



## Gosfield School Curriculum Policy

### AIM

The aims of the Gosfield School curriculum are to:

- provide educational experiences which stimulate, inspire, challenge, direct and excite all of our students.
- Enable all of our students to achieve their full potential in every area of their education.

### CURRICULUM OVERVIEW

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.

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 and to discuss progress with teaching colleagues.

We review our curriculum every year. Our staff are well qualified and dedicated - they ensure that pupils feel happy and secure, whilst at the same time fully challenged in their learning.

At Gosfield School we strive 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 and extra-curricular activities
- Promoting independent thinking and life-long learning through innovative educational practice
- Nurturing a positive relationship with parents, alumni and the whole community
- Supporting and developing enthusiastic, dedicated staff who feel committed to the school

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, to develop a sense of curiosity and enquiry, 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 and examine critically 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 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 of, 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 helping others as a good citizen
- to understand the responsibilities they have to ensure they co-operate with those around them, both with their peers and with those in positions of 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 that they must not copy information into assignments without acknowledging the source (plagiarism and copyright infringement) Copyrighted works may include texts, cartoons, articles, photographs, songs, videos, software, graphics, and other materials
- 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 pupils
- to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010.

### **CURRICULUM PLANNING**

Our departmental schemes of work 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 9 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 one-week timetable with seven 50 minute 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 to effective teaching as 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 attainers, in order to ensure that all pupils realise their full potential. 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 they see themselves 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 and consistent in its application of shared values
- 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.

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 2024 - 2025 CURRICULUM AT GOSFIELD SCHOOL****THE PREP SCHOOL**

Reception		Year 1		Year 2		Year 3	
Subject	Lessons per week	Subject	Lessons per week	Subject	Lessons per week	Subject	Lessons per week
English	5	English	9	English	9	English	9
Maths	5	Maths	5	Maths	5	Maths	5
Comp	1	Science	2	Science	2	Science	2
Creative Learning	4	Art	2	Art	2	Art	2
Drama	1	Comp	1	Comp	1	Computing	1
Forest	2	Creative	1	Creative	1	Creative	0
Games	1	Drama	1	Drama	1	DT/Food	2
Music	1	Forest	2	Forest	2	Drama	1
PE	2	Geography	1	Geography	1	Forest	2
Spanish	1	History	1	History	1	Games	2
Swim	3	Music	1	Music	1	Geography	1
Assembly	1	PE	2	PE	2	History	1
House	0	PSHE	1	PSHE	1	Music	1
Free Flow	10	RE	1	RE	1	PE	1
		Spanish	1	Spanish	1	PSHE	1
		Swim	3	Swim	3	RE	1
		Assembly	1	Assembly	1	Spanish	1
						Verbal	1
						Assembly	1
<b>Total</b>	<b>35</b>	<b>Total</b>	<b>35</b>	<b>Total</b>	<b>35</b>	<b>Total</b>	<b>35</b>

Year 4		Year 5		Year 6	
Subject	Lessons per week	Subject	Lessons per week	Subject	Lessons per week
English	9	English	9	English	9
Maths	5	Maths	5	Maths	5
Science	2	Science	2	Science	2
Art	2	Art	2	Art	2
Computing	1	Computing	1	Computing	1
Creative	0	Creative	0	Creative	0
DT/Food	2	DT/Food	2	DT/Food	2
Drama	1	Drama	1	Drama	1
Forest	2	Forest	2	Forest	2
Games	2	Games	2	Games	2
Geography	1	Geography	1	Geography	1
History	1	History	1	History	1
Music	1	Music	1	Music	1
PE	1	PE	1	PE	1
PSHE	1	PSHE	1	PSHE	1
RE	1	RE	1	RE	1
Spanish	1	Spanish	1	Spanish	1
Verbal	1	Verbal	1	Verbal	1
Assembly	1	Assembly	1	Assembly	1
<b>Total</b>	<b>35</b>	<b>Total</b>	<b>35</b>	<b>Total</b>	<b>35</b>



### **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, PE and Forest School lessons at least once a week and go swimming once a week. Subject specialist staff teach Spanish, Forest School, Music, Drama and PE.

### **Years 1 to 6**

Years 1 to 6 receive at least one lesson of English and Maths each day. All other National Curriculum subjects are timetabled and delivered through a topic-based approach to learning: 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, Design Technology and Games. Verbal Reasoning lessons are delivered to all pupils in Years 3, 4, 5 and 6 and pupils are supported to take the 11 plus examination when requested by parents. Subject Specialist staff teach Spanish, Music, Drama, Forest School, PE and Games from Reception; Design Technology and Food Technology from Year 3 and Science from Year 5.

## THE SENIOR SCHOOL

### Senior School Curriculum 2024-25 dated 13 May 2024

#### Year 7-9

Subject	Yr 7 Lessons per week 2024	Yr 8 Lessons per week 2024	Yr 9 Lessons per week 2024
English	4	4	4
Maths	4	4	4
Science	4	4	4
Art	1	1	2
Digital Learning	2	2	1
Dance	1	1	0
DT	1	1	2
Drama	1	1	0
Food Tech	1	1	2
Forest	1	1	2
French	2	2	2
Games	2	2	2
Geography	2	2	2
History	2	2	2
Music	1	1	0
PE	1	1	1
PSHE	1	1	1
REPS	1	1	0
Spanish	2	2	2
PFA Carousel	0	0	1
<b>Total</b>	<b>34</b>	<b>34</b>	<b>34</b>
Assembly	1	1	1
	<b>35</b>	<b>35</b>	<b>35</b>

#### Years 10-11

Subject	Lessons (50 mins) per week on single week TT
English	5
Maths	5
Science	6
Option 1	4
Option 2	4
Option 3	4
Option 4	4
Games	2
PHSE	0
	<b>34</b>
Assembly	<b>35</b>

#### Sixth Form

Subject	Lessons (50 mins) per week on single week TT
Life Skills	2
Option 1	5
Option 2	5
Option 3	5
EPQ	2
Games/Act	2
	<b>21</b>
Assembly	<b>22</b>

### Key Stage 3

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. Students are taught in 50 minute lessons for 35 periods a week. They study the core subjects of English, Mathematics and Science in addition to Art, Computing, Drama, Design Technology, Food Technology, French, Geography, History, Music and PSHE. Pupils in Years 7, 8 and 9 also participate in Forest School.

### Key Stage 4

In Years 10 and 11 all students study a core curriculum of English Language, English Literature, Mathematics, Combined Science, Games and PSHE and choose additional subjects from a range of options. Other subjects currently offered include Art, Business Studies, Computing, Design Technology, Drama, Food Technology, French, Geography, History, Music, PE Studies, Spanish and Triple Science. There are no pre-determined option blocks as the School aims to offer any subject for which there is sufficient facilities and demand.

**GCSE Option Blocks 2024 - 2026****GCSE Options 2024-2026**

<b>Block 1</b>	<b>Block 2</b>	<b>Block 3</b>	<b>Block 4</b>
Triple Science	Drama	Computer Science	Design Technology
Booster Group	Spanish	Music	Art & Design B
Art & Design A	Business B	Food Preparation & Nutrition A	Food Preparation & Nutrition B
Business A	History A	History B	Geography B
Geography A	PE Studies A	PE Studies B	

**Key Stage 5**

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 Art, Biology, Business Studies, Chemistry, Classical Civilisation, Design Technology, English Literature, Geography, History, Mathematics, Physics, Psychology, Sociology, Physics and the Level 3 Diploma in Performing and Production Arts (accredited by the University of the Arts London).

All Sixth Form students are encouraged to undertake the Extended Project Qualification (EPQ) and have Life Skills lessons covering food, careers, leadership skills and healthy living. Sixth Form students have private study areas in a designated Sixth Form Centre.



## Sixth Form Option Blocks 2024 - 2026

**Options for A Level and Diploma Courses  
commencing September 2024 for final assessment in June 2026**

Block 1	Block 2	Block 3	Block 4	Block 5
A Level Politics	A Level Psychology	A Level Business	A Level Further Maths	A Level Sociology
A Level Biology	Physics	UAL Diploma in Performing Arts	UAL Diploma in Performing Arts	UAL Diploma in Performing Arts
Level 3 Cambridge Technical Diploma in Sports Coaching	Level 3 Cambridge Technical Diploma in Sports Coaching		A Level Chemistry	A Level Maths
A Level Art & Design	A Level English Literature		A Level History	

Notes

1. Students must select from a minimum of three columns.
2. Students selecting Level 3 Cambridge Technical Diploma in Sports Coaching must select it in **both** columns 1 and 2.
3. Students selecting UAL Diploma in Performing Arts must select it in **all three** columns 3, 4 and 5.
4. Students also study Life Skills and the Extended Project Qualification.

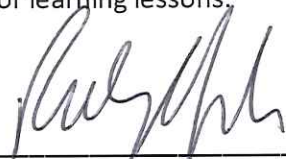
**CAREERS GUIDANCE**

Up to date, accurate and impartial careers guidance is provided by the Careers Advisor to all students from Year 7 to Year 13. The careers programme is designed to enable pupils to make informed choices about their future academic studies or career choices. It is delivered as part of the PSHEE programme to Years 7 to 11 and all students have access to the career's guidance software 'Kudos' to ensure impartiality. Additional support is available from the Careers Advisor at critical times such as the choosing of options or after receiving exam results to ensure all students are encouraged to achieve their full potential. The Careers Advisor organises a Careers Fair each year where numerous experts involved in a broad range of careers are available for consultation and advice.

Sixth Form students also attend university taster days each year, organised by the Head of Sixth Form. Guidance on writing UCAS statements is given by the Sixth Form tutors who help all those considering further education with their university applications.

**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.

Signed   
Mr Rod Jackson, Principal

Date

27/9/24

