



POLICY DOCUMENT

Stratford-upon-Avon School is a company limited by guarantee, registered in England and Wales under number 7690776, whose registered office is Stratford-upon-Avon School, Alcester Road, Stratford-upon-Avon, Warwickshire CV37 9DH

CURRICULUM POLICY

GOVERNOR COMMITTEE:	Quality of Education
POST-HOLDER:	Deputy Headteacher

LAST RATIFIED DATE:	January 2025
PLANNED REVIEW INTERVAL:	3 Years

Stratford-upon-Avon School welcomes comments and suggestions from the public and staff about the contents and implementation of this policy. Please write to the Compliance Manager at the school address or email your comment to policy@stratfordschool.co.uk.

i. POLICY OUTLINE

An outline of the shape and principles underlining the design and delivery of the School Curriculum which is developed to meet statutory requirements and reflect the values of the School.

ii. PURPOSE

To illustrate the principles, values and determining expectations for an effective curriculum.

iii. IMPLICATIONS OF POLICY

Affirms School compliance with the requirements of Statutory curriculum provision for Academies in England and Wales

iv. EQUALITY ANALYSIS

Every policy will be subject of an Equality Analysis (EA) completed by the policy writer, which should be circulated to all those being consulted, with the draft policy.

v. CONSULTATION

Consultation will be with all staff holding significant financial responsibilities, prior to presentation for approval by the Governing Body (Quality of Education Committee).

vi. PROCEDURE

Procedure is the method by which the strategic intent of the policy is realised and is thus an ‘instruction manual’ on how the policy outcome is to be achieved.

The procedure which supports this policy is included within this document.

As the procedure is part of the policy document it must go through consultation with the Governing Body prior to any changes.

vii. RELATED POLICIES AND PROCEDURES

- Behaviour Policy
- Homework Policy
- Literacy & Numeracy Policy

viii. DOCUMENT HISTORY

The policy will be subject to regular review once ratified by the Governing Body.

The history of the policy will be recorded using the chart following:

Date	Author/Reviewer	Amendment(s)	Approval/adoption date
Dec 2015	N.Wood	Policy updated	Dec 2015
Nov 2018	N.Wood	Policy updated	Dec 2018
Dec 2021	K.Lister	Policy updated	Jan 2022

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Policy Document

Stratford upon Avon School is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of school life.

Our aim is to meet the needs of young people in South Warwickshire preparing them for adult and working life in the 21st century.

Stratford upon Avon School's curriculum policy is based on the following broader aims:

- Have students at its heart in order to create a learning environment which engages, enthuse and inspires all students within the context of our School. We are a non-selective school functioning in a local area which is traditionally embedded into a selective grammar school system
- Have a broad and balanced curriculum that is fit for purpose, supports social justice and develops knowledge as a key facilitator for applying skills, understanding and developing a love of learning
- Prepare all students for a successful adult and working life in the 21st century
- Achieve and then exceed national standards in achievement, attainment and progression
- Be committed to excellence and continuous improvement
- Value the right technical and academic routes for all - not driven by performance points
- Nurture the talents of all and celebrate success, creating opportunities to learn, contribute and lead
- Work with primary schools to ease transition and shared curriculum understanding
- Involve parents, carers and the community. Curriculum delivery can involve a greater use of adults other than teachers. These could include support staff, community involvement, other Schools and industry and business to support curriculum delivery.

Curriculum Intent

Stratford upon Avon School has designed a curriculum that:

- is relevant, appropriate, engaging for students and underpins social justice.
- offers breadth, depth, balance and coherence for all in a non-selective school.
- permits continuity and progression with programmes of study underpinned by a web of knowledge which permit learning of new content within and across year groups and stages.
- provides equality of opportunity for all students, promoting the development of inclusive learning opportunities – taking into account the local community and School context.
- provides an opportunity to celebrate and recognise achievement and success in academic subjects and in extra-curricular activities.
- promotes students' spiritual, moral, cultural and social development.
- helps to develop an understanding of personal, social, financial and health issues such as drugs, sex and relationships and the importance of a healthy lifestyle.
- helps each student gain a sense of self-worth, independence of thought and develop a questioning approach which challenges prejudice.
- aims to develop students as flexible and independent learners.
- provides independent careers advice and guidance throughout a student's time at School.
- permits the development of IT, numeracy and literacy across the curriculum.
- enables all students to meet their full academic potential.
- encourages students to take part in a wealth of extra-curricular and enrichment opportunities.

Curriculum Implementation

The timetable (Appendix 1)

- The School operates a two week timetable. There are five periods per day, each of which last for 60 minutes. There are 50 periods in each timetable cycle.
- Each afternoon has a 20 minute registration slot, when students attend whole School, year group and vertical tutor assemblies in a two weekly cycle. Morning registration is taken at 8.50 as part of the first lesson – every lesson is formally registered.

General principles

- In addition to the formal taught curriculum, an extensive range of extra-curricular clubs and activities, subject enrichment and trips and visits are offered to all students.
- All students take part in the formal assembly structure. These follow a programme planned around PSHE, SMSC and British values and exhorting the school principles of Learn, Contribute Lead.
- There is a programme of Independent careers education, advice and guidance throughout a student's time in School.
- All lessons are taught in both mixed and ability based groups in English, Maths and Science. All other subjects teach to broadly mixed ability sets within the context of our non-selective intake.
- Students also follow a programme of spiritual personal health, emotional and social education (SPHERE) education throughout their time at School.
- All students in year 7-13 engage in tutor activities based around the school values of Learn, Contribute, Lead including literacy, values and SMSC.
- The provision of subjects in all Key Stages is reviewed regularly. Any issues relating to a subject, or discussions of possible new subjects, are discussed at the Governors' Quality of Education Committee.

Key Stage 3

- Across Years 7 and 8 all students experience a full range of subjects with the focus being the interpreting our curriculum intent into the development of transferability in knowledge and skills. This is intended to form the foundations of the next phase of learning.
- In Year 7 all students study a broad curriculum of: English, Mathematics, Science, History, Geography, French, Art, Music, Drama, Design & Technology and PE.
- In Year 8 students also access a second language in Spanish.
- In both Years 7 and 8 our learners with the very weakest levels of literacy do not study a foreign language, with this curriculum time devoted instead to intervention actions to accelerate their literacy levels.
- For all students Year 9 is treated as bridging year between Key stages 3 and 4. Students follow a core curriculum of subjects (English, Maths, Science, PE and SPHERE), plus a guided choice of six option subjects that both allows an element of choice for the student whilst retaining a broad and balanced KS3 curriculum.

Key Stage 4

- Building on the Year 9 bridging year all students complete the remaining 2 years of Key Stage 4 during Years 10 and 11. Students follow a core curriculum plus a thinning to 5 option subjects which allows them typically to take 10 GCSEs, though those studying separate sciences complete 11. This permits us to maintain breadth within the curriculum and allow time to visit, revisit and strengthen the transferability of knowledge gained. This curriculum range is designed to support our belief in social justice and maximising opportunities for students through both progress, outcomes and skills which are built upon gaining knowledge.
- Using Year 9 as a bridging year between Key Stages 3 and 4 offers a number of advantages varying from subject to subject:
 - some can deliver the full GCSE specification in fewer lessons per week as it is spread across three years allowing us to maintain breadth
 - it allows students to specialise in some subjects earlier and have additional teaching time in smaller classes
- Students follow a common pathway of English Language, English Literature, Mathematics, Science and PSHE.
- We are committed to ensuring our students are aware of the importance of long-term sport, fitness and nutrition as part of promoting personal wellbeing, team-work and a long-term healthy lifestyle. As such all students begin a route to study a level 2 qualification in Physical Education/Sport during Year 9 and all have the option to continue this through to complete the qualification in Year 11.
- Some institutions will limit opportunities to study specific qualifications because of performance table points, however we firmly believe in implementing our curriculum intent above any headline data. An example of this principle is our offering of an Architectural Design (“Design Engineer Construct”) qualification that does not count towards school performance measures as one of our options because we believe the course is highly beneficial to the students that complete it.
- Where appropriate we offer Level 1 and Entry Level qualifications in English or Mathematics to selected students, either as a pathway to Level 2 GCSEs or as standalone qualifications as part of the student’s wider portfolio.
- Students are encouraged to study the English Baccalaureate suite of subjects, but not forced. The value of the Ebacc is fully explained to parents and students during the options process. A strong emphasis is also placed upon History, Geography, French and Spanish.
- In addition to History, Geography, French and Spanish we also offer Art, Photography, Hospitality & Catering, Music, Drama, Dance, Business, Creative iMedia, Architectural Design, Resistant Materials, Textiles, Sociology, Citizenship, Computer Science, Media Studies, Health & Social Care and a bespoke vocational skills programme (STAR) including Duke of Edinburgh, and the Princes’ Trust award.

- Our core science offer at Key Stage 4 is the Combined Science route that covers all three disciplines into a double award GCSE. As part of their options selection in Year 9 and 10 students can opt to study separate sciences and receive three separate GCSEs as a result.
- In some specific situations some learners will complete a reduced curriculum in KS4 leading to a smaller number of qualifications in Year 11. These decisions are taken via our Inclusion panel and is passed on the specific student's individual need.
- All examinations are taken at the end of year 11 to maintain our philosophy of allowing sufficient time for subjects to be taught in their full breadth and depth.

Sixth Form

- All students enrol in an A Level / Level 3 programme which last two years.
- A wide range of subject choices is offered including: Applied Science, Art, Biology, Business, Chemistry, Criminology, Dance, Drama, Economics, English Literature, English Language, EPQ, Further Mathematics, Geography, History, Mathematics, Media, Photography, Physics, Physical Education, Architectural Design, Psychology, Sociology, Criminology.
- All students study three subjects at L3, usually A Level from the beginning of Year 12. Those students who gain 7 or above at GCSE Maths are able to choose Further Mathematics as a fourth option.
- All students must follow the requirements of the School Sixth Form Study Programme, including volunteering or work experience, enrichment, Duke of Edinburgh and careers education.
- The School will publish the intended blocking of subjects prior to applications in the Autumn. This is intended to support an open approach to what we project we can viably deliver. Adhering to our principles of social justice for all the young people of the area, we do not support posting un-costed curriculum range designed to attract applications rather than an openness about viability.

Adapting the curriculum for individual students

- The Headteacher has powers in relation to the day-to-day management of the curriculum by virtue of his office and he shares this responsibility with the Deputy Headteacher (Curriculum). Any requests relating to an adaptation of a student's curriculum must be made in writing to the Headteacher, often at the recommendation of the school's "Inclusion" panel. The Headteacher will then make the final decision relating to any changes. This may include the number of subjects studied and the qualifications entered for. The decision is made by professionals and done so with the best long-term interests of the student in mind.

Curriculum Impact

The impact of our curriculum is assessed by considering:

- External examination results at both GCSE and A Level, including the numbers gaining top grades in a wide variety of subjects and our drive to close the gap and reduce social injustice for the most disadvantaged groups.
- The range and variety of extra-curricular and enrichment activities and students' participation in them supported by the School leadership awards programme.
- The proportion of students who are able to choose their destination courses at post 16 and post 18.
- The destinations of our leavers in Year 11 and Year 13.
- Annual reviews of the SPHERE curriculum, assembly and tutor programmes.
- The retention of students from Year 11 into the Sixth Form.
- The numbers of students applying to join the School in Year 7 and Year 12.

Appendices

1. Timings of the School day

Appendix 1

1. Timings of the School day

8.45	Warning bell
8.50 – 9.50	Period 1
9.50 – 10.50	Period 2
10.50 – 11.15	Break
11.15 - 12.15	Period 3
12.15 - 13.15	Period 4
13.15 - 13.50 [13.45]	Lunch Warning bell
13.50-14.50	Period 5
14.50-15.10	Tutor Time and Assemblies

Appendix 2

Curriculum Model 2021-22

		Hours of Study																																																	
		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
KS3	7	English (8)								Maths (6)						Science (6)						PE (4)				Art (3)		Performing Arts (5)				Humanities + Sphere (8)								MFL (5)				Technology (4)		IT (1)					
	8	English (8)								Maths (6)						Science (6)						PE (4)				Art (3)		Performing Arts (5)				Humanities (3,3,2)								MFL (5)				Technology (4)		IT (1)					
KS4	9	English (9)										Maths (8)								Science (8)										Sphere (2)		PE (5)				Opt A (3) Architecture Art Drama French Geography x2 History x2 Res Mat Sociology Spanish Textiles		Opt B (3) Art Bus. Studies Drama French Geography History Hosp. & Catering Media Studies Photography Res Mat Sociology STAR		Opt C (3) Art Bus. Studies History Hosp. & Catering Health & Soc. Care iMedia Photography Res Mat Sociology Spanish Triple Science		Opt D (3) Bus. Studies x2 Citizenship Drama French Geography History Hosp. & Catering Health & Soc. Care iMedia Photography Textiles		Opt E (3) Architecture Art Bus. Studies Citizenship Dance French Geography History iMedia Photography Sociology Spanish		Opt F (3) Architecture Computer Science Geography x2 History x2 Media Studies Music Sociology STAR Triple Science x2					
	10	English (9)										Maths (9)										Science (8)										Sphere (2)		PE (2)		Option A (4) Geography x2 History x2 Architecture Computer Science Drama Sociology Business Studies Triple Science x2 STAR		Option B (4) Geography History French Spanish Art Photography Architecture iMedia Hosp. & Catering Music Citizenship STAR		Option C (4) Geography History x2 Spanish French Art Business Studies Citizenship Dance Hosp. & Catering Health & Social Care Media Studies		Option D (4) Geography x2 History x2 Spanish French Drama iMedia Photography Resistant materials Sociology Textiles		Option E (4) PE GCSE PE SSCi PE SST Plus HL, GG, SD etc							
	11	English (9)										Maths (9)										Science (8)										Sphere (2)		PE (6)			Option A (4) Triple Science x2 French x2 Geography History x2 Business Studies Sociology STAR		Option B (4) Architecture Art Computer Science Hosp. & Catering Geography x2 History Music Photography Sociology Spanish x2 STAR		Option C (4) Architecture Art Business Studies Dance Drama Geography History Health & Social Care iMedia Spanish x2		Option D (4) Drama Hosp. & Catering French Geography History x2 Media Studies Photography Res Mat Sociology Textiles								
KS5	12	Block A (10) Sociology Criminology Biology Architecture Maths History Dance										Block B (10) English Literature Business Studies Physics Applied Science										Block C (10) Economics Criminology Psychology Chemistry PE										Block D (10) Business Studies Media Studies Photography Geography Maths										Block E (10) English Language Sociology Psychology Drama History Art									
	13	Block A (10) Architecture Biology x2 Criminology History Maths Sociology EPQ (2) Supervised Study (3)										Block B (10) Applied Science Business Studies English Literature Physics Supervised Study (3) Duke of Edinburgh (2)										Block C (10) Chemistry Criminology Economics PE Psychology Supervised Study (3)										Block D (10) Business Studies Geography Maths Media Studies Photography Supervised Study (3) Duke of Edinburgh (2) EPQ (2)										Block E (10) Art Drama English Language History Psychology Further Maths Sociology Supervised Study (3) EPQ (2)									