



Curriculum Statement

(See also the Curriculum Overview at: <https://tgs.starmat.uk/curriculum-overview/>)

SLT Oversight	ASY
Adopted by the LGB	FEB 21
Review Date	FEB 24

Curriculum Statement

Curriculum Overview

Our school vision statement challenges each student to **Be Your Best Self**

We want all students to maximise their potential through excellent academic and personal development and to be able to achieve fulfilment in their current and future lives. This will allow individuals to understand and appreciate their existing and developing role in modern Britain and the world. Our four staff values reinforce and inform this commitment:

- Students considered first;
- High expectations - no limitations;
- The best support for each student;
- The optimum curriculum experience for each student.

Our Curriculum Intent - The Strategic Aims For The Curriculum

We define the curriculum as all of the experiences offered to each student, including their academic subjects and co-curricular opportunities. It is grounded in an understanding of the knowledge and skills students need in order to take advantage of opportunities, responsibilities and experiences now and later in life.

The curriculum promotes spiritual, moral, social and cultural development as part of the Personal Development programme and study within subjects, as well as physical development and creativity. Our curriculum encourages students to develop transferable knowledge and make connections within and between subjects. We also value learning beyond that which is recognised within the National Curriculum and seek to provide all students with opportunities for enrichment and deeper learning. The curriculum experience in each year and Key Stage has significant merit in its own right and prepares students for future learning.

The school is committed to:

- Promoting equality of opportunity for each student;
- Assisting each student, through developing ambition, responsibility and resilience to achieve the highest standards of work of which they are capable;
- Helping each student to develop a lively enquiring mind, the confidence to question, and the ability to debate rationally;
- Ensuring each student acquires knowledge, skills and training relevant to the world of work;
- Enabling each student to receive challenging, stimulating, worthwhile and enjoyable experiences;
- Making sure all students recognise their existing and emerging personal strengths and set ambitious goals accordingly;

- Developing an informed concern for local and global issues such as the environment, and an understanding of and respect for the values of other groups and cultures.

The intent of our curriculum is therefore to offer breadth, depth, balance, ambition and richness.

Throughout Key Stage 3 (years 7-9) we support students and parents to make informed choices for GCSE and Vocational and Technical Qualifications (VTQ, including BTEC) ready for Key Stage 4 (Years 10 & 11) and beyond into the Sixth Form or alternative post-16 providers.

Our curriculum offer does not remain static and evolves in response to students' needs, expectations and aspirations.

We have active links with our partner primary schools, especially the 9 primary schools in the STAR MAT. This enables us to understand curriculum intent and implementation from EYFS to Year 6 to ensure continuity and coherence when students join us in Year 7.

Our Personal Development curriculum (PSHCE, SRE, CEIAG and specially organised events) across the 11-19 year age range in timetabled lessons and tutor time enables all students to develop the knowledge and skills to make sense of their current and future lives and aspirations. These key themes are also reinforced through the curriculum in individual subjects.

Key Stage 3 (Year 7, 8 and 9)

At KS3 our students receive a rich and varied programme within Years 7, 8 and 9. Our KS3 programme is designed to ensure that our students ultimately leave school with strong skills and knowledge across all their subjects, including the ones they choose not to study beyond year 9.

We do not narrow the curriculum at KS3. All students will study all subjects within the National Curriculum plus RE throughout the three years. Our subject areas aim to deliver knowledge and skills which exceed the baseline set out in the National Curriculum.

We have a commitment to offer subjects, beyond the prescribed National Curriculum, which we believe have a high value for developing cultural capital including Drama, Business Studies and Economics.

All our Key Stage 3 courses have progression routes into Key Stage 4.

Key Stage 4 (Year 10 and 11)

At KS4 our curriculum is ambitious and rigorous leading to academically strong, recognised qualifications for students leaving Year 11. Subject options are chosen towards the end of Year 9. We value GCSEs and Vocational & Technical qualifications (VTQs) equally. (See EBacc. statement at the end of this document).

All students are expected to study mathematics, English Language and English Literature as well as Science. In Science, around half of the year group will study separate sciences (Biology, Chemistry and Physics) and others will study Combined Science (worth two GCSEs).

Currently, all students will continue with the Religious Education course which will lead to an additional GCSE qualification. We believe that students should be given the opportunity to study subjects they have a passion for, they want to take further or are simply interested in. Students are therefore given three option choices from a very wide range of GCSE and other Level 2 courses, including VTCs.

All our Key Stage 4 courses have progression opportunities into Key Stage 5.

Key Stage 5 (year 12 and 13)

At KS5 our curriculum suits the needs of the students following their broad education in KS3 and 4. Sixth Form courses offer both continuity and variety for all our students. Our collaboration with Sherburn High School provides an additional range of subjects.

In Year 12, most students study three subjects, however some do follow four. In addition to taught subject lessons, students have timetabled lessons for structured independent study. Students also have the opportunity to take the Level 3 Extended Project Qualification (EPQ).

Further information about the curriculum for each subject is provided in the [Curriculum Overview](#) section.

The English Baccalaureate Curriculum (EBacc)

The EBacc is a subset of GCSE subjects at Key Stage 4 which students can take during Years 10 & 11:

- English language and literature
- mathematics
- the sciences (biology, chemistry & physics)
- geography or history (the humanities)
- a language (we offer French and/or German)

The governing body at Tadcaster Grammar School has considered the importance of the EBacc subjects in relation to our curriculum intent and wider curriculum principles. The agreed position of the school in relation to the EBacc and other GCSE/VTQ subject options in Key Stage 4 is as follows:

- Students have access to all of the EBacc subjects which are signposted through the Careers Education, Information, Advice and Guidance programme and the Year 9 options process;
- Currently all students study mathematics, English language and literature, combined science (or triple science, based on assessment in Key Stage 3 by the Science Department) core PE, RE and Life Skills (PSHCE);
- Beyond this core curriculum, students have access to **24** further options subjects. They currently choose three of these, which should be a free choice - as such, we offer all students 'study options' rather than predetermined 'study pathways'.

Our Key Stage 4 curriculum has significant breadth and we regard creative subjects, vocational and technical qualifications, subjects allied to design and technology and business and economics for example as having equal standing to the humanities and modern foreign languages.

Typically, many of our Key Stage 4 students actually choose to study the EBacc humanities and modern foreign language subjects:

Subject	Year 11 class of 2022	Year 11 class of 2023
Geography	41%	46%
French and/or German	36%	40%
History	30%	35%

In addition, all students are given the opportunity to develop their interests and talents in a diversity of alternative subjects. Current examples include:

- GCSE Computer Science
- BTEC Health & Social Care or Child Development
- GCSE Food Preparation & Nutrition
- GCSE Electronics
- BTEC Creative Media Production
- GCSE Art & Design
- GCSE Economics
- GCSE Drama or BTEC Performing Arts

More information about full range Key Stage 4 subject offer is available to view [HERE](#)

The current Department for Education guidance on the English Baccalaureate is available [HERE](#)

Examination results and student destinations demonstrate that students achieve well with our Key Stage 4 curriculum subjects which provide high quality progression routes to sixth form study programmes, and beyond.

End of document