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**BRADFORD GIRLS'
GRAMMAR SCHOOL**

Co-educational up to 11, Girls only 11-16

The Curriculum Policy.

**Last reviewed September 2022
Next review date July 2024**

Curriculum Intent.

Through a rich and inspirational curriculum, pupils will develop a love of learning and critical knowledge, skills and confidence to understand the world and embrace its opportunities. A focus on literacy will unlock their potential; a breadth of experiences will broaden horizons; and an emphasis on moral values will foster their ambition to be active citizens in a diverse and inclusive society. With strong academic qualifications and a sound understanding of the world, pupils will aspire and succeed to be future leaders.

The all through curriculum, coherently sequenced from EYFS to Year 11 has the BGGs "golden threads" woven throughout:

- Knowledge.
- Diversity.
- Cultural Capital.
- Vocabulary.

Context.

As an all through school, National Curriculum Subjects are carefully planned by cross-phase subject teams in liaison with the EYFS leader to ensure age appropriate and context specific sequencing.

A complementary PSHE programme has been carefully thought out to reflect the school's context, particularly regarding safeguarding, the overview can be found on the school website: <https://www.bggs.com/curriculum/phse/>

All pupils have a weekly Physical Education lesson that incorporates activities that support good mental health; Dance is part of the PE curriculum until the end of KS4, allowing pupils to share cultural capital with the rest of the community.

As most pupils in the senior phase of the school are children of faith, offering a broad-based Religious Studies qualification as an option at KS4 allows pupils to build on and add to existing cultural capital.

A few Year 11 pupils are studying Latin as their Ebacc language. This enables pupils to build 'cultural capital', opening minds to a wider worldview and doors to a wider range of post-school opportunities. Studying Latin also supports the development of higher-level literacy skills, one of the BGGs golden threads, through an understanding of etymology.

Art and Textiles remain popular choices at BGGs, providing an opportunity for pupils to celebrate their heritage and broaden the cultural capital of the whole school community. Displays around school demonstrate pupils' influences from around the world, and their expertise in conveying this through creative media.

Curriculum Planning for Progress.

Schemes of Work (SOWs – Senior phase) / Medium Term Plans (Primary), provide a plan for how the curriculum intent will be implemented over the courses of study followed by pupils. Teachers contribute towards content, which enables colleagues to work together, adopting an agreed philosophy, and to support the delivery of the course aims, objectives, skills and attitudes within the classroom. All SOWs/MTPs are reviewed annually and updated as necessary. Schemes are accessible to all relevant staff. A SOW/ MTP should include reference to:

- Curriculum sequence
- Learning objectives
- Critical Knowledge
- Key Vocabulary and Reading activities
- Links to prior and future learning
- Resources
- Formative and Summative Assessment

Although the school uses curriculum the White Rose Maths curriculum (all through) these have been adapted and supplemented when appropriate to meet the school cohort's needs.

Curriculum design.

The Academic curriculum.

EYFS (Reception).

Reception is rich with learning opportunities for our children in order to prepare them for the next stage of their education. Pupils are taught the statutory framework for the Early Years Foundation Stage. Pupils are provided with an engaging, diverse and purposeful curriculum that inspires, motivates, builds their confidence, challenges and excites them all linked to the Prime and Specific Areas of Learning. There is a strong focus on teaching the right habits for learning through the Characteristics of Effective Teaching and Learning – Play and Exploration, Active Learning and Creative and Critical Thinking.

The EYFS curriculum is planned to support positive learning habits, confidence in oracy and develop dialogue skills and curiosity in playful enquiry. It is our intention to provide our children with a variety of first-hand experiences. In addition, we ensure that our children have a stimulating classroom environment that enhances their ability to learn and that they are proud of. The Reception classroom provides a balance of adult-led and child-initiated learning opportunities so that pupils can progress socially, physically and academically while developing a love for learning.

Key Stage 1 and Key Stage 2

The primary phase curriculum is organised into a weekly timetable of 25 periods (Appendix 1). In Reception and KS1, Phonics and reading are of high priority and are taught daily using 'Essential Letters and Sounds'. Group reading is taught 3 days a week across Reception and KS1 alongside targeted daily reading/phonics intervention for target pupils. Dedicated story / poetry and singing time must occur daily. The teaching of English strives to develop a love of reading and writing. Whole class reading is taught across KS2, which includes an 8-part teaching sequence delivered over 1-2 weeks. Target pupils read 1:1 with an adult a minimum of 3x week. Whole class daily story time is a non-negotiable enabling all pupils to enjoy and become submersed in a challenging text.

Maths teaching is based upon the White Rose Maths scheme, with personalised adaptations made to lessons as appropriate and further enhancements where necessary. There is an

emphasis on the progressive use of Concrete, Pictorial & Abstract (CPA) methods to ensure a deep understanding of mathematical concepts.

In KS1 and KS2 our curriculum is all planned on a yearly cycle covering all foundation subjects and is underpinned and supported by high quality texts and experiences. There is a clear teaching and learning progression sequence. Although teaching and learning is themed (where appropriate), each subject's learning journey is carefully planned from EYFS up to Year 11.

Key Stage 3 (Years 7, 8 and 9.)

The Senior Phase curriculum is delivered through a two-week timetable of 50 periods. Appendix 2 provides the curriculum breakdown for each year group from Year 7 to 11.

The emphasis is on breadth; opportunities are presented to enable pupils to sample as many subjects as possible, whilst concentrating on gaining knowledge and developing understanding in core areas such as English, Mathematics, separate sciences, humanities, languages (both modern and classical) and creative subjects (including physical education).

The Year 7 English curriculum strives to build a love of reading in all its pupils. All Year 7 pupils complete a baseline reading assessment; in Years 7, 8 and 9 they take part in the Accelerated Reader Scheme. Struggling readers receive teacher support using "Lexia".

A pupil's prior experience of learning either French or Spanish or a strong familial preference influences the choice of language at KS3.

A focus on the development of numerical skills which underpin scientific understanding demonstrates the priority the school places on the importance of both Maths and Science. Teachers supplement and extend White Rose Maths scheme resources and Hegarty Maths provides support for pupils not meeting the expected standard for Maths alongside intensive teacher and TA support.

The Careers guidance programme delivered from Year 7 onwards provides pupils with the opportunity to learn about a range of education / employment options. The pupil entitlement statement forms part of the school's Careers Education, Information, Advice and Guidance Policy.

Key Stage 4 (Years 10 & 11).

At KS4, all pupils are encouraged to choose a broad range of GCSE subjects to provide a wider choice for A level study.

Most pupils study a core curriculum of English, Mathematics, and Science, a Modern Foreign Language, History or Geography and then a choice of optional subjects to complete their timetables.

Both English and English Literature are compulsory GCSE subjects.

Some pupils also take the Entry Level Maths and/or Science or Step up to English. It must be stressed here that this decision is taken as late as possible; most pupils in this category take both qualifications, so that they are not denied an opportunity open to others and are guaranteed an outcome at the end of their course.

The most able mathematicians have the chance to deepen their knowledge further entering the UK Maths Challenge and the GCSE Further Mathematics paper.

When appropriate, pupils can take an additional home language in order to boost their cultural capital; in the recent past, pupils have studied for and were successful in achieving GCSEs in Polish and German.

Nearly all pupils study GCSE French or Spanish; A few pupils may be offered an alternative qualification but can still choose to take GCSE French or Spanish if they wish.

Latin is being taught as the language option for a few Year 11 pupils. The school informs pupils and parents that there is no foundation paper for this subject.

Pupils have the option to study either GCSE History or GCSE Geography.

A few pupils may be offered an alternative qualification but can still choose to take GCSE History or Geography if they wish.

The second GCSE option is a free choice from: Religious Studies, Business, Music, PE, Computing, Art, Textiles, Food and Nutrition or the BTEC First in Performing Arts.

Alternative Curricula.

The school provides a personalised curriculum to meet some pupils' specific needs during Key stages 3 and 4, the overview is in Appendix 3.

Very few pupils are withdrawn from a programme of study during Key Stage 3. If teachers are concerned that a pupil may not be coping, then interventions are implemented, and a significant evidence base gathered. Modifications to the pupil's curriculum will only be considered when necessary.

An exception is only made for pupils with additional needs requiring external agency support. This is agreed by the SENDCO in conjunction with parents and the Local Authority as an EHCP requirement or following consultation with the relevant access team.

Pupils attending the Key Stage 3 nurture group may miss some lessons in rotation, to access the support they need to develop social and emotional skills. However, they can still access the full range of subjects on offer.

Pupils with no English at all may initially spend some time with 1:1 support, but this can be counterproductive, and a period of immersion will start as soon as is possible (with support provided outside lesson time) across the whole curriculum (including Modern Foreign Languages), in line with the school's EAL Policy.

The Inclusion Team usually advises an alternative curriculum in Key Stage 4 for pupils whose cognitive ability and/or language skills mean that they are unlikely to attain a grade 1 at GCSE for the full range of subjects.

Pupils on this pathway are likely to take a combination of GCSEs/Step up /Entry Level and ASDAN / Arts Awards units.

Specific unit choice will depend upon individual needs. Other pupils may take fewer GCSE qualifications and spend more time on improving progress in the core subjects if they are likely to attain 9-1 grades with a reduced timetable and additional support.

Appendix 3 shows the procedures followed when considering whether an alternative curriculum may be appropriate.

The Personal Development Curriculum.

All pupils are encouraged to take part in the Duke of Edinburgh Award scheme in Year 9, enabling them to develop leadership skills.

The school provides a rich programme of extra-curricular activities (sporting, artistic, musical and drama related) and events to supplement the academic curriculum.

More able disadvantaged pupils in Years 9 and 10 access the Brilliant Club scheme; pupils work with PhD mentors from a Russell Group university on projects that extend their thinking and widen participation.

Pupils' Spiritual, Moral, Social and Cultural development is delivered through the whole school curriculum and the extra-curricular activity programme linking to school / British values. These activities are supplemented by form activities such as daily reflection time.

The extra-curricular activity programme, school council involvement, National Citizen's Service, Speak Out challenges, School Linking activities, charity events and other opportunities provided throughout the school year give pupils an opportunity to develop their character.

All members of the school community are encouraged to demonstrate and model our school ASPIRE values in all their actions and interactions with others.

The school rewards system recognises pupils who demonstrate these values in the classrooms and during unstructured time.

Curriculum Implementation.

Please see the Quality of Education Policy pages 12 – 20.

Curriculum Impact.

Progress through the curriculum is evident in teachers' planning and in the quality of pupils' work. When assessing work, teachers follow school policy in ensuring that pupils know how to improve their knowledge and understanding of curriculum content.

As a result, pupils make 'well above average' progress¹. The academic and enrichment curricula prepare pupils well for both performance in statutory examinations and for the next stage of education, employment or training. Pupils gain qualifications that allow them to go on to destinations that meet their interests and aspirations.

Appendix 1. The primary phase curriculum.

Curriculum Breakdown 2022/2023

Year	Subject	Teaching Time
R	EYFS Phonics (daily 20-25 minutes) Daily story time Daily singing/poetry session 3 group reading sessions (30 minutes)	25 periods – including 2xPE
1-2	English Phonics (daily 20-25 minutes) Daily story time Daily singing/poetry session 3 group reading sessions (30 minutes) Writing/SPAG as part of writing process (minimum of 4 sessions)	9 periods
3-6	English 3 whole class reading sessions Writing/SPAG as part of writing process Daily story time Individual reading time	8 periods
1-6	Maths	5 periods
1-6	Science	1 period
1-6	Computing	1 period
3-6	MFL (French)	1 period
1-6	PE	2 periods
1-6	RE	1 period
1- 6	PSHE	1 period
1-2	Humanities (Geography, History), Art, DT, Music	5 periods
3-6	Humanities (Geography, History,) Art, DT, Music	5 periods
		Total:25 periods

Appendix 2 The senior phase curriculum.

The curriculum is taught over two weeks, 25 hour-long periods per week, 50 periods in total.

Subject	Year 7	Year 8	Year 9	Year 10	Year 11
English	8	8	8	8	8
Maths	8	8	8	8	8
Science	6	6	7	11	11
Art	2	2	2		
Computing	2	2	2		
Drama	1	1	1		
Music	1	1	1		
Textiles	1	1	1		
Food and Nutrition	1	1	1		
French or Spanish	5	5	5		
Geography	3	3	3		
History	3	3	3		
PE	4	4	4	3	3
RS	3	3	2	1	
PSHE	2	2	2	2	2
ICT Citizenship and Careers				1	1
Option A				6	6
Option B				5	5
Option C				5	6

Appendix 3 Alternative Curricula.

All pupils follow the mainstream curriculum unless they have significant learning difficulties; the school agrees to adaptation following consultation with the pupil and her parents as part of an EHCP. Pupils taking lower level qualifications in Key Stage, for example Step up to English, Entry Level Science or Maths, are usually entered simultaneously for the relevant GCSE qualification in order to maintain high expectations for all.

In the Senior phase, the school considers the following adaptations, considered on a case-by-case basis:

Issue	Action	Notes
SLD/ PMLD	Consider a personalised SEND curriculum	Devised by SENDCO in liaison with parents and relevant L.A. SEND team.
MLD	Provide the full curriculum with support	Identification of lessons where support is needed, and the extent/ format of support decided in liaison with the pupil, parents and teachers.
SEND Support Making below Expected progress Data input 1	Review progress. Ensure Quality First Teaching interventions have been tried	Evidence of intervention and impact must be in place. Parents must be informed of slow progress.
SEND Support Making below Expected progress Data input 2	Review progress in liaison with teachers and SENDCO as appropriate. Discussion with Vice Principal	Collaborative decision made as to next step. Relevant LA SEND team consulted. Parental consent gained if curriculum is adapted.

Alternative Options.

GCSE English	GCSE Maths	GCSE Science(s)	Languages GCSE	Geography or History GCSE	Enrichment GCSE
Step up to English	Entry Level Maths	Entry Level Science	GCSE Citizenship (current Y11 only) or GCSE Textiles or GCSE Business	GCSE Religious Studies or ASDAN	ASDAN and Arts Award
			Literacy Support	Literacy Support	Literacy Support
			Numeracy Support	Numeracy Support	Numeracy Support

ASDAN Units.

Module	KS3/4 Subject coverage
ASDAN Personal and Social Development:	PSHCE
Creative Activities	D.T Art Science (Physics) Maths
Using Technology	ICT English
Towards independence	English Maths
Personal progress	Food and Nutrition Science (Biology) PSHE English
Safety at home	Physics ICT English PSHE Maths D.T.
Parenting	Biology PSHE Geography R.S English Maths