



GUILSBOROUGH ACADEMY
CURRICULUM POLICY

Policy Name	Curriculum
Policy Owner	Vice Principal
Committee	Standards and Curriculum
Statutory	No
Authorisation	Principal to ratify, S&C Trustees to note

Date Ratified	Review Date
June 2024	June 2026

We aim to provide a curriculum that supports our Academy values and meets the needs of different groups of students through a structure which fosters variation in the curriculum, as well as a framework which enriches students' experiences. The curriculum is designed with a sense of purpose and direction to support a lifelong love of learning and prepare all of our students to be confident 21st Century global citizens.

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Guiltsborough Academy's overarching aims are that:

We strive to provide an engaging and supportive school culture based upon four key values:

- Respect
- Aspiration
- Responsibility
- Equality

Each of these contributes to our ethos of 'Learning Without Limits'

There is no hesitation in stating our goal – simply to provide an outstanding education for our students delivering the very best in learning, teaching and leadership.

To this end we are constantly seeking to raise standards, improve the quality of our provision, and enable students to 'Learn Without Limits'. We use our freedoms as an academy, our partnership work with local secondary and primary partners, as well as regional and national partnerships to deliver the best for each individual. Our PSHE and assembly programme supports the development and delivery of our values.

We aim to provide a curriculum that supports our Academy values and meets the needs of different groups of students through a structure which fosters variation in the curriculum balance, as well as a framework which enriches students' experiences. The curriculum is designed with a sense of purpose and direction to support a lifelong love of learning and prepare all of our students to be confident 21st century global citizens.

CURRICULUM INTENT

Our school curriculum, in the broadest sense, should aim to:

- meet the individual's learning needs.
- encourage learners to manage their own learning through providing support and challenge
- encourage independent learning and a love of lifelong learning
- enable learners to make informed choices.
- provide equal opportunities for all, regardless of age, ability, gender, ethnicity or background
- include a range of assessment practices and an evaluation of students' achievement in order to set future learning goals
- support learners to achieve the highest possible standards
- acknowledge students' different starting points and rates of progress
- not only be about individual subjects, but about a student's whole programme of study



- be about relationships, respect, caring and valuing individuals
- provide additional support for any group or individual with specific learning needs.

The curriculum should develop skills, knowledge and understanding in all learners and encourage the holistic development of every individual student.

CURRICULUM IMPLEMENTATION

The characteristics that identify a successful curriculum are breadth, balance, relevance and differentiation. Continuity, progression and coherence in the learning experience can only be achieved by ensuring that the curriculum is equally available to all.

Breadth

Students need a broad range of experiences which ensure that they are able and confident:

- to communicate effectively with others
- to make informed choices
- to gain an understanding of the world of work

The curriculum is broader than the formal timetable of subjects, despite this being the main mode of delivery.

Balance

The curriculum should meet the individual interests, aptitudes, abilities and development of each student. The balance of the curriculum may not be the same for each student. Balance should be sought in order to create the widest range of opportunities for each learner.

Our Life Skills programme addresses Personal, Social and Health Education and Sex and Relationships Education. This curriculum is delivered through Life Skills days and tutor sessions. Additionally, there is a planned program of assemblies to support the development of knowledge, skills and understanding addressed through the Life Skills program. The Life Skills curriculum is reviewed to ensure the outcomes are contemporary and students are supported to develop relevant knowledge, skills and understanding.

In addition to offering breadth in terms of areas of experience, the school acknowledges the need to provide a balance of teaching styles and learning opportunities. This combination of breadth of subjects and variety of facilitated learning opportunities encourages students to develop their capabilities as learners.



Relevance

Each student should see the curriculum as being relevant to both present needs and future aspirations. The curriculum provides knowledge and understanding. It also focuses on the skills and qualities required for successful participation in a 21st century global society. The school aims to engage the interest and motivation of students and encourages a broad view of education as a lifelong learning experience.

Differentiation Adaptive Teaching

All students require a curriculum that is adapted according to their individual abilities, interests, aptitudes, special educational needs and stages of development.

The school is committed to accessing and using a wide range of information about student levels of achievement, to guide the development of learning experiences at an appropriate level. All form groups are mixed ability. Directors of Learning and Heads of Department, in consultation with Senior Leaders, decide on appropriate student groupings in subject areas and this results in a mix of set and mixed ability groups for most students.

Continuity and Progression

Students succeed best when their learning experiences are built upon previous achievement. The factors that lead to a continuous and progressive curriculum for each student are:

- a clear framework for the whole curriculum
- a curriculum that is composed of related experiences, including knowledge, skills and understanding
- effective strategies for assessment of all aspects of students' development
- liaison between phases of education, which seeks to ensure continuity and progression
- partnership between school and home

The school is committed to building on the progress made by students at Key Stage 2. Staff aim to make use of student performance data and information collected through liaison with feeder schools.

Learning is seen as a lifelong process and every effort is made to prepare students for the next stage of their education. Careers guidance (CIAG) is a key aspect of our Life Skills program, supported through careers days, additional careers related immersion days, and parent and student information evenings distributed through the year. Students have planned access to



independent careers advice through interview sessions and availability of this support at all relevant events such as options evenings and results days and through the dedicated Careers Hub during the school year.

The following table is intended to detail the link between our vision as a school and how we establish our curriculum intent, implementation and measure the impact of this journey.



	Intent	Implementation	Impact
Respect	<p>To teach our students to respect one another's beliefs and opinions. To create a safe society within schools which allows all students to flourish emotionally as well as academically.</p> <p>To develop students' understanding of wider issues they or their peers may face in life.</p> <p>To provide opportunities for all of students to immerse themselves in their local communities and be ambassadors for our academy we can all be proud of.</p>	<p>A well-balanced and rigorous PSHE programme supports other areas of the academy to:</p> <p>Develop students' understanding of other cultures.</p> <p>Reward respectful behaviour in students, make a positive example of students.</p> <p>Pride ourselves on being an inclusive setting which makes every opportunity to cater for the diverse needs of our students.</p>	<p>Students can demonstrate off-hand a detailed understanding of culture and issues they may be exposed to in later life. Students leave with the emotional resilience to support themselves and others in the future.</p> <p>Through modelling an inclusive micro-society, students leave to enter wider society with tolerant views.</p>
Aspiration	<p>To ensure high quality outcomes for all students, irrespective of their personal circumstances.</p> <p>To maintain a broad and balanced curriculum for all key stages which includes ample opportunity for stretching our students.</p> <p>To overtly celebrate the successes of our alumni, creating positive role models to raise the aspirations of all students.</p>	<p>Have unashamedly high expectations for all students in all subjects. Deliver a curriculum with an emphasis on improving English and mathematics skills while creating time for rich, cultural capital building, arts based lessons.</p> <p>To continue to encourage students to study modern foreign languages alongside history and geography as we</p>	<p>Improved outcomes for all students in external examinations. An improved number of students going to onto higher and further education.</p> <p>An increasing number of students leave with the EBACC qualification and as a consequence of this develop the analytical skills to succeed in universities or apprenticeships.</p>



	<p>To create bespoke packages of intervention to ensure all students are able to strive to reach their potential.</p> <p>To deliver a robust curriculum whereby an increasing number of students access the EBACC.</p>	<p>believe these pathways prepare students for higher education.</p>	<p>By valuing the importance of modern foreign languages, give students the skills to enter a global market.</p> <p>Students do not see subjects as distinct and are able to draw on interconnected knowledge from other subjects to support their progress on a whole.</p>
Responsibility	<p>To constantly strive to improve the experience of everyone at Guilsborough.</p> <p>To constantly review the curriculum offer for our students to ensure it continues to improve.</p> <p>To respect the value of learning outside of the classroom, providing a rich range of experiences for all students.</p> <p>To ensure all students follow an appropriate programme of study centred on their individual needs.</p>	<p>Make use of question level analysis to highlight individual strengths and weaknesses of students, use this information to constantly improve the quality of our curriculum.</p> <p>Create opportunities for learning outside of the classroom.</p> <p>Consider learning sequences and overlap between different subject areas to allow students to develop their cultural capital.</p>	<p>Students appreciate we are all part of a community and all have a responsibility to support one another, this concept of 'society' forms an integral part of life at Guilsborough</p> <p>Student behaviour incidents are rare, when incidents do occur we have a responsibility to focus on restorative approaches</p>



Equality	<p>To prepare all students for an ever changing world of work by developing the skills they need to adapt to technological advances.</p> <p>To build a curriculum aimed at ensuring social mobility for all by incorporating high levels of cultural capital for <u>all</u> students</p> <p>To ensure students understand and appreciate the value of every member of our learning community</p> <p>To allow our students to experience first-hand interaction with employers throughout their time at Guilsborough.</p> <p>To maintain that all stakeholders are learners who strive to constantly improve.</p> <p>To develop a life-long love of learning</p>	<p>Never miss an opportunity to discuss equality with our students</p> <p>Deliver bespoke business days which are aimed at teaching students about the world of work. Where possible, deliver lesson material within the context of real world problems.</p> <p>Constantly build the latest in cognitive research into teaching practice.</p>	<p>Students leave well informed about equality issues in the wider world</p> <p>Students are ambassadors for equality</p> <p>Outcomes and destinations information for disadvantaged students is indistinguishable from non-disadvantaged students</p> <p>SEND students are able to flourish making progress far in excess of national expectations</p>
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CURRICULUM STRUCTURES

THE CURRICULUM IN YEARS 7, 8 and 9

Aims at KS3

- To create a structure which increases the degree of personalised learning
- To create a greater sense of purpose for students linking their course of study to broad pathways and through demonstrating the relevance of what they learn and how they learn
- To improve the learning skills of all students
- To prepare them fully so they are 'GCSE Ready'

The table below shows the allocated timetable time in lessons per fortnight, each lesson lasting 1 hour.

Subjects	Year 7	Year 8	Year 9
English	8	7	8
Design technology (IT, Cooking, Product design, Electronics, Textiles)	3	3	3
Geography	2	2	2
History	2	2	2
Belief and Ethics	1	1	1
Mathematics	8	8	8
Science	7	7	9
Physical education	4	4	4
Learning for life	2	3	2
Computing	2	2	2
Art	2	2	2
Drama	2	2	1
Music	2	2	2
German	2	3	
Spanish	3	2	
MFL – Choice of German or Spanish			4
Tutorial	10 sessions		



Year 7 All subjects are taught in two bands. They are in tutor groups except for Maths, DT, Science and PE

Year 8 All subjects are taught in 2 bands. Some subjects are set within the bands. Some are taught as mixed ability groups

Year 9 All subjects are taught in 2 bands. Some subjects are set within the bands. Some are taught as mixed ability groups

Performing/Creative Arts includes art, drama, and music.

*Allocated hours are subject to change depending on staff availability.

Design Technology is a rotation where students study a range of design technology subjects such as food and nutrition, textiles and product design, as well as ICT.

Regular cross curricular events give students an opportunity to focus their learning and develop wider skills.

THE CURRICULUM IN YEARS 10 AND 11

Aims at KS4

- To maximise examination success
- To establish skills and knowledge for successful post-16 study
- To ensure that all students at Guilsborough are socially responsible and aware in preparation for their post-16 pathway
- A range of student-chosen options start in Year 10.
- For a very small group of students in Years 10 and 11, we offer a more personalised curriculum. Rather than attempting all options, one is replaced with a course focusing on core skills.
- All students are encouraged to study a Humanity and an MFL subject at GCSE.

The table below shows the allocated timetable time in lessons per fortnight, each lesson lasting 1 hour.



	Year 10	Year 11
English	8	8
Maths	8	8
Science	9	10
Option 1*	5	5
Option 2*	5	5
Option 3*	5	5
Option 4*	5	5
PE	4	4
Life Skills	1	

THE CURRICULUM IN YEARS 12 AND 13

In Years 12 and 13 there are five option blocks from which advanced courses can be selected. Blocks change every year to suit the greatest number of student choices. The structure is shown below. Advanced level subjects are normally allocated 10 hours per fortnight in Year 12 and Year 13.

Curriculum Plan for Year 12

The table below shows the subject blocks for Year 12, each subject is generally timetabled for 10 hours per fortnight.

A	B	C	D	E
Art	Geography		History	
Chemistry	German	Physical Education	Core Mathematics	Biology
Economics	Mathematics	Physics	Further Maths	Business studies
Core mathematics	Core Mathematics	Psychology	Media Studies	English Language
Photography	Music	Sociology	Product design	English Literature
Psychology	Textiles	Sport	Spanish	Mathematics



Curriculum Plan for Year 13

The table below shows the subject blocks for Year 13, each subject is generally timetabled for 10 hours per fortnight.

A	B	C	D	E
English Language	Business studies	Biology	Art	Business studies
English Literature	Mathematics	Drama	Geography	Chemistry
Further Maths	Media Studies	Economics	German	Health and Social Care
Physical Education	Physics	Mathematics	History	Music
Product design	Psychology	Sociology		Photography
Psychology	Spanish	Sport		Core mathematics
Sociology	Textiles	Core mathematics		
Core mathematics				

In order to ensure we offer a broad curriculum post-16, Year 12 students are also given the opportunity to study for

- The Sports Leaders Award
- The Young Enterprise Competition
- Core Maths Qualifications
- Extended Project Qualification.