



AYLESBURY
GRAMMAR SCHOOL
Founded 1598

CURRICULUM POLICY

This policy is updated and approved by the Governing Body every 3 years.

This version was approved by the Full Governing Body in January 2023.
The next update will be due by January 2026.

Signed: _____

Mr R. Williams - *Chairman of Governors*

CURRICULUM POLICY

1. Introduction

- 1.1. The School believes that the curriculum should provide an education to every student, irrespective of background, SEND profile or family circumstance which is unparalleled in breadth and quality of opportunity.
- 1.2. The curriculum will inspire and enable all students to flourish throughout their lives so that they can define for themselves their place in the world.
- 1.3. High academic attainment and the development of well-educated, confident, responsible and healthy young people who can flourish and succeed in the modern world are the aims of the curriculum.
- 1.4. The School believes that the term curriculum should be understood in its broadest sense and that it comprises all learning and other experiences planned for its students, as well what students learn through their experience of being at school (hidden curriculum). In particular the school curriculum comprises the core curriculum, the pastoral curriculum and extra-curricular activities. This policy is organised by considering the intent of the curriculum, its implementation and how its impact is assessed.

2. Curriculum Intent

- To maintain an ethos of the highest level of respect and aspiration for all
- To provide an enjoyable, inspirational and innovative learning experience that enables every student to achieve their full academic potential and to develop into a confident, flexible and independent learner (as exemplified by the key “AGS Learner” characteristics of Resilience, Motivation, Courage, Ownership and Innovation)
- To achieve and celebrate excellence across a broad, balanced and ambitious curriculum
- To provide students with the knowledge and skills required for further education and which are deemed important for life in the modern world. This includes ensuring that such knowledge is retained long term by students and is understood in such a depth that they can apply it in a range of situations in the future
- To provide an exceptional level of learning opportunities beyond the classroom for all students
- To promote students’ personal development through the inclusion of spiritual, moral, cultural and social issues as well as their understanding of health issues such as drugs, sex and relationships and the importance of a healthy lifestyle
- To provide careers advice and guidance throughout a student’s time at School to ensure a student is well prepared for making decisions about their future

3. Curriculum Implementation

3.1. The timetable:

- 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 morning has a 20 minute registration slot, when students attend a weekly cycle of section assemblies, house assemblies, extended registrations or personal development sessions.

3.2. General principles:

- Everything we do in terms of curriculum is underpinned by “the AGS Learner” which is designed to develop the learning character of our students. See the Learning & Teaching policy and the AGS Learner section of the school website for details
- Individual departments plan out their own programmes of teaching & learning and assessment. Whilst these are governed by the school’s curriculum and assessment policies, these are not over-prescriptive to allow as much flexibility as possible. See departmental curriculum plans and departmental assessment policies for details
- In addition to the formal taught curriculum (core and pastoral), an extensive range of extra-curricular clubs and activities, subject enrichment and trips and visits are offered to all students
- Aspects of Religious Education are covered through School assemblies, formal RS lessons, personal development sessions or year group lectures. Where this may cause conflict, parents may request their child is withdrawn
- There is a programme of careers education throughout a student’s time at School
- All lessons are taught in mixed ability groups within the context of our academically selective intake, with the exception of Maths in Years 8 – 11 which is streamed and English and Science in Years 10 and 11 which each have two smaller support sets
- Students also follow a programme of personal, social and health education throughout their time at School
- The provision of subjects in all Key Stages is reviewed regularly by the Senior Leadership Team. Any issues relating to a subject, or discussions of possible new subjects, are discussed at the Governors’ Learning and Teaching Committee

3.3. Lower and Middle School – Key Stage 3 (Years 7 - 9)

- Our curriculum is designed to allow all students to experience as wide a range of subjects in Years 7 - 9 as possible
- In Years 7 and 8 all students study a broad curriculum of:
 - English
 - Mathematics
 - Science
 - French
 - A second language (half the year study German and half the year study Spanish)
 - Classics (Ancient History in Year 7, Latin in Year 8)
 - History
 - Geography
 - Religious Studies
 - Computer Science
 - Art
 - Design & Technology
 - Food & Nutrition
 - Drama
 - Music
 - Physical Education and Games
 - Personal, Social and Health Education (PSHE)
- In Year 9, students study the same broad curriculum, except that Science is taught in separate Biology, Chemistry and Physics lessons

3.4. Upper School - Key Stage 4 (Years 10 and 11)

- The curriculum remains broad in Key Stage 4. All students study at least 11 GCSEs. All are required to study a modern language and separate sciences. Many students choose to take creative subjects (such as Art, Music, Drama or Engineering) and the majority achieve the English Baccalaureate
- Key Stage 4 is conducted over 2 years, though some subjects begin the Key Stage 4 curriculum in Year 9. We believe this allows learning at Key Stage 3 to be delivered in a more flexible way where instilling a love of the individual subject and of learning can be the priority. It also allows all students to study a broad range of subjects for as long as possible. The nature of the students in a selective school allows the completion of the exam specifications comfortably within the allotted time
- In the Upper School all students study the core curriculum of:
 - English Language
 - English Literature
 - Mathematics
 - Statistics
 - Biology
 - Chemistry
 - Physics
 - Physical Education and Games
 - Personal, Social and Health Education (PSHE)
 - Religious Studies
- In addition, students must study a modern language from:
 - French
 - German
 - Spanish
- Students also have a free choice of three 'option' subjects from:
 - Ancient History
 - Art
 - Business
 - Computer Science
 - Engineering
 - Drama
 - Food & Nutrition
 - Geography
 - Geology
 - History
 - An additional Modern Foreign Language (French, German or Spanish)
 - Latin
 - Music
 - Physical Education
 - Religious Studies
- Very able mathematicians may also take Additional Maths (Free Standing Maths Qualification) and a number of students choose to sit an extra Modern Foreign Language where they speak a second language
- The School endeavours to meet the subject requests of all students; however, at times this may not be feasible, due to the constraints of the timetable
- There is a vast range of extra-curricular and enrichment activities beyond the formal curriculum. These are offered to all students, even if they are not continuing to study the subjects at GCSE. For example in: Sport, Music, Drama.

3.5. Adapting the curriculum for individual students

- When implementing our curriculum, we always remain mindful of the individual profile of the student – SEND, LAC or Pupil Premium – and consider the information we have on the student, such as a Student Passport, a Specialist Assessor Report and/or Exam Access Arrangements.
- Any requests relating to an adaptation of a student's curriculum must be made in writing to the Head of Upper School, who will then make the final decision relating to any changes after discussion with the Head of Year and the SENDCo where appropriate. This may include the number of subjects studied and the qualifications entered for.

3.6. Sixth Form - Key Stage 5 (Years 12 and 13)

- A wide range of A levels and AS levels are offered to meet the requirements of our students. The numbers of A levels studied by each student varies such that the curriculum of each individual is appropriate for them. This would normally be:
 - four full A levels
 - three full A levels and a further qualification such as an AS level, EPQ or Sports Leaders Award
 - three full A levels and supervised individual study
- All students in Year 12 and 13 attend the fortnightly lecture series which covers a range of relevant issues and Year 12 follow a fortnightly series of curriculum lectures
- In addition, students may choose from a range of Enrichment opportunities including Games, Community Involvement, EES, Young Enterprise, Work Shadowing, Food & Nutrition, Photography or selecting one of the modules available from the program of electives
- In the Sixth Form students may choose from the following A levels:
 - Ancient History
 - Art
 - Biology
 - Business
 - Chemistry
 - Computer Science
 - Design & Technology
 - Economics
 - English Language and Literature
 - English Literature
 - French
 - Further Maths
 - Geography
 - German
 - Government & Politics
 - History
 - Latin
 - Maths
 - Music
 - Physical Education
 - Physics
 - Psychology
 - Spanish
 - Theatre Studies
- In addition students may opt for:
 - AS Geology
 - AS Maths
 - AS Religious Studies
 - EPQ
 - Level 2 and 3 Sports Leaders Awards

- The School endeavours to meet the subject requests of all students; however, at times this may not be feasible, due to the constraints of the timetable
- There is a vast range of extra-curricular and enrichment activities beyond the formal curriculum. These are offered to all students, even if they are not continuing to study the subjects at A Level. For example in: Sport, Music, Drama

3.7. Adapting the curriculum for individual students

- When implementing our curriculum, we always remain mindful of the individual profile of the student – SEND, LAC or Pupil Premium – and consider the information we have on the student, such as a Student Passport, a Specialist Assessor Report and/or Exam Access Arrangements.
- Any requests relating to an adaptation of a student's curriculum must be made in writing to the Head of Sixth Form, who will then make the final decision relating to any changes after discussion with the Head of Year and the SENDCo where appropriate. This may include the number of subjects studied and the qualifications entered for.

4. Curriculum impact

4.1. 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.
- Assessment data across the school which reflects both the attitude of students to their learning and the progress being made.
- The results, data, feedback and behaviour for SEND, LAC and Pupil Premium students. When there are concerns, we liaise with the SENDCo, Head of Year, Head of House and Tutor to review what is happening and make a plan for moving forward as part of the Assess, Plan, Do and Review process.
- The success of students who enter additional academic competitions e.g. challenges and Olympiads.
- The Learning Honours award to students who show a particular commitment to their learning.
- Feedback from student forums which directly informs departmental review and planning
- Feedback from students and former students through surveys
- The range and variety of extra-curricular and enrichment activities and students' participation in them as indicated by the Honours and Colours awards.
- 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.
- The proportion of students who are able to choose the courses they want to at GCSE and at A Level.
- The destinations of our leavers at Year 11 and Year 13.
- Annual reviews of all subjects through the school's Departmental Self-Evaluation process.

5. Complaints Procedure

- 5.1. If a parent / carer feels that the 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 make a formal complaint, in writing, to the Governing Body. If a person is dissatisfied with this response, the complaint can be forwarded to the Secretary of State for Education. For additional information refer to the School Complaints Policy.

Appendices:

- A. Timing of the School day
- B. Curriculum Model

Appendix A: Timing of the School Day

08:40-08:45 am	Registration
08:45-09:00 am	Personal Development (with tutor group or in assembly)
09:00-09:05am	Movement time
09:05-10:05 am	Period 1
10:05-10:10am	Movement time
10:10-11:10 am	Period 2
11:10-11:35 am	Break
11:35-12:35 am	Period 3
12:35-12:40pm	Movement time
12:40-1:40 pm	Period 4
1:40-2:35 pm	Lunch
2:35-3:35 pm	Period 5

Appendix B: Curriculum Model

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12*	Year 13*	
1	Maths	Maths	Maths	Maths	Maths	Option 1	Option 1	1
2				(+ Stats)	(+ Stats)			2
3								3
4								4
5								5
6								6
7	English	English	English	English	English			7
8				(Language	(Language			8
9				& Lit)	& Lit)	Option 2	Option 2	9
10								10
11								11
12								12
13	PE	PE	PE					13
14				PE	PE			14
15								15
16								16
17								17
18	French	French	French			Option 3	Option 3	18
19				Biology	Biology			19
20								20
21	Spanish or	Spanish or	Spanish or					21
22	German	German	German					22
23				Chemistry	Chemistry			23
24	Music	Music	Music					24
25								25
26	Art	Art	Art			Option 4	Option 4	26
27				Physics	Physics			27
28	Computin	Computin	Computin					28
29	g	g	g					29
30								30
31	DT	DT	DT					31
32				Option1	Option1			32
33	Drama	Drama	Drama	(MFL)	(MFL)			33

3								3
2								2
3	RS	RS	RS			"Block E"	"Block E"	3
3						F. Maths	F. Maths	3
4						EPQ	EPQ	4
3	History	History	History	Option2	Option2	AS	AS	3
5						etc	etc	5
3			Latin					3
6								6
3	Classics	Latin						3
8	Geograph y		Geograph y			Ind Study		8
3		Geograph y		Option3	Option3		Ind study	3
9			Biology					9
4								4
0	Science	Science						0
4								4
4			Chemistry					4
3				Option4	Option4			3
4								4
4								4
4								4
5								5
4								4
6								6
4			Physics			Games		4
7							Games	7
4								4
8						Lectures		8
4								4
9	PSHE	PSHE	PSHE	PSHE	PSHE		Lectures	9
5								5
0								0

*In the Sixth Form students have individual study in any block where they do not study a subject