

**The John of Gaunt School
A Community Academy**

CURRICULUM POLICY

Originator	Reviewed by	Date of Review	Approved by	Date of Approval	Next Review Date	Website
School	CL&ES	June 2020	Full Board	01/06/2020	June 2022	Yes

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Vision Statement

'Creating an irresistible climate for achievement'

- We challenge, support and encourage every student to **achieve their potential**.
- We believe **effort** and **dedication** lead to success and we **raise aspirations**.
- We **personalise our provision** to meet the needs of individuals.
- We enable our students to flourish as **confident learners and leaders** of our community.
- We create a culture where all stakeholders **feel valued, supported and proud**.
- We **work collaboratively** to improve outcomes for our students and support other schools to improve.

Rationale

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

To provide a curriculum which:

- Presents a broad and balanced educational diet, which encompasses the needs of every student in the school and personalises it accordingly.
- Will help build equity in knowledge and experiences between peers.
- Is well planned, coherent and demanding for all students with clear routes of progressive opportunities at each Key Stage.
- Encourages students to pursue academic achievement and realise their potential in public examinations.
- 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.
- 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.
- Is broad, balanced and personalised curriculum for students at Key Stages 3, 4 and 5. At Key stages 3 & 4 the Learning Cycles are sequenced, layered and interleaved, building on prior learning and experiences so preparing our students 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 reach their potential.
- Is designed to include the English baccalaureate subjects for all students, while taking into account 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

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.

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.

The school website includes information on the range of Key Stage 4 and Key Stage 5 qualifications, and methods for (prospective) parents and students.

Curriculum monitoring is undertaken by Directors of Learning, SLT and the Governing Body as part of the school's regular self-evaluation programme.