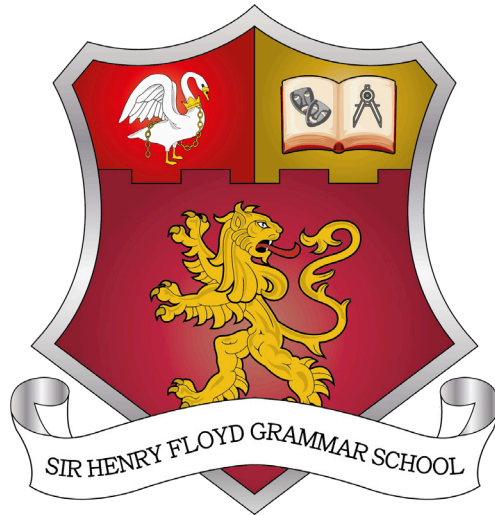




Curriculum Policy

September 2026

The Grammar School of Today
SIR HENRY FLOYD GRAMMAR SCHOOL
CURRICULUM POLICY

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#). It also reflects the requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). This policy complies with our funding agreement and articles of association.

1. Roles and Responsibilities

1.i The IAT Board of Trustees:

- Holds overall responsibility for core governance functions across the Trust.
- Ensures the school is complying with its funding agreement and teaching a 'broad and balanced curriculum' which includes English, Maths, Science and (subject to providing the right to withdraw) Religious Education.
- Ensures enough teaching time is provided for students to cover the requirements of the funding agreement.
- Ensures all courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the Secretary of State.
- Ensures the school implements the relevant statutory assessment arrangements.

1.ii The Local Governing Body (LGB):

- Monitors the effectiveness of this policy and holds the Head of School to account to ensure that intentions are met, for its implementation and impact.
- Reports back to the IAT Board on Standards, including academic outcomes, personal development, and careers guidance.
- Ensures proper provision is made for students with different abilities and needs, including children with special educational needs and disabilities (SEND).
- Ensures students are provided with independent, impartial careers guidance, and that this is appropriately resourced.
- Participates actively in decision-making about the breadth and balance of the curriculum at a local level.

1.iii The Head of School:

The Head of School, working closely with the Deputy Headteacher for Curriculum, is responsible for ensuring that this policy is adhered to, and that:

- All staff have the appropriate dedicated time, support, evidence-based resources and high-trust environment necessary to co-design curriculum links between their discipline and the wider world.

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Local Governing Body.
- Requests to withdraw children from curriculum subjects are managed effectively where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The Local Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The Local Governing Body is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for students with different abilities and needs, collaborating with the SENDCo to ensure full support for children with SEND.

1.iv Senior Leadership, Middle Leaders and Other Staff

- All staff will ensure that the school curriculum is implemented in accordance with this policy.
- The Deputy Headteacher for Curriculum, alongside the wider Senior Leadership Team, Curriculum Leaders and Lead Practitioners, will direct, advise, monitor, evaluate, and provide feedback on how well curriculum intentions, implementation, and impact are enacted across the school.
- We employ subject specialists as far as possible. It is the responsibility of Faculty and Subject Leaders, Lead Practitioners, and TLR post-holders to use their expertise to design curricula that meet the intentions and intended impacts outlined in this policy through carefully planned implementation.
- Subject teams will contribute to carefully sequenced and designed schemes of work. These will draw on the National Curriculum, Examination Board syllabi, and the Agreed Syllabus for Religious Studies, building the necessary knowledge and skills for all students to succeed.
- Leaders actively shape learning journeys to challenge students. They ensure students learn about their subjects while making relevant links to careers, British values, sustainability, digital literacy, and our Floydian Scholar values (Respect, Resourcefulness, Reflectiveness, Resilience, and Reciprocity) via a responsive preventative curriculum.
- Subject specialist teachers have the professional autonomy to go beyond the constraints of a rigid syllabus, using their resourcefulness to pivot lessons to address significant global events in real-time.
- All teachers have a responsibility to plan and deliver lessons that meet the intentions, implementation, and impact requirements of this policy, and must communicate with their line manager or SLT if concerns arise.
- Heads of Year and Raising Achievement Officers (RAOs), working closely

with Senior Leaders, have a responsibility to monitor the implementation

and impact of curricula to ensure the needs of students are being met, communicating any concerns to their line manager or SLT.

1. Intent, Implementation and Impact

The SHFGS Mission Statement:

We deliver a contemporary grammar school education which challenges and inspires everyone to achieve exceptional outcomes. We build a diverse community of courageous, empathetic and creative learners. Our Floydian Foci nurture an environment that sparks our imaginations and encourages us to 'think big', both inside and outside the classroom. At Sir Henry Floyd, challenge is welcomed. We motivate everyone to push their boundaries, explore brave choices and emerge as ethical leaders.

2.a.i Curriculum Intent

The school's curriculum identity is characterised by the following strands.

1. Breadth

We're committed to a rich, multi-disciplinary curriculum that extends beyond the core academics to encompass the arts, humanities, languages and technologies. This broad foundation allows every student to build a diverse portfolio of knowledge, master new fields of study and discover their potential.

2. Challenge

We set high expectations for all learners, delivering a knowledge-rich curriculum. By fostering intellectual rigour and curiosity, we equip students with the disciplinary expertise and confidence needed to thrive in higher education and their future professional careers.

3. Inclusion

We're committed to social justice, ensuring our curriculum is an equitable entitlement that reflects our diverse society. Central to this mission is the strategic delivery of Literacy and Numeracy, which we view as the fundamental tools for empowerment through prioritising oracy, reading and handwriting, alongside robust numerical fluency. We actively remove barriers to learning and employ adaptive teaching methods to ensure the best possible outcomes for all students, including those from diverse backgrounds and those with special educational needs.

4. Sequence

We provide a coherent and cumulative journey for every learner, allowing them to build robust schema and consolidate learning over time. By intentionally

revisiting and building upon core concepts, we help students master complex subject disciplines and retain knowledge in the long term memory.

5. Relevance

We equip students with applied knowledge and essential life skills vital for navigating a rapidly changing world. By integrating themes such as Careers, AI, sustainability and digital literacy into subject disciplines, we empower students to engage critically with global challenges and emerging technologies. This is underpinned by a commitment to British Values and preventative education, ensuring our learners are not only technologically proficient but also resilient, inclusive, and prepared to contribute positively to a safe and democratic society.

2.b. Curriculum Implementation

SHFGS operates a two-week timetable cycle. There are five periods per day, each of which lasts for 60 minutes. There are 50 periods in each timetable cycle, as follows:

Time	Activity
8.45	Registration or Assembly
9.05	Period 1
10.05	Period 2
11.05	Break time
11.30	Period 3
12.30	Lunch time
13.20	Period 4
14.20	Period 5
15.20	End of Day / Prep

The Parent and Student handbook and Learning, Teaching and Assessment Policy contains information about curriculum assessment. Moreover, each department has a curriculum overview which is available on the curriculum page of the school website.

2.b.i Inclusion

The school is highly ambitious for all students and sets appropriately ambitious targets for all. Teachers have high expectations for all students and set high standards. Teachers have an even greater obligation to plan lessons for students who come from disadvantaged backgrounds or have barriers to learning or diagnosed learning needs. They will use appropriate assessment to plan challenging work for all focus groups, including:

- Most able students
- Students with lower prior attainment
- Students from disadvantaged backgrounds
- Students with SEND
- Students with English as an Additional Language (EAL)

Teachers understand that high quality first teaching is essential for those who experience barriers to learning. The [Special Educational Needs and Disability Code of Practice 2014](#) includes advice on approaches to identification of need which can support this. A minority of students will need access to specialist equipment and different approaches. The SEN and disability code of practice is clear about what should be done to meet their needs. Lessons will be planned so that teaching opportunities help students to develop their Literacy, Handwriting, Oracy and Numeracy, and to support students to take part in all subjects. Teachers also take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment. Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

In general, teaching groups are not organised by ability, except where there is an advantage in doing so. Currently, this only applies to 'fast-pace' sets in mathematics; the vast majority of groups are mixed ability.

2.b.ii Key Stage 3 Curriculum

The Key Stage 3 curriculum is structured around The English Baccalaureate subjects but also fulfils the curriculum intentions outlined above. It is intentionally broad to give students the opportunity to experience a variety of subjects, skills and disciplines.

KS3 Subjects	Year 7	Year 8	Year 9
English	7	7	6
Mathematics	7	7	7
Science *Taught as Biology, Chemistry and Physics in Year 9	6	6	3x2*
MFL - French, German, Spanish *Students study 2 of 3 languages from Year 8	6	2x3	2x3
Geography	3	3	3
History	3	3	3
Philosophy and Religion	2	2	2
Art	2	2	2
Computer Science	2	2	2
Design & Technology	1	1	1
Food and Nutrition *Taught on a rotation one period a fortnight	1	1	1
Dance	1	1	2
Drama	2	2	2
Music	2	2	2
Physical Education/Games	4	4	4
PSHE	1	1	1

2.b.iii Key Stage 4 Curriculum

The SHFGS GCSE curriculum provides as much breadth and choice to individual students as possible. We use initial student preferences to help inform the design of our KS4 option blocks. While we endeavour to accommodate these choices, the final curriculum offer is subject to timetabling constraints, staffing availability, and viable class sizes. The curriculum is carefully and thoughtfully sequenced so previously taught skills and knowledge are refined and developed during GCSE studies.

The subjects listed in our KS4 Options booklet are offered each year, but may not always run due to student uptake or other practical issues. The vast majority of students will study a minimum of ten full-course GCSEs, with many demonstrating the resourcefulness to study Further Maths or obtain a qualification in a language spoken at home. However, the school reserves the professional autonomy to adjust this minimum for individual students where the Senior Leadership Team determines that a tailored, reduced timetable is in the child's best pastoral or educational interests.

All students will study Mathematics, English Literature, English Language, Science (Triple or Combined) and Humanity. Non-examined compulsory subjects include Core PE, Religious Studies and PSHE.

Choice of examination board and course lie with departments; there is no whole-school prescription. It is the responsibility of Subject Leaders to ensure that the correct syllabus is followed for GCSE courses.

All students are entered for examinations in all subjects for which they have been prepared. The IAT Charging and Remissions policy clearly explains the school's position on the payment of examination fees.

To ensure fairness and consistency, entry levels in tiered examinations are determined at a departmental level. These decisions are driven by robust assessment data and finalised by the Faculty or Subject Leader, rather than individual classroom teachers.

The KS4 Options booklet contains more subject-specific information, including examination boards, and can be found on the school website.

GCSE Subjects	Hours per fortnight
English Literature and Language (2 GCSE's)	7
Mathematics + Further Mathematics *Taught within Maths sets	6
Triple Science (3 GCSE's) Or Combined Science (2 GCSE's)	12 7

Geography	5
And/or History	5
Option Subjects - Art - Computer Science - Dance - Design & Technology - Drama - Food Preparation & Nutrition - French - GCSE PE - German - Music - Philosophy and Religion - Psychology - Spanish	5 hours per option
Non-Examined Subjects Core PE Core PRE & PSHE	4 1

A maximum of two languages can be taken at GCSE; students may choose to study only one or no modern foreign language at GCSE. Languages must have been studied at KS3 to progress to KS4.

PSHE+, which includes RSE are taught within the core Religious Studies lessons and in events on days when timetables are collapsed in order to facilitate expert provision.

GCSE Subject Withdrawals

Withdrawal from, or non-entry for, a subject is permissible only in exceptional circumstances. Any such decision requires comprehensive discussion and agreement between the student, their parents and the school.

To ensure stability in learning, requests for subject withdrawal are strictly considered during a designated period after the Year 11 November trial exams. All requests must be presented to a Senior Leadership Team panel for a formal decision and to agree upon a subsequent intervention package.

Requests made outside these windows will not ordinarily be considered, except in acute medical, SEND or safeguarding emergencies.

2.b.iv Key Stage 5 Curriculum

SHFGS sixth form curriculum comprises both A level and SHFGS enrichment courses. We attempt to provide as much choice for individual students as possible. The subjects listed below are currently offered. All students study a minimum of three A levels and one enrichment course. Similar to our GCSE process, we use initial student preferences to inform the design of our A-Level option blocks. While we endeavor to accommodate as many individual choices as possible, the final curriculum offer remains subject to timetabling constraints, staffing availability and the financial viability of class sizes.

Choice of examination board, course and options lie with departments – there is no whole school prescription. It is the responsibility of Subject Leaders to ensure that the correct syllabus is followed for GCE courses. All students are entered for examinations in all subjects for which they have been prepared. In exceptional circumstances a particular student may be withdrawn or not entered for a particular subject following appropriate discussion between student, parent and the school. There is an IAT Charging and Remissions policy that explains the school's position on payment of examination fees. Entry levels in tiered examinations are decided by relevant teachers following any consultation they deem as appropriate with the Faculty or Subject Leader. Students will study each A-Level for 8 hours a fortnight in Year 12 and 9 hours a fortnight in Year 13.

A level Subjects

Biology Business Studies Chemistry Computer Science Dance Design Technology - Product Design Drama Economics English Literature Fine Art French Further Mathematics German	Geography Government and Politics History Mathematics Philosophy & Ethics Physics Psychology Sociology Music Physical Education Spanish
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SHFGS Enrichment Courses offered

GCSE Language – German, French and Spanish	Developing Leaders
Life! (PSHE+)	International Literature
Physical Education / Sport / Training	AS Further Mathematics
Astrophysics	Extended Project Qualification (EPQ)
Young Enterprise	Healthy Lifestyles
Environmental Awareness	Vets & Medics Preparation Course
	Core Maths (Level 3)

Other timetabled enrichment opportunities may include:

Maths Specific Finance, Chess, Coding, Public Speaking, Employability Skills, Current Affairs, Sixth Form Core PE and Forensic Psychology.

These are samples of the kinds of courses on offer and are subject to availability, resourcing restrictions and student uptake. All students who take three A levels are also required to take Sixth Form Sport and a minimum of one other enrichment option; the vast majority take two.

These courses run for a minimum of 12 months; those that run for 2 academic years are formal qualifications.

The following aspects of the curriculum are covered in PSHE+ (Life! in sixth form), assemblies and in 'one off' events for students:

- Relationships and sex education, and health education
- Spiritual, moral, social and cultural development
- British value
- Careers education, advice and guidance

Studying 4 A-Levels

Students who meet the elevated qualifying score outlined in the A-Level prospectus may request to study 4 A-Level subjects. Approval remains subject to timetabling, staffing and class size viability. The school reserves the right to withdraw a student from a 4th subject if it is deemed in their best educational or pastoral interests. This decision will be grounded in the student's circumstances, drawing on data such as academic achievement and adherence to the school's high attendance expectations. If the school has concerns regarding a student's academic progress, attendance or wellbeing, we will communicate this promptly.

While students will ordinarily be supported to improve their standing ahead of the Year 12 trial exams, the school retains the professional autonomy to adjust a student's timetable earlier if the workload is negatively impacting their core 3

A-Level outcomes.

2.b.v Successful Implementation of the Curriculum means:

- We effectively allocate the school's teaching and learning resources (staff, accommodation, facilities, materials, and expertise), ensuring faculty leaders manage their delegated budgets responsibly and in line with the IAT Financial Scheme of Delegation
- We respond to changes in students' pastoral and SEND needs timely and effectively, both in the short and long term.
- We provide character-building opportunities for students, measuring their development against our core Floydian Scholar values: Respect, Resourcefulness, Reflectiveness, Resilience, and Reciprocity.
- We use evidence-informed assessment and feedback as diagnostic and developmental tools, regularly reporting on progress to students and their parents or carers.
- We ensure our curriculum offer is accessible, inclusive, and comprehensible to all students, irrespective of their cultural background, personal circumstances, or barriers to learning.
- We provide a rich co-curricular offer which complements and expertly extends the learning taking place in subjects and lessons.
- We achieve a carefully measured balance between the needs of individual learners and the progress of the whole group.
- We engage all stakeholders - staff, students, parents and Local Governors - as active partners in learning.
- We structure and sequence our curriculum through the expert lens of our Subject Leaders, utilising consultation and feedback to refine our offer while maintaining strict academic rigour.
- We fully comply with all relevant statutory requirements and DfE guidelines.

4. Impact of the Curriculum:

The desired impact of the SHFGS curriculum is that:

- Students are pioneering and visionary, which is directly reflected in their ambitious post-16 and post-18 destinations.
- Students' academic progress and attainment remain significantly above the national average, driven by a curriculum that is expertly designed and effectively delivered.
- Students' attendance is significantly above the national average, fostered by a safe, inclusive, and highly supportive school environment where they feel they belong.
- Students champion the Floydian Scholar values and leave fully equipped to thrive in wider society.

- Through our curriculum and the breadth of wider opportunities offered, students develop into ethical leaders and active members of the community.

Monitoring arrangements:

- The IAT Board of Trustees holds the statutory responsibility for monitoring whether the school is complying with its funding agreement and providing a statutory 'broad and balanced curriculum'.
- The Local Governing Body (LGB) is delegated the responsibility of monitoring the local implementation, standards, and impact of this curriculum on our students. The LGB fulfils this strategic role through:
- Reviewing data on course uptake and the breadth of qualifications on offer.
- Receiving and scrutinising curriculum and standards reports provided by the Senior Leadership Team.
- Acting as designated link Governors to particular Faculty areas to foster strategic understanding and provide a 'critical friend' perspective.

Leaders quality assure the way subjects are taught throughout the school by:

- Reviewing course uptake and the breadth of qualifications on offer to ensure they meet student needs
- Engaging in developmental learning walks, subject QARs (Quality Assurance Reviews), and collaborative work reviews, aligning with the IAT Appraisal Policy's emphasis on constructive observations.
- Collaboratively reviewing curriculum planning, Schemes of Work, and Google Classroom resources to ensure consistency and challenge.
- Facilitating constructive conversations with students about their learning and progress in the classroom.
- Partnering with parents to discuss individual student progress and experience, using this to holistically support the child.

Faculty, Seconds in Faculty and Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the Headteacher. At every review, the policy will be shared with the Local Governing Body.

5. Links with other policies

This policy links to the following policies and procedures:

- Academic Honesty Policy
- Attendance for Learning Policy

- Behaviour for Learning Policy and Code of Conduct
- Child Protection Policy
- Conduct of Controlled Assessment Policy
- Educational Visits Policy
- Equality & Cohesion Policy and Equality Objectives
- Learning, Teaching & Assessment Policy
- PSHE Policy
- SEND Policy and information report and Designated Teacher for LAC Policy
- Sex and Relationships Education Policy