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## Curriculum Policy & Academic Structure

<p>Date Approved: September 2019 Review Date: August 2021 This policy is for Bury Grammar Schools Author: V Leaver</p>
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*This policy has been written to meet the standards as set out in the Education (Independent Schools Standards) Regulations 2014 (ISSR) as amended under section 94 of the Education and Skills Act 2008 and has particular regard for the interpretation of these as set out in paragraphs 27 to 73 of the Commentary on the Regulatory Standards September 2019.*

### Curriculum & Structures

The curriculum is designed to enable all pupils to achieve the school aims of:

- Scholarship
- Character
- Enrichment
- Partnership

Our curriculum is broad and balanced and provides secure foundations for future learning and success.

- 1.1 EYFS – In the Early Years children follow the Early Years Foundation Stage and experience a wide range of specialist subjects in the 7 areas of learning. Head of Infant/Junior sections ensures smooth transition between the Early Years Foundation Stage and Key Stage 1.
- 1.2 Children in Key Stages 2 and 3 continue to experience a broad and balanced curriculum including modern languages, physical education and music delivered by subject specialists. Foundation subjects are delivered through a thematic, enquiry based approach and there is a focus throughout on mathematical, technological, scientific, physical and creative education.

- 1.3 The Key Stage 3 course is two years in duration and is followed by years 7 & 8. Boys and Girls have the same opportunities and are predominantly taught in tutor groups except for Maths where they are taught in ability streams from Year 8 upwards. In Year 7 all pupils study French as their MFL and then select a second language in Year 8, from German or Spanish, to study alongside French.
- 1.4 The Key Stage 4 course (GCSE) is three years in duration and is followed by years 9,10 and 11. The core curriculum consists of English Language, English Literature, Mathematics, Science (dual or separate) and a Modern Foreign Language (apart from in exceptional circumstances). In addition, pupils are strongly encouraged to pursue a rigorous academic profile, including a humanity alongside options from Art, Business Studies, Computer Science, Drama and Latin. Option blocks are built around pupil choices for a greater range of choice and for efficiency. Year 8 options are taken following Year 8 parents' evening, options evening and interviews with SLT early in the Spring Term.
- 1.5 In Sixth Form students are advised to follow 3 A Levels and the linear A Level model has been adopted. Some students elect to study Further Mathematics alongside their 3 linear subjects, all are offered the opportunity to pursue the Extended Project Qualification. Owing to the demands of A Level study students are expected to achieve a minimum of 6 Grade 6 or above including a Grade 5 or above in English and Maths, with a Grade 7 in the subjects selected for A Level study.
- 1.6 Progression into Year 13 is reliant on satisfactory academic attainment in Year 12, good pass grades in the Year 12 summative assessments and good 'Attitude to Learning' grades.
- 1.7 Heads of Department are responsible for devising and implementing appropriate long-term plans and schemes of work and lead the department in following the whole school Academic, Assessment and Teaching Policy. They are charged with researching and selecting the most appropriate examination board specifications for the pupils in their care. In addition to the prescribed subject matter they are responsible for embedding subject specific skills such as literacy, numeracy, communication skills, enquiry skills and academic scholarship in schemes of work and departmental practice. The subject specific curriculum mapping will be outlined in Departmental Handbooks which are updated ahead of each academic year and stored centrally.
- 1.8 Personal, Social and Health Education is delivered primarily through the pastoral and tutorial programme alongside timetabled lessons in Key Stages 1 – 4 and 'drop down' days. This programme is enriched by visiting speakers, whole school initiatives, whole school and faith assemblies and curriculum

content. All academic departments conduct SMSC audits and embed these themes in their academic schemes of work.

1.9 British Values – The Bury Grammar Schools promote the FBV of:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect – tolerance of those with different faiths and beliefs or those who hold none.

These values are promoted through the PSHE scheme, assemblies, school council and in curriculum content.

1.10 Careers guidance is led by the Head of Careers alongside the HOSF, HOY, Competitive Courses Coordinator, Heads of Department and Form Tutors. Pupils in Year 8 follow a careers scheme of work ahead of their GCSE options. Careers education is embedded in the PSHEE curriculum from Years 7-13. Options interviews are held at key transition points throughout the school and involve pastoral teams and senior leaders.

1.11 UCAS and Higher Education provision and advice is led and managed by the Sixth Form Leadership Team, with the Head of Sixth Form having overall responsibility for the quality assurance of references, UCAS forms and predicted grades. The Sixth Form team work closely with the Sixth Form tutor team to provide high quality advice and support.