



THE GATEWAY SCHOOL AND TECHNOLOGY COLLEGE CURRICULUM POLICY

At The Gateway School we see access to the curriculum as the right of all pupils despite the obstacles their special educational needs may present. Prior to coming to The Gateway School the majority of our pupils have found it difficult to thrive in a mainstream school setting and to benefit from the curriculum on offer. It is therefore essential we devise a curriculum and means of delivery which recognises these difficulties, attempts to address them and prepares our pupils for life and work in Modern Britain.

As a school with a high percentage of white working class males it is also essential that we develop and work hard to highlight and embed core British values of mutual respect, democracy, individual liberty, tolerance and the rule of law. We do this in a variety of ways and across a range of curriculum areas (see British Values across our curriculum document).

Around a third of our pupils have significant difficulties with literacy skills which in turn has made access to the curriculum extremely challenging for them. The desire to avoid being seen as failing by their peers means that many of them have responded to this challenge by actively rejecting the curriculum on offer and becoming defiant and confrontational. If we are to effectively address their needs therefore we must firstly make sure that their programmes of study are personalised and set at a level they can access and then work hard to build their literacy and numeracy skills.

In addition to the above there is a proven and inextricable link between poor literacy and numeracy skills and anti-social and offending behaviour. We therefore regard the improvement of basic skills as a priority and the responsibility of all staff, working towards the goal of all children being literate and numerate at the earliest possible opportunity, essentially before they leave the school. The process begins on entry to school when all pupils are tested in literacy and numeracy to establish a baseline from where progress can be measured. This information can then be used to inform individual education plans as each pupil moves through the school. This is reflected in the curriculum structure of the school as set out below.

As a school we deliver KS3 and KS4 National Curriculum and the statutory requirements as required by all schools. All curriculum areas are planned for in line with the programmes of study outlined in the Secondary National Curriculum (September 2014) and the Key Stage 4 Maths, English and Science has been developed and is ready for delivery for September 2015. All classes are taught by specialist teachers alongside an LSA. In KS 4 the curriculum is further enhanced by College placements, Work Experience and Community placements and life skills opportunities such as BTEC Work Skills and driving lessons.

All pupils, where appropriate, will be encouraged to have some mainstream experience.

The school has an equal opportunities policy, and this places a responsibility on each individual member of staff to uphold its principles.

Like others, this school aims to broaden the opportunities for all its pupils in order to help them reach their individual potential. The objective is not equality in the absolute sense of everybody achieving the same, but the removal of what are often referred to as 'barriers' to educational success. Our school aim is to help everyone achieve maximum success and this is reflected in our curriculum through our personalised approach.

Curriculum Structure

Key Stage 3

Maths, English and Science follow the National Curriculum Programmes of Study for KS3 adapting the materials to suit the individual needs of our pupils.

Personal, Social and Health Education (PSHE) is taught to all students in KS3 and KS4 as it underpins the philosophy of the school. It has a strong link to Citizenship and references to the community strands and economic awareness and well-being are key areas, as are sex and relationships topics. We aim for pupils to lead confident, healthy and responsible lives as individuals and members of a community. To this end, the PSHE programme extends the use of Social Skills at KS3 and Form Time which, through a wide range of approaches, allows for the enhancement of pupils' social experiences, management of responsibility and development as part of a group.

PE aims to provide opportunities to participate in physically demanding activities. It should provide opportunities for pupils to become more physically confident in a way which supports better health. It should facilitate opportunities to compete in sport and other activities which help embed values such as fairness and respect.

History and Geography are taught under the subject heading of Global but both follow the schemes of work adapted from the NC requirements.

RE is taught to meet the requirements of the locally agreed syllabus. There is also collective worship on a daily basis.

Design and Technology is taught across the Key Stage for three lessons per week with the emphasis on the process used to reach the final product. To this end Pro Desk software is used to assist at the planning and design stage.

Art is taught in a double period to allow for more continuity in the process from planning to the finished product. The pupils explore and practice a range

of skills and approaches which gives them a greater understanding of world art and its impact on them.

Performing Arts is allocated two lessons per week to allow for the strong emphasis on the practical nature of the subject whilst incorporating the cultural and historical aspects which give a more significant meaning to the programmes of study. It is used extensively to build confidence and reinforce behaviour management strategies for the pupils as well as reinforcing personal development themes. As part of this , music is offered on a 1:1 basis and in band practice.

A **Modern Foreign Language (French)** is taught across the Key Stage with the emphasis strongly towards the speaking and listening aspects together with increased cultural awareness.

Computing is taught for two discreet lessons per week in KS3 but is enhanced by work in other areas across the curriculum.

Key Stage 4 (Please see attached Curriculum Pathways at The gateway School and Technology College 14-19 provision document)

The KS4 Curriculum meets the requirements of the National Curriculum and our pupils' entitlement. Pupils are also offered, where appropriate, a range of college courses at the The Gateway School's Vocational Learning Centre (VLC), Moulton College and Northampton College, a two week work experience and community placements through various projects.

Pupils are offered examinations for GCSE in Maths, English, Science and Expressive Arts. They are encouraged to access Entry Level courses in Maths, English and Science and also access Functional Skills programmes in Maths, English and Computing at levels 1 & 2.

Foundation subjects are accredited via the BTEC route at level 1 and currently we offer BTEC level 1 qualifications in Construction, Work Skills, Home Cooking Skills, Art & Design and IT. We work hard to provide accredited courses which will be of immediate use in the world of work and consequently run programmes such as Motor Vehicle & Road User Studies for our Year 11.

PSHEE is designed to cover aspects of Work Related Learning, Careers and Citizenship and the PSD mentioned above.

Work Related Learning is covered through **PSHEE**, work experience, college placements and work with Connexions. Careers and skills for work are covered in BTEC Work skills lessons which are delivered to KS4. These skills are also covered across the curriculum.

Computing has two lessons allocated to deliver the BTEC ITQ users Level 1 qualification and Functional Skills Level 1 accreditation with the intention that it can be used as a tool to enhance work in other subject areas and prepare our pupils for the world of work.

Time allocation per subject (working on average 40 minute lesson):

	Year 7	Year 8	Year 9	Year 10	Year 11
English	4	4	4	4	4
Maths	4	4	4	4	4
Science	3	3	3	3	3
PE	2	2	2	2	1
DT	3	3	3	2	2
Art	2	2	2		
ICT	2	2	2	2	2
Global	3	3	3	1	
MFL	1	1	1		
Performing Arts	2	2	2		
RE	1	1	1	1	1
PSHEE/P. Dev	2	2	1	1	1
Careers			1	1	

D&T Carousel				4	
Motor Vehicle					2
College/VLC				7	7
Projects	2	2	2		
Food/Tex	2	2	2		2
Expressive Arts	1	1	1	3	3
Work Skills				2	2
Tutor	1	1	1	1	1

Additional Support

We provide individual support for reading and spelling carried out by experienced and trained support staff.(Ref: Literacy Policy and Numeracy Policy)

Assessment and tracking (see Appendix 1)

The pupils' curriculum learning targets are set and monitored by each subject teacher through rigorous records of progress. These are available centrally on the school Network, updated at regular intervals, usually when end of Unit tests/assignments have been completed. The data can then be readily accessed for use at annual reviews, parent meetings, annual reports to parents, open evenings and meetings with individual pupils. We monitor progress against National Curriculum Levels on a termly basis through meetings between the Headteacher, the Assessment Manager and Curriculum Co-ordinators. Assessments are carried out in line with the published timetable for assessment (Appendix 1).

As part of our on-going testing and assessing staff record and monitor attainment in lessons and adjust planning accordingly. All pupils are given a baseline Maths test in October and again in June to monitor progress. All pupils are given a reading and spelling test on entry to the school and at least once each year to monitor progress.

Sixth Form Provision

The Sixth form at TGS provides three important contributory factors to developing and sustaining a meaningful career and life path. These are;

1. Qualification routes tailored to optimise individual choice
2. Vocational training tailored to individual needs
3. Pastoral experiences and opportunities to enhance still developing social skills and strategizing for emotional disappointment and stress

The Sixth Form department at The Gateway School offers students exciting opportunities to develop their academic and social skills as they move towards adulthood. Our curriculum therefore reflects the changes and

transitions that young people begin to experience from 16 to 19 and beyond. Our curriculum is built around a clear and relevant vocational offer which, for the most part, will be offered onsite in our Vocational Learning Centre. Where this is not possible we will use local colleges and providers to meet the individual needs of our learners. Currently, the vocational offer on site is as follows;

IMIAl Motor Vehicle Studies Level 1 &2
BTEC Construction Level 1

We also have capacity for Engineering, Fabrication and Welding and Hair and Beauty but these are currently off line

A key part of this offer is the tailoring of qualification routes based on recognised and relevant academic qualifications. These provide a scaffold for

- a) the completion of a two year course at TGS
- b) the completion and attainment of qualifications enabling pupils to follow a preferred pathway at college

Students may re sit exams or start completely new courses which will enable them to optimise a parallel vocational pathway or use us as a means of accessing course at college which they previously did not have the necessary grades/points to access.

These qualifications include;

GCSE Maths, English and Science
Functional skills in Maths, English and ICT
BTECs in ICT, Art & Design, Food Technology and Work Skills

The work of our students is accredited by the AQA, EdExcel and OCR exam boards. This offers differentiated opportunities based on the level the student is working at, allowing personalisation and creativity. Students continue to study a broad and balanced curriculum which also includes a pastoral aspect which focuses on community and helping others. This may also mean that work placements and/or community placements can be set up as part of an individual's programme.

Appendix 1

ASSESSMENTS

Assessment	When?	What?	By whom?	Where is the information stored?
Baseline assessment	October and June or on arrival for new students	All subjects	All subject leaders	Network Staff files Provision map
Teacher assessment	½ termly or end of Unit tests	All subject areas	All staff	Staff files and Network
Target setting	In place for September (As appropriate for new/Yr 7 pupils)	All subjects	All staff	Staff files
On going teacher assessment	Every lesson	Every subject	All staff	Staff planning files
Spelling test	September each year or on entry to the school	Daniels and Diack/NfER	In English lessons or by LSA	Network and English teachers
Reading test	September each year or on entry to the school	Hodder Diagnostic	In English lessons or by LSA	Network and English teachers
External assessments	Autumn Term Summer Term	Collate/analyse national data GCSE, Entry Level, Functional Skills, BTEC	Headteacher Assessment Manager Subject teachers	Headteacher With AM and subject teachers