



Gosford Hill School is a converter academy with an aim to be an outstanding school by 2020. Its daily mantra is 'Learn Lead Inspire'.

Gosford Hill recognises that young people live in a rapidly changing world and as such the school needs to continually review its provision. Our curriculum design has a number of identified aims.

## **AIMS**

To provide a curriculum that:

1. Raises academic attainment and promotes at least good progress for all by being both stimulating and challenging
2. Focuses on meeting individual needs with an ambition to encourage independent thinking and a sharing of knowledge
3. Enables every student to reach his/her potential through high quality learning and teaching so that the gap between disadvantaged students and others narrows
4. Supports literacy and numeracy across the different subject areas
5. Provides extra curricula activities that stimulate and encourage students to learn outside the classroom
6. Embodies our maxim to 'Learn, Lead, Inspire'
7. Promotes our core purpose of 'Foster ambition, inspire success'

## **Outcomes**

The curriculum will:

1. Lead to qualifications that will enable students to progress to the next stage of learning (training or employment)
2. Enable students to fulfil their potential
3. Provide equal access to a range of learning experiences
4. Help students make informed choices about their future
5. Promote enquiring minds and recognise different intelligences
6. Reflect different student abilities so all can achieve
7. Have breadth and depth and be relevant to the 21<sup>st</sup> century
8. Help embed aspects of spiritual, moral, social and cultural education – included British Values and understanding of others religion and way of life
9. Encourage a wide range of teaching to promote learning
10. Enable progression between different key stages

## **Roles and responsibilities**

The Headteacher will ensure that:

- All statutory requirements are met
- The Deputy Headteacher is guided and advised to ensure the curriculum is balanced and accessible and meets the above aims
- The governing Body has key information (including assessment) and are invited to participate in any review (including the 6<sup>th</sup> form)

Governors will

- Consider the advice from the Headteacher and SLT in any decision making
- Ensure that the curriculum is monitored
- Contribute where possible to curriculum review
- Review the policy annually

The Deputy Headteacher will

- Have the oversight of the curriculum
- Produce or over see a timetable that will enable the school to meet its curriculum aims
- Act as Raising Standards Leader to support and challenge Faculty Leaders to improve Leadership and Management
- Work with middle leaders to ensure schemes of work are relevant and up to date
- Monitor and review the curriculum

Faculty Leaders will

- Plan and ensure the delivery of specific schemes of work and programmes of study
- Include aspects of SMSC and British Values in the curriculum delivery of the faculty
- Monitor and improve aspects of learning and teaching so that the curriculum delivers high standards of progress and achievement
- Ensure that assessment is robust and accurate
- Keep up to date with changes to exams and qualifications
- Ensure all relevant curriculum information is shared with members of the team
- Delegate aspects of the curriculum to the appropriate Team Leader /TLR holder
- Ensure colleagues share best practice to improve curriculum outcomes
- Oversee CPD needs of the faculty team
- Work for consistency across the curriculum and different subject areas
- Monitor the outcomes of students and make any curriculum adjustments so that student needs are met

Teachers and support staff will

- Ensure the curriculum is implemented in accordance with this policy
- Keep up to date with developments in the subjects that they teach/support
- Use assessment information to inform planning to deliver the curriculum
- Share and exchange information to improve teaching and curriculum delivery
- Participate in CPD to improve outcomes for young people
- Work in partnership with others to develop skills to enable progress to be made
- Work positively with students so that individual needs are met
- Give appropriate support to students so they can access the curriculum schemes of work
- Ensure parents are kept informed of student progress

## Structure

- Years 7 and 8 (Key Stage 3) (*50 period fortnight*)
- Years 9, 10 and 11 (Key Stage 4) (*50 period fortnight*)  
Key Stage 4 provision for the 'mainstream pathway' includes 4 preference blocks which are made up predominately of GCSE courses with a few equivalent qualifications.
- Years 12 & 13 (Sixth Form) (*50 period fortnight*)  
Our Sixth Form / Post 16 offer is based on preferences indicated during year 11. There are approx. 20 courses offered which are predominately 'A' levels. Areas of study include subjects within Maths, English, Science, PE, Humanities, Technology and the Arts (subject to change)
- For number of lessons per subject and preferences information please see Curriculum policy below

## Timetable

There is an important process that enables any school to produce the most suitable timetable possible:

The Curriculum Aims → Curricular Objectives → Curriculum Plan → Matching available resources to the plan (deployment of staff, rooms, group size) → Create Timetable Model (bands, blocks, linear groups, feasibility tests, schematics) → Schedule (using the software to put time, groups, resources together) – at this point there may be a need to return to matching the resources and the curriculum objectives.

The role of the timetabler is to deliver as many of the curricular objectives as possible by creating a coherent (timetable) framework for effective high quality learning and teaching.

## Additional Policy information



### Gosford Hill School Policy Document



Policy Title	Curriculum
<b>Rationale and Aim</b>	<p><b>The impact aim of this policy is to provide a curriculum that:</b></p> <ul style="list-style-type: none"> <li>• Raises academic attainment through developing lively, imaginative and enquiring minds</li> <li>• Develops literacy and numeracy skills</li> <li>• Enables every student to reach his/her potential through high quality learning and teaching</li> <li>• Prepares students for a successful adult working life – giving them the skills they need in a 21<sup>st</sup> Century global context</li> <li>• Inspires students to learn and to reflect on the social, moral, spiritual and cultural aspects of the world in which they live</li> <li>• Provides extra curricula activities that stimulate and encourage students to learn outside the classroom</li> <li>• Balances vocational subjects with the rigors of GCSE and A Level</li> <li>• Embodies our maxim to ‘Learn, Lead, Inspire’</li> </ul>
<b>Curriculum Objectives</b>	<p>Our curriculum will strive to:</p> <ul style="list-style-type: none"> <li>• Meet the personalised needs of specific groups of learners of different abilities to raise achievement</li> <li>• Enable learners to access a flexible curriculum where ever possible</li> <li>• Focus on English and Maths as the principle subjects based on knowledge, skills and understanding</li> <li>• Keep learners motivated and interested to enable and develop independent learning</li> <li>• Inspire the most able students while supporting those learners who find aspects of learning difficult</li> <li>• Be as consistent as possible while recognising the changing needs of individual cohorts and national policy</li> <li>• Promote opportunities for students to lead and inspire others</li> <li>• Work in partnership with other education establishments</li> </ul>
<b>Policy Statement</b>	<p><b>Teachers are expected to:</b></p> <ul style="list-style-type: none"> <li>• Follow agreed syllabi</li> <li>• Teach at least good lessons leading to the best qualification outcomes for students</li> <li>• Know their students and levels of ability and ensure they make progress in line with the school’s targets and appraisal process</li> <li>• Keep parents and carers informed of any concern and to pass on any successes</li> <li>• Use assessment procedures to monitor progress and give effective feedback to students</li> <li>• Ensure schemes of work/programmes of study reflect the demands of the curium and subject syllabus</li> <li>• Keep effective records</li> <li>• Use data to plan lessons</li> <li>• Share best practice and develop their own CPD to enhance the delivery of the curriculum</li> <li>• Keep up to date with their own subject knowledge</li> </ul> <p>This is not a definitive list but covers key elements of a teacher’s responsibility</p> <p><b>Students are expected to:</b></p> <ul style="list-style-type: none"> <li>• Be treated with dignity and respect as partners in their learning</li> <li>• Be supported and encouraged</li> <li>• Be given feedback so they know how to improve</li> </ul> <p><b>Evaluation and Monitoring of this policy</b></p> <ul style="list-style-type: none"> <li>• The Deputy Headteacher with the Governing body will keep curriculum provision under continuous review</li> </ul>

	<ul style="list-style-type: none"> <li>Line managers have a responsibility to ensure new staff have everything they need and are supported (and challenged) where needed in delivering the curriculum</li> <li>Records should be kept of any developmental needs or concerns</li> <li>Where applicable, performance should be reviewed as part of the school's monitoring and evaluation schedule e.g. Appraisal, Lesson observations, Climate checks, learning walks</li> </ul>		
<b>KS3</b>	<b>Years 7 and 8</b> (50 periods per fortnight)		
	<b>Subject</b>	<b>Allocation</b>	
	English	8	
	Maths	8	
	Science	6	
	Humanities	8: Hist 3, Geog 3. RPE 2	
	Computer Science/ICT	2	
	Languages	4 (French or German)	
	Arts	6: Drama 2, Art 2, Music 2	
	PE	4	
Technology (Resistant Materials, Food, Textiles)	4		
<b>KS4</b>	<b>Years 9, 10 11</b> (3 years 50 periods per fortnight)		
	English		8
	Maths		8
	Science		9
	PE		3
	RPE		2
	1 Ebacc Subject	Computer Science, German, French, Geography, History	5
	3 from other subjects including EBacc subjects	plus Drama, Art, Music, ICT, Business, Textiles, HSC, Sport, Resistant Materials, Catering	15 (5 for each subject)
*Also alternative provision course	ASDAN & Art GCSE	10	
<b>6th Form Post 16</b>	Approximately 20 A Level courses are offered at post 16 which build on the Key Stage 4 offer. New subjects include Law and Forensic Science		
	Most students study 3 A Levels with the most able students studying more. Support is available for those who did not gain GCSE English and Maths.		
	There is an expanding enrichment curriculum including the Extended Project Qualification, Young Enterprise, Duke of Edinburgh		
<b>Links to key areas of the school</b>	Learning and Teaching, SMSC, Literacy and Numeracy, Assessment, Marking, Reading, Writing and Maths and all other relevant school policies		
<b>Staff Responsible</b>	SBY DWD	<b>Monitoring &amp; Evaluation by</b>	SLT/Governors
<b>School Group Responsible</b>	SLT FL other line managers	<b>Governor Responsible</b>	Learning and Teaching
<b>Approved by SLT &amp;Governors</b>	(*to be reviewed) 2015/16	<b>Policy Review Date</b>	Annually

\*The next review will be term 3 in January 2016 as part of a longer term review