



ALTRINCHAM GRAMMAR SCHOOL FOR BOYS

CURRICULUM POLICY

Nominated Lead Member of Staff:	SW
Last Review Date:	September 2020
Next Review Date:	September 2022

AGSB's mission

At Altrincham Grammar School for Boys we aim to nurture young men who embrace all forms of learning and in doing so 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 plays a key role in this mission and has three main aims:

1. To promote academic excellence through a broad ranging, rich and inclusive educational experience for all students.
2. To develop independent students who possess a deep love of learning and a strong intellectual curiosity.
3. To develop responsible citizens with strong moral values.

Extracurricular Provision

The formal curriculum is supplemented by the extracurricular provision at AGBS. The aim of the extracurricular programme is to further enrich the formal curriculum, providing students with opportunities to develop a wide variety of skills and interests.

This policy outlines the principles of the curriculum, its implementation and how its impact is assessed.

Principles of the Curriculum

In order to meet the main aims, the curriculum at AGSB is:

Aim 1: To promote academic excellence through a broad ranging, rich and inclusive educational experience.

- Designed to ensure breadth and challenge for all students.
- Encourages depth of knowledge and a wide variety of skills.
- Differentiated to so that it is inclusive to students of different abilities; this includes students with special educational needs or disabilities and students with English as an additional language.
- Inclusive for all students regardless of differences related to race, culture, socio-economic background, sexual orientation or gender.
- Encourages an appreciation of the pleasure to be derived from creativity in any sphere whether that be artistic, musical, scientific, technological or on the Sports Field.
- Encourages the use of ICT and ensures students understand its value, its applications, limits and potential harm.

Aim 2: To develop independent students who possess a deep love of learning and a strong intellectual curiosity.

- Highlights the importance of resilience and growth mind-sets to encourage students to achieve their potential.
- Promotes skills in analytical and critical thought.
- Promotes independent study skills.
- Designed to prepare students adequately for higher level study and the world of work.

Aim 3: To develop responsible citizens with strong moral values.

- Promotes, both within and outside the curriculum, the value of social and moral understanding.
- Develops confidence in each pupil of their own personal worth.
- Encourages students to recognise their privileged position and a humility and sense of duty to others.

Aim - Extracurricular Provision: .To further enrich the formal curriculum, providing students with opportunities to develop a wide variety of skills and interests.

- Provide a broad range of extracurricular opportunities within a whole range of different spheres
- Encourages students to develop skills and interests that will help them to develop confidence and promotes well-being.
- Supplements the formal curriculum by helping students to understand the importance of mind set and resilience.

Implementation of the Curriculum:

Whole School Curriculum Structure:

- The school operates a two-week timetable, there are five periods in each day and each period lasts for one hour.
- There are 50 periods in each timetable cycle.
- Students attend form time for 20 minutes each morning and five minutes each afternoon.
- Students attend two assemblies per week.
- For the AGSB Curriculum Plan see Appendix 1.

Year 7-9 Curriculum Structure

- The curriculum is designed by departments.
- AGSB departments have designed Subject Achievement Maps that outline the skills and knowledge needed to make progress in the subject. The Subject Achievement Maps provide the backbone for the design of the curriculum in KS3.
- Departments use the Subject Achievement Maps to design schemes of work and assessment systems to ensure the curriculum provides sufficient depth and challenge for AGSB students.

GCSE Curriculum Structure

- Students study for GCSE exams in Years 10 and 11.
- Students are entered for between 9 and 12 qualifications.
- Students in the lower sets are entered for 9 GCSEs; Mathematics, English Language, English Literature, a Language, Biology, Chemistry, Physics or Combined Science Trilogy (worth two GCSEs) and two or three optional subjects*. *The number of optional subjects chosen depends on the Sciences chosen. Students who chose separate Sciences of Biology, Chemistry and Physics will take two other options, students who study the Combined Science Trilogy will choose three other options.
- Students in higher sets are entered for up to 12 qualifications: In addition to those listed above the two top set mathematics groups also study for a Further Mathematics Qualification. The two top set Physical Education groups are entered for Physical Education GCSE in Year 10. Students are also given the option of being entered for AS Religious Studies.

A Level Curriculum

- All students enrol in an A-Level programme which lasts two years.
- Students have a choice from 23 subjects.
- Most students are entered for 3 A-Levels.
- More able students can choose to be entered for 4 A-Levels.
- Those students who choose to study Further Maths must choose two other subjects and will be entered for 4 A-Levels.
- All students complete an Enrichment Programme which includes a Lecture Programme, mentoring and study skills. Students can also opt to complete a MOOC (Massive Open Online Course) or EPQ (Extended Project Qualification).
- Those students who opt to study for four A-Level are not required to study for a MOOC or EPQ.

- All students are also expected to take part in weekly Physical Education, Volunteering or Drama.

An Inclusive Curriculum:

- Schemes of work and lessons are adapted by individual teachers to ensure the needs of individual students are met.
- Setting takes place to cater for the ability spectrum in subjects that this is deemed to be necessary:
 - In Year 7 students are set in Maths.
 - In Years 8-11 students are set in Maths, English, Languages, Religious Studies and Physical Education.
- Curriculum resources are inclusive for all and different types of people are represented.
- Diversity is celebrated in assemblies, Thought for the Week and through extra-curricular events.

Responsible Citizens

From year 7-Year 13 students are introduced to many themes and ideas to encourage them to become responsible citizens with strong moral values.

- In Personal, Social, Health and Economic Education lessons
- Through an assembly programme that is designed to introduce a broad range of themes annually e.g. Mental Health, Language day, Online Safety Day, Bullying Week and religious festivals.
- 'Thought for the week' is an opportunity for topical issues to be discussed in form times.
- 'Thought for the Week' in form times and as part of Personal, Social, Health and Economic (PSHE) Education lessons in Years 7-11, students are given an opportunity to discuss a broad range of themes and issues.
- All students take part in an annual form challenge to raise money for charity. Forms compete to earn as much money as possible through creative fundraising.

Implementation of Extracurricular provision

- A range of at least 40 extracurricular clubs/ societies/ activities are available throughout the academic year.
- There are many overseas trips that take place annually; this includes World Challenge, a Ski Trip, Sports trips, Bushcraft for Year 7, Foreign Language trips and exchanges and curriculum trips.
- Three days of activities take place for students in Years 7-9 at the end of each academic year as part of 'Activities Week'.
- All students take part in Business Enterprise days in Years 10 and 12.
- Work experience for Year 10 students.

Assessing the Impact of the curriculum

- Department reviews are conducted by SLT every two/three years. The reviews include student voice, lesson observations and work scrutiny. Amongst other things, the reviews assess the quality of the curriculum provided in each subject.
- For KS3: Topic Descriptor Sheets and Subject Achievement Maps are kept centrally and reviewed by HODs annually. These documents ensure that assessment systems are robust and consistent in every subject that topics increase in difficulty throughout KS3.
- The quality of the KS3 curriculum provided by departments is evaluated fully every three years by SLT; this includes a full review of subject achievement maps, topic descriptor sheets, work scrutiny and student voice.
- Student progress is monitored through internal tracking systems. CATS data is used to benchmark and students are given a path of expected progress. Where progress fall outside expectations, interventions systems support students.
- Additional monitoring takes place for Pupil Premium and SEND students.
- Students in Year 11 and Year 13 give feedback about the curriculum in their exit surveys.
- Parents complete a survey about the school, including the curriculum, every two/three years.
- The KS4 curriculum is reviewed by SLT annually and where necessary changes are made; Operational and strategic decisions are proposed by the Headmaster and Senior Leadership Team and these are brought to the Governors Curriculum and Pupil Welfare Committee for ratification.
- Targets for the curriculum are set and reviewed as part of the school development plan annually.
- All department are allocated SLT links, the curriculum is on the agenda annually for the Spring term 1 meeting.
- All students are expected to follow the full curriculum. Where a student has a SEND or other extenuating circumstances, the curriculum can be adapted, in the best interests of the student. This is very rare, and the decision is made in consultation with parents, SLT, SENDCO and the student's Head of Year.

