



CURRICULUM POLICY

Originator	Reviewed by	Date of Review	Approved by	Date of Approval	Next Review Date	Website
School	CL&ES	27/09/2022	Full Board	17/10/2022	June 2024	Yes

"Excellence Every Day"

Our Mission

Our mission is to make sure that all our students, regardless of their circumstances, discover their personal best and thrive academically, individually and socially. We are relentless in driving high expectations and make no apology for ensuring high standards across the school. We will continually ensure every student achieves excellent results, with high-quality teaching and a first-class curriculum, underpinned by outstanding cultural capital experiences and exceptional pastoral care.

Values

Excellence

We strive for greatness in everything we set our minds to. We endeavour to do our very best and excel in all aspects of school life.

Respect

We treat others in our diverse, inclusive community as we wish to be treated. We acknowledge individual differences yet join together in an uncompromising respect for each other.

Responsibility

We understand that we own our actions. We work hard to understand our emotions and manage them effectively, whilst ensuring we put any mistakes right.

Resilience

When we encounter challenges, we persevere and bounce back. We see setbacks as stepping stones to success and always give 100%.

Ambition

Our ambition knows no limits. We will push ourselves to be the best version of ourselves to ensure success.



Rationale

1. At The John of Gaunt School we aim to deliver a high-quality, broad and content-rich curriculum. We want our lessons to engage students enabling them to reach their full potential.

Purpose

2. To provide a curriculum which:
 - Presents a broad and balanced educational programme, at Key Stages 3, 4 and 5, which encompasses the needs of every student and personalises it accordingly
 - Is sequenced, layered and interleaved and demanding for all students.
 - Through our Learning Cycles, there are clear and coherent routes of progressive opportunities at each Key Stage challenging students to build on prior learning and experiences so preparing them for examinations and their future lives
 - Develops mastery whilst remaining inclusive, supportive and challenging allowing all our students to progressively acquire, develop and refine their knowledge and skills to the highest standards, supporting them to pursue academic achievement and realise their potential
 - Both inside and outside of the classroom, gives individuals access to the full range of learning and cultural experiences: aesthetic, social, linguistic, mathematical, moral, physical, scientific, spiritual and technological.
 - Will help build equity in knowledge and cultural experiences between peers
 - Upholds and promotes our fundamental values, as British citizens. Where appropriate all subjects reinforce the importance of democracy, the rule of law, individual liberty, and mutual respect and tolerance
 - Is designed to include the English baccalaureate subjects for all students, whilst considering the specific needs and requirements of our learners
 - Provides the statutory requirement for delivery of RE and Sex and Relationships education at Key Stage 3 and 4 and allows for parental choice regarding the withdrawal of a student from the subject
 - Provides the statutory requirement (2014 School Food Plan) of food preparation and nutrition at KS3.
 - Provides all students the opportunity to experience their chosen subjects at Key Stage 4 over 2 years (from Yr10-11).



- Provides all students at Key Stage 4 with an entitlement to study subjects within the range of MFL, DT, physical performance, the Arts and Humanities through GCSE, vocational and technical courses.

Guidelines

3. The school recognises that students are entitled to a curriculum which is characterised by breadth, balance, coherence, relevance, personalisation and progression. Faculties are expected to plan collaboratively, at inter-faculty and intra-faculty levels, so that:
 - There is a unified whole-school approach to curriculum planning, development and administrative structures to ensure consistency and continuity
 - The school maximises its ability to be outward looking, drawing upon evidenced-based studies, successful strategies from other effective schools and the requirements of the current educational climate.
 - Each subject has a clear statement of intent that explains what our students should know and the skills they need to acquire in their academic discipline, based upon the national curriculum.
 - The curriculum embraces the different areas of student experience and fosters progression and achievement.
 - The curriculum ensures that students focus on knowledge, understanding of concepts, skills and attitudes and the full range of learning experiences.
 - The balanced curriculum allows each subject to be given appropriate attention in relation to the others and to the curriculum as a whole.
 - There is relevance within the curriculum that takes account of previous learning experiences and readiness for new experiences, future vocational requirements and demands in the local, national and global context.
 - Our students are provided with opportunities to transfer skills and draw upon knowledge gained in other fields making 'connections', so increasing the potential of mastery in various subjects
 - The curriculum is created to teach to the top with suitable scaffolding in place to challenge and support the needs of all students.
 - There are bespoke and personalised curricular programmes to develop the fundamentals of literacy, numeracy and life skills for our most vulnerable students within the school.
 - Progression is monitored using the school's assessment and reporting procedures. Students, parents and staff are kept informed of individual progress as a student moves through each curriculum stage.
 - The school also aims to enhance the cultural capital of every student by providing a range of opportunities outside the curriculum.



4. As a student moves through the school, the curriculum will become more personalised, incorporating a range of activities encompassing school, work and, where appropriate, off-site alternative learning provision. Curriculum activities that occur within the confines of the school day although require an extension of normal school hours in certain circumstances.
5. The school website includes information on the range of Key Stage 4 and Key Stage 5 qualifications, and methods for (prospective) parents and students.
6. Curriculum monitoring is undertaken by Directors of Learning, SLT and the Governing Body as part of the school's regular self-evaluation programme.

