BURY
GRAMMAR SCHOOL

Curriculum Policy & Academic Structure

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This policy is for Bury Grammar School

Curriculum & Structures

The curriculum is designed to enable all pupils to achieve the school aims of:

- Scholarship
- Character
- Enrichment
- Partnership

Our curriculum is broad and balanced and provides secure foundations for future learning and success ensuring that all pupils acquire speaking, listening, literacy and numeracy skills and providing effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

The curriculum enables all pupils to learn and make progress and at all stages we take into account the ages, aptitude and needs of our pupils, including those with SEND (and/or EHCP) or identified as AGT.

Particular care is taken to ensure the curriculum does not undermine the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The academic curriculum is supplemented by a full enrichment and extracurricular programme for pupils of all ages within the school and further details of these activities are available on the website.

1.1 EYFS – In the Early Years children follow the Statutory Framework for the Early Years Foundation Stage and experience a wide range of specialist subjects in the 7 areas of learning. The Kindergarten Manager and the Head of Infants ensure a smooth transition between the Early Years Foundation Stage and Key Stage 1. The EYFS setting is mindful of current 2026 guidance relating to screen use for children under five years of age and ensures that any use of technology is purposeful, age appropriate and balanced with play-based learning and face-to-face interaction

1.2 Children in Key Stages 2 and 3 continue to experience a board and balanced curriculum including modern languages, physical education and music delivered by subject specialists. Foundation subjects are delivered through a thematic, enquiry-based approach and there is a focus throughout on mathematical, technological, scientific, physical and creative education.

1.3 The Key Stage 3 course is two years in duration and is followed by pupils in Years 7 & 8. Boys and Girls have the same opportunities and are predominantly taught in tutor groups except for Maths where they are taught in ability streams from Year 8 upwards. In Year 7 all pupils study French as their MFL and then select a second language in Year 8, from German or Spanish, to study alongside French.

1.4 The Key Stage 4 course (GCSE) is three years in duration and is followed by Years 9,10 and 11. All pupils take 9 GCSEs and the core curriculum consists of English Language, English Literature, Mathematics, Science (dual or separate) and a Modern Foreign Language (apart from in exceptional circumstances). In addition, pupils are strongly encouraged to pursue a rigorous academic profile, including a humanity alongside options from Art, Business, Computer Science, Music and Drama. Year 10 pupils are all given the option of completing the Higher Project Qualification (HPQ). Option blocks are built around pupil choices for a

greater range of choice and for efficiency. Year 8 options are taken following Year 8 Parents' Evening, Options Evening and interviews with SLT early in the Spring Term. A reduced curriculum is only considered in exceptional circumstances with pupil wellbeing at the centre of any decision and provided the school is happy that any reduction in the standard curriculum will not jeopardise progression or next steps. Decisions on reducing curriculum would not be made based on academic progress or achieved grades and would be taken jointly by the pastoral and academic leads.

1.5 In Sixth Form students must follow a minimum of 3 A Levels and the linear A Level model has been adopted. Some students elect to study Further Mathematics alongside their 3 linear subjects and a small number of other students also elect to follow 4 A Levels. All are offered the opportunity to pursue the Extended Project Qualification. Owing to the demands of A Level study students are expected to achieve a minimum of 6 Grade 6 or above including a Grade 5 or above in English and Maths, with a Grade 7 in the subjects selected for automatic entry to A Level study in the Sixth Form. Where these conditions are not met, decisions about next steps are made on a case-by-case basis with the best interests and potential outcomes of the pupil at heart. As at GCSE level, a reduced curriculum is only considered in exceptional circumstances with pupil wellbeing at the centre of any decision and provided the school is happy that any reduction in the standard curriculum will not jeopardise progression or next steps. Decisions on reducing curriculum would not be made based on academic progress or achieved grades and would be taken jointly by the pastoral and academic leads.

1.6 Progression into Year 13 is reliant on satisfactory academic attainment in Year 12, good pass grades in the Year 12 summative assessments and good 'Attitude to Learning' grades.

1.7 Under the leadership of the eight Heads of Faculty, Heads of Department or Primary Curriculum Leads are responsible for devising and implementing appropriate long-term plans and schemes of work and lead the department in following the whole school Academic Policies. They are charged with researching and selecting the most appropriate examination board specifications for the pupils in their care. In addition to the prescribed subject matter, they are responsible for embedding subject specific skills such as literacy, numeracy, communication skills, enquiry skills and academic scholarship in schemes of work and departmental practice. The subject specific curriculum mapping is stored centrally in the Faculty administration area of SharePoint. This administration and planning are updated ahead of each academic year and stored centrally. Heads of Department are encouraged to ensure that schemes of work are well-balanced and where possible students are exposed to the work of those from other cultures. This is also discussed at HOF meetings.

1.8 Personal, Social and Health Education is designed to reflect the overall aims and ethos of the school and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act

PSHE is delivered primarily through the pastoral and tutorial programme in daily form time and drop down days, with timetables lessons for pupils in KS1-3. This programme is enriched by visiting speakers, whole school initiatives, whole school and faith assemblies and curriculum content. All academic departments conduct SMSC audits and embed these themes in their academic schemes of work.

1.9 British Values – The Bury Grammar Schools promote the FBV of:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect – tolerance of those with different faiths and beliefs or those who hold none.

These values are promoted through the PSHEE scheme, assemblies, school council and in curriculum content.

1.10 Careers guidance is designed to be presented in an impartial manner; enables them to make informed choices about a broad range of career options and encourages pupils to be aspirational and fulfil their potential.

The programme is led by the Head of Careers alongside the HOSF, HOY, Heads of Department and Form Tutors. Pupils in Year 8 sometimes participate in a Careers drop down day ahead of their GCSE options.

Careers education is embedded in the PSHEE curriculum from Years 7-13. Options interviews are held at key transition points throughout the school and involve pastoral teams and senior leaders. Year 13 students are also given the opportunity to have a mock interview with external interviewers from industry and academia.

1.11 UCAS and Higher Education provision and advice is led and managed by the Sixth Form Leadership Team, with the Head of Sixth Form having overall responsibility for the quality assurance of references, UCAS forms and predicted grades. The Sixth Form team work closely with the Sixth Form tutor team to provide high quality advice and support.

Curriculum Policy Issues and Updates

Date	Policy version	Summary of key change(s)
September 2023	1	N/a
September 2024	2	Minor change to PSHEE timetable; additional clarification on standard KS4 and KS5 curriculum.
September 2025	3	Minor change to PSHEE timetable
August 2026	4	Minor amendment to EYFS to reflect new guidance on screen time