

Curriculum Policy 2025-2026

Scope:	Whole School including EYFS
Release date:	September 2025
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Author:	Acting Deputy Head Academic
Reviewer:	Head
Approval body:	Board of Governors

Linked documents

This Policy should be read in conjunction with the:

- Assessment and Feedback Policy
- SEND Policy
- EAL Policy
- PSHE Policy
- Most Able Policy
- EHCP Education Health and Care Plan
- RSE Relationships and Sex Education
- Careers Policy
- Remote Learning policy
- EYFS Policy

Acronyms

- SEND Special Educational Needs and Disabilities
- EAL English as an Additional Language
- IEP Individual Education Plan
- EHCP Education Health and Care Plan
- PSHE Personal Health and Social Education
- SENDCo Special Educational Needs and Disabilities Coordinator

Availability

This policy is available to parents and prospective parents on the School website, and a printed copy may be requested from the School Office.

Policy Statement

Derby Grammar School provides a curriculum that stimulates and challenges our pupils and supports a high-quality education which allows pupils to flourish in an atmosphere that provides intellectual challenge and celebrates success.

Language

The principal language of instruction is English. The curriculum provides wide-ranging opportunities for all pupils to acquire and practise speaking, listening, literacy and numeracy skills.

A Broad and Balanced Curriculum

Our well-qualified staff develop programmes of study and schemes of work which provide a wide range of knowledge, skills and experiences for pupils.

Linguistic: Pupils develop communication skills and increase their command of language through listening, speaking, reading and writing.

Mathematical: This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways, including practical activity, exploration and discussion.

Scientific: This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of inquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological: Technological skills are introduced and developed through specific lessons in computing, design and technology and the sciences. Across the curriculum technological skills are reinforced by the use of ICT; developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

Cultural: Wherever possible enrichment opportunities are provided for pupils to interact and embrace experiences with external authors, speakers, artists or scientists from other cultures.

Human and social: Learning about people and their environment, and how human action, now and in the past, has influenced events and conditions takes place across the curriculum, but especially in the humanities and sciences.

Physical: This area, delivered through Physical Education, Games, PSHE and the sciences, aims to develop the pupils' physical control and coordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health.

All year groups have timetabled Physical Education lessons, the majority of which take place outdoors.

Aesthetic and creative: This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, drama and the study of literature, because they call for personal, imaginative, and often practical responses.

Pupils' Needs

Together with the schemes of work for each subject, the SEND, EAL, Most Able and PSHE policies demonstrate the manner in which the School takes into account the ages, aptitudes and needs of all pupils, including those with EHCPs and IEPs.

The curriculum can be modified to suit the specific needs of an individual pupil after agreement between the school and parents, as long as the pupil meets our entrance requirements and is able to access lessons appropriately. Where a child holds an EHCP, the curriculum will be adapted in the light of the content and guidance. Equally, we are adaptable to meet a pupil's temporary special needs owing to illness or incapacity.

All pupils have the opportunity to learn, flourish and make progress.

Fundamental British Values

Our delivery of several subjects, but especially PSHE, politics, history, citizenship, aspects of MFL and geography emphasise fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Tutorial time is used to prepare our pupils for the opportunities, responsibilities and experiences of life in British society.

PSHE, RSE and Mental Health

Our PSHE Policy and schemes of work show how we deliver personal, social, health and economic education which both reflects the school's aim and ethos and encourages respect for other people, paying regard to the protected characteristics set out in the 2010 Equality Act Part 2, Ch. 1.

Our RSE Policies for Primary and Secondary pupils provide up-to-date outlines on our provision of age-appropriate relationship and sex education.

Derby Grammar School is committed to supporting the mental health and well-being of our pupils. This is embedded, supported and promoted in our curriculum and wider school life.

Careers

Our Careers Policy explains how we ensure our pupils have access to accurate, up-to-date careers guidance throughout their education at Derby Grammar School. It is presented in an

impartial manner which enables them to make informed choices about a broad range of career options; and helps to encourage them to fulfil their potential.

Enrichment

Derby Grammar School is committed to a holistic provision of education. Learning is not just confined to the classroom and we offer an extensive range of enrichment activities on a daily basis, for pupils of all ages, up to and including the Sixth Form.

COVID-19 and Remote Learning

Derby Grammar School recognises that there may be circumstances where individual pupils, or groups of pupils, are absent from school due to COVID-19, for instance. The School will provide work to be completed at home where it is appropriate as per the Remote Learning policy.

Pupils returning to school after any significant absence will be routinely assessed within subjects once this is deemed appropriate with the aim of measuring progress made during any period of remote working and identifying key learning requirements moving forward. Such assessments are likely to be a combination of informal, class-based assessments and occasionally more formal class or year group examinations.

Primary School

EYFS

The Early Years Foundation Stage Statutory Framework (2021) forms the basis of the Derby Grammar School EYFS curriculum. It promotes teaching and learning to ensure 'school readiness' and gives pupils the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Learning and development in EYFS covers seven areas, which shape the educational programmes:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design.

Each area is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.

Key Stage 1 and 2

At Derby Grammar Primary, we offer a broad and balanced curriculum which is based on the framework of the national curriculum. It provides an outline of core knowledge around which

teachers can develop exciting and stimulating lessons, and promotes the development of pupils' knowledge, understanding and skills. The taught curriculum, however, ranges beyond national curriculum specifications and comprises many other learning experiences that challenge, stimulate and promote thinking and learning.

Aims

The aims of the curriculum are to:

- provide pupils with an introduction to the essential knowledge that they need to be educated citizens;
- promote high standards of teaching and learning;
- prepare pupils for the opportunities, responsibilities and experiences of later life;
- introduce pupils to the best that has been thought and said; and help engender an appreciation of human creativity and achievement;
- promote spiritual development;
- promote physical and mental development, and an awareness of the importance of a healthy lifestyle;
- enable pupils to develop moral sensibility through carefully taught values;
- develop the personal and social skills of each child;
- provide equality of access and the opportunity for all pupils to make progress.

Curriculum Subjects

The curriculum is organised on the basis of two key stages, and subjects are classified as 'core' and 'other foundation' subjects.

Core Subjects: English, Mathematics and Science

Other Foundation Subjects: Art and Design, Computer Science, Design and Technology, Languages, Geography, Music, History, Physical Education, Religious Studies, PSHE/RSE, Swimming and Forest School.

Through the provision of rich and varied activities, we aim to:

- encourage high standards of progress and attainment;
- enable pupils to make connections across different areas of learning;
- help pupils to think creatively and solve problems;
- develop pupils' capacity to learn and work independently and collaboratively;
- enable pupils to respond positively to opportunities, challenge and responsibility;
- enable pupils to acquire and develop a broad range of knowledge, skills and understanding.

Organisation of the Curriculum

- Pupils are taught in mixed year group classes, with additional support for core subjects as needed:
 - Reception, Year 1 and Year 2
 - Year 3 and Year 4
 - Year 5 and Year 6
- The curriculum is taught through discrete subjects and linked to topic areas where appropriate.
- Long term planning provides a yearly overview of the topics taught within individual subjects, and their approximate timeframe.

- Medium term planning contains the curriculum objectives being taught over a half term duration.
- Short term planning is produced by teaching staff and outlines the lesson objective, guided teaching, differentiated activities, arrangements for pupils with SEND and plenary.
- Pupils are withdrawn for individual or small group support when required.
- Where appropriate, some Foundation Subjects are taught in adjacent year groups, particularly in the infant school.
- Literacy is planned using the new framework of the National Curriculum. Guided reading, grammar, punctuation and spelling are taught as discrete lessons and then integrated into the teaching of text types. Where possible, one poetry unit, one non-fiction and one fiction unit is taught each term in each year group. The six non-fiction text types are taught across the Primary School year groups.
- Mathematics is taught from the White Rose scheme of work.
- Other subjects are planned using National Curriculum and DfE guidance, online resources and commercial schemes of work.

Roles and Responsibilities

The Primary Lead has the responsibility for the leadership of the curriculum and delegating responsibility to key staff.

It is their responsibility to keep the Head and the Acting Deputy Head Academic informed of any changes within the curriculum.

Subject coordinators are responsible for liaising with class teachers over the content and delivery of the units of work. They evaluate and monitor standards in their subject. They will analyse assessment results on a whole school, year group and pupil basis. They will feed back results to the Primary Lead in order for any intervention to be put into place. They will observe peers to share good practice and undertake a scrutiny of work annually. Outstanding pieces of work will be copied or photographed and kept as evidence of good work.

The Primary Lead, together with the SENDCo, ensures that the progress of each pupil is tracked and that there is appropriate challenge, support and intervention.

The Head of Year 7 and 8 works to ensure that the transition from Primary to Senior School is seamless, both academically and pastorally.

Senior School

At Derby Grammar School, we aim to provide a rich and holistic educational experience in which intellectual development, academic excellence, and pastoral care are complemented by high performance in the arts, sport and co-curricular activities.

The curriculum consists of activities planned to promote both the academic and personal development of all the pupils. It is broadly balanced and seeks to give every student the opportunity to be appropriately challenged, but at the same time, allows individuals to excel in their own personal talents wherever they may lie.

The curriculum is delivered through timetabled lessons and enhanced with other features such as school trips, subject specific workshops and visiting speakers and is extended and enriched through extra-curricular activities, competitions, and sports fixtures.

Aims

The aims of the curriculum are to:

- provide pupils with the essential knowledge that they need to be educated citizens;
- promote high standards of teaching and learning;
- prepare pupils for the opportunities, responsibilities and experiences of later life;
- introduce pupils to the best that has been thought and said; and help engender an appreciation of human creativity and achievement;
- provide all students of compulsory school age with an educational experience in the following disciplines: linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative
- prepare pupils for the next stage of their education, training or employment, as well as their future in a competitive global society;
- promote spiritual development;
- promote physical and mental development, and an awareness of the importance of a healthy lifestyle;
- enable pupils to develop moral sensibility through carefully taught values;
- develop the personal and social skills of each child;
- provide equality of access and the opportunity for all pupils to make progress.

Organisation of the Curriculum

The Senior School organises the curriculum into:

- Key Stage 3 – Years 7 to 9
- Key Stage 4 – Years 10 and 11
- The Sixth Form – Years 12 and 13

The Senior School operates a 30 period week. Each period is 55 minutes in duration and there are 6 periods per school day.

- The curriculum is taught through discrete subjects;
- Long term planning provides a yearly overview of the topics taught within individual subjects, and their approximate timeframe;
- Medium term planning contains the curriculum objectives being taught over a half term duration;
- Short term planning is produced by teaching staff and outlines the lesson objectives and teaching and learning activities;
- Schemes of work are developed and held by Departments and Subjects;
- Pupils are taught in mixed ability curriculum or option groups, except for English, Mathematics and Science in some classes at Key Stages 3 and 4, where pupils may be streamed by prior attainment.

Key Stage 3

All pupils in Years 7, 8 and 9 follow a broad and balanced programme of subjects. The core subjects are English, Mathematics, Sciences and PSHE. Additionally, pupils study Art and Design, Computer Science, Design and Technology, Drama, Geography, History, Politics, Philosophy and Ethics (PPE) or Classical Civilisation, a Modern Foreign Language, Music, Religious Studies, and Physical Education and Games. Lessons in Physical Education and Games take place at Rykneld Sports Centre in Mackworth, Derby.

Derby Grammar School aims to provide a tailored curriculum for pupils, and so some pupils may study fewer subjects in order to meet their learning needs.

Key Stage 4

Pupils begin their GCSE studies in Year 10, having selected option subjects during the Spring term of Year 9. All pupils study the core subjects of English Language, English Literature, Mathematics, Games, and PSHE. The School offers a choice of the separate sciences, GCSE Biology, GCSE Chemistry and GCSE Physics or GCSE Combined Science. Our English qualifications are IGCSE specifications.

In addition to the core curriculum, pupils study three or four option subjects.

A detailed curriculum guide is given to all pupils in Year 9 when opting for GCSE subjects. In Year 11, a final decision is taken whether to enter a pupil for English Literature as well as English Language, after discussions between pupil, parents, and subject teachers.

Games lessons are timetabled at Rykneld Sports Centre.

Year 10 Option Blocks 2025-26:

Block A	Block B	Block C	Block D
Art and Design	Triple Science*	Triple Science*	Geography
Design and Technology	Computer Science	Art and Design	History
German	Drama	French	Music
Physical Education	Music	German	
		Spanish	

*Triple Science (GCSE Biology, GCSE Chemistry and GCSE Physics) must be selected in either Block B or Block C. Pupils who wish to take GCSE Combined Science do not need to select Triple Science.

Year 11 Option Blocks 2025-26:

Block A	Block B	Block C
Computer Science	Art and Design	Computer Science
German	Design and Technology	French
Physical Education	History	Geography
Music	Religious Studies	Music
		Spanish

The Sixth Form

A detailed subject and Sixth Form Guide is given to all pupils in Year 11 to help them with their A Level choices. Most Sixth Form pupils study three A Level subjects, from a choice of the following subjects:

Art and Design	Economics	Music
Biology	English Literature	Music Technology
Business	French	Physical Education
Chemistry	Further Mathematics	Physics
Classical Civilisation	Geography	Psychology
Computer Science	German	Religious Studies
Design and Technology (Product Design)	History	Spanish
	Mathematics	

Each chosen subject is studied for 5 periods per week in Year 12 and 6 periods per week in Year 13. In exceptional circumstances, pupils may take four A Level subjects. The curriculum may be adapted to meet pupils' individual needs, such as by offering support with first language qualifications or supporting the re-sit of GCSE English and Maths.

PSHE is delivered in 1 period per week in each of Year 12 and Year 13.

All pupils take part in Games, scheduled at Rykneld Sports Centre on Wednesday afternoons.

The Extended Project Qualification and GCSE Astronomy are also offered.

Roles and Responsibilities

The Head has the ultimate responsibility for the leadership of the curriculum and this is delegated to the Acting Deputy Head Academic, who:

- leads on the academic management and development of the School;
- gives academic leadership to the School as a whole and provides regular briefings to staff;
- oversees the evolution of the whole-school curriculum model, liaising with the Primary School Senior Teacher;
- ensures that the curriculum is appropriate to the needs of the pupils and that it is utilising the talents and skills of the staff and the facilities and resources within, and accessible to, the School;
- ensures that the curriculum operates effectively and efficiently according to the objectives and policies of the School.

Heads of Subject and Heads of Department are responsible for liaising with the Acting Deputy Head Academic and teachers over the content and delivery of schemes of work for their subject specialism. They evaluate and monitor standards in their subject, liaising with the Acting Deputy Head Academic on whole school self-evaluation and quality assurance.

Heads of Department and Heads of Subject analyse assessment results on a subject, year group and pupil basis. They will feedback the results to the Acting Deputy Head Academic and Heads of Year in order for any intervention to be put into place.

The Heads of Year work to ensure that the transition between Key Stages, including any option choices, are seamless, both academically and pastorally.

Teachers are responsible for the delivery of the curriculum through classroom practice, teaching, and assessment. They will observe peers to share good practice and work to further their professional development, knowledge and skills.