in lessons generally, during assemblies and in form periods of the importance of moral codes and rules which exist for the common good.
- by the existence of fair school rules explained sympathetically to them and applied impartially and consistently throughout the school.
- through the high standards of personal behaviour expected of pupils by the school.

LIAISON

Liaison within the Junior School and with the Senior School is achieved:

- through meetings between Year group teams.
- through meetings held between the Heads of Department/Subject Co-ordinators of the core subjects.
- by meetings held between the FS Co-ordinator, the Assistant Head (Infants), the Head of Lower School (Years 7-9), Year 3 class teachers and the Assistant Head (Curriculum).
- by meetings held between the Head of the Junior School and relevant Senior School representatives (Admissions officer, Heads of Houses, Deputy Head, Academic Deputy)
- by the transfer of records between Early Years, Infant and Junior Departments and between the Junior School and Senior School.

ACROSS THE JUNIOR SCHOOL

At all stages the core curriculum of subjects taught provides the opportunity for pupils to acquire skills in speaking and listening, literacy, numeracy and ICT. These skills are further developed in their other subjects. Religious education is provided for all pupils.

EYFS

In EYFS, the children follow the Statutory Framework which sets out the learning and development requirements. The EYFS learning and developing requirements comprise of the seven areas of learning and development and the educational programmes, early learning goals and assessment requirements. Whilst the main focus is on the EYFS curriculum, the School also has the flexibility to include additional areas of learning.

EYFS: Nursery and Reception

A child's first steps along their educational journey are of the utmost importance; a good EYFS education lays a solid foundation for future school achievements and successes. Our Nursery and Reception focus on developing the whole child; their personal and social skills, early language and mathematical skills, awareness of the world around them and their physical and creative skills. This enables children to fulfil their individual potential through a broad and balanced curriculum. Children in our Nursery are below compulsory school age and the programme of activities provided for them is appropriate to their educational needs in relation to their personal, social, emotional and physical development and their communication and language skills.

At Stockport Grammar Junior School Nursery and Reception, children will benefit from:

- a happy, caring atmosphere

- a stimulating and secure environment
- structured, play-based activities
- a balance of class, group and individual teaching
- a solid foundation for future learning

Whilst our Nursery and Reception focus on the core of the EYFS curriculum, being part of a larger school allows the children to enjoy an exciting and varied programme of activities including dance, French, library visits, ICT sessions and theatre visits and walks.

The Infants

The Infants work within a notional 40 periods per week although the reality is considerably more flexible, according to the needs of any individual class on any given day. Within each year group, there are two parallel classes. The class sizes comprise a maximum of 20 for Reception classes rising to 22 for Year 1 and 25 for Year 2.

The aim in the Infants is to provide the best possible start in education. High quality teaching combined with excellent pastoral care ensures that these first vital steps are taken with confidence. Staff support and extend the children's learning through carefully planned experiences and learning opportunities, so that each child develops their potential. Children are both confident and enthusiastic in a secure and happy environment.

The curriculum encompasses English, Maths, Science, ICT, Humanities, Creative Arts, Religious Education, PSHE and Physical Education. Specialist teachers enhance the curriculum in French, Music and Physical Education from Reception.

In most circumstances, the children progress from the Infants to the Junior school.

Juniors

Pupils in Years 3- 6 are taught in 40 periods of 35 minutes per week. Children have their own class teacher with a primary responsibility for pastoral care and some core subjects and they are increasingly given specialist tuition as they move up through the school. Children are assessed during each of the four junior years, with progress towards the 11+ transfer being carefully monitored.

By the age of 11, children wishing to move on to the senior school must satisfy the school that, both academically and socially, SGS is the right school for them.

The curriculum encompasses English, Maths, Science, Religious Education, Computing, Humanities, Languages, Music, Art, Drama, PSHE and Physical Education, Games and Swimming.

Y3/4	Mathematics	English	Drama	Science	French	Humanities	RE	Music	Art/DT	ICT	Thinking Skills	Library	PSHE	PE	Games	Swimming	Total
period	9	9	1	4	1	3	1	2	2	1	1	1	1	1	2	1	40

Y5/6	Mathematics	English	Drama	Science	French	Humanities	RE	Music	Art/DT	ICT	PSHE	PE	Games	Swimming	Total
period	9	9	1	4	1	3	1	2	2	1	1	1	4	1	40

**Authorised by
Chairman of Governors**

Christopher Dunn

Date

17.10.2017

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