

NORTH GOSFORTH ACADEMY

CURRICULUM POLICY

Aims of the curriculum

1. Provide students with an introduction to the essential knowledge they need, empowering them to be educated and positive, responsible citizens
2. Enable students to retain and apply this essential knowledge to develop their subject-specific and transferable skills
3. Build upon prior knowledge to maximise the progress made by all students
4. Inspire students to become life-long learners
5. Create a culture of high aspiration through challenging content and pride in achievement
6. Promote the spiritual, moral, social and cultural development of students, including fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs and for those without faith
7. Build students' character through the promotion of resilience, industry, curiosity, and sense of morality.
8. Promote knowledge and understanding of how students can keep themselves safe and healthy
9. Develop students' numeracy, literacy and oracy, including the sustained expansion of their vocabulary and their reading ability in particular
10. Prepare students effectively for the next stage in their careers

Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the [Department for Education's Governance Handbook](#).

Roles and responsibilities

Trustees and Academy Advisory Group

They will monitor the effectiveness of this policy and hold senior leaders to account for its implementation. The Academy Advisory Group will also ensure that:



- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils at Key Stage 4 that lead to level 2 qualifications, such as GCSEs, are approved by the Secretary of State
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Students are provided with appropriate careers' education including independent, impartial careers guidance

Senior leaders

Senior leaders are responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Local Advisory Group
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Academy Advisory Group is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Academy Advisory Group is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Middle leaders

Leaders of Teaching and Learning are responsible for the implementation of this policy in their departments and ensuring that:

- Effective long-term planning is undertaken and the curriculum information on the website is up to date and is sequenced effectively to maximise student progress
- Effective medium term planning is undertaken in the form of schemes of learning which support the aims of our curriculum and are in line with whole-school expectations
- Staff in their departments are aware of and follow those schemes of learning accurately

Curriculum structure

At North Gosforth Academy there are 50 periods a week in the timetable, with 5 periods per day. These are 60 minute periods.



Key Stage 3

The KS3 curriculum is designed to give students a challenging and stimulating beginning to their secondary education. The curriculum builds upon skills and knowledge gained in KS2 ensuring continuity and progression in transition from primary school.

All students follow the appropriate National Curriculum programmes of study plus a differentiated language element of either a second MFL or enhanced literacy and numeracy focus. In year 7, these lessons take place in the library dedicated to the enhancement of reading skills and use Accelerated Reader to track student progress and development alongside reading aloud, phonics screenings and reciprocal reading to ensure both decoding, fluency and reading comprehension are all scrutinised and developed as effectively as possible.

The subjects studied are English, including dedicated library lessons to develop, through regular practice and STAR reading tests, a love of reading, Mathematics, Science, History, Geography, French or Spanish, Mandarin Chinese, Computing, Music, Art, Technology (including DT, Food Technology and Textiles), PE and PSHCE, or 'Learning for Life'.

The school has been in a period of transition. From September 2021, we moved to all GCSE and KS4 options being chosen at the end of year 9 to allow for greater depth of study and so students can have the study time to lay even stronger foundations at KS3 and really solidify these important building blocks for future achievement in all subjects. This will also give them longer to consider what they would like to study to allow for even greater success at KS4. We hope that with another year of maturation, this will benefit them even more in terms of both their academic outcomes and their own well-being.

Key Stage 4

In KS4, all students study for GCSEs in English Language and Literature, Mathematics, Science (either Trilogy, leading to 2 GCSEs or Triple, leading to 3 separate Science GCSEs), as well as Core PE and PSHCE.

The GCSE options offered are French, Spanish, Chinese, Computer Science, Design Technology, History, Geography, Art, Photography, Food Technology, Health and Fitness, Health and Social Care, Enterprise and Marketing, Ethics and Media Studies.

KS5

At the end of Key Stage 4, it is hoped that many students will continue into the Sixth Form at Gosforth Academy, where they are offered a broad range of A-level and alternative level 3 courses. We provide a full range of information to students on other Post 16 options, including assemblies, open days, visits to other colleges and providers and support them in selecting the best possible option for their ongoing study or employment if they choose not to remain within The Gosforth Group.

Inclusion

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:



- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. The SENDCO and the team co-ordinate effective support for these students. We try to ensure that these students are in lessons as often as possible and work closely with LSAs and teachers to help them achieve by making effective and considered adjustments to their practice in line with individualised support plans.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Equal Opportunities

Entry to all programmes of study is based upon their academic suitability and appropriateness, regardless of students' gender, race, disability, religion or belief. We have introduced a new aspect to our curriculum called 'Learning for Life' that develops the personal and moral education of our students by introducing them to a range of content to broaden their horizons and give them the tools they need to recognise the importance of diversity and to respect all people, regardless of belief, race, gender or disability.

Disabilities: In accordance with statutory requirements the Academy aims to make the curriculum accessible to all students as far as is reasonably practicable. The school has an Accessibility Plan which is available on the school website.

Disapplication

In accordance with the law, the school has the right to respond to individual needs by modifying National Curriculum programmes, or disapplying the National Curriculum for the duration of Key Stage 4, to:

- allow a student to participate in extended work-related learning
- allow a student with individual strengths to emphasise a particular curriculum area; and
- allow a student making significantly less progress than other students of his/her age to consolidate his/her learning and progress across the curriculum.

Decisions about any of the above will only be made after discussion with the student and parents.



Religious Education

Religious Education is available to all students. Parents have the right to withdraw their children from Religious Education.

In Year 7, 8 and 9 Religious Education is delivered through our 'Learning for Life' course. In KS4, Religious Education is delivered through modules in the 'Learning for Life' programme and on specific curriculum focus days.

Extra-Curricular Activities

At North Gosforth Academy we provide a wide and varied programme of study support and cultural and sporting activities that take place outside the formal curriculum. All students are encouraged to take part in the programme (see also the Academy Charging and Remissions Policy). This is published early on in the academic year and includes a range of exciting opportunities for personal development and extra-curricular achievement. These take place both at lunchtime and after school and range from Chess Club, NEBA and NETBA reading groups to Spanish Cinema Club.

Independent Learning

The school expects home learning to be set and completed as agreed and sees this as an essential part of developing students' learning skills, organisation and self-discipline. Frog, our VLE, or Hegarty Maths are generally used to do this but GCSE pod is also used extensively at Key Stage 4.

Students in year 7 will only be expected to complete Maths and reading home study in their first year and, following this, a staged approach will be undertaken to ensure that independent study builds over time and students are well supported in developing constructive study habits.

18 October 2022

Date approved:

Signed:

January 2024

Date to be reviewed:

