



## Gosfield School

### Curriculum Policy 2025 - 2026

#### AIM

The aims of the Gosfield School curriculum are to:

- provide educational experiences which stimulate, inspire, challenge, direct and excite all our students.
- Enable all our students to achieve their full potential in every area of their education.

#### CURRICULUM OVERVIEW

Gosfield School is committed to providing a rigorous academic and intellectual education which will challenge and engage students, offer continuity and progression of learning to foster a life-long love of learning for its own sake and to provide our student with a secure foundation on which to continue into further education and/or into their chosen careers.

We recognise that all students are individuals with a variety of strengths, who develop at different speeds, revealing their promise at varying stages. The manner in which the curriculum is presented allows the flexibility to work within these individual requirements. Students are monitored carefully throughout each academic year and there are regular opportunities for students – with their parents - to review their personal progress and to consider the next stages in their development and to discuss progress with their teachers.

We review our curriculum every year. Our staff are well qualified and dedicated - they ensure that students feel happy and secure, whilst at the same time fully challenging them in their learning.

At Gosfield School we strive to develop the whole person by:

- Fostering an environment in which all students are happy, secure, confident and valued
- Stimulating all students to achieve their academic potential
- Encouraging the development in each student of spiritual and moral values, self-discipline, responsibility and respect for others and for the environment
- Offering a wide range of enriching cross-curricular and extra-curricular activities
- Promoting independent thinking and life-long learning through innovative educational practice
- Nurturing a positive relationship with parents, old Gosfieldians and the whole community
- Supporting and developing enthusiastic, dedicated staff who feel committed to the School

Our Curriculum Policy requires us as teachers to ensure that we enable each student:

- to read fluently, with understanding, feeling, discrimination and enjoyment a variety of materials written in different ways for different purposes
- to write legibly and with a satisfactory standard of spelling, syntax, punctuation and usage
- to communicate clearly and confidently in speech and writing, in ways appropriate for various occasions and purposes
- to listen attentively and with understanding
- to acquire information from various sources, to develop a sense of curiosity and enquiry, and to record information and findings in various ways
- to develop awareness of self and sensitivity to others, acquiring a set of moral values and the confidence to make and hold valid moral judgements, distinguishing fact from opinion, be aware of gender and multi-cultural issues, recognising prejudice, bias and superstition and to develop habits of self-discipline and acceptable behaviour
- to understand mathematical language and concepts to extend understanding through a process of enquiry and experiment, to successfully manipulate them and apply them in various situations in home, school and the local area, to appreciate the structure of mathematics and the nature of number, to be aware of the applications of mathematics in the world, to develop analytical and logical ways of thought
- to observe living and inanimate things and thereby, through a process of observation, discrimination and classification, recognise characteristics such as pattern and order
- to master scientific ideas and methods
- to investigate solutions and interpret evidence, to analyse and solve problems, to understand the importance of controlling variables in experimentation so that results are fair, to present results in a variety of ways appropriate to the work
- to know about and examine critically geographical, historical and social aspects of their wider environment and the national heritage and culture, to be aware of other times, places, cultures, religions and races and to recognise links between local, national and international events and their importance for them as an individual within society.
- to be able to use various art forms, craft and design skills as means of expression using a variety of materials and methods demanding a range of manipulative and technological skills and to extend their skills in these areas, to be aware of art and design in the environment both past and present
- to be aware of the effects of, and able to make use of new technology in a rapidly changing society, especially with respect to computers and electronic information handling
- to apply computational skills with speed and accuracy
- to develop agility and physical co-ordination, confidence in and through appropriate physical activity, the ability to express feeling through movement, drama and dance, where possible to spend some time in a physically challenging outdoor environment, to develop an understanding of the body, its workings and the changes associated with adolescence and their implications, the requirements of good health and nutrition, to be aware of the effect on health of solvent abuse, smoking, alcohol and drugs
- to appreciate music by experiencing it through listening, performing and composing, through practical means, thereby leading to an understanding of the structure and sounds of music, and where possible to learn proficiency with one or more musical instruments, to be aware of and value great music of past and present and develop a critical sense with regard to music
- to understand the value of achieving happiness for him or herself and others and that both may be achieved by contributing to society and helping others as a good citizen



- to understand the responsibilities they have to ensure they co-operate with those around them, both with their peers and with those in positions of responsibility; and where their behaviour is incompatible with this, accept the Principal has the duty to discipline, suspend and ultimately to exclude them from the School to protect the interests of the remaining students in the School
- to understand that they must not copy information into assignments without acknowledging the source (plagiarism and copyright infringement) Copyrighted works may include texts, cartoons, articles, photographs, songs, videos, software, graphics, and other materials
- to understand what is meant by British values, as seen in its Language, Laws, Literature, Culture and History. Teachers in all subject and pastoral areas are required to ensure this is enabled through the active promotion of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs, and encourage students
- to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010.

### **CURRICULUM PLANNING**

Our departmental schemes of work offer breadth, balance, coherence, relevance, differentiation and progression. They take into account the continuous nature of education, having regard to the experiences the students will have had before entering the school, and those anticipated after they leave.

The curriculum provides for the teaching of PSHEE which is taught to students in Years 1 to 11 either as a timetabled discrete subject or to older students as part of their extended tutor periods. The provision for spiritual, moral, social and cultural education is covered in these lessons as well as in individual subject lessons.

The subjects and their timetable allocations are based on a one-week timetable with seven 50-minute lessons a day Monday to Friday.

### **MEETING THE NEEDS OF STUDENTS**

We provide a positive, caring environment in which the students are made to feel good about themselves. Establishing a good rapport with students, building their confidence, encouraging them to express individual ideas, examining established values leading to a greater understanding are as important to effective teaching as the academic curriculum.

Although considerable emphasis is placed upon academic success, it is important that as much attention is given to those who find the academic work challenging as to those who are academically very able, to ensure that all students realise their full potential.

Staff are expected to monitor academic performances closely and take remedial action promptly in the case of those students who are struggling. All staff are fully aware of the target grades for their students and are dedicated to ensuring that they achieve or exceed them. Students are expected to give of their best and are encouraged to develop their natural talents to the full. Modest results for students who may find academic work challenging are as worthy of recognition as are outstanding results for those who are academically gifted.

The School is responsible not only for the physical safety and well-being of the students, but also for their psychological safety and well-being. We encourage the development of self-confidence and self-esteem in all students - as this is vital for learning. When a student's own image of self is counter-productive, when they see themselves as a failure and feels that others do too, the student will be unhappy and will not learn.

We believe that students learn best when they:

- are happy
- are interested and motivated
- achieve success and gain approval
- clearly understand the task
- are confident, feel secure and are aware of boundaries
- are challenged and stimulated

Learning takes place in an environment which:

- is challenging and stimulating
- is happy and caring
- is organised and consistent in its application of shared values
- makes learning accessible
- is encouraging and appreciative
- provides equal opportunities

### LEARNING DIFFERENCES AND DIFFICULTIES

At Gosfield School we strive to screen all students for learning difficulties and special educational needs, not only as they enter the School but as they move through the School. We also act upon any information passed on by the student's previous school. We highlight those students who are more able, gifted and talented and those who have specific learning difficulties. The provision for a student with a learning difficulty depends on a student's need being formally diagnosed and may include such help as support within a classroom and/or individual and group support outside the classroom.

### THE 2025 - 2026 CURRICULUM AT GOSFIELD SCHOOL

#### THE PREP SCHOOL

Subject	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	5	6	6	6	6	6	6
Maths	5	5	5	5	5	5	5
Science	0	2	2	2	2	2	2
Art	0	2	2	2	2	2	2
Computing	0	1	1	1	1	1	1
Curiosity Time	14	1	1	0	0	0	0
Drama	1	1	1	1	1	1	1
DT/Food Tech	0	0	0	2	2	2	2
Forest School	2	2	2	2	2	2	2
Games	0	0	0	2	2	2	2
PE	2	2	2	1	1	1	1
Swimming	3	3	3	0	0	0	0
PSHE	0	1	1	1	1	1	1
RE	0	1	1	1	1	1	1
Spanish	1	1	1	1	1	1	1
Verbal Reasoning	0	0	0	1	1	1	1
Assembly	1	1	1	1	1	1	1



<b>Spoken Language</b>	0	1	1	1	1	1	1
<b>Current Affairs</b>	0	0	0	0	0	1	1
<b>Philosophy</b>	0	1	1	1	1	0	0
<b>Tutor Time</b>	0	1	1	1	1	1	1
<b>Music</b>	1	1	1	1	1	1	1
<b>Geography</b>	0	1	1	1	1	1	1
<b>History</b>	0	1	1	1	1	1	1
<b>TOTAL</b>	35	35	35	35	35	35	35

### Early Years

Reception class follows the Early Years Foundation Stage Framework. The provision of a balanced, broad-based, relevant curriculum is presented in an ethos that helps every student feel happy, safe and secure. Structured and child-initiated activities foster the development of self-confident, independent students who demonstrate an enthusiasm for learning. All students have English and Maths lessons every day, PE and Forest School lessons at least once a week and go swimming once a week. Subject specialist staff teach Spanish, Music, Drama and PE.

### Years 1 to 6

Years 1 to 6 receive at least one lesson of English and Maths each day. All other National Curriculum subjects are timetabled and delivered through a topic-based approach to learning: these subjects are Science, History, Geography, Spanish, Art, Design Technology, RE and PE. In addition to those subjects covered by the National Curriculum, all students have a Forest School lesson every week, and from Year 3 students have timetabled lessons for Food Technology, Design Technology and Games. Years 1, 2, 3 and 4 experience Philosophy with Year 5 and 6 learning about Current Affairs. Verbal Reasoning lessons are delivered to all students in Years 3, 4, 5 and 6 and students are supported to take the 11 plus examination when requested by parents. Subject Specialist staff teach Spanish, Music, Drama, PE and Games from Reception; Design Technology and Food Technology from Year 3 and Science from Year 5.

## THE SENIOR SCHOOL

### Senior School Curriculum 2025 – 2026:

#### Year 7-9

Subject	Yr 7	Yr 8	Yr 9
English	4	4	4
Maths	4	4	4
Science	4	4	4
Art	1	1	2
Digital Learning	2	2	1
Dance	1	1	0
DT	1	1	2
Drama	1	1	0
Food Tech	1	1	2
Outdoor Learning*	1	1	2
French	2	2	2
Games	2	2	2
Geography	2	2	2

History	2	2	2
Music	1	1	0
PE	1	1	1
PSHE	1	1	1
REPS	1	1	0
Spanish	2	2	2
PFA Carousel	0	0	1
<b>Sub Total</b>	<b>34</b>	<b>34</b>	<b>34</b>
Assembly/House	1	1	1
<b>Total</b>	<b>35</b>	<b>35</b>	<b>35</b>

\* In Years 7 and 8 students alternate between Food Tech and Outdoor Learning on a 2-week cycle.

### Years 10-11

Subject	Lessons per week
English	5
Maths	5
Science	6
Option 1	4
Option 2	4
Option 3	4
Option 4	4
Games	2
	<b>34</b>
Assembly/PSHE	1
<b>Total</b>	<b>35</b>

### Sixth Form (excl UAL Diploma)

Subject	Lessons per week
Life Skills	2
Option 1	5
Option 2	5
Option 3	5
EPQ	2
Games/Activities	2
	<b>21</b>
Assembly/House	1
<b>Total</b>	<b>22</b>

**Key Stage 3**

In Years 7 to 9 the core curriculum of subjects provides the opportunity for students to acquire skills in speaking and listening, literacy and numeracy. These skills are further developed in their other subjects. Students are taught in 50-minute lessons for 35 periods a week.

They study the core subjects of English, Mathematics and Science in addition to Art, Digital Learning, Dance (Years 7 and 8), Design Technology, Drama (Years 7 and 8), Food Technology, French, Games, Geography, History, Music (Years 7 and 8), PE (Physical Education), PSHE (Personal, Social and Health Education), REPS (Religious Education and Philosophy Studies) Years 7 and 8) and Spanish. Students in Years 7, 8 and 9 also participate in Outdoor Learning. Students in Year 9 are taught Dance, Drama and Music in the PFA (Performing Arts) Carousel.

**Key Stage 4**

In Years 10 and 11 all students study a GCSE core curriculum of English Language, English Literature, Mathematics, Combined Science, Games and PSHE (Personal, Social and Health Education) and choose additional subjects from a range of options.

Other subjects currently offered include Art, Business Studies, Computing, Design Technology, Drama, Food Technology, French, Geography, History, Music, PE Studies, Spanish and Triple Science. There are no pre-determined option blocks as the School aims to offer any subject for which there is sufficient facilities and demand.

Monday assembly runs on a bi-weekly cycle: Senior School assembly one week and Year 10/11 PSHE; Years 7-9, Year 12 and Year 13 House the alternative week.

**GCSE Option Blocks 2025 – 2027 (Year 10 2025 entry)**

**Gosfield School**  
**Year 10 2025 GCSE Option Blocks**

Block 1 x 4 lessons	Block 2 x 4 lessons	Block 3 x 4 lessons	Block 4 x 4 lessons
10 ART	10 DT	10A FOOD	10 TRIPLE SCIENCE
10 COMP	10 DRAMA	10B GEO	10B BUS
10 MUSIC	10A GEO	10B HIST	10B FOOD
10A BUS	10A HIST	10B SPA	
10A PE	10B PE	10 BOOSTER	
10A SPA			

**Key Stage 5**

In Years 12 and 13 (Sixth Form) a similar open policy applies to students' choices of A Level subjects. Students have a free choice of three or four subjects, and the School aims to run any course for which numbers are economically viable. Subjects currently studied at A Level include Art, Biology, Business Studies, Chemistry, Classical Civilisation, Design Technology, English Literature, Geography, History, Mathematics, Physics, Psychology, Sociology, Physics, the Level 3 Diploma in Performing and Production Arts (accredited by the University of the Arts London) and OCR Level 3 Cambridge Technical Diploma in Sport and Physical Activity.

All Sixth Form students are encouraged to undertake the Extended Project Qualification (EPQ) and have Life Skills lessons covering food, design technology and healthy living. Sixth Form students have private study areas in a designated Sixth Form Centre.



**A Level and Diploma Option Blocks 2025 - 2027****Year 12 A Level/Diploma Blocks 2025-2027**

Block 1	Block 2	Block 3	Block 4	Block 5
PFA Sport Perf & Coaching Chemistry Politics	PFA Sport Perf & Coaching DT Psychology History	PFA Biology Sociology	Maths English Geography	Art Business

**CAREERS GUIDANCE**

Prep students will be given opportunities to engage in careers education activities, such as careers fayres, to broaden their awareness of the world of work, challenge stereotypes, and inspire future aspirations.

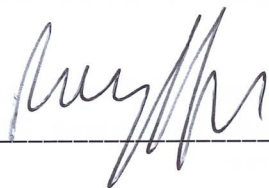
Up to date, accurate and impartial careers guidance is provided by the Careers Advisor to all students from Year 7 to Year 13. The careers programme is designed to enable students to make informed choices about their future academic studies or career choices. It is delivered as part of the PSHE (Personal, Social and Health Education) programme to Years 7 to 11 and all students have access to the career's guidance software 'Kudos' to ensure impartiality. Additional support is available from the Careers Advisor at critical times such as the choosing of options or after receiving exam results to ensure all students are encouraged to achieve their full potential. The Careers Advisor organises a Careers Fair each year where numerous experts involved in a broad range of careers are available for consultation and advice.

Sixth Form students also attend university taster days each year, organised by the Head of Sixth Form. Guidance on writing UCAS statements is given by the Sixth Form tutors who help all those considering further education with their university applications.

**OUTDOOR LEARNING**

The school actively encourages outdoor learning as a means of enriching the curriculum, supporting wellbeing, and fostering curiosity and engagement with the natural world. Gosfield School has excellent facilities for sport, including a large Sports Hall, an astro turf area and many acres of grounds with room for plenty of pitches for team sports and a track in the summer. A woodland area provides excellent courses for cross county running and for Forest School and outdoor learning lessons. Forest School is part of the curriculum for Nursery -Year 6 and Outdoor Learning is part of the curriculum for Years 7 – 9.

Signed \_\_\_\_\_  
Principal



Date \_\_\_\_\_

4/7/25