



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

**CURRICULUM POLICY**

<b>Originator</b>	<b>Reviewed by</b>	<b>Date of Review</b>	<b>Approved by</b>	<b>Date of Approval</b>	<b>Next Review Date</b>	<b>Website</b>
School	CL&ES	24 Nov 2017	Full Board	February 2018	February 2020	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

The curriculum should be accessible providing breadth, balance and sufficient stretch, providing an appropriately demanding educational experience for every individual in the school. We aim to provide a curriculum which prepares students for the opportunities, responsibilities and experiences at adult life.

## Purpose

To provide a curriculum which:

- Gives individuals access to the full range of learning experiences: aesthetic, social, linguistic, mathematical, moral, physical, scientific, spiritual and technological.
- Delivers a broad and balanced curriculum to students at Key Stages 3, 4 and 5. At Key stages 3 & 4 the programmes are designed to include the English baccalaureate subjects for all students, while taking into account the specific needs and requirements of our learners.
- The curriculum at all three key stages uphold and promote our fundamental values, as British citizens. Where appropriate all subjects re-enforce the importance of democracy, the rule of law, individual liberty, and mutual respect and tolerance.
- Ensure the weighting of time spent studying computer science and ICT, at Key Stage 3, is in line with national expectations.
- Provides all students the opportunity to experience their chosen subjects at Key Stage 4 over 3 years (from Yr 9-11). This allows our students to develop and refine their skills in Yr 9 and study topics to greater depth over the phase.

- 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.
- 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.
- Presents a broad and balanced educational diet, which encompasses the needs of every student in the school and personalises it accordingly.
- 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.

## **Guidelines**

The school recognises that students are entitled to a curriculum which is characterised by breadth, balance, coherence, relevance, differentiation and progression. Faculties are expected to contribute to them within their individual policies:

- A broad curriculum will ensure that individuals focus on knowledge, understanding of concepts, skills and attitudes and the full range of learning experiences.
- A balanced curriculum will allow each area of learning to be given appropriate attention in relation to the others and to the curriculum as a whole.
- Coherence will be achieved through whole school planning, ensuring a curriculum that embraces the different areas of experience and fosters progression and achievement.
- Relevance in the curriculum will be ensured by taking account of previous learning experiences and readiness for new experiences, future vocational requirements and demand in the local, national and global context.
- The differentiated curriculum will match learning activities to individuals, providing support and stretch.
- A bespoke and personalised curriculum that develops the fundamentals of literacy, numeracy and life skills for our most vulnerable students within our nurture group.
- 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 provide a range of learning, leadership and recreational opportunities outside the curriculum.

Increasingly, and as a student moves up through the school, the curriculum is likely to become more personalised, sometimes incorporating a range of activities encompassing school, work and, where appropriate, off-site alternative learning provision. Curriculum activities normally occur within the confines of the school day although may require an extension of normal school hours in certain circumstances.

The range of our Key Stage 4 and Key Stage 5 qualifications, and methods for (prospective) parents and students to obtain further information about the curriculum, is published on the school website.

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