



Gosfield School

Curriculum Policy

CURRICULUM OVERVIEW

Delivering a curriculum that meets the needs of all in a manner that stimulates, challenges, excites and encourages each pupil to question and enjoy the opportunities available to them.

This School aim underpins the whole school approach to curriculum planning. Every pupil is entitled to a curriculum which is rich and varied, challenging and inspiring, and one which enables and provides the opportunity for each pupil to fulfill his/her potential to the highest possible standard.

We recognise that all pupils are individuals with a variety of strengths, who develop at different speeds, revealing their promise at varying stages. The manner in which the curriculum is presented allows the flexibility to work within these individual requirements. Pupils are monitored carefully throughout each academic year and there are regular opportunities for pupils and their parents to review their personal progress and to consider the next stages in their development.

The staff at Gosfield ensure that this balanced curriculum leads to a good education. Our teachers are well qualified and very dedicated, ensuring pupils feel happy and secure, whilst at the same time fully challenged in their learning.

The curriculum is reviewed each year as we continually strive to improve our facilities to ensure that our pupils are provided with the best possible learning environment.

Gosfield strives to develop the whole person by:

- Fostering an environment in which all pupils are happy, secure, confident and valued
- Stimulating all pupils to achieve their academic potential
- Encouraging the development in each pupil of spiritual and moral values, self-discipline, responsibility and respect for others and for the environment
- Offering a wide range of enriching cross-curricular activities
- Promoting independent thinking and life-long learning through innovative educational practice
- Nurturing a positive relationship with parents, Old Gosfieldians and the whole community
- Supporting and developing enthusiastic, dedicated staff who feel committed to the school

Gosfield School is committed to providing a rigorous academic and intellectual education which will challenge and engage pupils, offer continuity and progression of learning to foster a life-long love of learning for its own sake and to provide them with a secure foundation on which to continue into further education and/or into their chosen careers.

Our Curriculum Policy requires us as teachers to ensure that we enable each pupil:

- to read fluently, with understanding, feeling, discrimination and enjoyment a variety of materials written in different ways for different purposes
- to write legibly and with a satisfactory standard of spelling, syntax, punctuation and usage
- to communicate clearly and confidently in speech and writing, in ways appropriate for various occasions and purposes
- to listen attentively and with understanding
- to acquire information from various sources, and to record information and findings in various ways
- to develop awareness of self and sensitivity to others, acquiring a set of moral values and the confidence to make and hold valid moral judgements, distinguishing fact from opinion, be aware of gender and multi-cultural issues, recognising prejudice, bias and superstition and to develop habits of self discipline and acceptable behaviour
- to understand mathematical language and concepts in order to extend understanding through a process of enquiry and experiment, to successfully manipulate them and apply them in various situations in home, school and the local area, to appreciate the structure of mathematics and the nature of number, to be aware of the applications of mathematics in the world, to develop analytical and logical ways of thought
- to observe living and inanimate things and thereby, through a process of observation, discrimination and classification, recognise characteristics such as pattern and order
- to master basic scientific ideas and methods
- to investigate solutions and interpret evidence, to analyse and solve problems, to understand the importance of controlling variables in experimentation so that results are fair, to present results in a variety of ways appropriate to the work
- to know about geographical, historical and social aspects of their wider environment and the national heritage and culture, to be aware of other times, places, cultures, religions and races and to recognise links between local, national and international events and their importance for them as an individual within society, to be aware of Christian beliefs and their importance in shaping our current society
- to be able to use various art forms, craft and design skills as means of expression using a variety of materials and methods demanding a range of manipulative and technological skills and to extend their skills in these areas, to be aware of art and design in the environment both past and present
- to be aware of the effects, and able to make use of new technology in a rapidly changing society, especially with respect to computers and electronic information handling
- to apply computational skills with speed and accuracy
- to develop agility and physical co-ordination, confidence in and through appropriate physical activity, the ability to express feeling through movement, drama and dance, where possible to spend some time in a physically challenging outdoor environment, to develop an understanding of the body, its workings and the changes associated with adolescence and their implications, the requirements of good health and nutrition, to be aware of the effect on health of solvent abuse, smoking, alcohol and drugs
- to appreciate music by experiencing it through listening, performing and composing, through practical means, thereby leading to an understanding of the structure and sounds of music, and where possible to learn proficiency with one or more musical instruments, to be aware of and value great music of past and present and develop a critical sense with regard to music
- to understand the value of achieving happiness for him or herself and others and that both may be achieved by contributing to society and others

- to understand the responsibilities s/he has to ensure they co-operate with those around them and in responsibility; and where their behaviour is incompatible with this, accept the Principal has the duty to discipline, suspend and ultimately to exclude them from the School to protect the interests of the remaining pupils in the School
- to understand what is meant by British values, as seen in its Language, Laws, Literature, Culture and History. Teachers in all subject and pastoral areas are required to ensure this is enabled through the active promotion of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs, and encourage students to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010.

CURRICULUM PLANNING

Our schemes offer breadth, balance, coherence, relevance, differentiation and progression. They take into account the continuous nature of education, having regard to the experiences the pupils will have had before entering the school, and those anticipated after they leave. Liaison between the Prep School, Senior School and Sixth Form, as well as feeder junior and senior schools, is an important factor in curriculum design.

The curriculum provides for the teaching of PSHEE which is taught to pupils in Years 1 to 11 as a timetabled discrete subject and to older pupils as part of their extended tutor periods. The provision for spiritual, moral, social and cultural education is covered in these lessons as well as in individual subject lessons.

The subjects and their timetable allocations are based on a two-week timetable with a 30 hour week and five or six lessons a day Monday to Friday.

MEETING THE NEEDS OF PUPILS

We provide a positive, caring environment in which the pupils are made to feel good about themselves. Establishing a good rapport with pupils, building their confidence, encouraging them to express individual ideas, examining established values leading to a greater understanding are as important as teaching the academic curriculum.

Although considerable emphasis is placed upon academic success, it is important that as much attention is given to those who find the work challenging as to the high-fliers. Staff are expected to monitor academic performances closely and take remedial action promptly in the case of those pupils who are struggling. All staff are fully aware of the target grades for their pupils and are dedicated to ensuring that they achieve or exceed them. Pupils are expected to give of their best and are encouraged to develop their natural talents to the full. Modest results for pupils who may find academic work challenging are as worthy of recognition as are outstanding results for others who may be academically gifted.

The School is responsible not only for the physical safety and well-being of the pupils, but also for their psychological safety and well-being. We encourage the development of self-confidence and self-esteem in all pupils as this is vital for learning. When a pupil's own image of self is counter-productive, when she/he regards her/himself as a failure and feels that others do too, the pupil will be unhappy and will not learn.

We believe that pupils learn best when they:

- are happy
- are interested and motivated
- achieve success and gain approval
- clearly understand the task
- are confident, feel secure and are aware of boundaries

- are challenged and stimulated

Learning takes place in an environment which:

- is challenging and stimulating
- is happy and caring
- is organised
- makes learning accessible
- is encouraging and appreciative
- provides equal opportunities

LEARNING DIFFERENCES AND DIFFICULTIES

At Gosfield School we strive to screen all pupils for learning difficulties and special educational needs, not only as they enter the school but as they move through the school. We also act upon any information passed on by the pupil's previous school. We highlight those pupils who are more able, gifted and talented and those who have specific learning difficulties. The provision for a pupil with a learning difficulty depends on a pupil's need being formally diagnosed and may include such help as support within a classroom and/or individual and group support outside the classroom.

More able and gifted and talented pupils are provided with opportunities to extend their knowledge through extension work in the classroom and during enrichment days. Activities which stretch and challenge these pupils are organised and the pupils themselves are closely monitored.

Teaching staff are well informed, have up to date knowledge of effective learning and teaching strategies and are skilled at teaching pupils with learning difficulties and those with particular special educational needs.

THE PREP SCHOOL

Early Years

Reception class follows the Early Years Foundation Stage Framework. The provision of a balanced, broad-based, relevant curriculum is presented in an ethos that helps every pupil feel happy, safe and secure. Structured and child initiated activities foster the development of self-confident, independent pupils who demonstrate an enthusiasm for learning. All pupils have English and Maths lessons every day, a PE and Forest School lessons at least once a week and go swimming once a week. Subject specialist staff teach Computing, Spanish, Music, Drama and PE.

Years 1 to 6

Years 1 to 6 receive at least one hour of English and Maths each day. All other National Curriculum subjects are timetabled and taught as discrete subjects: Science, History, Geography, Spanish, Art, Design Technology, RE and PE. In addition to those subjects covered by the National Curriculum, all pupils have a Forest School lesson every week, and from Year 3 pupils have timetabled lessons for Food Technology and Games. Verbal Reasoning lessons are delivered to all pupils in Years 4 and 5 and pupils are supported to take the 11 plus examination when requested by parents. Specialist staff teach Spanish, Music, Drama, Computing, PE and Games from Reception; Design Technology and Food Technology from Year 3 and Science, Geography, and PSHEE from Year 5.

THE SENIOR SCHOOL

In Years 7 to 9 the core curriculum of subjects provides the opportunity for pupils to acquire skills in speaking and listening, literacy and numeracy. These skills are further developed in their other subjects. Pupils are taught for 29 periods a week. They study the core subjects of English, Mathematics and Science in addition to Spanish, History, Geography, Politics, Religion Ethics & Philosophy, Art, Computing, Design Technology, Drama, Food Technology, Music and PSHEE. A second language (French) is offered for the more able linguists in Years 8 and 9. Pupils in Years 7 and 8 also participate in Forest School.

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In Years 10 and 11 all pupils study a core curriculum of English, English Literature, Mathematics, Games and PSHEE and choose additional subjects from a range of options. Other subjects currently offered include Spanish, French, Geography, History, Art, Food Technology, Music, Business and PE Studies. There are no pre-determined option columns as the school aims to offer any subject for which there is sufficient facilities and demand.

In Years 12 and 13 (Sixth Form) a similar open policy applies to students' choices of A Level subjects. Students have a free choice of three or four subjects, and the school aims to run any course for which numbers are economically viable. Subjects currently studied at A Level include English Literature, Mathematics, Biology, Chemistry, Physics, History, Geography, Economics B, Art, Spanish, Psychology and PE Studies. Students initially study between three and four subjects at AS Level, progressing to study two or three at A Level after sitting public AS Level examinations. Some choose to study an additional AS subject in Year 13. All Sixth Form students are encouraged to undertake the Extended Project Qualification and have Life Skills lessons covering food, design technology and healthy living. Sixth Form students have private study areas in a designated Sixth Form Centre.

CAREERS GUIDANCE

Careers guidance is provided by the Careers Advisor who provides support and information, especially at critical times, such as the choosing of options. She is available for individual interviews after school and organises a Careers Fair each year, where a range of experts involved in a range of careers are available for consultation. For university application there is a rigorous process which is organised by the Head of Sixth Form.

OUTDOOR LEARNING

Gosfield School has excellent facilities for sport, including a large Sports Hall, an astro turf area and over a hundred acres of ground with room for plenty of pitches for team sports and a track in the summer. A woodland area provides excellent courses for cross county running and for Forest School and outdoor learning lessons.

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