

Curriculum Policy appendices (Guidance)

Main school curriculum 2024/25

Main School Curriculum 2024/2025																	<i>70 periods 2 week cycle</i>			
	Pd	En	Dr	Ma	Rs	Ga	Bi	Ch	Ph	Gg	Hi	Cp	Ac	La	Mu	Ar	Dt	Gm	Fr	Total
Year 7																				
6 Forms	2	7	1	8	3	8	3	3	3	3	3	2	2	4	2	4	4	4	4	70
Year 8																				
6 Forms	2	7	1	8	3	8	3	3	3	4	4	2	-	4	2	4	4	2 from Fr, Gm, Sp 2 x 4		70
Year 9													Option A		Option B		Option C		Option D	
6 Forms	2	6	-	6	3	8	5	5	5	5	5	-	5		5		5		5	70
													Art		Art		Art (2)		French (2)	
													Comp Sci (2)		Comp Sci (2)		Comp Sci		German (2)	
													DT (2)		DT (2)		DT (2)		Spanish (4)	
													French		French		German			
													Greek		German		Latin			
													Latin		Latin		Music			
													Music							
Year 10													Option A		Option B		Option C		Option D	
7 Forms	1	9	-	7	-	6	7	6	6	-	-	-	7		7		7		7	70
													Art		Comp Sci		Art		French (2)	
													Comp Sci		DT		Comp Sci		German (2)	
													Drama		French		DT		Spanish (4)	
													DT		Geography		Geography			
													French		History (2)		Greek			
													Geography		Latin		German			
													History		Music		History			
													Latin		RS		PE			
													PE				RS			
													RS							
Year 11													Option A		Option B		Option C		Option D	
6 Forms	1	9	-	7	-	5	6	7	7	-	-	-	7		7		7		7	70
													Art		Comp Sci		Art (2)		French (2)	
													Comp Sci		DT		Comp Sci		German (4)	
													DT		French		Drama		Spanish (2)	
													French		Geography		DT			
													Geography		Greek		Geography			
													History (2)		History		History			
													Music		Music		Latin (2)			
													RS		PE		RS			
															RS		Spanish			

Key to subject codes:

Ac	Activities	Ar	Art	Bi	Biology
Ch	Chemistry	Cp	Computer Science	Dr	Drama
Dt	Design Technology	En	English	Fr	French
Gm	German	Gg	Geography	Hi	History
La	Latin	Ma	Mathematics	Mu	Music
Pd	Personal Devt	Pe	Physical Education	Ph	Physics
Rs	Religious Studies				

Sixth Form curriculum 2024/25

6th Form Curriculum 2024/2025			
13A (14pds)	13B (14 pds)	13C (14 pds)	13D (14 pds)
Biology	Biology	Art	Art
Chemistry	Chemistry	Biology	Biology
Computer Science	English Language	Business	Business
Design Technology	English Literature	Chemistry	Chemistry
Economics	Further Mathematics	Classical Civilisation	Computer Science
History	French	Drama & Theatre	English Literature
Music	Latin	Economics	German
Physics	Mathematics (2 sets)	Further Mathematics	Physics
Politics	Physics	Geography	Politics
Psychology	Psychology	History	Spanish
Religious Studies		Mathematics (2 sets)	
		Physical Education	
12A (14 pds)	12B (14 pds)	12C (14 pds)	12D (14 pds)
Art	Biology	Biology	Biology (2 sets)
Biology	Chemistry (2 sets)	Chemistry	Business
Business	Computer Science	Computer Science	Chemistry
Chemistry	Economics	English Language	Drama & Theatre
Classical Civilisation	EPQ (2 sets)	English Literature	Economics
Design Technology	History	EPQ (2 sets)	English Literature
EPQ (2 sets)	Latin	Further Mathematics	EPQ (2 sets)
Further Mathematics	Music Technology	German	French
Greek	Physical Education	Mathematics (2 sets)	Geography
History	Physics	Music	History
Mathematics (3 sets)	Politics	Physics	Physics
Politics	Religious Studies	Psychology	Psychology
Spanish			

Homework Guidance

- Heads of Year are responsible for producing homework timetables for each year group. They aim to spread the homework load evenly across the cycle. Form Tutors publish the timetables to pupils and parents at the start of the academic year.
- Subject teachers should set homework, according to the published timetable, which is meaningful (in terms of content) and realistic (in terms of time). On completion, homework should be assessed promptly and marks recorded. The subject teacher should liaise with the Form Tutor and Head of Year should a pupil's work and/or organisation not be satisfactory.
- Homework tasks will also be set as an assignment on Microsoft Teams, in addition to other methods (e.g. verbally in class, written on the board).
- Subject teachers should record a Homework Offence on SIMS if a piece of homework is late, incomplete, copied or of an unacceptable standard. The subject teacher should require the pupil to complete the work in their own time, for an agreed new deadline (usually the following day). The Form Tutor should follow up the Homework Offence with the pupil, in order to avoid a repeat of the offence, and should bring a pupil with three successive Homework Offences to the attention of the Head of Year who can then award a senior detention. At six points in the year (at the end of each half-term) the slate will be wiped clean. It will also be wiped clean after each senior detention for accumulated homework offences has been awarded. Persistent homework failings may result in a pupil being referred to the Homework Club which takes place at lunchtime in the Heads of Year room. If serious homework failings become apparent, the Assistant Head Curriculum or Assistant Head Pastoral will interview the pupil concerned, and their parents may also be asked to attend an interview at School.
- Parents should provide appropriate conditions where homework can be done effectively. They should be encouraged to contact the School promptly if any problems arise concerning the amount, difficulty or organisation of homework.
- Most types of homework should be done independently, in a quiet place where the pupil is able to concentrate. Pupils may wish to complete some of their homework in the library at lunchtimes.
- Heads of Department must formulate subject specific homework policies consistent with the above and ensure that these are implemented.

Homework Guidance for parents and pupils

- Homework is a key factor in pupils' academic success. It must be given a high priority.
- The educational value of homework includes:
 - extending the time spent studying each subject;
 - providing an opportunity for individual study; and
 - providing assessment data for subject teachers.
- Homework will be set by subject teachers in accordance with the published homework timetable.
- A normal homework may be set on the day before a holiday (since it could be completed that evening) but no extra work (homework or coursework) will be set with the expectation that it is completed during a holiday.
- Pupils are expected to take pride in their work and devote an appropriate amount of time and attention to it. Under no circumstances should homework be copied unless directed to do so by the subject teacher.
- Homework tasks will be set as an assignment on Microsoft Teams, in addition to other methods (e.g. verbally in class, written on the board).
- Parents should provide appropriate conditions where homework can be done effectively. They are encouraged to contact the School promptly should any problems arise concerning the amount, difficulty or organisation of homework.
- Homework should be done independently, in a quiet place where the pupil is able to concentrate.
- It is advisable for the pupil to tackle homework at the earliest opportunity. This will reduce the likelihood of a build-up of homework. Pupils should consult subject teachers at the earliest opportunity if they have difficulty with any aspect of work set.
- Parents will need to carefully monitor a pupil's out-of-school activities to ensure that sufficient time is available for homework.
- Particular care needs to be taken with non-examined assessment (NEA, often called

'coursework'). Past experience suggests that pupils often underestimate the time required to produce high quality NEA, especially when this work forms part of the public examination process. Subject teachers need to be aware that different subjects will often require elements of NEA to be completed at the same time. The Head of Year can provide guidance on this potential problem.

- It is important that pupils carefully store completed exercise books and work sheets so that they are available when needed for revision. It should be noted that there is often an opportunity for pupils to repeat examinations when results are disappointing, and it is advisable to keep all completed work that may be needed in the future.
- Should a pupil be absent from School, it is important on returning to School to consult the subject teacher about any work missed. Parents should consult the Form Tutor or Head of Year if it is likely that a pupil will be absent for School for a prolonged period of time. Arrangements can then be made to send work home should this be appropriate.

Main School Homework Allocation [September 2024 to July 2025]

Homework Allocation 2024/2025																<i>70 periods 2 week cycle</i>	
	En	Ma	Rs	Bi	Ch	Ph	Cp	Gg	Hi		La	Mu	Ar	Dt	Gm	Fr	Total
Year 7																	
6 Forms	3	4	1	2	2	2	1	1	1		2	-	2	-	2	2	25
25 homeworks @ 20 mins = 8 hours 20 minutes / cycle																	
Year 8																2 of Fr/Gm/Sp	
6 Forms	4	4	1	2	2	2	1	2	2		2	1	2	1		2 + 2	30
30 homeworks @ 30 mins = 15 hours / cycle																	
Year 9										Option(A)		Option(B)		Option(C)		Option(D)	
7 forms	4	4	2	2	2	2	-	2	2	3	-	3	-	3	-	3	32
										Art		Art		Art (2)		French (2)	
										Comp Sci (2)		Comp Sci (2)		Comp Sci		German (2)	
										DT (2)		DT (2)		DT (2)		Spanish (4)	
										French		French		German			
										Greek		German		Latin			
										Latin		Latin		Music			
										Music							
32 homeworks @ 35 minutes = 18 hours 40 minutes / cycle																	
Year 10										Option(A)		Option(B)		Option(C)		Option(D)	
6 Forms	4	4	-	3	3	3	-	-	-	4	-	4	-	4	-	4	33
										Art		Comp Sci		Art		French (2)	
										Comp Sci		DT		Comp Sci		German (2)	
										Drama		French		DT		Spanish (4)	
										DT		Geography		Geography			
										French		History (2)		Greek			
										Geography		Latin		German			
										History		Music		History			
										Latin		RS		PE			
										PE				RS			
										RS							
33 homeworks @ 35 mins = 19 hours 15 minutes / cycle																	
Year 11										Option(A)		Option(B)		Option(C)		Option(D)	
6 Forms	4	4	-	3	3	3	-	-	-	4	-	4	-	4	-	4	33
										Art		Comp Sci		Art (2)		French (2)	
										Comp Sci		DT		Comp Sci		German (4)	
										DT		French		Drama		Spanish (2)	
										French		Geography		DT			
										Geography		Greek		Geography			
										History (2)		History		History			
										Music		Music		Latin (2)			
										RS		PE		RS			
												RS		Spanish			
33 homeworks @ 35 mins = 19 hours 15 minutes / cycle																	

The School Day

The School Day Years 7 to 11 Years 12 and 13 Excluding Wednesday

Senior School	
Registration	08:45
Assembly	08:50
Period 1	09:05
Period 2	09:50
Break	10:35
Period 3	10:55
Period 4	11:40
Lunch	12:25
Period 5	13:45
Period 6	14:30
Period 7	15:15
End	16:00

Years 12 and 13 Wednesday

Senior School	
Registration	08:45
Assembly	08:50
Period 1	09:05
Period 2	09:50
Break	10:35
Period 3	10:55
Period 4	11:40
Period 5	12:25
Lunch	13:10
Period 6 & 7 - Senior Games	14:30
End	16:00

Personal Development for Years 7 – 11

PSHEE at the School is delivered through the Personal Development programme in two strands:

1. A fortnightly **Personal Development lesson with Form Tutors** covers topics such as careers, finance, first aid, drugs education, managing bereavement, antibullying and some other aspects of relationships. Additionally talks are given to form and year groups by visitors from outside agencies. The Head of Personal Development plans and coordinates the scheme of work for these sessions.
2. Further sessions on the following topics, delivered by a team of six specialist teachers, complement the form period programme:
 - Environmental Awareness
 - Ethics and Morality
 - Economics Education
 - Relationships
 - Wellbeing
 - Social and Political Education

Years 7 – 9 have regular fortnightly lessons for these sessions, and Years 10 – 11 have termly PD mornings:

- 2.1 **Years 7 – 9: PD lessons** are timetabled fortnightly. All the forms within each year group have their PD lesson at the same point in the cycle, and a carousel system enables the teachers to have delivered the same course to each form by the end of the year. The scheme of work for many topics builds from one year to the next, so that continuity and development of themes and topics are ensured as pupils move up the School.
- 2.2 **Years 10 and 11: PD Mornings** are run at three points during the year and involve suspension of normal timetabled lessons. (The sessions for Years 10 and 11 are run separately and on different days.)

Personal Development for Years 12 and 13

A fortnightly **Personal Development lesson with Form Tutors** follows a programme designed by the Head of Personal Development, delivered either by the Form Tutor, Head of Year or a speaker.

Additionally occasional visiting speakers afford a further opportunity for the delivery of PD topics during the weekly **Enrichment** session.

Reporting Schedule 2024 – 2025

Year	October	December	January	March	April	June
7	Information Evening	Interim		Interim		Full (JW)
8	Interim	Interim		Interim		Full (JDB)
9	Interim		Interim	Interim		Full (PM)
10	Interim	Interim			Interim	Full (GPW)
11	Interim		Full (PM/JW)			
12	Interim	Interim		Interim		Full (All 4)
13	Interim		Full (JDB/GPW)			

Report grades from September 2024

Grades on Interim and Full Reports: Years 7 – 9

Reports in Years 7 – 9 will contain the following grades:

**Academic Achievement
Approach to Learning
Organisation and Homework**

The majority of pupils at Bradford Grammar School are working well above national averages for pupils of their age; these grade descriptors should be understood in that context.

Academic Achievement

Grade	Grade descriptor
O	Outstanding (<i>to be awarded relatively rarely</i>) Recent work has been outstanding. Exceptional progress and understanding of the material covered.
V	Very Good Recent work has been very good. Promising progress and thorough understanding of the material covered.
G	Good Recent work has been sound. Good progress and understanding of the material covered.
M	Moderate Recent work has been mostly satisfactory but there is room for improvement. Some progress in understanding the material covered is evident.
C	Cause for Concern Recent work has given cause for concern. Limited progress and understanding of the material covered.

Approach to Learning

Grade	Grade descriptor
1	Excellent Your approach to your learning is consistently excellent. You fulfil and often go beyond our expectations. You are always engaged in lessons and very keen to do your best.
2	Motivated You have a motivated approach to your learning. You generally fulfil our expectations. You are usually engaged in lessons and keen to do your best. There is occasionally room for improvement.
3	Coasting Your approach to your learning is generally below our expectations. You are sometimes engaged in lessons but do not always try to do your best. You need to show greater motivation.
4	Unsatisfactory You show a poor approach to your learning, below our expectations, and are often not engaged in lessons. You need urgently to improve your approach to your learning.

Organisation and Homework

Grade	Grade descriptor
1	Very Good Always brings the correct equipment. Homework always completed on time.
2	Good Usually brings the correct equipment. Generally completes homework on time.
3	Cause for Concern Frequently does not bring the correct equipment. Persistently submits late or incomplete homework.

Grades on Interim and Full Reports: Years 10 – 13

Reports in Years 10 – 13 will contain the following grades:

Academic Achievement
Approach to Learning
Organisation and Homework

Academic Achievement

- This grade reflects your academic achievement since the last report (or the start of the course). It gives an indication of the grade you could achieve at the end of the course with sustained hard work, but it is NOT a predicted grade.

Grade	Grade descriptor – Year 10 and Year 11	Grade descriptor – Year 12 and Year 13
O	Outstanding academic progress. Your work is mostly indicative of GCSE grade 9 standard.	Outstanding academic progress. Your work is mostly indicative of A Level standard A* / A.
V	Very good academic progress. Your work is mostly indicative of GCSE grade 7 / 8 standard.	Very good academic progress. Your work is mostly indicative of A Level standard A / B.
G	Good academic progress. Your work is mostly indicative of GCSE grade 5 / 6 / 7 standard	Good academic progress. Your work is mostly indicative of A Level standard B / C.
M	Moderate academic progress. Your work is mostly indicative of GCSE grade 4 / 5 standard.	Moderate academic progress. Your work is mostly indicative of A Level standard C / D.
C	Cause for Concern. Your academic progress is of concern. Your work is mostly indicative of GCSE grade 4 or below.	Cause for Concern. Your academic progress is of concern. Your work is mostly indicative of A Level standard D or below.

Approach to Learning

Grade	Grade descriptor
1	Excellent Your approach to your learning is consistently excellent. You fulfil and often go beyond our expectations. You are always engaged in lessons and very keen to do your best.
2	Motivated You have a motivated approach to your learning. You generally fulfil our expectations. You are usually engaged in lessons and keen to do your best. There is occasionally room for improvement.
3	Coasting Your approach to your learning is generally below our expectations. You are sometimes engaged in lessons but do not always try to do your best. You need to show greater motivation.
4	Unsatisfactory You show a poor approach to your learning, below our expectations, and are often not engaged in lessons. You need urgently to improve your approach to your learning.

Organisation and Homework

Grade	Grade descriptor
1	Very Good Always brings the correct equipment. Homework always completed on time.
2	Good Usually brings the correct equipment. Generally completes homework on time.
3	Cause for Concern Frequently does not bring the correct equipment. Persistently submits late or incomplete homework.

Reducing the Academic Curriculum

It is the School's expectation that in nearly all cases pupils will follow the complete academic curriculum relevant to their School year; however, in rare and exceptional circumstances, there may be a very small number of pupils for whom the full academic curriculum is unmanageable, and this guidance explains clearly the procedures to be followed if a pupil or their parents request that they be allowed a reduction in the pupil's academic curriculum.

Each request for a pupil to reduce their academic curriculum will be dealt with on an individual basis, with input from the pupil, parents, the relevant subject teachers, the relevant Head of Department, the Head of Year, other members of the pastoral team, the Learning Support Department, the Assistant Head Curriculum and the Assistant Head Pastoral. Information will be gathered, a decision will be made and action then taken. We consider timetable reduction as a final resort, after other support mechanisms have been trialed. Should a decision be made to reduce the timetable then parents will be required to sign a letter of agreement. The efficacy of the reduced timetable will be reviewed and should it be that a positive impact is not being felt, further discussion will take place. If it is decided not to reduce the curriculum, it may be appropriate to review this decision at a later date.

In Year 12 it is the School's expectation that pupils will study four subjects or 3 subjects and the EPQ and then either continue with these four subjects to A Level or continue with three of them to A Level in Year 13. Pupils can discontinue one A Level subject or decide not to proceed with their EPQ at the February half-term break in Year 12. In a very small number of cases, it may be appropriate for a pupil to study three subjects from the start of Year 12.

Working together to support pupils

Before a change to a pupil's academic curriculum can be considered, support must have been offered to the pupil by all relevant parties, assessments must have taken place and interventions must have been put in place; these interventions could, for example, involve using departmental catch-up sessions, lunchtime support, mentoring, increased parental support at home, motivational talks with the pupil (e.g. specialist wellbeing support), psychometric assessments, relationship support, medical or therapeutic interventions and referrals to external agencies. The option of reducing the pupil's academic curriculum for the short or long term would only then be considered.

Information should have been gathered from subject teachers, Heads of Year, medical employees, parents, the Learning Support department and form tutors. Good communication is vital in supporting the pupil during this process.

Requesting a consideration for a reduction in a pupil's academic curriculum

If it becomes clear that the interventions mentioned above are not having the desired effect, the Head of Department, Head of Year or member of the Learning Support department will contact the Assistant Head Curriculum with reasons for the request to reduce a pupil's academic curriculum.

Gathering information and making a decision

The Assistant Head Curriculum works with appropriate colleagues to gather all relevant information. The Learning Support Department or Head of Year will obtain information from the subject teacher and the Head of Learning Support will present a more holistic view of the pupil, including any diagnostic assessments and tracking data; other employees can present any relevant medical information. The pupil's and parents' views are also important.

A decision will be made by the Assistant Head Curriculum, in consultation with the Learning Support Department and relevant pastoral staff. If the decision is taken to reduce the pupil's curriculum, a plan for how the non-contact time will be used needs to be agreed and put in place; this might be extra time for independent work in other subjects or other specific interventions, based on the pupil's individual needs. If appropriate, a future date will be set to ensure that the decision is reviewed to assess the effectiveness of the reduced timetable or to reintroduce the full timetable if appropriate.

If a pupil's curriculum is reduced, the pupil and their parents sign an agreement letter to accept the curriculum reduction. Relevant teachers will be informed of the decision that has been taken.

If the decision is taken not to reduce the pupil's curriculum, parents can ask that the decision be reviewed. They also have the right of appeal to the Headmaster if they remain dissatisfied with the decision that has been taken.