

Curriculum Policy

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Reviewed by (SLT Lead):	Assistant Headteacher
Adopted by LGB on	29th September 2025
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1. Purpose:

Our school vision is to give our students an excellent educational experience and equip them to be resilient, life-long learners.

2. Aim:

The Gosford Hill School curriculum should inspire and challenge all learners, enabling them to flourish socially and academically during and beyond their time here. The school's aim is to develop a broad and balanced curriculum that provides our young people with the skills, qualifications and confidence to go on to great things and prepares them for the future by becoming successful learners, confident individuals and responsible citizens and to be the best that they can be.

Our curriculum aims to:

- Support our vision
- Ensure all our students are challenged and stretched to achieve their potential and be the best they can be, making good/excellent progress
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers
- Provide a broad and balanced education for all students
- Provide equal opportunities for all students regardless of gender, aptitude or cultural, ethnic or religious background
- Ensure equal access to learning, with high expectations for every student and appropriate levels of challenge and support
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support students' spiritual, moral, social and cultural development and embed in students fundamental British Values
- Support students' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Nurture the talents of all and celebrate success

- Be committed to excellence and continuous improvement
- Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals
- Prepare all students for the next stage of their education and for a successful adult and working life in modern society.
- Be appropriate to the local context

Curriculum outcomes:

- enable students to fulfil their potential.
- lead to qualifications that hold currency for employers and for entry to higher education.
- fulfil statutory requirements.
- meet the needs of young people of all abilities.
- provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
- prepare students to make informed and appropriate choices at the end of KS3, KS4 and KS5
- to increase the number of students studying the Ebacc.
- develop extended writing and oracy
- help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- ensure continuity and progression within and between phases of education, increasing students' choice during their career.
- help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- help students understand the world in which they live.

3. Procedures and Practice

Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2015 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

It complies with our funding agreement and articles of association.

4. Roles and Responsibilities:

4.1 The Local Governing Board

The Local Governing Board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Local Governing Board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for students to cover the requirements of the funding agreement
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A levels, are approved by the Secretary of State
- The implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Students are provided with independent, impartial careers guidance, and that this is appropriately resourced.

4.2 Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Local Governing Board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Local Governing Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Local Governing Board is advised on whole school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEND

4.3 Other staff

Other staff will ensure that the curriculum is implemented in accordance with this policy.

The Headteacher and Local Governing Board will ensure that:

- progress towards annual statutory targets is monitored
- it contributes to decision making about the curriculum.

The Assistant Headteacher (Quality of Education) will ensure that:

- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school. This will include how the subject will be taught and assessed.
- the amount of time provided for teaching the curriculum is adequate
- where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum.
- the procedures for assessment meet all legal requirements.
- the Local Governing Board is involved in decision making processes that relate to the breadth and balance of the curriculum.
- they have an oversight of curriculum structure and delivery within each subject area
- schemes of work/unit overviews are in place for the delivery of courses within each key stage.
- schemes of work/unit overviews are monitored and reviewed on a regular basis.
- levels of attainment and rates of progression are discussed with Subject Leaders on a regular basis and that actions are taken where necessary to improve these.

The Assistant Headteacher (Teaching and Learning) will ensure that:

- Students and families receive information to show how much progress the students are making and what is required to help them improve.

Subject Leaders will ensure that:

- curriculum maps and long-term planning is in place for all courses.
- schemes of learning/unit plans encourage progression at least in line with national standards.
- there is consistency in terms of curriculum delivery. Schemes of work/unit plans to be in place and be used by all staff delivering a particular course.
- appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- where necessary, an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
- assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- they keep the Deputy Headteacher informed of proposed changes to curriculum delivery.
- all relevant information/data is shared with the exams team. This includes meeting deadlines related to exam entries etc.
- student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- they share best practice with other colleagues in terms of curriculum design and delivery.
- oversee CPDL needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- ensure that the curriculum is implemented in accordance with this policy.

- keep up to date with developments in their subjects.
- share and exchange information about best practice amongst their colleagues in different schools and through external networks
- participate in high quality CPDL, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Students will:

- be challenged to achieve and succeed both within the school and extending beyond the classroom through a curriculum which offers breadth, depth, support and challenge.
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- receive high quality information, advice and guidance to enable them to make the appropriate curriculum choices at key stages 3, 4 and 5.

Parents/Carers will:

- be consulted about their children's learning and in planning their future education.
- be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- be informed about the curriculum on offer and understand the rationale behind it.
- be informed of any decisions to change the setting of their children.

Organisation and planning

- **Curriculum Delivery**

The day is arranged into five 60 minute lessons (4 on a Friday) and is timetabled over two weeks. Subject specialists are deployed in all areas.

- **A. Teaching Groups, Class Sizes and Ability Grouping**

Subjects are grouped for timetabling purposes.

In order to allow students to make excellent progress, a variety of setting arrangements are arranged across subject areas. Teaching staff at Gosford Hill School teach, assess and review setting arrangements throughout each student's time at the school.

In Years 7, 8 and 9, students are taught as a teaching group for the majority of their lessons. This is a different group from their Tutor Group, facilitating easier group moves if necessary.

In KS3 classes are set in Maths, following regular testing in school.

During Year 9, students are guided towards making choices for their GCSE subjects which they start in Year 10 as part of the two-year Key Stage Four.

In Years 10 and 11, students are taught in sets for English, maths and science. Where more than one group is taught for one of the GCSE option subjects, groups may be placed in sets or taught as mixed ability groups. The decision as to how these groups are taught is at the discretion of the subject area.

In Year 12 and 13 students are taught in mixed ability groups based on the three GCE or equivalent qualifications that they choose.

B. Personal Development (PSHE Education)

PSHE education is delivered via timetabled 45 minute lesson on a Friday at Key Stages 3,4 and 5, taught by tutors. These lessons seek to support the education of students by addressing issues such as:

- Maintaining a healthy lifestyle including good mental health and wellbeing, physical health and fitness and healthy eating
- Internet safety and safeguarding
- The similarities and differences between the online world and the physical world
- How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support
- Effects of drugs, smoking and alcohol and guidance
- Health and intervention including personal hygiene, sleep and self-examination
- The changing adolescent body
- Importance of good attendance and punctuality
- Careers Information, Advice and Guidance
- British Values and our rights and responsibilities
- Social, Moral, Spiritual and Cultural Education
- Financial awareness

C. Sex and Relationship Education

Sex and Relationship Education, including LGBTQ+ at KS4 is delivered through science lessons and timetabled PSHE lessons.

These lessons seek to support the education of students by addressing issues such as:

- Families including different kinds of relationships, marriage
- Respectful relationships, including friendships
- Intimate and sexual relationships including sexual health
- Consent
- Online relationships

D. Computing

All students in Key Stage 3 receive ICT/Computer Science lessons and then progress to Key Stage 4 options in CNAT I Media and GCSE Computer Science and Key Stage 5 options in

Computer Science A Level and Cambridge Technical Level 3 IT. E-Safety is also covered as part of the Computing curriculum.

E. PE and Sports Provision

In KS3 students have 4 lessons of Core PE a fortnight. In KS4 students have three lessons of Core PE a fortnight and they then have the option of also studying GCSE PE at Key Stage 4. At Key Stage 5 there is the option to study A-Level PE. A wide variety of extra-curricular sports are offered across all Key Stages and there are regular interform competitions throughout the year.

F Careers Guidance

The careers programme is delivered from Year 7 through to Year 13 through a variety of different methods. The careers programme is mapped against the Gatsby benchmarks and examples of activities can be found on the Gosford Hill School website.

A few examples of the activities follow:

- the PSHE scheme of work
- working across curriculum areas embedding careers into the curriculum
- holding careers seminars
- providing students with independent individual careers advice and guidance
- working with business volunteers across a range of activities
- helping students to write effective curriculum vitae and personal statements
- arranging interview training, assessment centre activities and mock interviews
- Virtual and in person work experience of the workplace for Year 10 and 12
- providing guidance regarding different career pathways, including information on further education, apprenticeships and higher education.

6. Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English and to support students to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy.

When planning the curriculum for all students, subject leaders and teaching staff will develop a broad and aspirational curriculum which enables students to broaden their horizons and be the best that they can be. The circumstances and life experiences of all students will be considered, and the planned curriculum will promote aspiration whilst also ensuring that the cultural experience of all students' is respected. Powerful knowledge will be taught to all students regardless of their background and staff will ensure expectations are consistently high for all students and especially those from disadvantaged backgrounds, taking steps to avoid any unconscious bias.

5. Monitoring and Review:

Monitoring, evaluation and review

The Local Governing Board will receive reports from the Headteacher and other members of SLT on:

- the standards reached in each subject compared with national and local benchmarks
- the standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks

The Local Governing Board monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through the following (not exhaustive list)

- Governor meetings
- Link Trustee visits
- MIPC action planning

Subject Leaders monitor the way their subject is taught throughout the school by:

- Lesson reviews
- Lesson drop-ins
- Work sampling and book reviews
- Moderation and standardisation
- Exams analysis and data tracking

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed

6. Sources and References

Links with other policies

This policy links to the following policies and procedures:

7. Attendance Policy
8. Behaviour Policy
9. Examinations Policy
10. SEND policy
11. Equality information and objectives
12. PSHE Policy
13. Teaching, Learning and Assessment policy
14. Careers Policy
15. RLT Curriculum Principles document