



Altrincham Grammar School for Boys

Curriculum Policy

Nominated Lead Member of Staff:	SW
Last Review Date:	September 2026
Next Review Date:	September 2028

1. Curriculum Aims

1.1 Our Mission

At Altrincham Grammar School for Boys (AGSB), we aim to nurture young men who embrace all forms of learning and who are respectful to others, responsible in their attitudes and resilient in the face of challenges.

We believe that we are better learners when we are healthy and happy, better people when we are confident and caring, and a better community when we are imaginative and inclusive.

The curriculum is central to achieving this mission.

1.2 Our Curriculum Aims

The AGBS curriculum aims to:

1. **Promote academic excellence** through a broad, ambitious, challenging and inclusive educational experience.
2. **Develop a deep and secure body of knowledge** within each subject, enabling students to understand important concepts, make connections between ideas and apply what they have learned to new contexts.
3. **Develop intellectual curiosity and a love of learning**, encouraging students to question, investigate, reason, analyse, evaluate and think independently.

4. **Develop subject-specific expertise**, recognising that different disciplines have distinctive knowledge, concepts, vocabulary, methods of enquiry and ways of thinking.
5. **Develop independent, confident and resilient learners** who can persevere when learning is challenging and increasingly take responsibility for their own learning.
6. **Provide a broad and balanced education** which enables students to encounter a rich range of academic, creative, technological, physical, cultural and intellectual disciplines.
7. **Prepare students successfully for their next stage of education, employment and adult life**, including through careers education, enrichment, digital literacy and wider experiences.
8. **Develop responsible citizens with strong moral values**, who understand their responsibilities to others and contribute positively to their school, local, national and global communities.
9. **Promote equality, inclusion and respect**, ensuring that all students have high expectations placed upon them and are supported to overcome barriers to learning.
10. **Support students' physical and mental health and wellbeing**, including through physical education, relationships and health education, personal development and opportunities to participate beyond the classroom.
11. **Develop cultural and intellectual breadth**, ensuring that students encounter significant ideas, works, discoveries, traditions, perspectives and achievements which broaden their understanding of themselves and the world.
12. **Develop students' capacity for lifelong learning**, including through reading, effective communication, critical thinking, digital literacy and the responsible use of technology and artificial intelligence.

1.3 AGSB Values

The curriculum contributes directly to our values of:

- **Love of Learning**
- **Respect**
- **Responsibility**
- **Resilience**

2. Principles of the AGSB Curriculum

The AGSB curriculum is designed around the following principles.

2.1 Ambitious

The curriculum is ambitious for every student.

We expect students to acquire substantial knowledge, develop sophisticated understanding and achieve highly. Academic selection does not reduce our responsibility to identify and overcome barriers to learning for individual students.

The curriculum is designed to provide appropriate challenge without assuming that prior attainment alone determines future achievement.

2.2 Broad and Balanced

All students are entitled to a broad and balanced curriculum.

The curriculum provides a strong academic core while maintaining opportunities to study and participate in the sciences, mathematics, English, languages, humanities, arts, technology, computing, philosophy, physical education and other disciplines.

AGSB deliberately provides learning beyond the statutory minimum where this supports our educational aims.

At Key Stage 3, the National Curriculum is used as an important benchmark and as a minimum expectation. The AGBS curriculum also extends beyond National Curriculum requirements to provide additional breadth and depth.

2.3 Coherent and Cumulative

Curriculum content is carefully selected, sequenced and revisited so that students build knowledge and understanding over time.

Each subject identifies:

- the essential knowledge students need to acquire;
- the concepts that underpin the subject;
- subject-specific vocabulary;
- disciplinary knowledge and methods;
- important prior knowledge;
- the sequence in which knowledge and skills should be developed;
- appropriate opportunities for practice and application; and
- clearly defined end points.

Students should understand how new learning builds on what they have previously learned and how it prepares them for future study.

2.4 Subject Specific

AGSB recognises that high-quality curriculum design depends upon understanding the distinctive nature of individual subjects.

The curriculum therefore does not seek to teach every subject in the same way.

Subject specialists determine the appropriate balance of knowledge, concepts, disciplinary understanding, practical work, enquiry, application, discussion, reading, writing and other forms of learning within their subject.

Students should increasingly be able to think, communicate and work like learners within the disciplines they study.

2.5 Knowledge-rich and Intellectually Demanding

Students need secure knowledge in order to think deeply, solve problems, evaluate evidence and communicate effectively.

The AGSB curriculum therefore prioritises important knowledge and concepts and provides opportunities for students to:

- recall and use knowledge fluently;
- make connections between ideas;
- analyse and evaluate evidence and arguments;
- solve increasingly complex problems;
- communicate clearly;
- apply knowledge in unfamiliar situations;
- undertake independent enquiry; and
- develop increasingly sophisticated disciplinary understanding.

2.6 Evidence Informed

Curriculum and teaching decisions will be informed by:

- subject expertise;
- professional knowledge;
- evidence about how students learn;
- relevant educational research;
- evidence from students' learning; and
- evaluation of the effectiveness of the School's own provision.

The School will continue to develop an evidence-informed approach to teaching and learning, including appropriate use of retrieval, practice, feedback, modelling, questioning and opportunities to secure knowledge in long-term memory.

2.7 Inclusive

The full curriculum is an entitlement for every student.

Students with SEND, disadvantaged students, students with English as an additional language, students who have been known to children's social care, and students facing other barriers to learning or wellbeing will be supported to access the curriculum and achieve highly.

High-quality inclusive teaching is the first response to additional need.

Where adaptations are required, they will be purposeful, proportionate and designed to promote students' long-term success and independence rather than unnecessarily reducing curriculum ambition.

2.8 Relevant to Future Life

The curriculum will prepare students for further education, employment and adult life.

Students will develop the knowledge, skills and dispositions needed to navigate a rapidly changing world, including:

- communication;
- digital literacy;
- information literacy;
- financial and economic understanding;
- collaboration;
- self-management;
- decision-making;
- awareness of careers and pathways; and
- responsible use of technology and artificial intelligence.

3. Statutory Framework and Guidance

AGSB is an academy and will comply with its funding agreement, Articles of Association and all applicable statutory requirements.

The School will provide a broad and balanced curriculum and will ensure that the curriculum meets the statutory requirements applying to academies, including provision for English, mathematics, science, religious education and relationships and sex education, together with the other requirements of the basic curriculum.

The School uses the National Curriculum as an important benchmark for breadth, content and ambition and will ensure that its curriculum is at least as ambitious in breadth and depth as the National Curriculum.

The School will comply with applicable legislation and statutory guidance, including:

- the Education Act 2002;
- the Academies Act 2010;
- the Equality Act 2010;
- the Children and Families Act 2014;
- the Special Educational Needs and Disability Code of Practice;
- statutory guidance on Relationships Education, Relationships and Sex Education and Health Education;
- statutory careers guidance and provider access requirements;
- current 16–19 study programme requirements;
- relevant examination and qualification requirements;
- Keeping Children Safe in Education;
- the School's funding agreement and Articles of Association; and
- any subsequent statutory requirements arising from national curriculum and assessment reform.

The School will monitor changes arising from the Children's Wellbeing and Schools Act 2026 and associated curriculum reform and will adapt its curriculum and published information when new requirements come into force.

The School will publish appropriate curriculum information by subject and year group and will ensure that published information remains accurate and accessible.

Religious education and collective worship are provided in accordance with the School's legal and contractual requirements. The detailed arrangements are set out in the relevant School policies.

4. Curriculum Organisation and Entitlement

4.1 Curriculum Entitlement

Every student at AGSB is entitled to experience the full curriculum.

Students will not be routinely withdrawn from subjects or areas of the curriculum because of attainment, SEND, disadvantage or other individual characteristics.

Where a student's curriculum is exceptionally adapted because of SEND, health, safeguarding or other significant circumstances, the decision will:

- be made in the student's best interests;
- be informed by appropriate professional advice;
- involve the student and parents/carers where appropriate;
- be authorised by an appropriate senior leader;
- be recorded;
- be reviewed regularly; and
- seek to restore full curriculum access wherever reasonably possible.

The School will comply with statutory arrangements concerning parental withdrawal from relevant elements of religious education, relationships and sex education and collective worship.

4.2 Key Stage 3

The Key Stage 3 curriculum provides a broad academic foundation for future study.

Students study a wide range of subjects, including English, mathematics, science, languages, humanities, arts, computing, technology, physical education, Philosophy and Ethics, personal, social, health and economic education and other curriculum areas.

The curriculum deliberately extends beyond the statutory minimum where this supports the School's educational aims.

Subjects are taught through carefully sequenced programmes of study designed by subject specialists.

Each department have developed a framework for identifying the knowledge and skills students need to develop over time.

Each department provides curriculum documentation to identify important content, concepts, vocabulary and assessment points.

The Key Stage 3 curriculum is designed to become progressively more challenging and to provide the foundations required for successful GCSE and post-16 study.

4.3 Key Stage 4

The Key Stage 4 curriculum provides a broad and academically ambitious programme.

Students follow compulsory elements alongside a programme of subject choice designed to provide appropriate breadth while allowing students to pursue their individual interests, strengths and future aspirations.

The School provides students and parents/carers with appropriate information, advice and guidance to support informed choices.

The detailed current GCSE subject offer and option arrangements are published separately and are reviewed regularly.

The curriculum will be designed to support both successful examination outcomes and the development of knowledge and skills required for future study and adult life.

4.4 Sixth Form

The Sixth Form provides academically rigorous two-year programmes of study which prepare students for higher education, employment, apprenticeships and other future pathways.

Students are expected to develop increasing independence, intellectual maturity and subject expertise.

The Sixth Form curriculum will include appropriate:

- academic study;
- independent study;
- enrichment;
- employability and careers learning;
- personal development;
- pastoral support; and
- opportunities to contribute to the wider life of the School and community.

The School will comply with current 16–19 study programme requirements.

The detailed A-level and enrichment offer is published separately and reviewed regularly.

5. Teaching, Learning and Assessment

5.1 Curriculum Implementation

Teachers are expected to implement the curriculum in a way that reflects the intentions of their subject curriculum.

Teachers will:

- have secure knowledge of the subjects they teach;
- present important information clearly;
- use appropriate explanation, modelling, questioning and discussion;

- check students' understanding systematically;
- identify and address misconceptions;
- provide appropriate practice and application;
- revisit important knowledge and concepts;
- adapt teaching in response to students' needs;
- maintain high expectations for all students; and
- support students to become increasingly independent learners.

The School does not require every subject to use an identical teaching or lesson-planning model.

Professional decisions should reflect the nature of the subject, the intended curriculum, students' starting points and evidence about effective teaching and learning.

5.2 Reading, Vocabulary, Communication and Mathematics

All subjects contribute, where appropriate, to students' development of:

- reading;
- vocabulary;
- written communication;
- spoken language and oracy;
- disciplinary literacy; and
- mathematical understanding.

Subject-specific vocabulary will be taught explicitly where it is necessary for students to understand and communicate within the discipline.

Where students have identified gaps in foundational knowledge or skills that prevent access to the curriculum, these gaps will be identified and addressed promptly.

Reading and Foundational Literacy

Students' reading ability will be assessed at the start of Year 7 using an appropriate, standardised measure. Where assessment identifies gaps in reading fluency, comprehension or vocabulary, the School will provide targeted and timely intervention to ensure students can access the full curriculum.

English as an Additional Language (EAL)

Students with English as an Additional Language will have their English proficiency assessed at the start of Year 7. Where necessary, appropriate intervention will be put in place to support language development and ensure full access to the curriculum.

5.3 Assessment

Assessment is an integral part of curriculum implementation.

Assessment will be used to:

- identify what students know and understand;
- identify misconceptions and gaps;
- establish starting points;
- inform future teaching;
- support retention and fluency;
- provide appropriate practice;
- evaluate curriculum effectiveness; and
- identify students who require additional support or challenge.

Assessment will be proportionate and purposeful.

Different subjects will use assessment approaches appropriate to the knowledge, skills and disciplinary practices of the subject.

The School will not use assessment simply for the purpose of generating data.

Detailed arrangements are set out in the Assessment, Recording and Reporting Policy and in subject-level assessment documentation.

5.4 Feedback and Intervention

Teachers will use assessment information to determine when students need further explanation, practice, consolidation, challenge or intervention.

Where students have not secured essential knowledge, the School will prioritise appropriate opportunities to address those gaps.

Intervention should support students to become increasingly independent and should not unnecessarily remove students from their entitlement to the wider curriculum.

6. Inclusion and Equality

AGSB is committed to an inclusive curriculum in which all students are valued, respected and expected to achieve highly.

Teachers will maintain high expectations for:

- disadvantaged students;
- students with SEND;
- students known or previously known to children's social care;
- students with English as an additional language;
- students who face other barriers to learning or wellbeing; and
- students requiring additional challenge.

The School recognises that students may experience different barriers and that support must be responsive to individual need.

6.1 High-Quality Inclusive Teaching

The School's first response to additional need is high-quality teaching.

Teachers will use information about students' starting points, strengths and needs to plan appropriately.

Support may include:

- clear explanation and modelling;
- explicit teaching of vocabulary;
- scaffolding;
- appropriate use of technology;
- additional practice;
- targeted intervention;
- reasonable adjustments;
- specialist advice; and
- carefully planned curriculum adaptations.

6.2 SEND

Students with SEND will have access to a suitable, ambitious curriculum which builds on their prior knowledge and supports progression towards clearly defined outcomes.

The School will use the graduated approach of:

Assess – Plan – Do – Review

Where appropriate.

Reasonable adjustments and curriculum adaptations will be carefully targeted and regularly reviewed.

The School will work with students, parents/carers and relevant specialists to understand needs and reduce barriers to learning.

The School will not lower expectations for students with SEND.

Further information is contained in the SEND Policy.

6.3 Disadvantaged Students

The curriculum will be designed so that disadvantage does not become a barrier to achievement or participation.

The School will use appropriate evidence about the needs of disadvantaged students to inform curriculum, teaching, intervention and enrichment decisions.

The Pupil Premium Strategy will provide further detail about the School's approach.

6.4 Equality and Representation

The curriculum will promote equality of opportunity and respect for difference.

Where appropriate to the subject, students will encounter a range of perspectives, cultures, traditions, achievements and experiences.

Resources and curriculum materials will be selected thoughtfully and should reflect the diversity of society while remaining academically rigorous and appropriate to the subject.

Discrimination, prejudice and stereotyping will be challenged in accordance with the School's Equality, Behaviour and Anti-Bullying Policies.

7. Personal Development, Citizenship and Wider Curriculum

The curriculum extends beyond academic study.

Students' personal development is supported through the formal curriculum, PSHE, relationships and health education, Philosophy and Ethics, assemblies, form time, careers education, educational visits, enrichment and co-curricular activities.

The School aims to develop students who are:

- confident and resilient;
- respectful and responsible;
- physically and mentally healthy;
- able to form positive relationships;
- able to make informed decisions;
- aware of their responsibilities to others;
- prepared for life in modern Britain; and
- willing and able to contribute positively to society.

7.1 Spiritual, Moral, Social and Cultural Development

The curriculum provides opportunities for students to develop:

- spiritual awareness and reflection;
- moral reasoning and ethical understanding;
- social skills and a sense of responsibility;
- cultural understanding and appreciation;
- respect for different perspectives and beliefs; and
- an understanding of their place within wider communities.

These aims are developed through individual subjects as well as through personal development provision and the wider life of the School.

7.2 Fundamental British Values

The School promotes the fundamental British values of:

- democracy;

- the rule of law;
- individual liberty; and
- mutual respect and tolerance of those with different faiths and beliefs.

Students will encounter these principles through curriculum content, discussion, literature, history, philosophy, citizenship-related learning, assemblies, wider opportunities and participation in School life.

The curriculum will encourage students to engage thoughtfully with disagreement and different perspectives while respecting the rights and dignity of others.

7.3 Relationships, Sex and Health Education

Relationships and sex education and health education form part of the curriculum and are delivered in accordance with the statutory guidance in force.

Provision will be age-appropriate, evidence-informed, inclusive and sensitive to students' developmental needs.

The programme will support students to understand healthy relationships, respect, consent, personal boundaries, physical and mental health, online risks, safeguarding and how to seek help.

The detailed content, delivery arrangements and parental rights are set out in the School's RSE Policy.

7.4 Digital Literacy and Artificial Intelligence

Digital literacy is an important part of preparation for adult life.

Students will learn to use technology critically, safely, effectively and responsibly. Students will develop understanding of:

- digital information;
- online safety;
- data and privacy;
- misinformation and reliability;
- ethical implications of technology;
- artificial intelligence;
- appropriate academic use of digital tools; and
- the limitations and potential risks of technology.

The School's Artificial Intelligence Policy and ICT Acceptable Use Policy provide further detail.

8. Careers Education and Preparation for Future Pathways

Careers education, information, advice and guidance is an integral part of the AGSB curriculum from Year 7 to Year 13.

The School aims to ensure that students understand the relationship between their learning, their strengths and interests, further education, employment and wider opportunities.

Careers provision will:

- raise aspirations;
- provide accurate and impartial information;
- develop students' career-management skills;
- help students understand pathways and entry requirements;
- connect curriculum learning with future opportunities;
- provide meaningful encounters with employers and education and training providers;
- provide appropriate workplace experiences;
- support informed decisions at key transition points; and
- provide individual guidance where appropriate.

The programme will be progressive and will reflect current Department for Education careers guidance and the updated Gatsby Benchmarks.

All subjects will contribute to careers learning where relevant.

Further information is contained in the Careers Policy and Provider Access Policy.

9. Co-Curricular and Enrichment Provision

The formal curriculum is complemented by a broad programme of co-curricular and enrichment opportunities.

These opportunities are an important part of the AGSB educational experience and provide opportunities for students to:

- develop talents and interests;
- explore areas beyond examination specifications;
- develop leadership and teamwork;
- build confidence and resilience;
- participate in sport, music, drama, the arts, academic societies and other activities;
- experience different cultures and communities;
- develop practical and employability skills;
- contribute through volunteering and service; and
- experience activities that broaden their horizons.

The School will seek to ensure that students facing disadvantage, SEND or other barriers are able to participate meaningfully in the wider curriculum.

Educational visits, trips, activities weeks, enterprise activities, work-related experiences and other enrichment opportunities will be planned in accordance with the relevant school policies and risk-management procedures.

10. Curriculum Planning and Documentation

Curriculum planning operates at several levels.

Whole School Level

The School maintains an overall curriculum framework setting out curriculum entitlement, curriculum structure and progression from Year 7 to Year 13.

Subject Level

Departments develop subject curricula which identify:

- intended learning;
- key knowledge;
- concepts;
- vocabulary;
- disciplinary knowledge;
- sequencing;
- assessment;
- progression;
- inclusion; and
- future curriculum links.

AGSB Curriculum Documentation

Subject Achievement Maps, Topic Descriptor Sheets, curriculum maps, schemes of work and other appropriate subject documentation provide the detailed framework for curriculum implementation.

These documents are reviewed regularly by subject leaders.

The School does not require a single format for curriculum planning where different approaches are appropriate to different subjects.

11. Roles and Responsibilities

11.1 Governing Body

The Governing Body will provide strategic oversight of the curriculum and hold the Head Master to account for its effectiveness.

It will:

- ensure that the curriculum meets statutory and contractual requirements;
- consider the breadth, balance and ambition of the curriculum;
- ensure that all students have appropriate curriculum entitlement;
- monitor the effectiveness of provision for students with additional needs;
- consider the relationship between curriculum, staffing and resources;
- review significant curriculum changes; and

- receive appropriate information about curriculum quality and impact.

Where responsibilities are delegated within the governance structure or Trust, these will be exercised in accordance with the School's governance arrangements.

11.2 Head Master

The Head Master is responsible for ensuring that this Policy is implemented effectively.

The Head Master will ensure that:

- the curriculum reflects the School's mission and values;
- statutory and contractual requirements are met;
- the curriculum is broad, balanced and ambitious;
- appropriate resources and staffing are available;
- curriculum provision is inclusive;
- subject leaders have appropriate responsibility and accountability;
- curriculum quality is evaluated systematically; and
- curriculum development forms part of the School's strategic improvement processes.

11.3 Senior Leadership Team

The Deputy Head -Academic will provide strategic leadership of the curriculum.

Senior leaders will maintain an informed understanding of curriculum quality across the School and will identify priorities for improvement.

They will support subject leaders through appropriate professional development, review and resource allocation.

11.4 Heads of Department and Subject Leaders

Heads of Department are responsible for the quality, coherence and implementation of their subject curriculum.

They will:

- design and maintain a coherent subject curriculum;
- ensure appropriate sequencing and progression;
- maintain accurate curriculum documentation;
- ensure appropriate assessment;
- support inclusive practice;
- monitor curriculum implementation;
- identify areas for improvement;
- support staff subject knowledge and expertise; and

- review the curriculum in light of evidence about students' learning.

11.5 Teachers

Teachers are responsible for working collaboratively with HODS in developing the curriculum and implementing the curriculum effectively.

Teachers should maintain high expectations for every student.

Teachers should contribute to curriculum development and identify where content, sequencing, resources, teaching approaches or assessment require improvement.

11.6 Students

Students are expected to:

- engage positively with the curriculum;
- work hard and persevere when learning is challenging;
- take increasing responsibility for their learning;
- respond constructively to feedback;
- participate in enrichment and wider opportunities; and
- contribute positively to the learning community.

12. Monitoring, Evaluation and Continuous Improvement

Curriculum evaluation is part of the School's normal quality assurance and improvement processes.

The School will seek to answer three central questions:

1. What do we intend students to learn, and why?

Leaders and subject specialists should be able to explain:

- the purpose of each subject;
- the knowledge and understanding students should acquire;
- the progression between year groups and key stages;
- the intended end points; and
- how the curriculum supports future learning and adult life.

2. How Effectively is the Curriculum Implemented?

The School will consider:

- the quality of subject leadership;
- teachers' subject knowledge;
- the quality of teaching;
- curriculum sequencing;
- students' access to the intended curriculum;

- the effectiveness of assessment;
- inclusion;
- the use of resources; and
- professional development.

3. What Evidence do we have that Students have learned what we intended?

The School will consider a range of evidence, including:

- students' work;
- assessment information;
- examination outcomes;
- student voice;
- curriculum reviews;
- lesson observations and learning walks;
- professional dialogue;
- destination information;
- participation in enrichment;
- parent/carers feedback; and
- evidence relating to different groups of students.

No single measure will be used in isolation to judge curriculum quality.

Internal assessment and other data will be used proportionately to inform educational decisions and improvement.

12.1 Subject Review

Subject reviews will take place according to the School's quality assurance cycle.

Reviews may include:

- scrutiny of curriculum documentation;
- discussion with subject leaders and teachers;
- review of students' work;
- observation of teaching;
- student voice;
- analysis of assessment information;
- consideration of inclusion;
- review of resources; and

- evaluation of curriculum impact.

The purpose of review is improvement rather than compliance.

12.2 Curriculum Development

Curriculum decisions will be refined over time in response to:

- students' learning;
- changes in subject knowledge;
- examination and qualification developments;
- educational research;
- staff expertise;
- student and parent/carer feedback;
- changes in statutory requirements;
- national curriculum developments; and
- changes in the needs of the School community.

The School will not create documentation solely for inspection purposes. Curriculum evaluation will form part of the School's normal business and improvement processes.

13. Policy Review

This Policy will be reviewed annually by the Deputy Head – Academic and presented to the appropriate governing body committee for approval in accordance with the School's governance arrangements.

The Policy will also be reviewed sooner if there are significant changes to:

- legislation;
- statutory guidance;
- Ofsted requirements;
- the National Curriculum;
- the School's curriculum structure; or
- the School's strategic priorities.

14. Links with Other Policies and Documents

This Policy should be read alongside:

- Assessment, Recording and Reporting Policy;
- SEND Policy
- Equality Policy / Equality Information and Objectives;
- Accessibility Plan;
- Pupil Premium Strategy;

- Relationships and Sex Education Policy;
- Careers Policy;
- Teaching and Learning / Effective Teaching documentation;
- Homework Policy;
- Examinations Policy;
- Educational Visits Policy;
- Child Protection and Safeguarding Policy;
- Artificial Intelligence Policy;
- ICT Acceptable Use Policy; and
- individual subject curriculum documentation.

The School's published curriculum information provides further detail about current subject provision, curriculum sequencing, examination courses and option arrangements.