



SOUTH WILTS GRAMMAR SCHOOL

SCHOOL AIMS

South Wilts is a progressive grammar school which aims to maintain high academic standards and cultural achievement within a caring environment. We seek to encourage responsibility and personal fulfilment so that students attain their maximum potential. The School is dynamic and works with the community to prepare its students for life-long learning and adult independence.

South Wilts Grammar School aims to value and respect all students equally and to provide equality of opportunity wherever possible.

South Wilts is committed to safeguarding and promoting the welfare of children. The school fulfils its responsibilities as laid out in the following key documents: Working Together to Safeguard Children, Keeping Children Safe in Education and the procedures of the Safeguarding Vulnerable People Partnership.

Safeguarding links/ risks associated with this policy: This policy needs to be read in conjunction with the Appropriate Teaching Material Policy, and the Equal Opportunities Policy for Students. Particular care needs to be taken to ensure the curriculum is age appropriate and genuinely promotes inclusion and equality of opportunity.

CURRICULUM POLICY

<i>We believe that the curriculum should provide a broad and balanced experience for all students regardless of ability, background or beliefs</i>
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Academic Curriculum

1. Organisation, structure, subjects and coverage: a broad curriculum

Aims:

- Offer the broadest possible range of subjects, each of which makes a distinctive contribution to students' education
- Enable all students to meet their full academic potential, equipping them with qualifications which open doors to their preferred pathways
- Offer a relevant and appropriate curriculum, that both engages and motivates students
- Provide equality and opportunity for all students, developing inclusive learning opportunities for all including those who are disadvantaged or vulnerable or who have special educational needs or disabilities
- Provide opportunity to celebrate and recognise achievement and success

For an outline of the curriculum organisation, structure, subjects and coverage, see Annexes A-C.

Key points:

- All students study the full range of subjects at KS3. There is a three-year KS3 (N.B. Science commences Triple Science in Year 9 and RS begins GCSE in term 6 of Year 9)
- Students study seven core subjects at GCSE (English Language and Literature, Maths, Triple Science and RS; they have completely free choice of other subjects). All students continue to have PSHE and PE as core lessons.
- Students choose three or four A-Levels at KS5, and EPQ, Core Maths in addition. Core PSHE is studied by all students and there is a full enrichment programme.

2. The taught curriculum: underlying principles for intent, implementation, impact for subjects

Intent

The school has a broad approach (the '4Cs of curriculum') but – crucially – each subject approaches these in a way which respects the **unique nature of their discipline**:

- When students stop a subject at the end of KS3, KS4 or 5 the curriculum they have studied is '**collectively enough**' to ensure they are well-informed enough about the subject.
- **Conceptual**: the activities in which students are engaged are appropriate to the discipline.
- **Coherent**: the curriculum makes the subject 'make sense'. It is sequenced so that it makes sense for students; there is a clear sense of what it means to get better at a subject and the curriculum reflects this; sequencing helps students to remember.
- **Challenging**: for able students, is the curriculum ambitious in scope and rigorous in delivery: for scope, the range is ambitious and the content merits its place on the curriculum. For rigour, students read challenging things; students are required to do more and learn more in each year group; there is a careful balance between depth and breadth.

Implementation

SWGS defines learning as an alteration in 'long-term memory'. This helps students begin to move from being 'novices' to 'experts'.

SWGS's pedagogy is based on Rosenshine's *Principles of Instruction*. We believe that this is the best way to develop changes in students' long-term memory, because it is based on the principles of cognitive science. The four broad strands of Rosenshine's *Principles* focus on high quality:

- Sequencing and modelling
- Instruction
- Checking for understanding
- Practice

These are underpinned by excellent subject knowledge and each subject has given careful thought to what effective teaching in their unique disciplines looks like.

Impact

SWGS will know whether there has been an alteration in long-term memory by designing assessments which test whether students have learned the curriculum.

The impact of high-quality curriculum, teaching and learning should also be reflected, where relevant, by excellent examination results and destinations data.

3. Wider aims and curriculum

Aims:

- Promote students' spiritual, moral, cultural and social development and prepare students for life in modern Britain
- Provide excellent, personalised careers advice and guidance for all students
- Ensure all students are able to meet the challenges which they may face in the future
- Develop students as flexible and independent learners
- Help students to develop an understanding of how to assess risk and to keep themselves safe, including issues such as drugs, sex education, extremism, online safety and the importance of a healthy lifestyle

- Help students to develop independence of thought and a questioning approach which challenges all forms of prejudice
- Continue to develop the role of citizenship within the curriculum and the wider context of the school so that students are equipped to contribute to their communities in the future
- Develop students who 'Live Well'. This encompasses eight strands:
 - ✓ Learn well
 - ✓ Eat well
 - ✓ Sleep well
 - ✓ Think well
 - ✓ Talk well
 - ✓ Move well
 - ✓ Connect well
 - ✓ Choose well

These aims are fulfilled through:

- A school ethos which promotes respect, equality and diversity; responsibility, resilience and academic risk-taking; considerate and kind behaviour; thoughtful and engaged citizens
- The 'Live Well' programme is: feeling good and strong in my mind and body, enjoying life and having fun, getting along with and helping others, knowing and regularly using my strengths, regularly feeling grateful, coping with the normal problems and disappointments of life, feeling proud of myself for doing my best and accepting that I am okay just as I am. More information can be found here: <https://www.swgs.wilts.sch.uk/parents-2/live-well/>
- High-quality, well-sequenced PSHE and RSE programmes
- High quality and thought-provoking assemblies, tutor periods and student bulletins
- Extensive and rich extra-curricular provision, trips and visits across all areas of school life
- High quality careers teaching, events and guidance from well-qualified staff

Annexes

- A. Principles of curriculum delivery
- B. Timing of the school day
- C. Curriculum Model 2021-22

Annex A

Principles of curriculum delivery

- 1) The curriculum will meet the statutory requirements for the curriculum of children of school age as set out in parts v and vii of the Education Act 1996, parts i and vii of the Education Act 1997 and part ii of the School's Standards and Framework Act 1998 and is kept under regular review.
- 2) It will follow the curriculum guidelines as outlined in the Funding Agreement.
- 3) The time allocated to subjects meets the statutory requirements and is designed to allow all students to meet their potential.
- 4) The placing of students in sets at KS3 and KS4 takes place where it is deemed appropriate
- 5) Sufficient resources are provided to ensure challenge and engagement.
- 6) All students will follow the full range of National Curriculum subjects and a programme of personal and social education tailored to meet their needs of the differing stages of their learning career.
- 7) The school provides equal opportunities through a free options selection at Key Stages 4 and 5, along with impartial Careers Information Advice and Guidance through one-to-one careers interviews and through PSHE curriculum.
- 8) All students will study the core subjects of Maths, Science and English at KS4. The provision of Modern Foreign Languages and Technology options are an entitlement and not compulsory. The school actively encourages students to take EBACC subjects but a language is not compulsory.

- 9) All students will study Religious Education at KS3 and KS4. Aspects of Religious Education will also be delivered through school assemblies. Where this may cause conflict, disapplication is at the discretion of the Head teacher.
- 10) The option process at KS4 aims to offer students a wide range of subject choices. The School will endeavour to meet the requests of all students; however, at times this may not be feasible, due to constraints of the timetable.
- 11) All students will begin GCSE Science in Year 9 and will be given the entitlement to study Triple Science.
- 12) There will be a programme of extra-curricular activities which extend and complement the curriculum. The Key Stage 5 study programme comprises academic, personal, social, health education, work-related learning (including work experience) and enrichment activities.
- 13) At KS5 a full range of subject choices are offered. The school will endeavour to meet the requests of all students; however, at times this may not be feasible, due to constraints of the timetable.
- 14) The provision of subjects in the sixth form and KS4 is reviewed regularly. Any issues relating to a subject or discussions of possible new subjects are discussed within SLT and governors.
- 15) All students in Year 12 will be given the opportunity to study Level 3 Maths or the Extended Project to AS, along with a programme of personal and social education. These opportunities are open to all who join the 6th form. Students who study A Level Maths will have the opportunity to study Further Maths.

Complaints Procedure

If a parent feels that a school is failing to comply with its legal requirements as to the curriculum or is unreasonable in the way that it complies with them, he/she can address their concerns through the School's Complaints Policy.

Annex B

Timing of the School Day – 2023-24

8.45am - 9.05am	Registration and Assembly
9.05am - 10.05am	Period 1
10.05am - 10. 25am	Break
10. 25am - 11.25am	Period 2
11.25am - 12.25pm	Period 3
12.25pm – 1.25pm	Lunch
1.25pm – 2.25pm	Period 4
2.25pm – 2.45pm	Break
2.45pm – 3.45pm	Period 5

Annex C

Curriculum Model 2024-2025

Curriculum Plans

Year 7

Subject	Periods per fortnight	Percentage of time
Art	3	6
Drama	2	4
Technology	3	6
English	6	12
French	2	4
Geography	3	6
German	2	4
History	3	6
Computing	3	6
Maths	6	12
Music	3	6
PE	3	6
RE	3	6
Personal and Social Education	2	4
Science	6	12

Year 8

Subject	Periods per fortnight	Percentage of time
Art	2	4
Drama	2	2
Technology	3	6
English	7	14
French	2	4
German	2	4
Geography	2	4
History	2	4
Computing	2	4
Maths	7	14
Music	2	4
PE	3	6
RE	2	4
Personal and Social Education	2	2
Science	7	14
Spanish	3	6
Spanish	3	6

Year 9

Subject	Periods per fortnight	Percentage of time
Art	2	4
Music	2	4
English	7	14
Drama	2	4
Two languages of choice	7	14
Geography	2	4
Personal and social education	2	4
Computing	2	4
Maths	7	14
Technology	3	6
PE	3	5
RE	2	4
History	2	4
Science	7	14

Year 10

	Subject	Periods per fortnight	Percentage of time
Core	English	7	14
Core	Maths	7	14
Core	PE	3	6
Core	RE	3	6
Core	Science	12	24
Core	Personal and social education	3	6
Option block A		5	10
Option block B		5	10
Option block C		5	10

Students chose three options in Year 9 from the following choices
 Art, Computing, Drama, French, German, Geography, History, Music, PE, Technology (one of either Food Preparation and Nutrition Product Design).

Year 11

	Subject	Periods per fortnight	Percentage of time
Core	English	7	14
Core	Maths	7	14
Core	PE	3	6
Core	RE	3	6
Core	Science	12	24
Core	Personal and social education/careers	3	6
Option block A		5	10
Option block B		5	10
Option block C		5	10
Students chose three options from the following choices Art, Drama, Economics, French, German, Geography, History, Music, PE, Technology (Food Preparation and Nutrition or Product Design).			

Year 12 and 13 Programmes of Study 2024-2025

In Year 12 students are asked to choose three A-Level options with the opportunity to take Level 3 Core Maths or the EPQ. Some students may take 4 A Levels. Students who take Maths A-Level can take Further Maths. In Year 13, students can also choose to take the Extended Project if they have not done so in Year 12. Students can choose from the following subject areas.

In addition to Level 3 Core Maths, EPQ and Further Maths, students may also be able to study GCSE Astronomy or Latin. They also have the opportunity to achieve the Level 2 Sports Award qualification or Arts Award which is divided into Bronze, Silver and Gold tiers.

Sport opportunities have increased to Games afternoons and KS5 students are also given the opportunity to volunteer throughout the academic year as well.

There is one period a week for all year 12 students to participate in Enrichment. There are lots of enrichment groups on offer from Technology, Computing, Music, Cooking, Languages for example. Students can rotate this option so they access a broad range of enrichment opportunities. If year 13 students are free during this time, they are also able to continue to access Enrichment.

Year 12

Art and Design	Biology	Business Studies
Chemistry	Classical Civilisation	Computer Science
Design Technology	Economics	English Language
English Literature	Environmental Science	French
Further Maths	Geography	German
History	Mathematics	Music
PE	Philosophy and Ethics	Physics
Psychology	Sociology	Spanish
Theatre Studies		

Year 13

Art and Design	Biology	Business Studies
Chemistry	Classical Civilisation	Computer Science
Design Technology	Economics	English Language
English Literature	Environmental Science	French
Further Maths	Geography	German
History	Mathematics	Music
PE	Philosophy and Ethics	Physics
Psychology	Sociology	Spanish
Theatre Studies		

In Years 12 and 13 subjects are taught in 9 periods per fortnight. Some subjects are taught on a reduced time if numbers are small.

Reviewed by	Date of Review / approval	Review cycle	Next Review Date	Statutory / Non statutory	Website
Education and Experience	Spring 2025	Annually	Spring 2026	Statutory	Yes