



Curriculum Policy

Rationale

The curriculum at Gateways School has been designed so that all pupils have access to a supervised education in a wide range of subjects and activities, providing them with an appropriate, balanced and challenging educational experience at each stage of their education. A programme of activities will be provided which is appropriate to their educational needs in relation to their personal, social, emotional and physical development. Through the curriculum provided, pupils have the opportunity to learn and make progress with adequate preparation for the opportunities, responsibilities and experiences of adult life. Pupils are encouraged to fulfil their academic potential, develop independent learning skills and a lifelong 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 guarantee that those pupils with an EHC/statement plan receive their full entitlement in terms of a broad, balanced and differentiated curriculum which fulfils the requirements of the statement (with reference to the Learning Support Policy).
4. To educate pupils to ensure they acquire skills in speaking and listening, literacy and numeracy.
5. Where pupils are below compulsory school age, a programme of activities is provided which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
6. To provide a curriculum which builds on previous learning and takes account of EYFS, Key Stage 1, Key Stage 2, Key Stage 3, GCSE and A level examinations.
7. To prepare pupils for the future in a rapidly changing world to communicate with confidence, make informed decisions and deal effectively with problems.
8. To address citizenship, careers, personal, social, economic and health education issues through honest and open debate in preparing pupils for the opportunities, responsibilities and experiences of adult life.

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9. To maintain awareness of national educational initiatives and develop strategies to implement as appropriate.
10. To provide a PSHE programme which reflects the aims and ethos of Gateways School and develops a pupil's knowledge of topics which will impact on them through life. Topics will include personal finance, sex and relationships, alcohol and drugs awareness, substance abuse, health, social responsibility and citizenship etc (with reference to the PSHE Policy)
11. In all areas of the school, where relevant, our teaching promotes the fundamental British values of democracy; the rule of law; individual liberty; mutual respect and tolerance of those with different faiths and beliefs.
12. To provide a careers programme throughout the school, including impartial, professional advice in high school with particular emphasis to assist pupils to make informed choices at the key transition points of GCSE, A Level and in university application (with reference to the PSHE Policy) to help encourage them to fulfil their potential roles in society.
13. To provide an enriched curriculum in sixth appropriate to their needs.

Guidelines: High School

1. The full-time supervised curriculum of 55, 30-minute lessons per week will provide teaching and learning opportunities in English, mathematics, biology, chemistry, physics, computer science, food and nutrition, business studies, history, geography, religious studies, Latin, modern foreign languages including Mandarin, physical education, drama, music, art, textiles, photography, design technology and PSHE in fulfilment of section 8 of the Education Act 1996. The additional subjects of psychology, sociology, politics, and philosophy will be offered in Sixth Form.
2. The Deputy Head (High School) and Subject Leaders 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.
3. Departments are responsible for planning their subject at all levels. This planning is in line with the whole school development plan and Gateways 4-9 curriculum.
4. Departments must provide and review handbooks and schemes of work on an annual basis so that all subjects are up to date in content, reflect national policy and employ best practice in teaching and learning, with reference to the Learning Support Policy. Schemes of work must address the Gateways 4-9 curriculum.
5. Schemes of work must cater for pupils whose educational needs are outside the main curriculum provision and for neurodiversity.
6. Professional development of teaching staff is fundamental to the continued provision of high-quality education and pupil outcomes at Gateways School. Effective professional development is underpinned by:
 - Subject knowledge
 - Subject specific pedagogy
 - Clarity around learner progression, starting points and next steps
 - Content and activities dedicated to helping teachers understand how pupils learn, both generally and in specific subject areas

Any professional development will be chosen with these points in mind.

7. The curriculum provision will be reviewed regularly and will provide contemporary educational experiences with traditional values, as well as delivering a curriculum which addresses social, moral, ethical and cultural activities to reinforce British values in all learning areas.
8. Pupils with an EHC/ statement plan should receive the correct support as outlined in that statement and its annual review. Individual Education Plans are made available as a centralised resource for individual subject reference.
9. Through differentiation in all subjects, pupils are provided with work suited to their academic ability, neurodiversity and learning needs. Pupils are continually encouraged to explore different areas of the curriculum.
10. The PSHE programme is annually reviewed by the Head of Pastoral Care to ensure topics are age relevant and current. All form tutors and teaching staff have a responsibility to support the PSHE programme.
11. Careers lessons are delivered through the PSHE curriculum from year 7. (See N2e – Careers Policy)
12. Careers fairs are provided in school and at external venues to assist pupils in Lower 5 (year 10), Upper 5 (Year 11) and Lower 6/Upper 6 (year 12 & 13) to make choices for A Level and university application.
13. Additional, impartial careers guidance for Upper 5 (year 11) is provided by an outside agency.
14. GCSE options and A Level option blocks are devised from pupil choices and as far as possible every effort is made to provide the required curriculum. Guidance is given on potential performance using predictive data.
15. In sixth form, visiting speakers form part of the enrichment programme.
16. All member of the sixth form are encouraged to take the English-Speaking Board examination.
17. All members of the sixth form have an opportunity to complete the Extended Project Qualification.
18. All members of the sixth form have the opportunity to take a Level 3 Sports Leaders qualification.
19. Sixth form students follow an enrichment programme which covers topics including university research methods, visits to local university libraries, personal finance, university cooking etc.
20. All sixth form students are encouraged to participate in a PE lesson as well as making use of the sports facilities and teams.

Guidelines: Prep

1. Reception and Key Stage 1 children have a full-time supervised curriculum of 50 30-minute lessons per week. 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. Key Stage 2 children have a full-time supervised curriculum of 55 30-minute lessons per week, providing teaching and learning opportunities in English, mathematics, science, humanities, computer science, art, design technology, PE, RS, music, PSHE, Spanish, Mandarin and drama (UKS2.)

3. Through differentiation in all subjects, pupils are provided with work suited to their academic ability, neurodiversity and learning needs. Pupils are continually encouraged to explore different areas of the curriculum.
4. Planning must cater for pupils whose educational needs are outside the main curriculum provision and for neurodiversity.
5. Teachers are responsible for planning the subjects they teach. They should produce objectives, activities, resources, homework, assessment and differentiation.
6. All form tutors and teaching staff have a responsibility to support the PSHE programme.
7. 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.
8. Staff will continually monitor the curriculum, set targets and evaluate performance.
9. Learning support in Prep focuses on development of literacy and/or numeracy skills. It takes place in one-to-one or small group sessions inside or outside the classroom as appropriate.
10. The PSHE programme in Prep is reviewed annually to ensure age relevance and that it reflects current legislative requirements.
11. Careers education in the Prep school forms part of the PSHE programme in Lower 3 (Year 6.)

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. Both Prime and Specific areas of learning are given careful consideration.

Prime areas of learning are;

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas of learning are;

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

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.

Monitoring

Reviewed Spring 2021

Next review Spring 2022

Teaching and learning is monitored in a variety of ways throughout the academic year and over key stages. These methods are reviewed regularly and make use of electronic systems where possible. The methods employed include: -

- evidence from lesson observations and work scrutiny carried out by the Leaders of Teaching and Learning;
- subject specific schemes of work, and adherence to those schemes of work
- meetings of departments where pupils are singled out for praise or concern and action taken
- self-evaluation
- subject awards and the house-point systems
- publication of an annual calendar of assessment and reporting, appropriate to age, and adherence to that calendar.

Conclusion

This policy should be viewed in conjunction with Gateways Teaching and Learning Policy, Careers Policy, PSHE Handbook and Schemes of Learning and EYFS Policy. The Deputy Head (High School), Head of Prep and Head of Early Years will review this policy regularly. It is devised to give equal opportunity and access to all pupils in line with Gateways' inclusion and disability policies.