Bradford Girls' Grammar School

Curriculum Policy 2026-27

Aspire – Succeed – Lead

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Contents

1.	Introduction	3
2.	Aims	3
3.	Roles and Responsibilities	3,4,5,6,7
4.	Legislation and Guidance	7
5.	Context	7,8
6.	Curriculum Design	8,9
7.	The Personal Development Curriculum	10
8.	Links to Other Policies	10

1. Introduction

Through a rich and inspirational curriculum, our curriculum intent is students will develop a love of learning and the critical knowledge, skills and confidence they need to understand the world and embrace its opportunities.

Quality First Teaching (QFT) unlocks potential; a breadth of experience broadens horizons; and an emphasis on moral values nurtures active citizenship in an increasingly diverse and inclusive society. With well recognised qualifications and a sound understanding of the world, students will aspire and succeed to be future leaders.

The curriculum, coherently sequenced from Year 7 to Year 11 has the Bradford Girls' Grammar School "golden threads" woven throughout and builds on knowledge students have acquired from their primary education. Each curriculum area has carefully designed their own golden threads to underpin their curriculum delivery.

2. Aims

- To facilitate highly effective implementation of our whole school vision.
- Promote learning and progress as a shared responsibility.
- Provide clarity around roles and responsibilities needed to create a positive, effective culture around curriculum, teaching, learning and assessment.
- Establish an agreed framework of consistent evidence informed principles used throughout the school.

3. Roles and responsibilities

Governors

- Ensure the curriculum meets statutory requirements.
- Ratify the curriculum policy.
- Monitor the impact of the policy.

The Headteacher

- Set out the vision for the school in liaison with the staff and governors.
- Establish curriculum intent that fits the school vision.
- Create the School Improvement Plan to provide direction for development shared with the staff body as school priorities.
- Set whole-school targets and evaluate progress towards them, reporting to the Governing body.

- Regularly review teacher workload to ensure focus remains upon teaching and learning.
- Ensure the Quality Assurance system supports the development of:
    - An exciting, context informed curriculum.
    - Excellent, evidence informed teaching, learning and assessment.
    - A school culture focused upon high standards of behaviour for learning.
- Ensure data systems are utilised to support student progress through the curriculum.
- Ensure that arrangements are in place for providing Governors, parents and prospective parents with information about the curriculum, students' achievements and school performance.

Academy Business Leader

- Liaise with the Headteacher to ensure that any curriculum developments are within budget.

Deputy Headteacher (Curriculum)

- Ensure the school curriculum reflects best practice, feeding back to the headteacher.
- Lead middle leaders in developing curriculum intent and implementation in line with school policy.
- Ensure Quality Assurance and professional development programmes support continuous review and improvement.
- Liaise with the Data Manager in achieving a timetable which supports high quality teaching and learning.
- Lead middle leader meetings to ensure two-way communication about the curriculum.
- Take part in appropriate Continuing Professional Development to ensure up to date knowledge and understanding.

Deputy Headteacher (Student Conduct)

- Liaise with the Deputy Headteacher (Curriuclum) to ensure that the curriculum supports the development of good behaviour and attitudes to learning.
- Take part in appropriate Continuing Professional Development to ensure up to date knowledge and understanding.

Associate Assistant Headteachers (Inclusion and Belonging)

- Lead on the development and quality assurance of the Personal Development Curriculum.
- Take part in appropriate Continuing Professional Development to ensure up to date knowledge and understanding.

Director of Maths

- Lead the development of the Maths and Numeracy curriculum.
- Set and review numeracy development priorities and targets within the context of the school improvement plan.
- Review and develop the numeracy strategy to ensure teaching and learning is context appropriate.

- Contribute towards the development of curriculum policy at SLT Meetings.
- Take part in appropriate Continuing Professional Development to ensure up to date knowledge and understanding.

Director of English

- Lead the development of English and the prioritisation of reading, including development of the library services.
- Set and review development priorities and targets within the context of the school improvement plan.
- Review and develop the reading strategy to ensure teaching and learning is context appropriate.
- Ensure that students who are new to English or have English as an additional language can make good progress through the curriculum.
- Contribute towards the development of curriculum policy at SLT Meetings.
- Take part in appropriate Continuing Professional Development to ensure up to date knowledge and understanding.

Director of Science

- Lead the development of Science and STEM learning.
- Set and review STEM development priorities and targets within the context of the school improvement plan.
- Review and develop the STEM strategy to ensure teaching and learning is context appropriate.
- Contribute towards the development of curriculum policy at SLT Meetings.
- Take part in appropriate Continuing Professional Development to ensure up to date knowledge and understanding.

Senior Administrator Assistant

- Maintain the timetable to support high-quality Teaching and Learning.
- Take part in appropriate Continuing Professional Development to ensure up to date knowledge and understanding.

Curriculum Leaders

- Fulfil the role of the subject leader (below).
- Plan and oversee the development of a coherent, effective and efficient curriculum across different subject areas under their control and ensure it is resourced effectively within budget.
- Quality assure curriculum implementation and impact across teaching groups to enable high levels of impact, feeding back to SLT.
- Use feedback from QA activities to inform future curriculum area planning.
- Utilise student progress data to inform future curriculum area planning.
- Contribute to the development of the Curriculum Policy through line management meetings.

- Take part in and lead appropriate Continuing Professional Development to ensure up to date knowledge and understanding.

Subject Leaders

- Build and regularly review a curriculum that reflects the diversity of the student cohort, is well sequenced from Y7 – Y11, contains critical subject knowledge and the key vocabulary that will enable students to know and remember more.
- Use feedback from QA activities to inform future subject planning.
- Liaise with the Associate Assistant Headteacher: Inclusion and Director of English to ensure that students who have special educational needs and/or speak English as an additional language can make good progress through the curriculum.
- Attend BDAT PLC meetings to gain subject level perspective from a wide range of other schools.
- Contribute to the development of the Curriculum Policy through line management meetings.
- Take part in appropriate Continuing Professional Development to ensure up to date knowledge and understanding.

SENDCO

- Ensure that students with Education, Health and Care Plans (EHCPs) receive their statutory entitlement as laid out in the SEND Code of Practice 2015 and that all students on the SEND register and any other student with additional needs make good progress through the curriculum.
- Ensure that teachers and leaders are aware of pedagogical adaptations that need to be made within the classroom to ensure all needs are met.
- Ensure that support staff are provided with information that gives clear instructions as to how to support individual students.
- Liaise with Curriculum and Subject Leaders to ensure that teachers work collaboratively with support staff in planning to support good progress through the curriculum.
- Plan, devise and co-ordinate an adapted curriculum for the very few students who cannot access the full mainstream provision, meeting students' individual needs whilst maintaining high expectations for all.
- Contribute to the development of the curriculum policy through line management meetings.
- Take part in appropriate Continuing Professional Development to ensure up to date knowledge and understanding.

Teachers

- Ensure that teaching reflects the curriculum intent for their subject and the school.
- Plan and deliver effective lessons to meet **all** students' needs and ensure that they make good progress through the curriculum.

- Participate in continuous professional development to maintain high standards of teaching and learning.
- Contribute to the development of the curriculum policy through line management meetings.

Support Staff

- Work collaboratively with subject/ class teachers in planning so that all students make good progress through the curriculum.
- Ensure that information provided by the SENDCo gives clear instructions as to how to support individual students, providing challenge when appropriate.
- Contribute to the development of the curriculum policy through line management meetings.
- Take part in appropriate Continuing Professional Development to ensure up to date knowledge and understanding.

4. Legislation and guidance.

This policy reflects the requirements for academies to provide a broad and balanced curriculum in accordance with the Academies Act 2010.

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.

5. Context

All students are taught PSHCE; the curriculum has been carefully thought out to reflect the school's context, particularly regarding safeguarding; the overview can be found on the school website.

All students have weekly Physical Education lessons that incorporate activities that support good mental health; Dance is part of the PE curriculum until the end of Key Stage 4, allowing students to share cultural capital with the rest of the community.

As most students are children of faith, they can all access Religious Studies teaching (either GCSE or non-examined) in Key Stage 4. This enables students to build on and add to their existing cultural capital.

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

The curriculum model is designed to be accessible for **all** students and offers both academic and vocational subjects. Modifications to a student's curriculum are only considered by the SENDCo when necessary, in

conjunction with parents and the Local Authority as an EHCP (Education, Health, and Care Plans) requirement or following consultation with the relevant access team.

Students with no English at all may initially spend some time with 1:1 support, but a period of immersion will start as soon as is possible across the whole curriculum. When appropriate, students can take an additional (home) language to boost their cultural capital.

6. Curriculum design

The Academic curriculum.

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

The curriculum is delivered through a two-week timetable of 50 periods. Our curriculum emphasises breadth; opportunities are presented to enable students to sample as many subjects as possible, whilst concentrating on gaining knowledge and developing understanding. Teaching is adapted to maximise accessibility. Over a fifty-hour fortnight, all students study:

- English Language and English Literature
- Maths
- Science
- History
- Geography
- Religious Studies
- Languages (French or Spanish)
- Design Technology (Computing, Food and Nutrition and Textiles)
- Drama
- Art
- Music
- Physical Education
- PSCHE/Lifeskills

The English curriculum strives to build a love of reading in all its students. All Year 7 students complete a baseline reading assessment; in Years 7 and 8 GL assessments are used to accurately identify reading ages. Those students who need more support to become fluent readers are supported by reading programmes such as “Lexia” and /or “that reading thing”.

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 to ensure that it is contextually relevant. MathsWatch software is used by

the department to provide support for students not meeting the expected standard, alongside intensive teacher and TA support.

The Careers guidance programme delivered from Year 7 onwards provides students with the opportunity to learn about a range of education / employment options in line with the Gatsby benchmarks.

Key Stage 4 (Years 10 & 11).

All students study the following GCSE subjects:

English Language, English Literature, Maths, Science (separate sciences or double award as most appropriate), PSHCE and Physical Education.

Students follow a personalised pathway which is appropriately challenging and carefully designed to prepare them effectively for the best opportunity for success in Key stage 4 and to access a broad range of future learning and employment options. Almost all students study 8 GCSEs or equivalent, with many following the EBacc pathway.

A very small number of students may 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 and most students 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 Careers guidance programme continues to provide students with a variety of work-related experiences in line with the Gatsby benchmarks.

7. The Personal Development Curriculum

All students at Bradford Girls' Grammar school have an entitlement to personal development outside the academic curriculum. Becoming a member of the school council, becoming a wellbeing ambassador, contributing to one of the school's active citizen groups or joining the Junior Leadership Team provides students with many opportunities 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.

Students' 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 Citizenship Service, Speak Out challenges, School Linking activities, charity events and other opportunities provided throughout the school year give students 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 students who demonstrate these values in the classrooms and during unstructured time.

8. Links

Teaching and Learning Policy

Careers Education, Information, Advice and Guidance Policy

Personal Development Enrichment Opportunities Policy