



GUISELEY
SCHOOL

A THINKING SCHOOL

Curriculum Policy

Approved on:	Summer Term 2013 (Reviewed 2015, 2017)
Review Date:	Currently being reviewed
Governors' Committee:	Curriculum and Policy
Responsible Officer:	Deputy Headteacher

Curriculum Policy

1. Curriculum Ethos

Guiseley School offers a broad and balanced curriculum that will enable students to become engaged 21st century citizens. Learning and teaching is fundamental in everything we do; that students are given every opportunity to learn independently in an engaging environment is essential to us as a 'thinking school'.

Our curriculum aims to:

- ensure that students have the opportunity to achieve the best outcomes and enable future progression in learning
- develop our students respect for views different to our own and to develop their spiritual, moral, social and cultural understanding and well-being,
- challenge our students to think creatively and ensure that students and staff maintain high expectations
- establish a community of caring learners who will work collaboratively to ensure that we can all achieve

Our Curriculum will:

- adhere to all statutory requirements
- be tailored to the individual needs of students
- enable young people to become successful life-long learners
- give students choice within a structured system
- ensure appropriate levels of advice and guidance (IAG)
- provide opportunities to learn beyond the classroom.

2. The National Curriculum

In addition to supporting the aims, ethos and values of our school, our curriculum meets the statutory requirements of the Secondary Curriculum and the three key aims for all young people; namely that all young people should be:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society

Our taught curriculum is delivered through a fortnightly timetable with each day divided into 5 periods of 60 minutes (4 periods on alternate Wednesdays to allow staff to engage in CPD activities), resulting in a 24½ period week (49 period fortnight).

3. Curriculum Outline

Key Stage 3

At Guiseley School, key stage three consists of years 7-9. Lessons are 60 minutes and year groups are split into two bands of roughly equal ability. During KS3 students study the following subjects;

Subject	Number of periods per fortnight		
	Yr7	Yr8	Yr9
Art	2	2	2
Drama	2	2	2
English	6	6	6
Geography	4	3	4
History	4	3	4
Maths	6	6	6
Modern Foreign Languages	4	6	6
Music	2	2	2
PE	4	4	3
PSCHE	1	1	1
RE	2	2	2
Science	6	6	6
Technology	3	4	3
IT	2	2	2
Dot B	1	0	0

Children with Learning Support requirements are taught in these classes as far as possible with support. In Y7 students are taught in mixed ability form groups for most lessons with some setting (Mathematics) In Y8 the children continue to be taught in mixed-ability classes in many subjects. In Y9 students will be taught in sets for Maths, Science, MFL, with other subjects teaching mixed ability groups.

In addition to the formal taught timetable, students have the opportunity to take part in specific learning activities organised throughout the school year which take the place of normal lessons. This will involve field trips, concerts, guidance sessions, citizenship, extra-curricular activities and "CEDRIC" (curriculum enrichment days).

Key Stage 4

The curriculum in Years 10 and 11 gives students more choice but within an overall framework that ensures they enjoy a broad and balanced education. All students follow a common core of subjects and supplement this with up to four

option choices. A structured guidance programme ensures that option choices meet the needs of the individual student.

Key stage 4 is taught across Y10 and Y11. The majority of subjects offer GCSE courses with some BTEC courses running in Y11 for the last time. The courses offered are determined by the requirements of the National Curriculum with the majority of students following a core curriculum of English, Mathematics, Science, Physical Education, ICT, RE and PSCHCE.

The students also choose 4 GCSE courses from the following; Art/ 3D Art, Business Studies, Computer Science, Dance, Design Technology (Paper, Plastic and Metal), Digital Photography German, French, General Studies, Geography, History, Music, Sports Studies, Food Technology, Textiles.

The English Baccalaureate

Guiseley School acknowledges the status which has been afforded the government's school performance measure known as the E-Bacc and the impact this has had on option choices. The school is careful to explain to parents that the E-Bacc is a performance measure rather than a qualification. However, the school also believes that the impact of the E-Bacc is unknown and that it may disadvantage some of our students if they do not gain the GCSE's within the E-Bacc. The school also recognises that a large number of students at KS4 progress to take facilitating A levels at KS5. As such the majority of students are encouraged to take those subjects that comprise the E-Bacc.

Key Stage 5

The post-16 curriculum is designed to ensure progression from Year 11 and on to university, further education, training or employment. We offer programmes of study at levels 1, 2 and 3 and provide a wide range of academic and vocational qualifications. Prior to choosing their options all Year 11 students undertake a specially designed guidance programme which includes 6th form open evening, PSCHCE based guidance lessons and an individual interview with the Director of 6th Form before making their final choices.

Y12 and Y13 Courses

Our sixth form prospectus provides information about the courses available to students (approximately 25), the entry requirements and pathways, and the support available to students to help them progress through the sixth form and on to their chosen destination. The courses that are offered are two year GCE Advanced level qualifications or Cambridge National Qualifications. A range of subjects are available. Students who have not been successful in gaining a 5 in Maths or English must retake one or both of these GCSE subjects. Students also have the opportunity to enhance their studies through the Arts Award Gold or Young Enterprise scheme. Y12 students also study the Leeds Beckett University Progression Module which teaches employability skills. All Y12 students complete a one week work experience placement

4. Curriculum Planning and Monitoring

It is the responsibility of curriculum and subject leaders to plan and manage the curriculum and assessment for their subject areas. They report back regularly to their line managers and meet through the standing curriculum leaders meetings. Progress and Behaviour managers and the Careers Advisor play an important role in managing the options guidance process each year. An annual, structured curriculum review takes place each year, led by the Deputy Head (Curriculum) who meets with curriculum leaders and other key staff to plan the curriculum for the following year. Updates on curriculum changes are made to the Curriculum Committee of the Governing Body and, via the termly Headteacher's report, to the full Governing Body.