

Poole Grammar School	Policy	PGS/P/10A
Curriculum		Issue 4
		September 2023

1. Intent

To deliver a broad and balanced grammar school curriculum that is dynamic and challenging, even for the most able. Every student should be enabled to become an autonomous learner with high aspirations. Students should believe in themselves and be actively engaged in their learning, seeing the connection between what they learn today and what they want to achieve tomorrow.

Principles of the Poole Grammar School curriculum, to which every student is entitled:

- to build confidence in our students;
- to provide stretch and challenge for all;
- to develop students' cultural capital and skills through a knowledge-engaged curriculum;
- to enable a successful transition to higher education and employment by building skills that will enable our students to continue to be successful upon leaving Poole Grammar School;
- to foster in students a love of learning and a curiosity for the world in which they live.

These principles will be realised through lessons (which at Key Stage 3 are broadly in line with the National Curriculum), tutor time, assemblies and extra-curricular activities.

Central to an effective curriculum are the development of the specific skills of literacy, numeracy and oracy. The Poole Grammar School curriculum has carefully chosen content and is coherently organised and sequenced ensuring that knowledge, understanding and skills are built up cumulatively year on year.

Poole Grammar School places high value on the development of the character traits of compassion, integrity, motivation, respect, teamwork and wisdom. These traits are developed and reinforced through curricular and extra-curricular opportunities.

2. Connections to other key policies

A high quality and ambitious curriculum depends upon:

- excellent teaching and learning within lessons – the principles of which are as set out in *Poole Grammar School's Teaching and Learning Policy (PGS/P/63)*;
- students with additional needs, for example SEND needs or mental health needs, having those needs met in a way that is reasonable, proportionate and appropriate with regard to delivery of content in lessons and with regard to feedback – the principles of which are as set out in *Poole Grammar School's SEND Policy (PGS/P/27)*;
- provision of effective, regular feedback – the principles of which are as set out in *Poole Grammar School's Feedback and Marking Policy (PGS/P/71)*.

3. Implementation

Key Stage 3 – this stage lasts three years, from Year 7 through to Year 9. The curriculum is broad and includes: English, mathematics, science, art, computing & information technology, design technology (electronics, graphics, resistant materials & food technology), drama, geography, history, life skills (PSHE), modern foreign languages (2 out of French, German & Spanish), music, physical education (PE) and religion & philosophy (RP). Careers education is woven into the subject curriculum and is delivered through tutor time and assemblies.

Key Stage 4 – this stage lasts two years and covers Year 10 and Year 11. Students can study a programme of 10 GCSE subjects. 6 GCSE subjects form the core curriculum: English language, English literature, mathematics, Science (triple or double award), a modern foreign language (French, German or Spanish) and religious studies. 11 subjects make up the options programme, from which students can pick 2 or 3: art (fine), art (graphics), computer science, design technology, drama, electronics, food technology, geography, history, a second modern foreign language (French, German or Spanish) and music. Additionally, all students continue to

study life Skills (PSHE) and engage in physical education. Some students have the opportunity to take further mathematics (level 2 certificate). Again, careers education is woven into the subject curriculum and is also delivered through tutor time and assemblies.

Key Stage 5 – this stage lasts two years and covers Year 12 and Year 13. Students can study a programme of 3 or 4 A-level subjects chosen from a very wide range of 26 A-level subjects: art (fine), art & design (3D design)*, biology, business, chemistry, computer science, design technology, drama & theatre studies*, economics, electronics, English language, English literature, French*, geography, German*, government & politics, history, mathematics, mathematics (further), media studies*, music, physics, psychology, philosophy, sociology and Spanish*.

*Offered in partnership with Parkstone Grammar School

In addition, students on a three A-level programme are expected to study the extended project qualification (EPQ) or a level 3 certificate in core mathematics or AS further mathematics. All students at Key Stage 5 continue to study life skills (PSHE), engage in physical education and take at least one enrichment activity per term. Advice and guidance for progression into higher education and employment is central to the tutorial programme in the Sixth Form.

Poole Grammar School’s current curriculum model is set out in **Appendix 1**.

Extra-curricular activities – A wide range of extra-curricular academic, arts, hobbies and sports clubs / societies are available for all students to engage with opportunities provided during lunchtimes, after school and for activities like the Duke of Edinburgh Award Scheme, at weekends.

Gifted and talented provision – Poole Grammar School recognises that all its students fall into the category of ‘gifted and talented’. However, to stretch the most able in each cohort additional cross-curricular activities are delivered partly through a collaboration between grammar schools and the University of Exeter through the South West Academic Trust (SWAT) and through facilitating students to engage in high level extracurricular activities within and outside of school.

5. Impact and quality assurance

Formative, ipsative and summative assessments are used to measure how successfully students are engaging with the curriculum, ensuring that students become highly fluent in the knowledge, understanding and skills contained within each subject. Poole Grammar School’s quality assurance processes focus on ensuring that a broad curriculum is successfully delivered to all students.

Heads of department / course co-ordinators are responsible for the consistent and effective application of this policy across all classes in their subject.

This policy has due regard for the Equality Act 2011 whereby the policy’s actions advance equality of opportunity, foster good relations and seek to eliminate discrimination for all members of the school community.

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Approved by	Full Governors	
Next Review		Sept 2025

Appendix 1 – Poole Grammar School’s curriculum model for 2023-24

Number of lessons

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Year 7	6						5					6						6			2	2	2	3	3	3	4	2	4				2																	
Year 8	6						5					7						6			2	2	2	3	3	3	4	2	4				1																	
Year 9	6						5					8						5			2	2	2	3	3	3	4	2	4				1																	
Year 10	7							6					14														5			3	5			5			4				1									
Year 10*	7							6					9						5			3	5			5			5			4				1														
Year 11	7							6					14														5			3	5			5			4				1									
Year 11*	7							6					9						5			3	5			5			5			4				1														
Year 12	9									9						9						9						2	2	1																				
Year 13	9									9						9						9						2	2	1																				

*Double and not triple science chosen

English	Maths	Science	MFL	Art	Drama	Music	DT	Geography	Enrichment
History	RP	ICT	PE/Games	PSHE	Option A	Option B	Option C	Option D	

The school works on a 2-week timetable cycle of 25 one-hour lessons per week