

Urmston Grammar

Curriculum Policy



Approved by: R Wall

Last reviewed on: January 2022

Next review due by: January 2024

1. Intent

1.1 – Introduction

Urmston Grammar’s curriculum seeks to deliver our school vision to equip all students with the broad range of knowledge, skills and cultural capital needed to become valuable, contributing and successful members of society. The curriculum is underpinned by the school’s motto ‘Manners Makyth Man’ and provides learners with countless opportunities to live our school values of ‘Pride’, ‘Participation’ and ‘Empathy’.

The curriculum at Urmston Grammar School is constantly evolving to best meet the needs of our learners. Department Heads ensure a high level of challenge and continually enhance and develop the curriculum in their subject linked with innovations in science and technology, new research or changes in society. ‘The curriculum’ includes all aspects of education and enrichment provision organised by our school. Our curriculum involves a broad range of subjects taught in one hour lessons, totalling 25 hours per week. The academic curriculum is supported by the weekly teaching of the pastoral curriculum (which includes PSHE, RSE, Careers and Citizenship education), supplemented by a diverse extra-curricular programme.

1.2 Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#).

Many of our subject areas broadly follow the [National Curriculum programmes of study](#).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education’s [Governance Handbook](#).

It complies with our funding agreement and articles of association.

1.3 - School Aims

Our curriculum aims to:

- provide a broad and balanced education for all students;
- ensure equal access to learning, with high expectations for every student and appropriate levels of challenge and support;
- develop successful learners who enjoy learning, make progress and achieve;
- ensure students have high aspirations and self-esteem and accept responsibility for their learning;
- encourage the development of independence, confidence and resilience in our students so that they are able to live safe, healthy and fulfilling lives;
- ensure that students have access to support and guidance to make informed choices;
- support students' spiritual, moral, social and cultural development;
- support students' physical development and responsibility for their own health, and enable them to be active;
- equip students with the skills needed to participate in the technological, economic, social and cultural life of the country;
- ensure that our students become responsible citizens who make a positive contribution to society.

The school has an extensive extra-curricular programme that supports many of these aims.

1.4 - Curriculum Outlines

Urmston Grammar School has designed a curriculum that:

- enables all students to meet their full academic potential,
- is relevant, appropriate and engaging for students;
- is determined to maintain a broad, balanced and coherent education;
- recognises the importance of acquiring knowledge as well as developing skills;
- permits continuity and progression, within and across year groups;
- provides equality of opportunity for all students, promoting the development of inclusive learning opportunities;
- provides an opportunity to celebrate and recognise achievement and success in academic subjects and in extra-curricular activities;
- promotes students' spiritual, moral, cultural and social development, developing students' cultural capital, especially for all, including the most disadvantaged students;
- helps to develop an understanding of personal, social and health issues such as drugs, sex and relationships and the importance of a healthy lifestyle, which prepares them for all types of relationships in their futures;
- encourages the appreciation of British Values;
- helps each student gain a sense of self-worth, independence of thought and develop a questioning approach which challenges prejudice;
- aims to develop students as critical thinkers, as well as flexible and independent learners;
- provides careers advice and guidance throughout a student's time at school to allow them to make informed choices;
- allows the development of ICT, numeracy and literacy across the curriculum
- encourages students to take part in a wealth of extra-curricular and enrichment opportunities.

The curriculum is organised around the Key Stages of Learning. Please use the 'Curriculum Intent' document for each subject for a more detailed overview of the learning journey.

Key Stage 3 – Years 7, 8 & 9. Many subjects are based on the National Curriculum though some deviate from this. In a small number of subjects GCSE content is taught at Year 9.

Key Stage 4 – Years 10 & 11. Students are studying for their GCSE qualifications.

Key Stage 5 – Our Sixth Form, Years 12 & 13. Students are studying for Advanced level GCE qualifications. Students also have the opportunity for enrichment through the EPQ, Independent Learning Modules, short courses in a range of different subject areas, work experience and voluntary work.

2. Implementation

General principles

- In addition to the formal taught curriculum, an extensive range of high quality extra-curricular clubs and activities, subject enrichment and trips and visits are offered to all students.
- Where possible trips are encouraged to be organised across departmental boundaries to facilitate interdisciplinary learning.
- There is a programme of careers education throughout a student's time at school guided by the Gatsby recommendations including the opportunity for work experience at Key Stages 4 and 5.
- All lessons at Key Stage 3 are taught in mixed ability groups within the context of our academically selective intake, except for Mathematics which are set from Year 8 and MFL which is set in Year 9.
- At Key Stage 3 as broad a curriculum as possible is maintained for three years, though teaching of some GCSE content begins in Year 9 in RS and Science.
- Year 7 and 8 students follow a Science course then study separate Biology, Chemistry and Physics from Years 9 to 11.
- The Religious Studies curriculum is delivered to all students in Years 7 to 11. In the summer of 2022 and 2023 Year 11 students who have opted to study GCSE RS will complete this qualification and all remaining students study a bespoke non-examined Core RS curriculum. From the summer of 2024 onwards all Year 11 students will complete GCSE RS.
- At Key Stage 4 the breadth of the curriculum is maintained and students are given the choice of a Humanity subject (History or Geography) and the free choice of two further GCSE options beyond the core curriculum, completing 10 GCSEs in total including a modern language and RS. From 2024 onwards typically 100% of students will be entered for a EBacc combination of subjects.
- At Key Stage 4 setting continues for Maths and Modern Foreign Languages.
- Students follow a programme of PSE in Years 7 to 11, which includes the RSE provision.
- In the vast majority of subjects, students are taught by subject specialists who teach the full 11-18 age range.
- At Key Stage 5 the school offers an academic curriculum of A Levels. All students choose a minimum of three subjects with a small number opting for four. Although STEM subjects are exceptionally strong, the school offers a range of 23 different courses including in the Arts, Modern Foreign Languages, Social Sciences and Humanities. In addition, at Key Stage 5, all students follow a weekly timetabled enrichment programme, are given the opportunity to do individual extended projects and take part in a comprehensive HE and Progression programme.
- In all Years from 7 to 13, all students have regular tutorial periods as well as Year Group, Key Stage, Whole School and House assemblies.
- The provision of subjects in all Key Stages is reviewed regularly. Any issues relating to a subject, or discussions of possible new subjects, are discussed by the Senior Leadership Team.

2.1 - KS3 Overview

Year 7 students study a broad diet of 15 subjects: Art, Computer Science, D&T, Drama, English, French or German, Food Preparation & Nutrition, Geography, History, Maths, Music, PE, PSE, RS and Science. D&T and FPN are taught in a rotation where students are taught 30 hours of each subject over 20 weeks before swapping. The curriculum model is as follows:

Year 7 Curriculum	English	Maths	Science	MFL	History	Geography	RS	Art	Computer Sci	Food/D&T	PE	Drama	Music	PSE	Total
50 Period Timetable	7	7	6	5	3	3	3	2	2	3	4	1	2	2	50
Time (mins)	420	420	360	300	180	180	180	120	120	180	240	60	120	120	3000
% of Curriculum	14	14	12	10	6	6	6	4	4	6	8	2	4	4	100

The Year 8 curriculum is largely similar to Year 7, however in Year 8 all students begin studying an additional Modern Foreign Language. This means all students in Year 8 study 16 subjects as they study both French and German. The curriculum model is as follows:

Year 8 Curriculum	English	Maths	Science	MFL	History	Geography	RS	Art	Computer Sci	Food/D&T	PE	Drama	Music	PSE	Total
50 Period Timetable	7	7	6	6	3	3	2	2	2	3	4	1	2	2	50
Time (mins)	420	420	360	300	180	180	180	120	120	180	240	60	120	120	3000
% of Curriculum	14	14	12	12	6	6	4	4	4	6	8	2	4	4	100

The Year 9 curriculum follows a broadly similar structure. Some students continued with both French and German, however approximately half the year group revert to studying their one original Modern Foreign Language which they began in Year 7. This means students in Year 9 study either 15 or 16 subjects dependent on their MFL pathway. The curriculum model is as follows:

Year 9 Curriculum	English	Maths	Science	MFL	History	Geography	RS	Art	Computer Sci	Food/D&T	PE	Drama	Music	PSE	Total
50 Period Timetable	7	7	6	6	3	3	3	2	2	3	4	1	1	2	50
Time (mins)	420	420	360	300	180	180	180	120	120	180	240	60	120	120	3000
% of Curriculum	14	14	12	12	6	6	6	4	4	6	8	2	2	4	100

2.2 - KS4 Overview

Students currently in Year 10 and 11 are studying for GCSE qualifications in the following subjects:

- English Language
- English Literature
- Maths
- Combined Science (2 GCSEs)
- MFL (either French or German)
- A Humanity (either History, Geography or RS)

All students study two additional GCSE subjects from the following options:

Art	German
Business Studies	History
Computer Science	Music
Design & Technology	Photography
Drama	PE
French	RS
Food Preparation & Nutrition	Triple Science
Geography	

This means students typically complete Year 11 having achieved 9 GCSE qualifications. In addition, Year 10 and 11 students also study Core PE, Core RE and PSE.

A new curriculum model is currently being phased in at KS4. Students starting Year 10 from September 2022 onwards will study GCSE qualifications in the following subjects:

- English Language
- English Literature
- Maths
- Combined Science (2 GCSEs)
- MFL (either French or German)
- A Humanity (either History, Geography)
- Religious Studies

All students study two additional GCSE subjects from the following options:

Art	Geography
Business Studies	German
Computer Science	History
Design & Technology	Music
Drama	Photography
French	PE
Food Preparation & Nutrition	Triple Science

This means from the summer 2024 students will typically complete Year 11 having achieved 10 GCSE qualifications. Year 10 and 11 students also study Core PE and PSE.

The newly adopted curriculum model at KS4 will be as follows:

Year 10 Curriculum	English	Maths	Science	MFL	Humanity	Option A or Triple Science	Option B	RS	Core PE	PSE	Total
50 Period Timetable	8	7	9	5	5	5	5	2	2	2	50
Time (mins)	420	420	360	300	180	180	180	120	120	180	3000
% of Curriculum	16	14	18	10	10	10	10	4	4	4	100

Year 11 Curriculum	English	Maths	Science	MFL	Humanity	Option A or Triple Science	Option B	RS	Core PE	PSE	Total
50 Period Timetable	8	6	9	5	5	5	5	3	2	2	50
Time (mins)	420	420	360	300	180	180	180	120	120	180	3000
% of Curriculum	16	12	18	10	10	10	10	6	4	4	100

2.3 - KS5 Overview

In Urmston Grammar Sixth Form students typically study 3 A Level qualifications, though a small number of individuals choose to pursue 4 A Levels*.

The subjects offered at KS5 are as follows:

Art	German
Biology	History
Business	Maths
Chemistry	Music
Computer Science	PE
Economics	Physics
English Language	Photography
English Literature	Politics
French	Psychology
Further Maths	Religion, Philosophy & Ethics
Geography	Sociology

In addition to A Levels, students in the sixth form also have lessons in PSE, Enrichment and have the option of pursuing an EPQ.

The curriculum model at KS5 is as follows:

Year 12 Curriculum	Option 1	Option 2	Option 3	PSE	Enrichment	COPE		OPTION 4*	EPQ*	Total
50 Period Timetable	10	10	10	2	2	2		10	1	Minimum 36
Time (mins)	600	600	600	120	120	120		600	60	Minimum 2160
% of Curriculum	20	20	20	4	4	4		20	4	

Year 13 Curriculum	Option 1	Option 2	Option 3	PSE	Enrichment		OPTION 4*	EPQ*	Total
50 Period Timetable	10	10	10	2	2		10	1	50
Time (mins)	600	600	600	120	120		600	60	3000
% of Curriculum	20	20	20	4	4		20	4	100

2.4 - Inclusion Statement

Even as a selective school we have students who have a range of differing abilities. Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- more able students;
- students with lower prior attainment;
- students from disadvantaged backgrounds;
- students with SEND;
- students with English as an additional language (EAL).

Teachers will plan lessons so that students with SEND and/or additional needs can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

2.5 - Extra-curricular

Our diverse extra-curricular programme provides students with invaluable opportunities to broaden their skills and experience beyond the scope of the taught curriculum. It plays a major part in fostering the sense of community within our school and enables students in KS4 and KS5 to continue their engagement in subjects which they may no longer be formally studying. Our extra-curricular schedule can be seen [here](#).

3. Impact

The impact of the curriculum is assessed in a range of ways. Measuring the impact forms an extremely important part of our school processes as it enables leaders to highlight successes so these can be shared and celebrated with students and staff, as well as identify areas for development so we can fulfil our commitment to continuous improvement.

The impact of the curriculum is assessed by considering:

- external examination results at GCSE and A Level, including progress and attainment measures.
- tracking and monitoring from three annual data collection points in each year group;
- robust quality assurance processes, including learning walks, work scrutiny and student voice;
- seeking the views of parents & carers;
- formal half-termly review meetings between Subject Leaders and the Deputy Headteacher;
- the retention of Year 11 students into the Sixth Form;
- the destinations of leavers at Year 11 and Year 13;
- student attendance and punctuality;
- the variety and quality of our extra-curricular programme;
- annual review of our PSE curriculum and assembly programme.

4. Links with other policies

This policy links to the following policies and procedures:

- Assessment and Marking policy;
- Marking Policy Core Statements;
- Non-examination assessment policy;
- SEND policy and information report;
- Pupil Premium Policy (inc ALERTS);
- Exceptionally Able Policy;
- CEIAG Policy;
- RSE & PSHE policy;
- Equality information and objectives.