STAMFORD

CURRICULUM POLICY

The **Curriculum** embraces all the intended learning opportunities, experiences and outcomes that our pupils have during their time at Stamford Schools (SJS & SS), from the youngest pupils aged 1 in the SJS Nursery, to the most senior pupils studying for Level 3 qualifications in the Sixth Form.

Objective

We ignite ambition and unleash potential, so Stamfordians shape a better future. Stamford is ambitious on behalf of the students, staff and parents. Academic ambition is a core tenet of our desire for all students to succeed, and we deploy evidence informed, personalised and engaging ways of fostering intellectual curiosity.

The Stamford Curriculum considers learning in all aspects and spaces across the school. The Stamford Curriculum is a carefully designed, unique blend of academic ambition and experiential stretch to offer the community increased opportunities for success.

We deliver aspirational 'best fit' pathways including higher education and deliver compelling and wide-ranging careers education for all students. Stamfordians are future ready with the resilience required for modern life and the skills to embrace technology. We connect with the world of work by leveraging our links with the Old Stamfordians and global business in ensuring young people are inspired by life after Stamford.

Supporting Policies - Senior School

- Teaching & Learning Strategy
- Feedback Policy
- Homework Policy
- PSHE/RSE Policy

Supporting Policies - Junior School

- Teaching & Learning Strategy
- Marking & Feedback Policy

- Homework Policy
- PSHE and Mental Health Policy
- RSE Policy
- Early Years Foundation Stage (EYFS) Policy

The Stamford School Curriculum

- includes both the formal and informal taught curriculum within the Schools' timetabled programme and that which takes place outside of normal lesson time;
- takes place within the Schools and beyond the Schools' campuses;
- incorporates the following broad areas of learning and experience:
    - the linguistic
    - the mathematical
    - the scientific
    - the technological
    - the human and social
    - the physical
    - the aesthetic and creative
    - the spiritual, moral, ethical and personal;
- enables all pupils across the age and aptitude range to learn, to be challenged appropriately and to progress, including those with an Education, Health and Care Plan (EHCP) and those with other learning difficulties and/or disabilities;
- 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;
- enables pupils to acquire skills in speaking, listening, literacy and numeracy, and promotes an enquiring mind and capacity to think rationally;
- provides a personal, social, health and economic education which reflects the Schools' aim and ethos, and encourages respect for other people, paying particular regard to protected characteristics set out in the 2010 Equality Act;

- provides access to accurate, up-to-date careers guidance that is presented in an impartial manner; enables pupils to make informed choices about a broad range of career options; and helps to encourage pupils to fulfil their potential;
- gives all pupils have the opportunity to learn and make progress;
- provides effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society;
- enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- involves well planned lessons and effective teaching methods, activities and management of class time;
- shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
- demonstrates good knowledge and understanding of the subject matter being taught;
- utilises effectively classroom resources of a good quality, quantity and range;
- demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
- 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;
- does not discriminate against pupils contrary to Part 6 of the 2010 Equality Act.

Note: this policy sets out the objectives of the Schools with respect to the curriculum. No part of it should be considered contractually binding on the Schools in their contract with Parents.

Author/Reviewer	Deputy Head (Academic) SS / SJS	**ISI Doc Code**	ISSR 2
		Date of Last Review	Summer 2026
Applicable to	All	**Date of Next Review**	Summer 2029