



Gosfield School

Curriculum Policy 2026 - 2027

AIM

The aims of the Gosfield School curriculum are to:

- provide educational experiences which stimulate, inspire, challenge, direct and excite all our pupils.
- Enable all our pupils 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 pupils, offer continuity and progression of learning to foster a life-long love of learning for its own sake and to provide our pupil with a secure foundation on which to continue into further education and/or into their chosen careers.

We recognise that all pupils 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. Pupils are monitored carefully throughout each academic year and there are regular opportunities for pupils – 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 pupils 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 pupils are happy, secure, confident and valued
- Stimulating all pupils to achieve their academic potential
- Encouraging the development in each pupil 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 pupil:

- 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 pupils 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 pupils
- 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 pupils 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 pupils in Years 1 to 11 either as a timetabled discrete subject or to older pupils 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 PUPILS

We provide a positive, caring environment in which the pupils are made to feel good about themselves. Establishing a good rapport with pupils, 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 pupils realise their full potential.

Staff are expected to monitor academic performances closely and take remedial action promptly in the case of those pupils who are struggling. All staff are fully aware of the target grades for their pupils and are dedicated to ensuring that they achieve or exceed them. Pupils are expected to give of their best and are encouraged to develop their natural talents to the full. Modest results for pupils 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 pupils, but also for their psychological safety and well-being. We encourage the development of self-confidence and self-esteem in all pupils - as this is vital for learning. When a pupil's own image of self is counter-productive, when they see themselves as a failure and feels that others do too, the pupil will be unhappy and will not learn.

We believe that pupils 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 pupils 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 pupil's previous school. We highlight those pupils who are more able, gifted and talented and those who have specific learning difficulties. The provision for a pupil with a learning difficulty depends on a pupil'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 2026 - 2027 CURRICULUM AT GOSFIELD SCHOOL

THE PREP SCHOOL

These tables show the subject and the number of lessons per week:

Reception

Subject	Number of lessons per week
Assembly	1
Digital Learning	1
Curiosity Time	13
Drama	1
English	5
Forest School	2
Mathematics	5
Music	1
PE	2
Spanish	1
Swimming	3

Years 1 and 2

Subject	Number of lessons per week
Art	2
Assembly	1
Creative Learning	1
Digital Learning	1
Drama	1
English	6
Forest School	2
Geography	1
History	1
Mathematics	5
Music	1
PE	2
Philosophy	1
PSHE	1
RE	1
Science	2
Spanish	1
Spoken Language/Library	1
Swimming	3
Tutor Time	1

Years 3 and 4

Subject	Number of lessons per week
Art	2
Assembly	1
Design Technology/Food	2
Digital Learning	1
Drama	1
English	6
Forest School	2
Games	2
Geography	1
History	1
Mathematics	5
Music	1
PE	1
Philosophy	1
PSHE	1

RE	1
Science	2
Spanish	1
Spoken Language/Library	1
Tutor Time	1
Verbal Reasoning	1

Years 5 and 6

Subject	Number of lessons per week
Art	2
Assembly	1
Current Affairs	1
Design Technology/Food	2
Digital Learning	1
Drama	1
English	6
Forest School	2
Games	2
Geography	1
History	1
Mathematics	5
Music	1
PE	1
PSHE	1
RE	1
Science	2
Spanish	1
Spoken Language/Library	1
Tutor Time	1
Verbal Reasoning	1

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 pupil feel happy, safe and secure. Structured and child-initiated activities foster the development of self-confident, independent pupils who demonstrate an enthusiasm for learning. All pupils have English and Maths lessons every day, PE twice a week, 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 pupils have a Forest School lesson every week, and

from Year 3 pupils 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 pupils in Years 3, 4, 5 and 6 and pupils 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. Pupils are taught in 50-minute lessons for 35 periods a week.

THE SENIOR SCHOOL

Senior School Curriculum 2026 – 2027

Years 7 and 8	
Subject	Number of lessons per week
English	4
Maths	4
French/Booster	2
Spanish/Booster	2
Art	1
Geography	2
History	2
PSHE	1
REPS	1
Music	1
Digital Learning	2
Food/Outdoor Learning (carousel)	2
Dance	1
DT	1
Drama	1
Science	4
PE	1
Games	2
Assembly	1

Years 9	
Subject	Number of lessons per week
English	4
Maths	4
French/Booster	2
Spanish/Booster	2
Art	2
Geography	2
History	2
PSHE	1

REPS	0
Music	0
Digital Learning	1
Food/Outdoor Learning (carousel)	0
Dance	0
DT	2
Drama	0
Science	4
PE	1
Games	2
Assembly	1
Food	2
Outdoor Learning	2
Performing Arts (carousel)	1

Key Stage 3

In Years 7 to 9 the core curriculum of subjects provides the opportunity for pupils to acquire skills in speaking and listening, literacy and numeracy. These skills are further developed in their other subjects. Pupils 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. Pupils in Years 7, 8 and 9 also participate in Outdoor Learning (Forest School). Pupils in Year 9 are taught Dance, Drama and Music in the PFA (Performing Arts) Carousel.

Some students may be invited by the Special Educational Needs (SEN) Department to attend Key Stage 3 Booster sessions instead of either a French or Spanish lesson. Extra English and Maths is studied in these sessions.

Key Stage 4

Years 10 and 11	
Subject	Number of lessons per week
English	5
Maths	5
Science	6
Games	2
Option 1	4
Option 2	4
Option 3	4
Option 4	4
Assembly	1

In Years 10 and 11 all pupils 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. Some students may be invited by the Special Educational Needs (SEN) Department to attend *Key Stage 4 Booster sessions instead of either a French or Spanish lesson. Extra English and Maths is studied in these sessions. Sports scholar students can also opt for **Sports Development which is not a separate subject but sessions in which students can work on their studies in sport and their other subjects.

GCSE Option Blocks 2026 – 2028 (Year 10 - 2026 entry)

Block 1	Block 2	Block 3	Block 4
10A Business	*10 Booster Group (<i>by invitation by the SEN Department only</i>).	10 Art	10 Computing
10 Design Technology	10A Food Preparation and Nutrition	10B Business	10 Drama
10A History	10A Geography	10B Geography	10B Food Preparation and Nutrition
10 Music	10B Spanish	10A PE Studies	10C Geography
10A Spanish	10T Triple Science		10B History
**10 Sports Development	10 French		10B PE Studies

GCSE Option Blocks 2026 – 2028 (Year 11 - 2026 entry)

Block 1	Block 2	Block 3	Block 4
11 Art	11 DT	11A Food	11T Triple Science
11 Computer Science	11 Drama	11B Geography	11B Business
11 Music	11A Geography	11B History	11B Food
11A Business	11A History	11B Spanish	
11A PE	11B PE	* 11 Booster (<i>by invitation by the SEN Department only</i>).	
11A Spanish			

Key Stage 5

Year 12	
Subject	Number of lessons per week
Life Skills	2
EPQ	2
Oracy	1
Finance	1
Games	2
Block 1	5
Block 2	5
Block 3	5
Block 4	5
Block 5	5

Year 13	
Subject	Number of lessons per week
Life Skills	2
Games	2
Block 1	5
Block 2	5
Block 3	5
Block 4	5
Block 5	5

In Years 12 and 13 (Sixth Form) a similar open policy applies to pupils' choices of A Level subjects. Pupils 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 (**Sports Performance in tables below).

All Sixth Form pupils are encouraged to undertake the Extended Project Qualification (EPQ) and have Life Skills lessons covering food, design technology and healthy living. We are also introducing the teaching of Level 3 Oracy and Finance qualifications to our Year 12 in September 2026. Sixth Form pupils have private study areas in a designated Sixth Form Centre.

A Level and Diploma Option Blocks 2026 – 2028

Year 12 Option Blocks 2026-2027

Block 1	Block 2	Block 3	Block 4	Block 5
Biology	Forensic Investigation	Geography	Business	Mathematics
Design Technology	History	Psychology	Chemistry	Politics
Sociology	Physics	**Sports Performance	Forensic Investigation	**Sports Performance
	English Literature			

Year 13 Option Blocks 2026-2027

Block 1	Block 2	Block 3	Block 4	Block 5
Chemistry	History	Biology	Design Technology	Art
Politics	Psychology	Sociology	Geography	Business
***Sports Performance	***Sports Performance		Mathematics	English Literature

FUTURES PROGRAMME AND CAREERS GUIDANCE

Prep pupils 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 through the Unifrog platform, in line with the Gatsby Benchmarks. The Head of PSHEE oversees the Futures Programme, which provides opportunities for all pupils from Year 7 to Year 13 to engage with meaningful talks, assemblies and activities, including interview techniques, application processes and insights into the world of work.

The Futures Programme is designed to enable pupils to make informed and confident choices about their future academic studies and career pathways. For pupils in Years 7 to 11, the programme is delivered through the PSHEE curriculum and incorporates the Unifrog platform, which enables pupils to explore their interests, skills and aspirations, while tracking their engagement and providing personalised information aligned with their individual choices.

In Years 12 and 13, the Futures Programme is delivered through a combination of the Ivy House programme and Unifrog. This includes guest speakers and other enrichment opportunities that provide pupils with valuable insights into different professions, industries and the evolving world of work.

Through the Futures Programme, pupils are supported to develop the knowledge, skills, confidence and understanding required to make informed decisions about their future and to navigate an increasingly changing and competitive employment landscape.

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 outdoor classroom, an astro turf area and over a hundred acres of ground with room for plenty of pitches for team sports and a track in the summer. A woodland area provides excellent courses for cross country running and for Forest School and Outdoor Learning lessons.

Signed: _____
Rod Jackson, Principal

Date: 11/7/26

Date of next review: September 2027