

Stockport Grammar School

Curriculum Policy

(Reviewed by Governors 13.10.2020)

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. A number of subjects run trips to support and inspire pupils. Details of the trips available in the coming year is available on the school website.

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 English as an Additional Language and those with Special Educational needs and Disabilities. The school also provides support and/or a reduced curriculum for some pupils, including those with English as an Additional Language and those with Special Educational needs and Disabilities. All pupils, including those with Special Educational needs, have the opportunity to learn and make progress. 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 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.

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.

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

At times adjustments may be made to the curriculum to cater for the needs of individual pupils, for example those with heavy sporting commitments outside of school sometimes

study one fewer subject or are exempt from timetabled sport in school to allow additional time to study.

SENIOR SCHOOL

All pupils acquire speaking and listening, literacy and numeracy skills through the core curriculum in First to Fifth Year. 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 actively encourages respect for others, paying particular regard to the protected characteristics (Equality Act 2010). A number of elements are supported and covered during assembly and form tutor time, as well as in some timetabled lessons. Details of the Pastoral Curriculum can be found on our school website.

Pupils of secondary school age receive accurate, 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. This is covered during assemblies, Form Time and Life Studies, and the Careers staff are also available to pupils for consultation.

Curriculum and Subject Choices

Lower School

In the first three years pupils are taught in forms of approximately 25. There are usually six or seven parallel forms in each year according to the size of the intake. Pupils may be reallocated forms at the end of the First Year and again at the end of the Second Year.

All pupils follow the same curriculum for the first two years, unless there are specific learning needs which necessitate support. In Third Year, from September 2018, pupils are taught 2 lessons of Religious Studies. Third Year pupils can also choose languages from French, German, Spanish and Latin as well as subjects from Art, Design Technology, Drama, Music, Food and Nutrition, Textiles and Computer Science. Five subjects are chosen in total, at least 2 of which are Languages. Pupils are introduced to the options process in school and attend parents' evening in the Spring Term before making their choices.

Pupils are taught in forms, usually with a single teacher for each subject. The exceptions to this are the option subjects in Third Year where pupils are not taught in forms and in Technology in the first two years, where two forms are combined and taught in three groups. In the second year there are some ability groupings within groups of forms for Mathematics. In the Third Form for Mathematics pupils are set according to ability.

	Maths	English	Biology	Chemistry	Physics	History	Geography	Life Studies	German	French	Spanish	Latin/CS	DT/FoodTech	Music	Art	Drama	Textiles	ICT/Comp	RPE	PE/Games
1st	6	6	3	3	3	3	3	2	0	5	0	1	2	2	3	1	0	2	0	5
2nd	6	5	3	3	3	3	3	2	3	3	0	3	2	2	2	1	0	2	0	4
3rd	6	6	3	3	3	3	3	2	15										2	4

Middle School

Pupils make their option choices for GCSE in February of the Third Year, following an options event in January which they attend with their parents.

In the Middle School there are usually 8 or 9 parallel forms according to the size of the year. Almost without exception pupils are allocated to forms so that they are taught by their Form Tutor.

Pupils are in sets for Mathematics and are in option groups for other subjects. The structure of the timetable allows for some ability grouping in Science. Life Studies and P.E are taught in half year groups and a Mindfulness course is delivered during PE time to all Fourth Year pupils. Double Award is available for pupils who find Science more challenging and are not suited to separate sciences.

Pupils normally study nine subjects for GCSE: English, English Literature, Mathematics, usually at least two Science subjects and four other subjects of their own choice. Mathematics, English, French, German, Spanish, History, Chemistry, Biology and Physics follow IGCSE courses.

The subjects available as GCSE options, within the curriculum, in addition to English Language, English Literature and Mathematics are:

Art and Design	German
Biology	History
Chemistry	Latin
Computer Science	Music
Classical Civilisation	Physical Education
Design & Technology (Prod. Design)	Physics
Design & Technology (Textiles)	Religious Studies
<i>Drama (from September 2019)</i>	Science (Double Award)
Food Preparation & Nutrition	Spanish
French	
Geography	

A small number of pupils follow a reduced curriculum to allow for specific learning needs which necessitate support. Pupils in the support group have additional lessons in English, Maths and Science as well as study time with their Head of Year or Head of Section. Pupils in higher Maths sets have the opportunity to take an additional GCSE in Further Maths which is taught as part of the curriculum. Some departments offer extracurricular GCSEs which pupils can study outside the formal timetable. In 2019/20 these are expected to be Astronomy, Business Studies, Further Maths, Greek and Statistics.

Pupils have a free choice of subjects, within the guidelines given, and staff must not try to influence this by unsolicited advice, pressure, persuasion or any other means. This is considered unprofessional.

Each GCSE subject is allocated 5 lessons (10% of curriculum time), English Literature and Language have 7 lessons, Maths have 7 lessons, with PE, LS and Games two each.

Sixth Form

Each year of the Sixth Form normally has 8 or 9 forms. Sixth Form Tutors usually remain with their groups throughout the two years of their Sixth Form careers and help pupils with their UCAS applications in conjunction with pupils' UCAS advisers. In the Sixth Form study for A Levels.

Pupils have a free choice of subjects, provided they meet the entry requirement, and staff must not try to influence this by unsolicited advice, pressure, persuasion or any other means. This is considered unprofessional.

Each subject is allocated 10 lessons (20% of curriculum time) in Lower Sixth and 11 lessons in Upper Sixth. Lower Sixth pupils usually begin with 4 subjects (there are a few exceptions), most drop to 3 subjects in the Upper Sixth Form but they have the option of continuing with all 4. Pupils studying 3 subjects either join the non-examined Enrichment Programme for 2 lessons or they study for an EPQ. All pupils have the opportunity to study for the Extended Project Qualification (EPQ).

The Extended Project Qualification allows pupils to explore their academic interests beyond the confines of the syllabus. It promotes independent learning and helps to develop independent study skills. The EPQ is introduced to pupils in the Spring Term of the Lower Sixth and they are invited to submit proposals for their project. Pupils who then choose to complete the EPQ are supervised by a member of staff.

Games is Wednesday periods 4 & 5; Games A (team players) do both periods, Games B do either period 4 or period 5 on alternative weeks. Sixth form pupils who opt for Voluntary service do not take part in Games lessons.

Some study periods are designated for silent study and these are supervised by staff.

The subjects available at A level are:

Art	English Literature	Music
Art with Textiles	French	Philosophy
Biology	Further Maths	Physics
Business	Geography	Psychology
Chemistry	German	Religious Studies
Classics	History	Spanish
Design Technology	Latin	
Economics	Mathematics	

JUNIOR SCHOOL

EYFS

In EYFS, the children follow the Statutory Framework which sets out the learning and development requirements. The EYFS learning and development requirements comprise of the seven areas of learning and the educational programmes, early learning goals and assessment requirements.

The Pre-Reception

A child's first steps along their educational journey are of the utmost importance; a good early education lays a solid foundation for future school achievements and successes.

The Pre-Reception focuses 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. Their focus at this age is on the core curriculum of PSED, Physical development, Communication and Language, which feed into all other areas of learning. This enables children to fulfil their individual potential through a broad and balanced curriculum. At Stockport Grammar Junior School Pre-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

Being part of a larger school allows the Pre-Reception children to enjoy an exciting and varied programme of activities including PE, French, library visits, ICT sessions and walks within the grounds and frequent visits within the locality.

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.

In Reception the children follow the Early Years curriculum covering all seven areas of learning.

AT KS1 the curriculum encompasses Mathematics, English, Science, ICT, Humanities, Art, Design technology, Religious Education, PSED and Physical Education. Specialist teachers enhance the curriculum in French, Music, ICT and Physical Education from Reception.

Juniors

Pupils in Years 3- 6 are taught in 40 periods of 35 minutes per week. In most circumstances the children progress from the Infants to the Junior school. Children have

their own class teacher with a primary responsibility for pastoral care and some core subjects and they are increasingly given specialist tuition for foundation subjects. Children are tested during each of the four junior years, with progress towards the Senior school entrance exam 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 and philosophical education, Computing, Humanities, Languages, Music, Art, Design technology, Drama, PSHE and Physical Education, Games and Swimming.

Y3/4		Mathematics	English	Drama	Science	French/Spanish	Humanities	RE	Music	Art/DT	ICT	PSED	PE	Games	Swimming	Philosophy	Total
periods	9	10	1	4	1	3	1	2	2	1	1	1	2	1	1	40	

Y5/6		Mathematics	English	Science	French	Humanities	RE	Music	Art/DT	ICT	PSED	PE	Games	Swimming	Total
periods	9	10	4	1	3	1	2	2	1	1	1	4	1	40	

Further curriculum details and Schemes of work are available for each section of the School via the Senior Deputy Head (Academic) in the Senior School or Assistant Head (Curriculum) in the Junior School. Additional details can be found via the website and our relevant prospectuses.

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