

Gateways School Curriculum Policy

Rationale

The curriculum at Gateways School has been designed so that all pupils have access to a wide range of subjects and activities, providing them with an appropriate, balanced and challenging educational experience at each stage of their education. Through the curriculum provided, pupils are encouraged to fulfil their academic potential, develop independent learning skills and a life long love of learning.

Purpose

1. To educate pupils to the highest standards through the provision of linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative educational experiences
2. To meet the needs of each pupil through a broad, coherent, relevant and differentiated curriculum that demonstrates a clear progression through the academic stages.
3. To educate pupils to ensure they acquire skills in speaking and listening, literacy and numeracy.
4. To provide a curriculum which builds on previous learning and takes account of Key Stage 3 in the core subjects, GCSE and A level examinations.
5. To prepare pupils for the future in a rapidly changing world to communicate with confidence, make informed decisions and deal effectively with problems.
6. To address citizenship, careers, personal, social, economic and health education issues through honest and open debate.
7. To maintain awareness of national educational initiatives and develop strategies to implement as appropriate.

Guidelines: High School

1. The Academic Committee will monitor the provision of subjects at GCSE to ensure that the statutory entitlement of each pupil is met. It will also monitor the provision of subjects at both GCSE and A Level so that the pursuit of excellence and enjoyment of learning are actively promoted.
2. Departments are responsible for planning their subject at all levels. This planning is in line with the whole school development plan.
3. Departments review handbooks and schemes of work on an annual basis so that all subjects are up to date in content and employ best practice in teaching and learning.
4. Schemes of work cater for pupils whose educational needs are outside the main curriculum provision.
5. Professional development of teaching staff is fundamental to the continued provision of high quality education at Gateways School.
6. The curriculum provision will be reviewed regularly and will provide contemporary educational experiences with traditional values.

Guidelines: Prep

1. The curriculum is mainly taught and organised through a thematic approach and where possible, links between subjects for each year group will be sought. These cross curricular links are planned to help children place their learning in a wider context and to give relevance to activities and tasks
2. Teachers are responsible for planning the subjects they teach. They should produce objectives, activities, resources, homework, assessment and differentiation.
3. Individual education plans will be drawn up for those children whose needs go beyond the main curriculum planned
4. Activities to achieve the objective stated should be devised with the aim of motivating and stimulating the pupils and adding to their enjoyment of education.
5. Staff will continually monitor the curriculum, set targets and evaluate performance.
6. Parents will be kept informed of our curriculum through termly information sheets.

Guidelines: EYFS

At Gateways we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that all areas are interconnected and no one area is more important than another. The areas of learning are;

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

In each area there are Early Learning Goals that define the expectations for most children to reach by the end of the EYFS. All areas are delivered through a balance of adult led and child initiated activities. We ensure every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.

Learning takes place through first hand experiences using a multi sensory approach. Exploration, investigation and risk taking are developed through play with supportive and knowledgeable practitioners who extend and develop knowledge and understanding. The learning environment is organised to promote independence and enable children to initiate their own learning. Activities are relevant, imaginative, motivating, enjoyable and challenging.

Conclusion

This policy should be viewed in conjunction with Gateways Teaching and Learning Policy and EYFS Policy. The Academic Committee, Director of Studies in Prep and Head of Pre-Prep will review this policy annually. It is devised to give equal opportunity and access to all pupils in line with Gateways' inclusion and disability policies.