Manchester Grammar School
Curriculum Policy

Policy Statement

The aims of this policy are to:

1. state the principles upon which the school curriculum, approach to learning and teaching are based
2. outline the means by which the School maintains its traditions of scholarly and academic endeavour.

The School is committed to the principle that all its pupils can access the highest quality of education it can provide, regardless of their and their families’ social, physical, ethnic, religious, cultural or financial circumstances.

The curriculum has a central role in assisting in the promotion of successful, enthusiastic and inspirational teaching. Indeed, both the current and future content of the curriculum should be seen as a key part of the wider continuing professional development (CPD) programme for teaching and other staff members at the School.

As a corollary of the above, staff members should be aware of the importance of sharing good practice in respect of curriculum matters when and wherever possible.

It is important that its curriculum ensures that the School remains true to its liberal principles, namely that the pursuit of academic excellence should be supported and complemented by the creation of an intellectual environment which promotes respect for individuals and in which individuality can flourish. This should, furthermore, provide pupils with effective preparation for the opportunities, responsibilities and experiences of life in the society in which they live by promoting respect for the rule of law, democracy and tolerance of those with different faiths and beliefs.

The curriculum will seek to:

- Promote academic curiosity
- Develop in our pupils a life-long love of learning
- Develop our pupils’ ability to think for themselves
- Provide teaching which is stimulating and challenging, and goes beyond the narrow confines of examination syllabuses.

This policy will be supported by appropriate plans and schemes of work, which are drawn up by Heads of Teaching Departments in consultation with their departmental staff and others.

Related policies

This policy should be read together with the School’s policies for Admissions, Provision of Education and Welfare to Pupils for whom English is an Additional Language, SEND, including support for pupils with Educational Healthcare Plans, and Complaints; these can all be accessed on the School’s website here. (All staff and volunteers are also required to read the Code of Conduct for Staff and the Whistleblowing Policy, which can be found in the ‘Staff Guidance’ area of the School’s computer network, or can be obtained from the Human Resources department.)

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**Personal, social and health education (PSHE)**

The School is fully committed to providing a comprehensive programme of PSHE for all its pupils, which is appropriate to their age and needs. Responsibility for developing and implementing this programme rests with the Head of PSHE, who will produce and review a written plan to this effect.

**Acquisition of key skills**

The School is committed to providing a curriculum which ensures that all of its pupils acquire and develop skills appropriate to their age and aptitude in the following areas:

- Speaking and listening
- Literacy
- Numeracy

**Learning experience**

The School is committed to providing a curriculum that is sufficiently broad and balanced to meet the needs of all its pupils. In particular, it will ensure that all of its pupils have learning experience of the following areas of education:

- Aesthetic and creative
- Human and social
- Linguistics
- Mathematical
- Physical (which is supported by an extensive Co-Curriculum programme in this area)
- Scientific Technological

The School also provides an appropriate curriculum for those pupils above compulsory school age. The day-to-day responsibility for its maintenance and development rests with the Academic Deputy Head.

However, whilst the curriculum is designed to ensure that all pupils have the opportunity to learn and progress, it also recognises their needs as individuals. In particular, it is designed to ensure that those pupils with high ambitions are given the best opportunity to fulfil their potential.

A vibrant programme of co-curricular activities is delivered by departments and the different sections in the School to support and enrich the classroom learning experience.

**The curriculum and the work of the Special Educational Needs and Disabilities (SEND) department**

The School will also provide appropriately for those pupils with special educational needs and disabilities, in accordance with current legislation. The School’s provision in this respect will be coordinated by the SEND department, and further information about how special educational needs are catered for in the school can be found in the SEND policy.

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The curriculum and members of teaching staff

Members of teaching staff should ensure that desired learning outcomes are properly established and incorporated into their strategies for implementing the curriculum. Similarly, teaching staff should ensure that an appropriate level and standard of homework is regularly set and marked. In this way, learning outcomes can be consolidated and the needs of individual pupils more rapidly identified and accommodated.

Monitoring and evaluation of the effectiveness of teaching

Evaluation of teaching in the School is conducted formally through a variety of methods, including lesson observations and work scrutiny.

The curriculum, academic excellence and public examinations

Whilst accepting the need to prepare its pupils for public examinations and university entry, the School will work to ensure that the pursuit of these particular goals is consistent with achieving the other objectives set out elsewhere in this policy.

Alongside the commitment to academic excellence, therefore, the curriculum should also help to:

- Develop the capacity for independent thinking, learning and academic drive
- Promote respect and tolerance for the individual and individuality
- Actively promote respect for the British values of democracy, the rule of law, mutual respect and tolerance of those with different faiths and beliefs
- Encourage the development of individual passions and enthusiasms, both curricular and co-curricular, and
- Develop the qualities of leadership, creativity, appropriate risk-taking and responsiveness in order that each pupil is prepared for the obligations, challenges and also the opportunities of adult life.

Assessment and reporting

The School recognises the impact which high quality written and verbal feedback has on pupil performance. All departments are responsible for having an assessment policy, and lesson observations feature a requirement to comment on the nature and quality of assessment.

Feedback is delivered to pupils and parents in a variety of ways. Each year group has one parents’ evening per year, whilst written reports and grading letters are produced on a schedule which reflects the needs of each particular year group.

Careers education

The School provides age-appropriate and impartial careers education to all pupils from Year 3 onwards to enable them to make informed choices about their future. In particular, this aims to provide pupils with insight into the world of work, the range of career opportunities available to them, entry routes and what further education and training they can and/or need to access. The School appoints a Head of Careers Education to manage and develop this provision. A programme of

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career events runs throughout the year. The School's draws upon the relevant expertise of its
network of alumni both to contribute to careers events as well as to provide placement
opportunities for pupils.

The School's pastoral structure enables each pupil to be well-understood and supported with
appropriate individual guidance. This provision includes bespoke advice to pupils and, where
relevant, their parents, in respect of the following:

- IGCSE and GCSE courses
- A-level, International A-level and Pre-U courses
- University courses and careers

Monitoring and evaluation

The Academic Deputy Head is responsible for the on-going monitoring and evaluation of the
effectiveness of this policy and its implementation, taking account of feedback from Heads of
Departments, pupils and parents.

SMT lead: Academic Deputy Head

Governing Body lead: Clare Bolton

Date reviewed by the Governing Body: 27 March 2019

Next Governing Body review: Lent Term 2022

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