



STOCKPORT SCHOOL

Curriculum Policy

This policy should be read in conjunction with other school policies, including SEND, Assessment, Recording & Reporting, Behaviour, Rewards, More Able - Gifted & Talented, Careers, Homework, House System, Inclusion, Marking, Feedback & Assessment, and Vision & Ethos

1. Aims and Objectives

- 1.1 At Stockport School we place great emphasis on personal skills such as initiative and the capacity to learn independently. We aim to equip our students with the personal, learning and thinking skills they need to succeed in employment and adult life.
- 1.2 The school remains firmly committed to a curriculum of high academic ambition for all, we also recognise the need for access to a broad and balanced curriculum and one with the ability for us to provide bespoke inclusive pathways, intervention and support for students, and we are also strong advocates and investors into the vital contribution made by pastoral and extra-curricular enrichment activities to the development of the whole person. We believe it is important that students are given every opportunity to be part of a team, to take personal responsibility, to develop a wide range of interests and to be of service to others. All students are expected to participate in our extensive extra-curricular programme of enrichment activities to help further develop their educational interests and to promote independence and inter-personal links with students.
- 1.3 At Stockport School, we enable our young people to grow through building their understanding and insight into themselves and their local community, whilst developing the core skills and knowledge to take their place in the wider world.

2. Developing a Knowledge Rich Curriculum

2.1 Intent

- 2.1.1 We are committed to thinking deeply about curriculum development. INSET time has been used to share best practice and explore expert thinking about approaches to curriculum planning. This has come from a range of sources including: SSAT, OFSTED Research Reviews, ASCL, EEF, Chartered College and the TDT.
- 2.1.2 We recognise the importance of a clear curriculum narrative. To support a cohesive and coherent whole school curriculum, all departments have defined a long-term curriculum overview, breaking down the key knowledge and skills developed in each unit during a year, then defining how these build on prior learning and prepare students for future learning. CPD at the start of this work established the importance of a 'knowledge rich' curriculum, creating a focus on building an ambitious curriculum with an appropriate structure to ensure access for all.



2.1.3 The curriculum at Stockport School is designed to offer a broad and balanced, 21st Century curriculum that is modern in outlook, challenging, whilst being accessible for all students, and rooted in building a rich understanding of knowledge, culture and personal identity.

2.1.4 Our curriculum aim is to enable our young people to grow through building their understanding and insight into themselves and their local community, whilst developing the skills and knowledge required to take their place in the wider world.

2.1.5 Our five-year journey has been carefully mapped to ensure year-on-year progression, enabling both academic success and personal growth. We recognise the importance of a coherent sequence of lessons that enables building of knowledge, understanding and skills.

2.1.6 The study of the individual subject areas combines to support the development of our **PROUD** school values:

➤ **Positivity:**

- Whether developing their own programming in computing, creating a media text in graphics or constructing a piece of creative writing in English, as students build their knowledge and understanding of their subjects, we encourage them to apply learning and be inspired to develop their own creativity, both in terms of innovative responses to work and fostering their own original ideas.

➤ **Respect:**

- Students work in a culture where mutual-respect and building positive relationships is seen as crucial. They are encouraged to share their ideas and support others in doing the same. We encourage all students to take pride in their work, even when they find this challenging.

➤ **Opportunity:**

- From studying artists and exploring examples of their work to learning about scientists and the theories they developed, students will experience important works and ideas in each subject area, whilst also learning about key individuals and groups who have contributed to the development of these subjects.
- The curriculum is linked to employability skills and careers to encourage students to not only experience what experts in their field have achieved in the past, but be motivated to aspire to their own excellence in the future.

➤ **Unity:**

- Whether working formally in groups to carry out a science practical or informally collaborating to solve a problem in maths, we view the opportunities for students to work with others as crucial. Students are taught to recognise the importance of listening to, questioning and building on the ideas of others as a key route to developing knowledge, skills and understanding in all subjects.
- Through collaboration, students develop an inquiring mind and becoming critically evaluative in their thinking.

➤ **Determination:**

- Through activities such as musical performance, sporting activities and developing extended writing students are taught the importance of a growth mindset and ‘grit’ – appreciating that expertise comes with time and purposeful practice.
- They are encouraged to recognise that they will make mistakes along the way but with effort, engaging with feedback and self-reflection, they can always improve further.



2.2 Implementation

2.2.1 We believe in creating a curriculum that is distinct to the school but also prepares students to confidently take their place in the wider world and thrive. We have established our own 4 pillars for our curriculum:

- **Local context**, why our curriculum is relevant and how it builds understanding of the local area;
- **Global**, how our curriculum builds understanding of international issues;
- **Access**, how our curriculum improves access to the world including, literacy, oracy, numeracy and health;
- **Employability**, how our curriculum develops employability skills and supports effective planning to maximise choices for the future. Departments have mapped how their curriculum addresses these areas with the aim of building awareness of how the individual subject curriculums combine to create a definitive 'Stockport School' curriculum.

2.2.2 Directors of Study have worked across the school to identify how their subject areas contribute to the four key pillar areas, this includes for example:

➤ **Local Context**

- With examples including the industrial revolution, geography trips to the Peak District and our work with the dementia choir and Northern Chamber Orchestra, we aim to ensure our curriculum is relevant to our students in Stockport and builds their understanding of the local area.

➤ **Global**

- Through exploring worldwide topics such as sustainability, changing technologies, history and religion, we aim to ensure our curriculum develops students' cultural capital through building knowledge and understanding of international issues, different cultures and global opportunities.
- Our work in this area has led to us achieving recognition from a variety of international groups including Erasmus, eTwinning and the British Council, enabling us to achieve 'International School' status.

*"This project from Stockport School is exemplary in its conception and fulfilment." – Erasmus+
'Congratulations on embedding the international dimension so effectively into your school.'*

British Council

➤ **Access**

- From learning about a healthy diet in food technology to understanding interest rates and banking in maths, we aim to ensure the knowledge and skills gained from our curriculum enables all our students to access the wider world. All subjects support:
 - Literacy and oracy – becoming confident readers, writers and speakers
 - numeracy and becoming confident with financial literacy
 - health and becoming confident with how to manage their physical and mental wellbeing
- Our work in this area has led us to achieve the Basic Skills Quality Mark.



“Stockport School continues the drive to equip all students for adult life through ensuring they have secure English and Maths skills.”

Basic Skills Report

“Disadvantaged pupils have their life chances significantly improved as a result of the school’s input.”

Ofsted and Basic Skills Report

➤ **Employability**

- Through embedding links to careers, we aim to ensure our curriculum develops employability skills and enables effective planning and choices for the future. Students will have the knowledge of the careers available to them, how to work to attain these roles and shape their futures.
- Our work in this area has led us to build close partnerships with local businesses and to achieving the Quality and Careers Standard Award.

“The culture of Stockport School is that of aspiration and improving the life chances of its students. CEIAG plays a key, underlying role in this.”

Quality and Careers Standard Award

2.3 The Wider Curriculum: Extra-Curricular and Independent Learning

2.3.1 A key part of our whole school curriculum is our extra-curricular offer and independent learning. A very wide variety of opportunities are available as part of our extra-curricular offer including: sporting, arts, technologies, languages, drama and music. This enables students to apply learning and develop their own areas of expertise and enjoyment, whilst collaborating with a wider range of students.

2.3.2 We operate an extensive extra-curricular enrichment programme which runs during lunchtimes and at the end of the school day which the majority of students engage in, broadening their development and providing additional opportunity for students to develop independence and inter-personal links with other students. The school offers, through the use of the full 1265 directed time budget, significant additionality through the enrichment programme, where all teachers offer a minimum of one session per week. The school offers at least one hour per night for all Year groups, students have opportunities to participate in an extra-curricular offer that includes sporting, cultural, musical, drama, reading, creative activities along with academic intervention support. Engagement with this is tracked and a key part of our rewards culture. This additional support also extends to feeder primary schools who are welcomed regularly to the school for supportive partnership programmes run by our staff and students, inclusive also of our frequent outreach work where our students and staff go out to lead and support activities, events and teaching in other schools.

2.3.3 All departments have written an independent learning policy to define what the homework requirements are for their subject. Independent study is crucial for success, enabling students to develop breadth and depth of understanding about the different subject areas and ensure purposeful practice of skills in order to embed new learning. The school has also purchased a wide range of online software to support this study including: ClickView, Century Tech, Bedrock, Seneca, Sparks Maths, Memrise, and GCSEPod. The LRC is open every day before school, during lunch, and after school to enable students to access this software.

2.4 Impact

2.4.1 Each department has defined a marking and feedback policy that is appropriate for the subject area. Students will receive feedback during lesson time and in their books. Departments have also planned for end of unit work to enable summative assessments in order to review progress and enable



students to show their independent skills and understanding and check that learning has been embedded. This information is used to provide information at our data points, which students, pastoral staff and form tutors can then engage with to support future progress. Ultimately, at the end of the five year journey at Stockport School, our curriculum will have prepared students to achieve their best in their final examinations.

- 2.4.2** The most important impact of our curriculum is to ensure that our students leave Stockport School as confident members of society, with a knowledge of their community and the wider world that means they are ready to make the choices that are right for them and take their place in the world with courage and integrity.

3. Curriculum Overview

- 3.1** Stockport School aims to prepare its students for adult life by helping them to fulfil their potential in all areas. Each student is encouraged to achieve their personal best.
- 3.2** The School recognises the need for a broad and balanced curriculum and is aware of the vital contribution made by pastoral and extra-curricular enrichment activities to the development of the whole person. It is important that students are given every opportunity to be part of a team, to take responsibility, to develop a wide range of interests and to be of service to others. All students are expected to participate in extra-curricular enrichment activities to develop educational interests and to promote independence and inter-personal links with students in other Year groups.
- 3.3** The curriculum is delivered through high quality-first teaching and learning across all subject areas each led by experienced, expert and well-trained Directors of Subject, whose work is also line managed, supported, and quality assured at a consistent senior line management level by one of the Senior Leadership Team. All departments are required to have schemes of work within their departmental documentation/handbooks. These are updated annually. Every subject contributes to an ambitious high-quality learning experience; however, the aim is to present a coherent curriculum rather than a series of unconnected learning experiences.
- 3.4** The curriculum is delivered through teaching and learning across all subject areas. The timetable operates on a two week cycle of 52 periods with extended school days including 26 separate lessons each week (one more than most traditional school timetables) giving our students the equivalent of an additional eight days of teaching per year or eight weeks over the course of a five-year school career. All departments are required to have schemes of work within their departmental documentation/handbooks. These are updated annually. Every subject contributes to the learning experience; however, the aim is to present a coherent curriculum rather than a series of unconnected learning experiences. To this end cross-curricular themes are encouraged and particularly those related to the local community which is of great importance to us and also to the international dimension linking in with our accredited International School status.
- 3.5** In Years 7 to 9 (Key Stage 3), students experience a wide range of subjects across the main areas of the learning experience (scientific, mathematical, technological, aesthetic and creative, human and social, physical, moral and spiritual). All students study English, Mathematics, Science, Computing, Religious Studies, Modern Foreign Languages, Technology, Drama, Art, Music, Physical Education, and PSHCE throughout the Key Stage. The Year 7 intake is typically arranged into ability groups for Mathematics and into mixed ability groupings for most other subjects. All students study a Modern Foreign Language (French, German or Spanish) throughout the Key Stage, emphasising the importance and status of languages in today's world of work and life. Science is taught in specialist laboratories across the Key Stage.
- 3.6** By way of reasonable adjustment for students with additional learning needs, we operate a Literacy & Basic Skills offer in Years 7 & 8 where instead of students solely receiving eight lessons of MFL they



study a bespoke combination of literacy, reading, basic skills and global cultural modern foreign languages, which are taught by respective subject specialists with SEN support. The aim of this adaptation is to support the rapid acquisition of key skills vital for future success across the curriculum whilst also retaining close alignment with our international curriculum ethos. In terms of high ambition however, the vast majority of students will progress at a rapid and enhanced rate in MFL having access for up to 8 lessons per fortnight in Key Stage 3 enabling them to be securely entered for their first GCSE in MFL at the end of Year 10. As a result of the effective use of the extended 52 period curriculum offering and within it this early curriculum investment into MFL at Key Stage 3, students then benefit from additional widespread but bespoke choice of optional subjects for them to study, including second or third modern foreign languages should they wish from the start of Year 10 concluding in Year 11.

- 3.7** In Years 10 and 11, almost all students follow an academic curriculum with a broad range of GCSE subjects. Core English Baccalaureate GCSE subjects of English, English Literature, Mathematics, a Humanities subject of either Geography or History, and at least one Modern Foreign Language are studied by almost all students (typically around 75%+ of all students over recent years). Students also study either Combined Science or the three separate Sciences (Biology, Chemistry and Physics) to GCSE level. Students choose from a wide range of optional subjects to complete their qualification portfolio, including Art & Design, Business Studies, Computing, Construction, Dance, Design Technology, Drama, Geography, Graphics, Health & Social Care (BTEC), History, Hospitality & Catering, Music, Music Technology, Photography, Physical Education, Religious Studies, Sports Studies (BTEC), Statistics, Textiles and 3D Art & Design. Teaching and learning normally takes place in ability groups for the core GCSE subjects and in mixed ability groups for optional subjects.
- 3.8** In addition to taught lessons we provide a comprehensive tutorial programme for our students, comprising of five 20 minute sessions per week, allowing students to engage in a range of activities such as assemblies, Social, Emotional Aspects of Learning (SEAL), Personal, Social & Health Education support (in addition to timetabled PHSE lessons), citizenship, careers, musical tuition, accelerated reading, curriculum intervention/support, mentoring, mindfulness & well-being programmes, charitable activities, & school council/student leadership activities.
- 3.9** A mentoring and intervention programme operates to provide individual support for identified students in Key Stage 4. Careers Education is integrated into the PHSE programme and is also taught as a distinct subject. In addition, all students have a work experience placement in Year 10. Students are encouraged to participate in a wide range of extra-curricular enrichment activities and to seek opportunities to take the lead in these.
- 3.10** Students are encouraged to take an active involvement in the wider life of the school by attending or even organising their own clubs, helping in the community and by taking on additional duties and responsibilities. Many students gain a great deal from the extra-curricular enrichment activities which provide valuable learning experiences outside normal study. An extremely wide-ranging enrichment programme operates across the school, and is updated each term for all Year groups. This involves Stockport School staff and also external professional expertise in their coordination.
- 3.11** Careers guidance is an important aspect of the school curriculum with dedicated time and resources allocated to its effective delivery. Specific careers advice and guidance is also given before options choices are made for GCSE and in the build-up towards post-16 progression.
- 3.12** We proudly hold Arts Mark Gold status and our investment in this area underpins much of our wider school ethos. This is summed up nicely in an Arts Mark validation report, where the assessor reports *“Students have a wide range of opportunities to participate, develop their talents and achieve success – elements of student ownership and leadership are clear, and students appear able to articulate aspirations for success in school and their futures. The school also takes advantage of many opportunities to share with and support the community and other primary schools.”* In addition to our strong performing arts and creative arts offerings, we have also successfully introduced in more recent



years, a strong suite of vocational subject offerings, including Construction, D&T, Food & Hospitality, H&SC, Music Technology, and Sport Studies, which are popular amongst students and relevant to their interests and ambitions as well as providing them with a set of more specialist skills and experience for the future.

- 3.13** In both Key Stages, students are taught across the curriculum in well-equipped specialist rooms. Wherever grouping or setting operates there is regular monitoring to ensure that students follow a programme appropriate to their learning needs. Curricular time is used for Physical Education, to develop Life Skills and for Personal, Social and Health Education. Elements of the international dimension are integrated into learning programmes reflecting the Schools values and ethos.
- 3.14** We expect our students to take full advantage of all the opportunities on offer to them and view their education as an active and participative experience. We expect that as they progress through the School they take more responsibility for their own learning and develop independence of thought.
- 3.15** Homework is considered an integral part of the learning experience and is set for all subjects and Year groups (*please see separate Homework Policy*).
- 3.16** Students are encouraged to participate in competitions, visits and work experience related to their learning and studies, and opportunities are created for specialist activities and workshops run by external organisations, public and commercial companies which take place in curricular and in extra-curricular enrichment time.

4. The Curriculum Structure and Subject Allocations

Curriculum & Staffing Model – 2024-25

(52 Periods)	Year 7 Model (2024/25)
Lessons per Fortnight	Subject
8	English
8	Maths
6	Science
8	MFL (Basic [3] / Int. [4] / Full [8])
3	Geography
3	History
1	RE
4	PE
2	Music
2	Drama
2	Art & Design
3	Technology Rotation
1 (+ 2 x Tutor sessions)	PHSCE
1	Core ICT Skills

(52 Periods)	Year 8 Model (2024/25)
Lessons per Fortnight	Subject
8	English
8	Maths
7	Science
8	MFL (Basic [3] / Int. [4] / Full [8])
3	Geography
3	History
1	RE
4	PE
2	Music
2	Drama
2	Art & Design
3	Technology Rotation
1 (+ 2 x Tutor sessions)	PHSCE

(52 Periods)		Year 9 Model (2024/25)		
Lessons per Fortnight		Subject		
9		English		
8		Maths		
9		Science		
7		MFL (French, German or Spanish) <i>or</i> Vocational Option* [2 year qualification course concluding at the end of Yr 10]		*An alternative Vocational option for a select cohort with specific learning needs [Basic Skills & Intermediate Literacy/MFL groups]
3	6	Geography		
3		History		History & Geography (3 Periods each) until Feb Half Term then Preferred Humanities at GCSE level (6 Periods)
1		RE		
4		PE		
1		Music		
1		Drama		
2		Art & Design		
3		Technology Rotation		
1 (+ 2 x Tutor sessions)		PHSCE		

(52 Periods)		Years 10 Model (Y10 2024/25)		(52 Periods)		Year 11 Model (*For Year 10 moving to Y11 2025/26)	
Lessons		Subject		Lessons		Subject	
10		English & English Literature		10		English & English Literature	
8		Maths		8		Maths	
12		Science (2 x Combined) or (3 x Separates)		12		Science (2 x Combined) or (3 x Separates)	
6		MFL (French, German or Spanish) <i>or</i> Vocational Option* [2 year qualification course concluding at the end of Year 10] <i>*An alternative Vocational option for a select cohort with specific learning needs [Basic Skills & Intermediate Literacy/MFL groups]</i>					
5		Option 1 - Humanities (Geography or History) [to run across all three Option blocks] <i>*[or an alternative Option for a select cohort]</i>		7		Option 1 - Humanities (Geography or History) [to run across all three Option blocks] <i>*[or an alternative Option for a select cohort]</i>	
5		Option 2 - (Open Choice of Subjects)		7		Option 2 - (Open Choice of Subjects)	
5		Option 3 - (Open Choice of Subjects)		7		Option 3 - (Open Choice of Subjects)	
1		Core PE		1		Core PE	
Delivered on block after Early entry completion	PHSCE/SRE (+ Tutor group Enrichments)		Delivered via Tutor time, Assemblies & Drop-down	PHSCE/SRE			
	Personal Finance			Personal Finance			
	Careers (+ Tutor group Enrichments & 1-1 Meetings)			Careers			

(52 Periods)		Year 11 Model (2024/25)	
Lessons		Subject	
10		English & English Literature	
8		Maths	
12		Science (2 x Combined) or (3 x Separates)	
6		MFL (French, German or Spanish) <i>or</i> Vocational Option* <i>*An alternative Vocational option for a select cohort with specific learning needs [Basic Skills & Intermediate Literacy/MFL groups]</i>	
6		Option 1 - Humanities (Geography or History) [to run across two Option blocks] <i>*[or an alternative Option for a select cohort]</i>	
6		Option 2 - (Open Choice of Subjects)	
2		Statistics GCSE	
1		Core PE	
1* (Termly Rota)	PHSCE/SRE (+ Tutor group Enrichments)		
	Careers (+ Tutor group Enrichments & 1-1 Meetings)		
	Personal Finance & Maths Interventions (+ Tutor grp Enrichment)		

***Note:** Optional Subject Choices are aligned with Humanities across two/three blocks with further alternative Options aligned against MFL in a further block for timetabling and staffing purposes.

5. Subject Choices

5.1 Optional subject choices in Key Stage 4 (Years 10 & 11) – popular choices:

<u>Key Stage 4 (Years 10 & 11) Subject Choices</u>
<ul style="list-style-type: none">▪ Art & Design – Fine Art▪ Art & Design – 3D Art▪ Biology▪ Business Studies▪ Chemistry▪ Computing▪ Construction▪ Dance▪ Design Technology▪ Drama▪ French▪ Geography▪ German▪ Graphics▪ Health & Social Care (BTEC)▪ History▪ Hospitality & Catering▪ Music▪ Music Technology (NCFE)▪ Photography▪ Physical Education▪ Physics▪ Religious Studies▪ Science (Combined)▪ Spanish▪ Sports Studies (BTEC)▪ Statistics▪ Textiles▪ Travel & Tourism (BTEC)

6. The School Timetable

“Leaders and managers, including the governing body have worked hard and successfully to raise the quality of teaching and students’ achievement. They evaluate the effectiveness of the school accurately and use the outcomes to plan and implement appropriate initiatives to drive the school forward.” Ofsted

- 6.1 As a school we prioritise learning, and take every opportunity to capitalise on this. Our school timetable is a prime example, where we provide an innovative 26 lessons per week (52 lessons per fortnight timetable). The 26 lessons per week maximises teacher-student contact and provides an additional hour of teaching each week from that of most traditional school timetables, which when added up over the course of a school year allows for the equivalent of an additional 8 days of teaching or 8 full weeks over the course of a 5 year school career!
- 6.2 In addition to taught lessons, we provide a comprehensive tutorial programme for our students, which comprises of 5 x 20 minute sessions per week. Students engage in a range of activities during their tutorial time, including; assemblies, SEAL, PHSE, citizenship, financial literacy, careers, musical tuition, accelerated reading, curriculum intervention & support, mentoring programmes, charitable activities, and school council activities.
- 6.3 All of our students are also encouraged to participate and engage in our extensive enrichment programme which runs during lunchtimes and at the end of the school day.



- 6.4** The school day starts at 8.40am, at which time the school gates are locked. Students are expected to arrive on-site promptly by 8.30am, and to line-up outside their Form Room (or assembly hall) ready to start Tutor group activities and assembly promptly at 8.40am. All students are expected to be punctual, and are encouraged to arrive early where possible. The school offers a breakfast club in the dining room from 8.20am until 8.35am each morning.
- 6.5** Students have a 20 minute mid-morning break and a 40 minute lunch break. Food and drinks are served at both of these break times in the dining room and other servery areas. Students in Years 7 - 11 must remain on-site throughout the whole day including lunchtime. However, our Year 11 Prefects are offered the privilege of signing out and in again at lunchtime, subject to parental permission, if they wish.
- 6.6** Our school day finish time varies across the week to accommodate the additional lesson. Students finish at 3.00pm on a Monday to Wednesday, although all students are encouraged to then engage in our after school enrichment programme which runs through until at least 3.50pm. On a Thursday, the school day finishes at 3.50pm and on a Friday, all students finish at the earlier time of 3.00pm.

The School Timetable					
Times	Monday - Wednesday	Times	Thursday	Times	Friday
8.20am	Breakfast Club Students allowed access to dining room	8.20am	Breakfast Club Students allowed access to dining room	8.20am	Breakfast Club Students allowed access to dining room
8.40am	Start of School Day All students on-site /School gates locked	8.40am	Start of School Day All students on-site /School gates locked	8.40am	Start of School Day All students on-site /School gates locked
8.40am	Tutorial Time (20 minutes)	8.40am	Tutorial Time (20 minutes)	8.40am	Tutorial Time (20 minutes)
9.00am	Period 1 (1 hour) (AM Reg in lesson)	9.00am	Period 1 (1 hour) (AM Reg in lesson)	9.00am	Period 1 (1 hour) (AM Reg in lesson)
10.00am	Period 2 (1 hour)	10.00am	Period 2 (1 hour)	10.00am	Period 2 (1 hour)
11.00am	Break (20 minutes)	11.00am	Break (20 minutes)	11.00am	Break (20 minutes)
11.20am	Period 3 (1 hour)	11.20am	Period 3 (1 hour)	11.20am	Period 3 (1 hour)
12.20pm	Period 4 (1 hour)	12.20pm	Period 4 (1 hour)	12.20pm	Period 4 (1 hour)
1.20pm	Lunch (40 minutes)	1.20pm	Lunch (40 minutes)	1.20pm	Lunch (40 minutes)
2.00pm	Period 5 (1 hour)	2.00pm	Period 5 (1 hour)	2.00pm	Period 5 (1 hour)
3.00pm	End of School Day (Monday – Wednesday)	3.00pm	Period 6 (50 minutes)	3.00pm	End of School Day (Friday)
3.00pm	Enrichment Programme (Monday - Wednesday)	3.50pm	End of School Day (Thursday)		

7. Year Groups

“School data, confirmed by inspection evidence, shows that nearly all pupils make very rapid progress in their literacy and numeracy skills”

Ofsted

- 7.1 At Stockport School whilst retaining two distinct Key Stages – Key Stage 3 (Years 7-9) and Key Stage 4 (Years 10-11), which are overseen and led by an Associate Deputy Headteacher – Culture & Ethos, who is responsible for the pastoral development, support and intervention of all students.
- 7.2 The Associate Deputy Headteacher line manages a Pastoral team, which includes five non-teaching Year Heads, responsible for the educational, social, emotional and behavioural needs of students. Each Head of Year also line manages a team of Form Tutors.
- 7.3 The Heads of Year are non-teaching and are there to support the educational, social, emotional and behavioural needs of a student. The team aims to work with the Tutor, Teacher, Parent/Guardian and extended family of a student to ensure that they are happy and achieving in school.

8. Monitoring and Evaluation

- 8.1 The Headteacher is responsible for ensuring that this policy is monitored and evaluated throughout the School and reports on a regular basis to the Governing Body about its implementation and effectiveness.

9. Policy Review

- 9.1 This policy will be reviewed on an annual basis.

Last updated and implemented: June 2024

Review Date: by September 2025

