

Huddersfield Grammar School

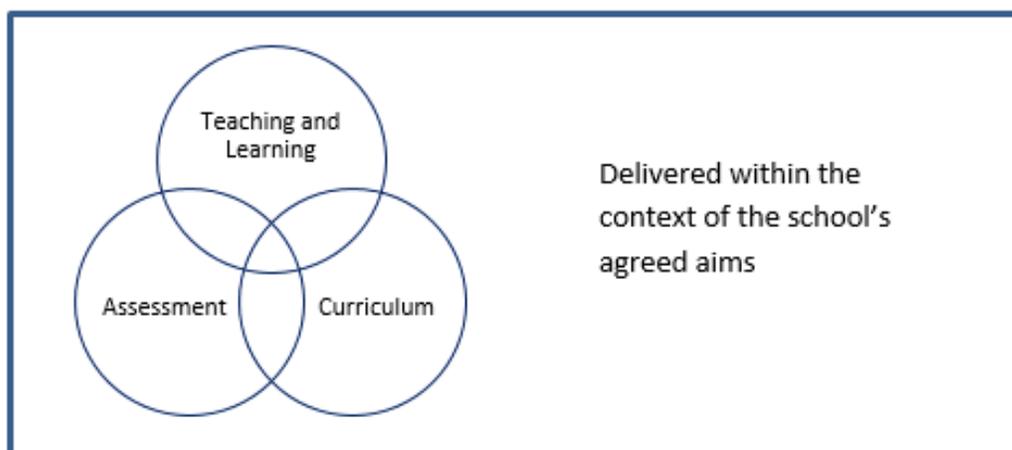


Curriculum Policy

Introduction

The purpose of this policy is to ensure that our curriculum supports our school ethos and fulfils our school aims which in our school are defined as:

- The individual is the focus of all the school's activities. We aim for the highest standards in all that we do.
- We nurture mutually respectful relationships amongst all members of the school community.
- Initiative is both demonstrated and encouraged by a committed staff who give much to the pupils, and ask much of them in return.
- The ethos and values of the school are summed up in its Ethos Statement, Equality Statement and Mission Statement, which are given below.



Huddersfield Grammar School aims:

- To provide a broad, balanced, relevant and differentiated curriculum.
- To provide appropriate learning opportunities for all pupils.
- To promote partnership between pupil, parent, teacher and community.
- To ensure continuity and progression within the school and between phases of education.

- To demonstrate teaching styles which offer and encourage a variety of relevant learning opportunities.
- To encourage respect for the school and its environment so that learning is a positive and pleasurable experience for all.
- To deal with all curriculum related complaints in line with procedures.

At Huddersfield Grammar School, we believe that:

- Children are unique, and our curriculum promotes respect for individual views whilst respecting people of all cultures by taking account of the increasing demands on the global child.
- All children should be treated honestly and fairly and respected for who they are .We aim to enable them all to be successful by providing equal opportunities for all.
- The spiritual, moral, intellectual and physical development of each child is equally important and the curriculum is organised, wherever possible, to follow these principles.
- Every member of the school community is important and the curriculum is organised to promote co-operation between all of its members.

The curriculum should aim:

- To help pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- To help pupils acquire understanding, knowledge and key skills relevant to school, adult life and employment in a fast-changing world.
- To help pupils to use language and number effectively.
- To help pupils develop personal moral values, respect for religious values and tolerance of other races, religions and ways of life.
- To help pupils understand the world in which they live and the inter-dependence of individuals, groups and nations.
- To help pupils to appreciate human achievements and aspirations

There is a whole school **Curriculum Map** that records the curriculum provision across the school. The provision at Huddersfield Grammar School aims to take account of every aspect of a pupil's development. The curriculum gives pupils the opportunity to achieve the highest possible standards of numeracy and literacy whilst ensuring they can become confident in physical, artistic, practical and social skills. We provide a broad and balanced education allowing for the individual needs of each pupil to be met within well-planned learning experiences.

Curriculum Organisation and Planning

Early Years Foundation Stage (Including Reception)

There is an inter-disciplinary topic approach to curriculum planning which ensures coverage of the desirable aspects of the National Curriculum and Early Learning Goals. Learning through play as well as more structured activities are promoted. Assessment of children is ongoing using the Kirklees early Years Tracker. The Early Years classes have access to our own Forest School area

and benefit from the use of specialist facilities on site for Dance, Music, ICT and Physical Education. Pupils from Kindergarten and Reception will go swimming at the John Smith's Stadium each week.

Key Stage 1

Children are taught in mixed ability year groups for the majority of subjects and mostly by the Form Teacher. Specialist staff provide lessons in Physical Education, Dance, Drama, Swimming and Spanish. In Numeracy, there are differentiated groups using the Abacus Scheme. In Literacy, the school adopts the Read, Write, Inc. Scheme. Units of work are planned collaboratively to ensure consistency, progression and coverage. The PSHE programme is co-ordinated by the Head of Pre Prep. Pupils in Years 1 and 2 will go swimming at the John Smith's Stadium each week.

Key Stage 2

Lessons are planned centrally by the Subject Co-ordinators. Classes are organised into mixed ability year groups although staff are deployed according to their individual strengths and specialisms. Delivery of the Mathematics curriculum is through teaching sets. Delivery of the English is through teaching sets in Year 6. Games and P.E are usually taught in separate gender groups with the exception of swimming. Lessons in Drama, Spanish, Music and Physical Education are taught by specialist staff aiming to introduce pupils gradually to the framework they will encounter in Senior School. Year Group teams continue to plan collaboratively, liaising with one another over content and delivery. Standards are monitored and evaluated and the progress of each pupil is tracked using Pupil Asset. There is a specialist subject co-ordinator for PSHE and Religious Education. Pupils in Years 3 and 4 go swimming at the John Smith's Stadium each week. Pupils in Years 5 and 6 will swim for half of the year. Years 5 and 6 also enjoy the use of Leeds Road Playing Fields for their weekly Games afternoon.

Senior School

Specialists teach all subjects and the curriculum continues to be broad and balanced, contributing effectively to the pupils' intellectual, physical, moral and social attainment and development.

Key Stage 3

At Key Stage 3, the curriculum makes reference to the National Curriculum Framework but is not bound by it and is supported by the introduction of French alongside Spanish from Year 7. Pupils also receive specialist teaching in Food Technology and Computer Science. Pupils are taught Mathematics in ability groupings with other subjects being set as and when the needs of a particular cohort, either numerical or intellectual, require it. There is a PSHE Co-ordinator in the Senior School and the subject is delivered each week for all age groups by either the Form Tutor or a member of the pastoral team, in addition to regular themed school assemblies. All pupils in Key Stage 3 benefit from having a Games afternoon that takes place either on-site or at Leeds Road Playing Fields.

Key Stage 4

In Key Stage 4, pupils follow a common core of English, Mathematics, a modern foreign language, Games and PSHE. In addition, pupils choose from a range of subjects which must include Science (either separate sciences or Dual Award), humanities and practical/aesthetic subjects. Huddersfield Grammar School prides itself on the flexibility of choice we offer in Key Stage 4 where the needs of each pupil as an individual are of paramount importance.

We also stress the importance of quality rather than number of GCSE passes and as a result the majority of pupils will sit 10 subjects. There is a Study Group option for students wishing to take a reduced GCSE timetable.

PSHE is delivered to students in Year 10 using a carousel programme on pre-set dates on which the timetable is collapsed. This allows the school to ensure that all students receive a consistent approach from staff that are knowledgeable and motivated to teach these important topics. There is also a school assembly each week.

All pupils in Year 10 benefit from having a Games afternoon that takes place either on-site or at Leeds Road Playing Fields. One hour of Physical Education in Years 10 and 11 is delivered at the Huddersfield Sports Centre each week by our own specialist staff.

In Year 11, there is an Enrichment Programme that takes place every Tuesday afternoon. This involves Year 11 studying essential aspects of their education such as leadership, personal finance and community service.

Heads of Department are responsible for monitoring the way their subject is taught throughout the Senior School and they also have responsibility for monitoring the way in which resources are stored and managed. Each department produces its own Department Handbook.

Children with Special Educational Needs

Our curriculum is inclusive. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Support department, led by Mrs Hutson, the SENCo. The curriculum at Huddersfield Grammar School is designed to provide access and opportunity for all who attend the school. We will amend the standard curriculum as and when necessary to meet the needs of individual children. We do all we can at Huddersfield Grammar School to meet the needs of any pupil with a special educational need. We comply fully with the requirements set out in the SEN Code of Practice in providing for children with special needs. The process for identifying a pupil who may have special needs is fully laid out in the Special Needs Policy. In the main, we aim to meet the pupil's need within the normal classroom environment and all staff receive regular training and updates and will liaise with the SENCO over any specific concerns.

Further details of this provision can be found in our Special Educational Needs and Disability (SEND) policy.

Extra-Curricular Activities

There is an extensive extra-curricular programme for all age groups; full details are published in the School Calendar produced each term.

The school is a member of the Pennine Sports Partnership, the West Yorkshire Independent Schools League, and the Independent Schools Association (ISA). There is a full calendar of matches against other schools.

Pupils are encouraged to take up a musical instrument. There is a full programme of peripatetic music tuition and pupils are entered for music and drama examinations.

There is a wide range of Out of School Learning opportunities at all ages. This includes regular overseas excursions and expeditions in the Senior School. The school has also arranged a Spanish Exchange programme with El Limonar School, a Cognita school based in Murcia.

SMSC

Our policy follows the advice given by the DfE in the non-statutory guidance of November 2014 and meets the requirements of the Independent School Standards. Aspects of SMSC are infused within the day to day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone. Our approach to SMSC ensures that principles are actively promoted which:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

Discriminatory or extremist opinions or behaviours are challenged as a matter of routine.

In addition, our approach to SMSC ensures that all pupils will gain an:

- Understanding of how citizens can influence decision-making through the democratic process;
- Appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- Understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- Understanding that the freedom to hold other faiths and beliefs is protected in law;
- Acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- Understanding of the importance of identifying and combatting discrimination.

Religious Education and PSHEE

Our school chooses to respond to the legal requirement in maintained schools to teach Religious Education and Sex and Relationships education, and to non-statutory guidelines to cover other aspects of Personal, Social, Health and Economic Education (PSHEE).

Our PSHEE course is delivered to all pupils through discrete PSHEE lessons taught by their tutors. There is one lesson of taught PSHEE a week. Elements of the programme may be supported through the bringing in of additional expertise such as outside speakers or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHEE is also dealt with across the curriculum (e.g. Social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also centrally organised sessions which supplement the delivery in houses, dealing with issues such as bullying, alcohol, sexual relationships and drugs, as well as supporting careers and economic education.

Co-curricular

A wide range of enrichment activities supplements the timetabled curriculum. Our pupils are encouraged to take part in an extensive range of art, drama, music, sport and other activities and clubs. Regular themed days and weeks are held and published on the school calendar.

Pupils are taken to places of interest on a regular basis. Visits, including residential opportunities, are organised annually, which help to develop independence, teamwork and responsibility in a different environment to that in school.

Other opportunities

Our school aims to provide an education for life. Other aspects of our curriculum which enable our pupils to gain the skills, knowledge and experience to be successful adults include:

- The Careers Programme;
- Leadership Training;
- Pupil Voice School Councils;
- Reading Buddies programme;
- Bullseye Anti-Bullying Support Group;
- Duke of Edinburgh Award Scheme;
- Expeditions and trips;
- Fundraising Activities;
- Various Societies and Activities; and
- Sport, Music and Drama.

8.0 Responsibility

8.1 The person with responsibility for the overview and yearly evaluation of this policy is Simon Dean, Deputy Head. However, all staff are responsible for ensuring this policy is implemented and acted on.

8.2 When evaluating the use and impact of this Curriculum Policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

Ownership and consultation	
Document sponsor (role)	Director of Education
Document author (name)	Danuta Tomasz, ADE
Consultation – May 2017	<p>The following schools were consulted: Long Close School, Charterhouse Square School, Quinton House School, El Limonar Murcia, Cumnor Boys’ School, Downsend Leatherhead Pre-Prep School, Oakleigh House School and El Limonar Villamartin.</p> <p>Education Team representative – John Coleman, ADE</p>

Audience	All school staff
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Document application and publication	
England	Yes
Wales	Yes
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