

Curriculum Policy

The Gatwick School

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The curriculum is all the planned activities that we organise as a school to promote learning, personal growth, and development. This includes not only the formal requirements of the National Curriculum but also the range of extra-curricular activities that we organise to enrich our pupils' experiences. It also includes the 'hidden curriculum', or what pupils learn from how they are treated and expected to behave. We aim to teach pupils how to grow into positive, responsible people who can work and cooperate with others while developing knowledge, skills, and good attitudes to learning to achieve their true potential.

This policy sets out The Gatwick School's aims, principles, and strategies for our curriculum. It should be read in conjunction with our:

- Teaching and Learning Policy
- Assessment and Feedback Policy
- Curriculum statements and maps
- Primary Subject Guidance documents

Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum per the [Academies Act 2010](#) and the [National Curriculum programmes of study](#) we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#) and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Statement of Intent

The Gatwick School is deeply committed to creating an environment where our school values of; **chances, choices, culture** are at the heart of our educational ethos. Our objective is to provide every student with the opportunity to excel (**chances**), empowering them with the freedom to make informed decisions about their learning journey (**choices**), and nurturing a respectful, inclusive community that celebrates diversity, creativity, and excellence (**culture**). To achieve this, we aim to develop and deliver a comprehensive, balanced, and enriched curriculum that builds upon prior knowledge and ensures the development of high-quality spoken and written communication skills and numerical fluency. Through this, we aim to cultivate successful learners with deep knowledge who grow into confident individuals and responsible citizens.

Curriculum Aims

At The Gatwick School, we aim to offer a broad, balanced, and ambitious curriculum to all pupils regardless of their starting point. Our curriculum also aims to:

- Provide a well-rounded education for all students, with a coherent and sequenced plan that builds sufficient knowledge and skills for future learning and employment.

- Enable pupils to develop knowledge, understand concepts, acquire skills, and be able to choose and apply these in relevant situations.
- Equip pupils with the crucial knowledge and cultural capital they need for success, introducing them to the most significant cultural, historical, and intellectual works.
- Encourage exemplary standards of behaviour conducive to academic excellence, promoting a positive attitude towards learning.
- Emphasise progress in foundational skills such as reading, writing, and mathematics, ensuring essential academic development.
- Enhance pupils' abilities in spoken language, reading, writing, and vocabulary, considering these skills vital in every subject area.
- Remain relevant, engaging, and compliant with statutory requirements, adapting to the evolving needs of our student body and community.
- Provide opportunities for personal development.
- Endorse fundamental British values such as democracy, the rule of law, individual liberty, and respect for diverse beliefs and faiths.
- Feature well-defined and regularly updated learning schemes in each subject area, ensuring content is methodically sequenced for optimal knowledge retention and application towards defined educational goals.
- Support pupils' spiritual, moral, social, and cultural development.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support, regardless of personal circumstances.
- Have a high academic/vocational/technical ambition for all pupils.
- Provide subject choices that support pupils' learning and progression and enable them to work towards achieving their goals.

Roles and responsibilities

The Interim Executive Board (IEB) will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The IEB will ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.

- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Pupils are provided with career guidance

The Senior Leadership Team will ensure that this policy is adhered to and that:

- All departments have appropriate subject curriculum maps and schemes of learning in place, with clear endpoints for students that clearly show the knowledge and skills they will gain at each key stage.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the IEB
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- We maintain consistent and effective policies for monitoring, self-evaluation, and review to elevate the quality of both teaching and student learning outcomes.
- Professional development of our staff is both targeted and appropriate. This approach is fundamental to providing students with an education of the highest standard.
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The IEB is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The IEB is advised on whole-school targets to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND
- Parents/carers receive regular information relating to student progress and requirements for improvement.

Teaching and Support staff will:

- Create learning environments that are inclusive and respectful of diverse cultures, ensuring that all students feel valued and represented. This includes integrating multicultural perspectives into the curriculum and encouraging a sense of belonging and appreciation for global diversity.
- Please encourage students to express their ideas and make choices about their learning experiences. This empowerment enhances student engagement and creates a sense of ownership over their educational journey.
- Facilitate collaborative learning opportunities where students can work together, learn from each other's perspectives, and develop interpersonal skills in a diverse setting.
- Establish feedback systems that are sensitive to learning styles. Ensure that feedback is constructive, respectful, and tailored to support the diverse needs and backgrounds of each student.

- Maintain a flexible approach to curriculum planning and implementation, allowing for adaptations that reflect ongoing developments. This flexibility ensures that education remains relevant and responsive to the evolving needs of the student community.
- Ensure the curriculum is implemented in line with this policy, planning effective and culturally relevant learning experiences that cater to diverse learning needs through rigorous long, medium, and short-term planning.
- Set clear learning objectives for all lessons, incorporating cultural awareness to enhance engagement, and understanding among a diverse student body.
- Keep updated with developments in curriculum content and effective pedagogy, through professional development, collaboration, and subject associations, ensuring a culturally inclusive approach.
- Model the use of standard English and provide explicit teaching and feedback on writing, oracy, reading, and development of vocabulary.
- Access and interpret data on each student to inform curriculum design, ensuring it meets the needs of each cohort, considering their cultural backgrounds and learning preferences.
- Utilise assessment strategies in a way that helps students reflect and improve on their work, and enables teachers to evaluate and adapt their future teaching plans
- and exchange information about best practices among colleagues in different schools and through external networks, fostering a dynamic and culturally responsive curriculum delivery.
- Engage in high-quality professional development, collaborating with other teachers to develop skills in understanding and addressing the diverse learning needs of students, with a focus on cultural engagement.
- Teach lessons that enable students to 'learn more and do more' in subject-specific domains, integrating cultural elements to enrich learning and promote inclusivity.

Heads of Department and Primary Subject Leaders will ensure that the school curriculum is implemented by this policy and that:

- Schemes of learning provide appropriate levels of support and challenge, guide lesson planning, and track student progression, emphasising critical knowledge essential for effective learning, allowing for progression from one year group to the next, and preparing students for examinations as required
- They regularly assess and enhance the quality of teaching, stepping in to refine practices and identify departmental goals for long-term development.
- There is a focus on identifying and dismantling any obstacles that impede student progress, employing strategies informed by data analysis and, where necessary, tailored approaches for students with special educational needs.
- There is a commitment to providing challenging learning experiences for all students, catering to their varied starting points, and ensuring equitable academic growth.
- Partnership with external organisations is established to offer a wide range of extra-curricular and enrichment opportunities, enhancing the overall educational experience.

- Guidance and support to non-specialist teachers is provided, supporting their teaching methods and subject knowledge to ensure a high standard of education across different disciplines.

Pupils will:

- Actively engaged in their learning journey across the Academy, treated as key contributors. This involves contributing to the curriculum design and fostering a culture that values their voices and perspectives, thereby increasing their chances of success.
- Participate in a dialogue that is culturally aware and tailored to individual learning styles. This approach respects and incorporates diverse cultural backgrounds, enhancing self-improvement and personal growth.
- Be encouraged to take responsibility for their progress by making informed choices, accepting, and acting on diverse forms of feedback. This empowers them to tailor their learning experiences in alignment with their personal and cultural identities.
- Be given additional support to quickly get back on track if they fall behind in their learning. This support system is designed to provide equal chances for all, recognising and valuing the diverse cultural backgrounds and learning needs of our student body.
- Receive coordinated support and independent guidance, enabling them to make ambitiously informed curriculum choices at key stages 4 and 5. This guidance will be culturally sensitive, ensuring that choices reflect both the individual's aspirations and their cultural heritage.

Curriculum Organisation

‘Two small schools, one big family’ encompasses our all through curriculum design.

Primary

In the Early Years Foundation Stage, our curriculum aligns with the guidelines set out in the Early Years Foundation Stage Statutory Framework, issued in July 2023 by the Department for Education (DfE). This framework outlines essential learning and development areas that our curriculum encompasses, which include:

Key Areas:

- Communication and Language: Focusing on enhancing children's skills in understanding and using language.
- Physical Development: Concentrating on developing children's physical abilities and coordination.
- Personal, Social, and Emotional Development: Aiming to nurture children's social skills, emotional well-being, and personal growth.

Specific Areas:

- Literacy: Building foundational skills in reading and writing.
- Mathematics: Introducing basic mathematical concepts and skills.
- Understanding the World: Encouraging curiosity about the world and fostering an understanding of the environment.

- Expressive Arts and Design: Stimulating creativity and imagination through various artistic and design activities.

Teaching and support staff tailor specific activities and sessions to align with children's interests. An integral part of the daily schedule is 'continuous provision', which allows children to engage in practical exploration and learning through play.

At Key Stages 1 and 2, we place a strong emphasis on mathematics and English, recognising their crucial role in foundational learning. We teach reading using Read Write Inc (systematic, synthetic phonics scheme approved by the DFE), promoting a love for reading by encouraging children to read for enjoyment and borrow books from our library.

Mathematics is taught using a comprehensive approach to fluency and problem solving and these are woven into various other subjects to ensure that numerical concepts and skills are repeatedly encountered and linked to real life. This approach helps children become familiar with numbers, promoting their ability to work with them effortlessly.

As part of an All-through school, we benefit from the expertise of our secondary specialists. Students receive specialised teaching in Music, Spanish and PE, enriching their educational experience across various subjects.

Students in the primary phase are taught with the allocated hours per week, below:

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Music	0.5	0.75	0.75	0.75	0.75	1	1
Physical Education	2	2	2	2	2	2	2
Spanish	0	0.5	0.5	0.5	0.5	0.5	0.5
Mathematics	5	5	5	5	5	5	5
Reading/Phonics	4.5	4.5	4.5	4.5	4.5	4.5	4.5
Writing	3	4	4	4	4	4	4
Science	Explore	1.5	1.5	2	2	2	2
History/Geography (termly rotations)	Explore	1	1	1	1	1	1

Art/ Design & Technology (termly rotations)	Explore	1	1	1	1	1	1
Computing	Explore	0.75	0.75	0.75	0.75	0.75	0.75
RE	Explore	0.75	0.75	0.75	0.75	0.75	0.75
E4S	Explore	0.75	0.75	0.75	0.75	0.75	0.75

Secondary

At Key Stage 3, our curriculum is designed to offer a wide range of options, ensuring that each student can find a path that aligns with their interests and goals. The core of our curriculum is made up of strong academic subjects. We encourage our students to pursue the English Baccalaureate (EBacc) pathway, which represents a well-rounded and rigorous educational experience.

	Year 7	Year 8	Year 9
Art	2	2	2
Computing	2	2	2
Design & Technology	1	1	1
Drama	1	1	1
English	7	7	7
Food Technology	1	1	1
French & Spanish	5	5	0
Geography	4	4	4
History	4	4	4
Mathematics	7	7	7
Music	2	2	2
Physical Education	4	4	4
PSHE	2	2	2
Religious Education	2	2	2

Science	6	6	6
Spanish			5
Total	50	50	50

At Key Stage 4, our curriculum is primarily based on GCSEs and BTECs. We ensure that all students receive guidance on making the right choices in Year 9 when they select their GCSE options.

Our approach to student options is structured and flexible. We organise these options into distinct blocks, allowing students to choose courses that best suit their interests and future goals. Our priority is to ensure that each student can secure either their first or second choice, promoting a sense of satisfaction and motivation in their learning journey.

In exceptional cases, we also offer alternative provision packages. These packages are carefully crafted to re-engage students who may be at risk of losing interest in their education. The goal of these packages is to provide a pathway that keeps these students engaged, helping them stay in the educational system and prevent exclusion. This approach is part of our commitment to support every student's academic journey, recognising and addressing diverse needs and circumstances.

We offer a wide range of subjects at Key Stage 4.

Year 10			
Option 1	Option 2	Option 3	Option 4
Sociology	Business	Drama	Business
Food & Nutrition	Spanish	Step Up English & Functional Skills Maths	History
History	Health & Social Care	Psychology	History
Triple Science & Statistics	Computer Science	Design & Technology	Geography
Creative iMedia	Sport Studies	Travel & Tourism	Geography
Dance	Art & Design	Geography	Spanish
Year 11			
Option 1	Option 2	Option 3	Option 4
Sport Studies	Computer Science	Spanish	History (b/c)
Business	Food Technology	Geography	Spanish (b)
Drama	Music	Health & Social Care	Geography (b)

Interactive Media	Art	Food Technology	Maths & English Intervention
Media Studies	Design & Technology	History	
Dance	Health & Social Care	EAL Intervention	
	Sociology		

PSHE and SMSC

In line with the PSHE Association's guidelines, our approach to Personal, Social, Health, and Economic (PSHE) education is comprehensive and integrated. We weave the three main strands—' Health and Wellbeing, Living in the Wider World, and Relationships—throughout our curriculum. This is achieved by designing a bespoke program that ensures thorough coverage of each aspect of the framework. Our curriculum also incorporates critical elements of the Spiritual, Moral, Social, and Cultural (SMSC) and British Values framework, ensuring a well-rounded educational experience.

Form tutors in the secondary phase are instrumental in delivering our weekly PSHE program, complemented by our thoughtfully planned assembly schedule. Each term, we delve into a weekly topic encouraging depth and continuity in learning. Teachers take on the responsibility of tailoring these sessions to suit their specific groups, with a focus on enhancing students' articulation skills.

Our curriculum is further diversified with sessions from guest speakers, external agencies, and other personal development activities. These activities and events are tailored to each year group, offering relevant and engaging content.

In our primary phase, we integrate these topic areas seamlessly into the well-being curriculum. This is achieved through meticulously planned and structured classroom learning, supplemented by a program of thoughtfully chosen assemblies. These methods ensure that students receive a well-rounded educational experience in an engaging and meaningful way.

Our Religious Education (RE) curriculum adheres strictly to government guidelines, ensuring compliance while providing a broad and inclusive educational experience.

In line with the Department for Education (DfE) guidance on Sex and Relationships Education (SRE) and health education, our school is fully committed to its implementation.

For specific areas within the PSHE framework, such as Sex and Relationships, we have detailed policies. These policies are easily accessible on our website, providing clear guidance and information.

Careers Guidance

The school offers career education and guidance to all students. Secondary students also have access to extra support from career advisors. Additionally, the school is dedicated to achieving the Gatsby benchmarks in its career education programs.

British Values

The school imparts essential British Values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance towards people of different faiths, beliefs, and those without faith.

These values are woven into the curriculum across various subjects. Additionally, the school emphasizes its values of chances, choices, and culture, alongside kindness, tolerance, respect, and the pursuit of excellence.

Curriculum Documentation

We take great care in designing our curriculum to ensure that it is comprehensive, coherent, and of the highest quality. Our curriculum is designed with several key elements that aim to provide a broad educational journey for all students:

- Comprehensive Curriculum Maps/Progression Documents: These maps are central to our curriculum structure. They detail how each subject builds upon prior knowledge, aligns with future learning goals, incorporates retrieval practices, and defines clear endpoints.
- Prior Knowledge Integration: Each map shows how current learning connects with what students have previously learned.
- Future Learning Goals: The maps outline what students will learn in subsequent years, ensuring a progressive educational path.
- Retrieval Practices: Strategies for reinforcing and recalling past learning are embedded in the curriculum, enhancing understanding and retention.
- Clearly Defined End Points: The maps include specific goals and benchmarks that students are expected to achieve at each stage, providing direction and focus.

Our curriculum maps are aligned with detailed schemes of work and lesson plans that include:

- Key Learning Concepts: These outline the essential elements of each subject
- Content Delivery Sequence: Planning the order and timing of topic introductions
- Connections to Prior and Future Learning: Ensuring a cohesive link through all stages of education
- Subject Specificity within a Shared Framework: While sharing common expectations, each subject tailors its curriculum to reflect its unique characteristics and learning outcomes

We believe that quality classroom learning experiences are essential for effective learning and outcomes. Our subject leaders ensure that the planning is effectively translated into engaging and enriching classroom experiences. As part of this, we focus on:

- A Dynamic and Engaging Teaching Approach: Our approach focuses on creating an interactive and stimulating learning environment
- A Strong Focus on Literacy and Oracy: These skills are integral to our curriculum and emphasized across all subjects for effective communication and learning
- Effective Assessment Strategies: These are crucial for monitoring progress towards endpoints, influencing curriculum planning, lesson methodologies, and staff professional development

By integrating these elements, we aim to provide a learning environment that not only challenges pupils intellectually but also supports their individual needs and prepares them for future learning.

Curriculum Accessibility

The Gatwick School is dedicated to offering every pupil a high-quality education that meets their unique needs. This includes children with Special Educational Needs (SEND), those who are learning English as an Additional Language (EAL), and Pupil Premium students, who often face disadvantages. Our goal is to provide all students with an inclusive academic curriculum.

To ensure that our curriculum is accessible to SEND students, we focus on adaptability rather than simplification. We continuously assess and address the needs of our pupils, aiming to help each one reach their maximum potential. This is achieved through:

- Encouraging active participation from pupils and their parents in both individual and broad-scale decision-making.
- Maintaining high aspirations and focusing on enhancing educational outcomes.
- Promoting strong collaboration between educational, healthcare, and social care sectors.
- Implementing coordinated assessment procedures and creating Health and Care plans (EHC plans) for students with complex needs.
- Providing targeted support to assist SEND students in their educational journey and successful transitions at key points.

We hold high expectations for all students, including those disadvantaged, to effectively tackle social inequalities. Our approach includes:

- Increasing the visibility and prominence of Pupil Premium students within the school.
- Rigorously monitoring and promoting student attendance.
- Working to close the reading and writing gap and enhance articulation and numeracy skills.

Furthermore, we place emphasis on:

- High parental involvement in the educational process
- Addressing the behavioural needs of a subset of students (those with Social, Emotional, and Mental Health needs or SEMH) through well-tracked, evaluated, and regularly revised interventions.
- Providing Pupil Premium pupils with diverse educational opportunities.
- Offering them comprehensive advice and guidance for future planning.
- Implementing thorough systems to monitor and improve student performance.

Our commitment is to ensure that each student, regardless of their background or challenges, has access to an enriching and empowering educational experience

Monitoring and Evaluation

The IEB ensures that the National Curriculum subjects are covered adequately and that the school complies with other statutory requirements through various oversight mechanisms. These include:

- Curriculum meetings to review and discuss the coverage and standards maintained by the school, ensuring alignment with national requirements
- Regular Visits: During these visits, The IEB engages directly with the school environment. They meet with staff and students and observe the school in action, gaining first hand insight into the implementation of the curriculum.

- Link Visits: These are focused on specific departments or areas outlined in the School Improvement Plan. The IEB makes targeted visits to review progress and ensure alignment with the school's strategic goals

In addition to the IEB, Senior Leaders, Heads of Department and Primary Subject Leaders play a crucial role in monitoring and enhancing the quality of education within their respective subjects.

Methods include:

- Learning Walks: These involve informal visits to classrooms to observe teaching methods and student engagement in a real-time setting
- Lesson Observations: More formal than learning walks, these observations allow for a detailed assessment of teaching effectiveness and curriculum delivery
- Book Monitoring: This involves reviewing students' workbooks to assess their understanding, progress, and the feedback they receive
- Student Voice: Gathering feedback from students about their learning experiences helps in understanding the impact of teaching and curriculum from the pupil's perspective
- Meetings with SLT: Regular meetings with the school leadership team ensure that departmental practices align with the overall educational strategy and goals of the school
- Raising Attainment Meetings: These meetings focus on strategies to improve student outcomes and the overall quality of education within the department

Through these varied and thorough methods, The Gatwick School ensures that its curriculum is not only delivered effectively but also tailored to meet the unique needs and progress of each student, thereby creating an environment that supports and nurtures every student's potential to the fullest.

This policy will be reviewed every year by the Headteacher and Deputy Headteacher responsible for Quality of Education. At every review, the policy will be shared with the entire Interim Executive Board.