



North Gosforth Academy Curriculum Policy

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Aims of the curriculum

Our curriculum aims to:

1. Provide all students with access to powerful knowledge, ensuring an equitable entitlement to the essential knowledge, concepts and ideas they need to understand and navigate the world successfully.
2. Enable students to secure, retain and apply this knowledge over time, developing both subject-specific expertise and transferable skills that support future learning.
3. Build systematically upon prior learning through a carefully sequenced curriculum that supports progression and maximises achievement for all students.
4. Foster curiosity, independence and a love of learning, inspiring students to become enthusiastic and lifelong learners.
5. Cultivate a culture of high expectations, ambition and achievement through intellectually challenging content and a commitment to excellence for every student.
6. Promote students' spiritual, moral, social and cultural development, including an understanding of the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths, beliefs and backgrounds.
7. Develop character, resilience and personal responsibility, encouraging students to demonstrate integrity, perseverance, curiosity, self-regulation and respect for others.
8. Equip students with the knowledge, understanding and skills needed to make safe, healthy and informed choices, both now and in the future.
9. Develop students' literacy, numeracy and oracy across the curriculum, including the explicit teaching of vocabulary, reading fluency and effective communication.
10. Prepare students for successful next steps into further education, employment and adult life by broadening horizons, raising aspirations and providing the knowledge and cultural capital needed to thrive in modern Britain.

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 Governing Committee

They will monitor the effectiveness of this policy and hold senior leaders to account for its implementation. Governors 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 implemented effectively and that:

- All curriculum subjects have clearly defined aims, objectives and content that reflect the school's vision and values, whilst ensuring that all pupils have access to the powerful knowledge, skills and experiences that form their curriculum entitlement.
- The curriculum is coherently planned and sequenced so that knowledge builds cumulatively over time, enabling pupils to make connections between prior learning and new learning.
- Sufficient curriculum time is allocated to all subjects to support deep learning, secure knowledge acquisition and meaningful progression, with curriculum provision reviewed regularly by Governors.
- They manage requests to withdraw pupils from aspects of the curriculum in accordance with statutory guidance, where appropriate.
- Assessment procedures meet all statutory requirements and are used primarily to support learning, identify misconceptions and inform responsive teaching. Middle leaders use assessment information to evaluate curriculum

implementation and develop clear action plans to address gaps in knowledge and understanding.

- High-quality, inclusive teaching is the universal provision for all pupils, with appropriate support, adaptation and intervention provided to ensure that pupils with SEND, disadvantaged pupils and other vulnerable learners can fully access the curriculum and achieve success.
- Curriculum implementation reflects the Trust's shared principles of explicit instruction, retrieval practice, effective modelling, purposeful practice and frequent checking for understanding, ensuring consistency of approach alongside professional autonomy.
- Leaders provide opportunities for collaborative professional learning, enabling staff to continuously develop their curriculum expertise and pedagogical practice in line with Trust expectations.

Curriculum leaders

Curriculum Leaders are responsible for the implementation and quality assurance of this policy within their subject areas. They are expected to ensure that:

- Long-term curriculum plans clearly identify the powerful knowledge, concepts and skills that students are entitled to learn, and that these are sequenced coherently to build upon prior learning and maximise progress for all students.
- Curriculum information published on the school website accurately reflects the curriculum offer and is reviewed regularly to ensure it remains current and informative.
- Medium-term planning, through schemes of learning, supports the aims of the school curriculum and the Trust's shared principles of teaching and learning, including explicit instruction, effective curriculum sequencing, retrieval of prior learning and inclusive practice.
- Schemes of learning provide clarity regarding the key knowledge, vocabulary, assessment opportunities and curriculum end points that students are expected to secure.
- Staff within their departments understand and implement agreed schemes of learning consistently, while exercising professional judgement to meet the needs of their classes.
- Assessment is used formatively and summatively to identify strengths, gaps in knowledge and misconceptions, enabling timely adaptation of teaching and targeted support for students.
- Departmental assessment information is analysed effectively and used to inform curriculum refinement, intervention planning and ongoing discussions

regarding student progress through scheduled review, progress and end-point meetings.

- High expectations are maintained for all students, with curriculum and teaching approaches designed to ensure equitable access to powerful knowledge regardless of prior attainment, background or additional need.

Curriculum structure

At North Gosforth Academy there are 25 periods a week in the timetable, with 5 60-minute periods per day.

Key Stage 3

The Key Stage 3 curriculum provides students with a broad, ambitious and knowledge-rich foundation for success in secondary education and beyond. It is carefully sequenced to build upon prior learning from Key Stage 2, ensuring continuity, progression and equitable access to the powerful knowledge, concepts and skills that students need to succeed across the curriculum. Through high expectations and challenging academic content, students are encouraged to develop curiosity, resilience and independence as learners.

All students study the full range of National Curriculum subjects. Particular emphasis is placed on developing strong foundations in literacy, numeracy and oracy, recognising that these are essential for success across all areas of learning.

Reading is a key priority within the Key Stage 3 curriculum. In Year 7 and 8, all students participate in dedicated library lessons designed to develop reading fluency, comprehension, vocabulary and a lifelong enjoyment of reading. Reading development is supported through regular reading practice, Accelerated Reader, STAR reading assessments, reading aloud, reciprocal reading approaches and targeted phonics support where appropriate. Students also benefit from dedicated reading lessons in Years 7 and 8, ensuring that reading remains central to their academic development and access to the wider curriculum.

Students study a broad range of subjects including English, Mathematics, Science, History, Geography, Spanish, Computing, Music, Art, Technology (including Design Technology and Food Technology), Physical Education and Learning for Life (PSHCE). Across these subjects, students develop both substantive knowledge and disciplinary understanding, enabling them to think critically and engage successfully with increasingly complex ideas.

Students continue to study the full Key Stage 3 curriculum until the end of Year 9. This broad curriculum experience enables them to make informed decisions about their Key Stage 4 options and future pathways. Through Learning for Life and the wider

curriculum, students are also supported to develop their personal, social and cultural understanding, raise their aspirations, and prepare effectively for future education, employment and adult life.

Key Stage 4

In KS4, all students study for GCSEs in English Language and Literature, Mathematics, Science as well as Core PE and PSHCE.

The GCSE options offered are Spanish, Computer Science, Design Technology, History, Geography, Art, Photography, Food Technology, Health and Fitness, Health and Social Care, Business Studies, Music, Childcare and Media Studies.

Inclusion

At North Gosforth Academy, we believe that all pupils are entitled to access a high-quality, ambitious and knowledge-rich curriculum, regardless of their background, prior attainment or individual needs. Our approach to inclusion is founded on the principle that strong teaching is the most effective means of supporting all learners. Lessons are designed to be accessible by default, with high expectations maintained for every pupil and barriers to learning identified and addressed proactively.

Teachers use assessment information to understand pupils' starting points, identify misconceptions and plan learning that enables all pupils to make strong progress. Appropriate challenge and support are provided for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an Additional Language (EAL)

Teachers plan and deliver lessons in line with NGA Teaching & Learning Framework, using explicit instruction, effective modelling, scaffolding and regular checking for understanding to ensure that all pupils can access the curriculum and achieve success. Teaching is carefully structured to secure understanding, develop confidence and foster increasing independence.

We are committed to ensuring that pupils with SEND have access to the full curriculum wherever possible. High-quality adaptive teaching forms the foundation of provision, supported by reasonable adjustments and targeted interventions where required. The SENDCO works closely with teachers, learning support assistants, families and external

agencies to coordinate effective support and ensure that individual needs are understood and met. Wherever appropriate, pupils with SEND are educated alongside their peers and are supported through evidence-informed strategies and personalised support plans.

Teachers take account of the needs of pupils who speak English as an additional language. Teaching explicitly develops subject-specific vocabulary, oracy and literacy, whilst providing appropriate support to enable pupils to participate fully in all aspects of school life and access the full curriculum offer.

Through high expectations, inclusive classroom practice and a commitment to equity, we aim to ensure that every pupil feels supported, challenged and successful in their learning.

Equal Opportunities

Entry to all programmes of study is determined by students' educational needs, prior attainment and future aspirations. The school is committed to ensuring that all students have equitable access to a broad, ambitious and knowledge-rich curriculum, regardless of gender, race, disability, religion or belief, sexual orientation, socio-economic background or any other protected characteristic.

In line with the Trust's commitment to inclusion and excellence, all students are entitled to access the powerful knowledge, concepts and experiences that form our curriculum. Our approach is founded on high expectations for all, with teaching and learning designed to be accessible by default wherever possible. Where additional support is required, appropriate adaptations and targeted interventions are provided to enable students to participate fully and achieve success.

A key element of our personal development provision is Learning for Life, which supports students' spiritual, moral, social and cultural development. Through this programme, students develop the knowledge, understanding and character needed to become informed, respectful and responsible citizens. The curriculum broadens horizons, promotes understanding of diversity and equality, and equips students to engage positively with people from different backgrounds, cultures, beliefs and experiences. It also supports students in understanding fundamental British values and prepares them for life in modern Britain.

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.

It is delivered through our Learning for Life course.

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 extra-curricular programme (see also the Academy Charging and Remissions Policy). This is published early 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, many sporting activities, to Spanish Cinema Club.

Independent and home learning

Homework is used purposefully to strengthen learning, support the retention of powerful knowledge and develop students' independence and self-regulation as learners. Homework tasks are carefully selected by departments to complement the aims of the curriculum and may include retrieval practice, reading, revision, extended practice or preparation for future learning.

Each department has subject-specific expectations for homework that reflect the demands of the discipline and support students in securing and applying their knowledge over time. Homework expectations are communicated clearly to students and parents, and tasks are recorded in students' planners to support monitoring and organisation.

To ensure all students are able to access independent study opportunities, the school provides a fully staffed Home Learning Club before and after school. This provision offers a supportive environment in which students can complete homework, access learning resources, develop effective study habits and receive guidance from staff when required. Through this support, we aim to promote high aspirations, independent learning and equitable access to success for all students.