



## CURRICULUM POLICY

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Change Log	<p>This policy was separated from the previous Curriculum &amp; Assessment policy, and revised in June 2022.</p> <p>Includes clearer curriculum aims, change to key stage 4 options now provides for majority of students to study a language at key stage 4, summary of enrichment activities and links to national guidance and other policies.</p> <p>Further clarification to section 2.3 about Year 10 options was added in September 2022.</p>

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## 1. INTRODUCTION

### 1.1. Policy Aims

- 1.1.1. The curriculum at Thomas Gainsborough School is designed to provide all students with opportunities to pursue a range of personalised pathways, suited to their ambitions and developing skills.
- 1.1.2. Decisions on which pathway to follow and which subjects to study are taken by parents and students with the school's advice and guidance at ages 11, 14, 16 and 18, which is the start and end of each key stage.
- 1.1.3. This policy sets out the structure of the curriculum and the subjects available to students at each key stage.

### 1.2. Consultation

- 1.2.1. The school responds to feedback regularly throughout the year from prospective parents who visit, families of new entrants, governors, Trust directors of education, staff, union representative and the student academic committee.

### 1.3. Legislation & Guidance

- 1.3.1. As a state funded Academy, the school chooses to follow the UK governments National Curriculum and exceeds all requirements for local-authority-maintained schools. <https://www.gov.uk/government/collections/national-curriculum>
- 1.3.2. Qualifications which recognise the achievements, usually at age 16 and 18 meet the funding requirements for Academies, appear on national performance tables and use the agreed national content.

<https://www.gov.uk/government/collections/gcse-subject-content>

<https://www.gov.uk/government/collections/gce-as-and-a-level-subject-content>

- 1.3.3. We share the government's ambition to see increasing numbers of students study the English Baccalaureate (EBacc) combination of GCSE subjects.

The EBacc is a set of subjects at GCSE that keeps young people's options open for further study and future careers.

The EBacc is:

- English language and literature
- maths
- the sciences
- geography or history
- a language

<https://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc>

- 1.3.4. Our curriculum also supports the requirements and objectives for PSHE (Personal, Social and Health Education), RSE (Relationships and Sex Education), British Values as part of pupil's SMSC (Spiritual, Moral, Social and Cultural development) and high-quality RE (Religious Education).

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

<https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>

<https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>

<https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>

- 1.3.5. We also make use of <https://www.gov.uk/government/collections/curriculum-research-reviews>

## 2. OUR CURRICULUM

### 2.1. Curriculum Aims

- 2.1.1. The focus at Thomas Gainsborough School is on educating the whole person and providing young people with the experiences and opportunities that will help them to achieve success wherever their talents and interests might lead.
- 2.1.2. The curriculum at Thomas Gainsborough School is designed to meet the needs of all our learners. It is a rigorous, broad and balanced curriculum, characterised by stretch, challenge, specialisms and the development of the spiritual, moral, social, cultural, mental and physical development of students within both formal time tabled lessons as well as the wealth of extra-curricular activities and experiences promoted through the year.
- 2.1.3. In a curriculum described as “innovative” by OFSTED in 2017, students are provided with a choice of personalised Pathways right from their admission in Year 7 to Year 13 and beyond.
- 2.1.4. Tutor time, for 30 minutes each morning, is an essential part of students’ curriculum. This time develops reading, oracy, school values, culture capital, and understanding of current affairs, as well as supporting attendance, and student wellbeing.
- 2.1.5. This time also includes regular assemblies recognising diversity of beliefs, celebrating success and further enhancing school culture.

### 2.2. Key Stage 3, Years 7 to 9

- 2.2.1. A key feature of Thomas Gainsborough School is that on entry to the school in Year 7 students and their parents choose from three pathways, Grammar, STEM and Arts pathway for their KS3 curriculum. These pathways contain different elements to allow students to develop expertise in a range of subjects. The exact proportion of time spent on each subject changes slightly from year to year, but essentially:

The **Grammar Pathway** provides more time to develop languages including Latin and classics.

The **STEM Pathway** provides more time to develop and enrich knowledge and skills in science, technology, engineering and maths-based subjects.

The **Arts Pathway** provides more time to develop and enrich knowledge and skills in art, drama, dance, and music.

- 2.2.2. For a few students a curriculum rich in personalised social and emotional support as well as the development of basic literacy and numeracy skills, known as **Access**, is provided.
- 2.2.3. Choices of which language to study will be made by Grammar students at the end of Year 8, after being introduced to two modern foreign languages and Latin.
- 2.2.4. Students in other pathways will study a single language from the start of Year 7

- 2.2.5. Each of the main three curriculum pathways contains a number of classes that are grouped by ability, thereby ensuring students of all abilities can follow the curriculum pathway of their choice at an appropriate level.
- 2.2.6. All Key Stage 3 pathways prepare students to make further choices at age 14.
- 2.2.7. Choice of pathway is not dependent on prior attainment, although the information advice and guidance provided by school will take prior attainment, and future ambition into account when advising about the appropriateness of a particular pathway for a particular student.
- 2.2.8. The school regularly reviews the experience of students on the different pathways (a major review was carried out in 2016-17 and again in 2020-21) and considers whether the range of pathways remains appropriate.
- 2.2.9. Students in Year 8 & 9 (2022-23) were provided with the choice of following a Broad pathway, which is a more typical secondary school curriculum which includes additional time for art, drama, computing or design.
- 2.2.10. For all students, 90% of the key stage 3 curriculum is consistent. This is 27 of the 30 lessons a fortnight, and is:
- 4 lessons of Maths
  - 4 lessons of English
  - 4 lessons of Science
  - 2 lessons of PE
  - 2 lessons for each language
  - 2 lessons of history
  - 2 lessons of geography
  - 2 lessons of technology
  - 1 lesson of PSHE (except Year 9, 2022-23)
  - 1 lesson of Music
  - 1 lesson of Art
  - 1 lesson of Drama
- 2.2.11. The other 3 lessons (10% of the curriculum) are adapted according to the pathway chosen by students.
- 2.2.12. To provide further support to students' literacy and maths needs some classes in some year groups may receive additional English and maths lessons instead of studying a modern foreign language for part of key stage 3.

## 2.3. Key Stage 4, Years 10 & 11

- 2.3.1. During Year 9, ready for the start of Year 10, all students are presented with a wide range of option choices to represent the fully comprehensive nature of the school community and to achieve our goal of a rigorous, broad, and well-balanced curriculum for all students.
- 2.3.2. To provide a suitably broad key stage 4 programme the majority of students at Thomas Gainsborough School will study a modern foreign language **and** a humanity subject at GCSE level.
- 2.3.3. Students typically study 9 or 10 qualifications: 1 Maths, 2 English, 2 or 3 Science and 4 option subjects.
- 2.3.4. All students are encouraged to study a modern foreign language at key stage 4.
- 2.3.5. To support a choice of languages parents of students may express in Key Stage 3 a language preference which the school will try to accommodate where group sizes allow.
- 2.3.6. Students are provided with a personalised, guided set of choices to reflect their ambitions and progress in key stage 3. This guided set of choices is created with input from teachers, tutors, Heads of House, careers, and student support teams. The guidance is discussed with parents and students before option choices are made.
- 2.3.7. For a very small number of students, for example where they have joined the school during key stage 4 or have particular identified learning needs, the school may decide to provide students additional time and support on a smaller range of subjects.

### 2.3.8. Key Stage 4 summary table & who will study a language

<b>All Study</b>	
GCSE Mathematics GCSE English Language & English Literature GCSE Science (Individual Biology, Chemistry & Physics, or a Combined double GCSE) Core PE (non-examined) RSE & PSHE (non-examined) Cultural capital, Religion, Philosophy & Ethics (non-examined)	
<i>Path A</i>	<i>Path B</i>
<b>Most Study</b>	<b>Some Study</b>
<b>A GCSE Language</b> from Spanish, French, German or Latin <b>And a GCSE Humanity</b> History, Geography or Religious, Philosophy & Ethics	<b>A GCSE Language or a GCSE Humanity</b> Spanish, French, German, or History, Geography or Religious, Philosophy & Ethics
<b>And two other subjects</b> Two other subjects from the list below. These other subjects could include a second language or humanity.	<b>And three other subjects</b> Three other subjects from the list below. These other subjects could include a second language or humanity.
<i>Who follows path A</i> <i>Students whose performance at Key Stage 2 and during Key Stage 3 shows that a Grade 5 or higher is the most likely outcome in GCSE English, and any other students who wish to choose to study a language.</i>	<i>Who follows path B</i> <i>The decision to not study a language is made by the school</i>

### 2.3.9. Key stage 4 option subjects offered

3D Design	French	Music Technology
Art (Fine Art)	Geography	Photography
Business Studies	German	Physical Education
Computer Science	Graphic Communication	Religion, Philosophy & Ethics
Dance	Health & Social Care	Spanish
Design & Technology	History	Sport
Drama	IT	Statistics
Engineering Design	Latin	Textile Design
Food Preparation & Nutrition	Film Studies	
	Music	

### 2.3.10. Following the process for students to make their choices, and year to year, some courses offered may not run if:

- very high or very low student numbers choose a subject
- qualifications are no longer available by awarding organisations
- suitable staff are not available to teach the course

### 2.3.11. Any changes to courses running will be communicated to students and families.

## **2.4. Sixth Form, Key Stage 5, Years 12 & 13**

- 2.4.1. The majority of students who start Year 12 take three A levels plus EPQ over two years. A small number of very able students are allowed to take four A levels. Some students in Year 12 study a mix of A levels and Level Three Vocational subjects. Some students can study three Level Three Vocational subjects.
- 2.4.2. In Year 13 the majority of students continue with their three subjects to A level plus EPQ, or A level/Level Three Vocational, or Level Three Vocational combinations.
- 2.4.3. Year 12 students prepare for the EPQ in July and continue this into Year 13, with most completing their EPQ in the Spring term. Students not studying an EPQ complete a period of relevant Work Experience to support their application Post 18.
- 2.4.4. Personal Social Health Education, RE, Citizenship and Careers Education is delivered in a variety of ways:- explicit Philosophy lessons at Key Stage 3; Philosophy & Ethics option at GCSE and A Level; Enrichment Days; Tutor time and assemblies based on a fortnightly theme; regular guest speakers; cross - curricular mapping and the Careers Hub.

## **2.5. Teaching of Religious Education**

- 2.5.1. Religion, Philosophy & Ethics (RPE) is taught as a discrete academic subject in Key Stage 3 for all students. In Key Stages 4 and 5 the study of an RPE qualification is optional. RPE is also be delivered across all key stages through whole school programmes such as assemblies, theme of the fortnight and cultural capital.
- 2.5.2. In all cases, RPE is multifaith, and recognises the place of Christianity and the other principal religions in the UK and worldwide. Non-religious worldviews are included.
- 2.5.3. If a parent or guardian chooses to withdraw their child from RPE, they must write to the Head of RPE and the Headteacher, to arrange a meeting. If following a meeting, a parent or guardian chooses to withdraw their child from RPE, the school will supervise the student in another classroom onsite but will not provide additional work.

## **2.6. Enrichment: Tutorials, Trips, Visits, Super-curricular, Co-curricular & Extra-curricular**

- 2.6.1. The school provides a wealth of opportunities for students to enjoy and further develop their skills and a richer understanding of the world.
- 2.6.2. Staff have directed time each week to lead or support activities after school. These are either to support the assessed curriculum (co-curricular) or to go beyond the assessed curriculum (extra-curricular).



- 2.6.3. Most students in the Sixth Form are able to take part in super-curricular activities on a Wednesday afternoon, as well as activities after school.
- 2.6.4. Trips and visits are used to further enhance the curriculum and broader experiences of students.
- 2.6.5. Tutorial sessions for all students also develop important cultural knowledge, awareness of key themes each fortnight and develop students reading, communication and leadership skills.
- 2.6.6. The school also provides peripatetic music lessons and opportunities for students to perform in dance, music and drama productions.

### **3. PROFESSIONAL RESPONSIBILITIES**

- 3.1.1. The Deputy Headteacher (Curriculum) and the Assistant Head teachers for group of subjects will oversee the application and implementation of this policy through routine line management, monitoring and evaluation activities, including work scrutiny, pupil voice and reviewing of progress being made.
- 3.1.2. Subject leaders will set the curriculum in line with the TGS curriculum pathways and to ensure statutory coverage where applicable and reviewing periodically to reflect changes in priorities or methodology.
- 3.1.3. Subject Leaders are responsible for maintaining:
  - Seven Year Learning Journey showing sequencing, key concepts, connections, prior learning and wider opportunities
  - Schemes of Work to support teachers planning & delivery
  - Assessment & Homework plans showing how these activities support the curriculum aims
  - Information to guide student's pathway, option and post-16 choices, including checking that website information for their subject is accurate
  - Monitoring and development records to show how teaching staff, including non-specialists have been supported in curriculum delivery.
- 3.1.4. Subject teachers will teach the curriculum as set out by subject leaders, in line with the Teaching, Assessment & Raising Standards policy.

## **4. OTHER CONSIDERATIONS**

### **4.1. Links to other policies**

- 4.1.1. How we deliver and assess progress in our curriculum is detailed in our Teaching, Assessment & Reporting Policy.
- 4.1.2. This policy also takes account of the aims and processes detailed in our Arts and Culture policy, and RSE and PSHE policy.

### **4.2. Staff Wellbeing & Workload**

- 4.2.1. Changes to courses offered can often create additional workload for staff. To support staff any curriculum changes will be carefully considered, including the views of staff.
- 4.2.2. When a new course is introduced additional training and resources will be available.
- 4.2.3. The school works alongside other Trust and local schools to share curriculum planning and resources.

### **4.3. Inclusivity & Equalities**

- 4.3.1. All students will have access to the full range of subjects within the requirements set out above.
- 4.3.2. Additional support is provided to learners to help them access the curriculum in line with our policies on supporting students with SEND, Accessibility Statement, and our Equality Objectives.

## **5. MONITORING & REVIEW**

- 5.1.1. This policy is monitored by the Deputy Headteacher (Curriculum) and regularly reviewed by the Headteacher and Local Governing Body Teaching & Learning committee.
- 5.1.2. The monitoring includes consideration of student choices for pathways on entry, numbers choosing courses in Y10, student feedback and destinations data at age 16 and 18.
- 5.1.3. The policy will be reviewed each year.