



Anthony Gell
— School —

CURRICULUM POLICY

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Local Governing Team	7 th November 2024	1739/24	November 2027

Our Curriculum Intent

Anthony Gell School is a community where everyone, whatever their role, works hard to create a learning environment which includes a rich and varied curriculum; this curriculum is evident throughout all of the different aspects of the school's life. It is a curriculum which is inclusive to all, and provides everyone with the same opportunities to explore, learn more about the world in which we live, and equips us well for future learning and employment.

In order to do this, we believe it is important that everyone involved develops the skills and knowledge necessary to become self-motivated, independent and confident learners, with the social awareness to make a difference and care about ourselves, others and our environment.

Through the breadth and depth of our curriculum, we continually endeavour to create opportunities that will highlight and enhance the important skills we value, including literacy and numeracy and a love of learning.

We constantly strive to improve our ability to work as a team, by developing our sense of empathy and understanding, as well as knowing when and how to lead.

Encouraged to be creative, and confident to take risks when learning, we are not afraid to make mistakes and aim to be resilient in the face of difficulties. We support one another and celebrate our own successes as much as we celebrate those of others.

We endeavour to be more self-aware and make good decisions with regards to our mental and physical health. We work, as part of a larger community, to develop a careful awareness, understanding and acceptance of others' beliefs, opinions and individuality.

Rationale for our broad and balanced curriculum offer

Our curriculum offer is vital – it is the sum of the whole student experience. It is not solely about qualifications and courses, though these play a vital role at its heart. Our curriculum must be broad and bold, ambitious and rich, in order to meet our core aims which include inspiring every individual to Care, Aspire and Achieve.

At the heart of our curriculum is a strong focus on ensuring that students have access to a broad and balanced curriculum to enable them to have strong foundations on which to build their futures. As students progress through the school there are increasing opportunities for flexibility and choice – thereby meeting the interest, needs and aspirations of all.

All students follow a common curriculum in years 7 to 9 (our Key Stage 3), providing full coverage of the National Curriculum as one of the baseline considerations in the development of this curriculum. All students follow a full programme of Citizenship and Religious Education (CR) alongside a centrally set but flexible tutor time curriculum that aims to build cultural capital, global awareness, British Values, mental health awareness and cross-curricular skills. There is some teaching towards accredited GCSE courses in a small number of subject areas in Year 9, but these are not examined until the end of Year 11.

In years 10 and 11, the number of compulsory courses is reduced and choice is expanded with a wide range of options that are tailored each year to fit the cohort. Our CR and tutor time programme continues along with a dedicated programme of Careers opportunities to prepare our students for their transitions.

Many of our students choose to stay on at Anthony Gell in the Sixth Form and choose from a wide programme of predominantly 'A' level subjects. We also have a One-Year Pathway available for students who wish to study Level 2 qualifications alongside lessons in English and Maths if necessary. Our students thrive on the rigour and challenge of the Post-16 curriculum and the majority achieve excellent outcomes.

Extra-Curricular offer

Our curriculum also includes a full and varied programme of opportunities and activities outside of lessons. Activities range from paired reading to the debate club, from sports teams to dance and drama, from involvement in our student parliament to robotics in addition to a wide range of recreational and educational trips and visits. We are passionate about sport, recreation, leisure and physical activity. We aim to involve all our students in enjoying sport and to help them understand the advantages of a healthy lifestyle. Participation in sport develops crucial personal and life skills, such as leadership, teamwork and mutual respect. Competitive sport provides opportunities for many of our students to excel.

Our Sports Leadership programme provides a range of opportunities for students to become involved in sport as coaches and officials, as well as leading activities within our wider community with younger children and in a nationally recognised project which included working with and supporting residents of our local care home.

The 'Science of Learning' within our Curriculum

It is a vital part of the role of a teacher to increase knowledge in a student's long term memory and 'make it stick'. In order to do this we need to be clear about what students need to know and clear about how to help them build that knowledge.

Curriculum sequencing and intent: Our programmes of learning are carefully sequenced. Each subject has a '*curriculum map*' that plots the journey of students through their curriculum, which is carefully sequenced and planned to build up knowledge and skills throughout and across the Key Stages. These are not designed in common formats as they reflect the style and varying nature of the broad range of subjects we offer. Each subject has a '*curriculum statement*' that lays out the intent of our curriculum, this is then used to build our topics and programmes of study around (see appendix 1 for an example). Identified within our medium term planning, each topic has a clearly planned intent with clear end points laid out.

Retrieval: we need to practice our ability to recall things from memory and apply them. We use a dual-coding symbol to remind staff and students when we are practicing this and retrieving our learning. Staff have access to a wide range of proformas that they can use to plan retrieval activities but we encourage teachers to experiment and use a wide range of techniques beyond the available proformas.

Spaced learning / practice and interleaving: Learning needs to be re-visited on a regular basis – it needs to 'hurt a bit' to ensure we are learning and that our curriculum is appropriately challenging. In lessons we often revisit earlier topics to refresh, re-new and consolidate prior learning. Some but not all of these activities are planned within schemes of work/programmes of study, but teachers are encouraged to respond to the needs of students and adapt in order to re-visit key concepts as necessary and to the greatest benefit of the students. We also plan to mix topics up and give students the opportunity to work on multiple linked topics at the same time; this is often done through homework and retrieval tasks.

A personalised approach to Curriculum

We have high expectations of all of our students not only in their academic pursuits but also in the growth of their characters as they develop to become young adults in the time they are at Anthony Gell School (AGS). Our curriculum is designed to grow young minds, so they are well prepared for their many and varied pathways beyond their time at school. In order to do this we aim to be a highly inclusive school with person-centred approaches at the core of our vision and practice.

High-quality classroom teaching is imperative. We develop our staff to have a wide toolkit of teaching and learning strategies to help them deliver their curriculum in the most appropriate way. We do not expect curriculum delivery to happen in a one-size-fits-all way. Teachers make use of information about students' learning needs to consider key issues surrounding curriculum delivery such as: seating plans, questioning choices, the prioritisation of personal support, Teaching Assistant (TA) deployment and the use of additional resources to both support and challenge students.

Our curriculum offer is broad and balanced throughout. We do not remove students from lessons on a long-term basis except in exceptional circumstances and we do not narrow choice of options.

We provide a three year Key Stage 3 curriculum to ensure that all students have access to the full breadth of subjects until the end of Year 9. This maximises their exposure to the diversity of our curriculum and ensures that sufficient knowledge has been built to enable success in exam courses in Key Stage 4 and 5.

We offer a broad curriculum in KS4 through our Guided Choices programme including a full range of academic and vocational subjects as well as AQA Awards and highly challenging subjects such as triple science and Further Maths. We also maintain a core PE offer and a fully planned tutor time programme and timetabled Citizenship and Religious Education.

Our KS5 curriculum each year is built around student choice and we regularly review our curriculum offer. We have recently introduced Photography and Sociology in response to student demand. Our students can also opt to complete the Extended Project Qualification (EPQ) in Year 12 and we operate an extensive enrichment programme alongside a fully planned tutorial programme and Year 12 work experience offer for all students. All of this curriculum work in KS5 is supported by a specialist Learning Mentor who works full time with the sixth form.

We provide a programme of additional support such as extra literacy and numeracy intervention delivered by highly trained teachers, HLTAs (Higher Level Teaching Assistants) and bespoke specialist Learning Mentors to enable students to access a challenging secondary curriculum and in some cases to equip students with vital life skills for their future pathways.

We have a full programme of specialist Learning Support interventions that cover a wide range of needs, including dyslexia support as well as literacy and numeracy interventions. This programme is regularly reviewed and adapted to meet the needs of our students.

Additional funding for disadvantaged students is used to ensure equal access to resources and extra-curricular activities as well as bespoke learning mentors. More detail of this can be found in the 'Pupil Premium Policy statement'. https://www.anthonygell.co.uk/docs/policies/Funding_-_Pupil_Premium_Strategy_2019-20.pdf

A Shared Approach to Curriculum

Details of our curriculum are available via the AGS website (<https://www.anthonygell.co.uk/our-school/our-curriculum/>)

Curriculum Information Evenings are used to help inform parents/carers of the curriculum their children will follow.

Examples of Subject Curriculum Intent Statements

Geography

We study Geography at Anthony Gell School to develop a sense of place, including some of Earth's most inspiring locations; from the bustling cities of Asia to the devastating power of the Pacific Ring of Fire. The world is rapidly changing and our challenge as Geographers is to understand how to ensure the sustainable future development of our planet, from the threat of climate change to the opening of local food banks.

Together we will develop your skill set so you become confident and competent Geographers. We will handle Geographical information from a variety of sources using GIS and traditional maps through to how to substantiate a strong, balanced argument. We will bring Geography alive by taking part in fieldwork during every year at Anthony Gell School; from you investigating small-scale local issues to exploring the awe-inspiring environments that our planet has to offer.

The world is our classroom and together we will journey from Wirksworth to the far corners of Africa to the poles in search of learning and solutions to be part of an enduring, sustainable future.

Drama

Drama teaches us how to be human, it allows us to reflect on our stories and learn from them.

We study Drama at Anthony Gell School to develop our understanding and ignite our passion for the art form that we access on a daily basis when we watch television, theatre and films. We also study Drama to develop ourselves as human beings. The world of work needs transferable skills which Drama focuses on and helps to develop at all times.

Drama aims to develop confident presenters, good team players and leaders, co-operative and creative thinkers who can think outside of the box, people who are emotionally intelligent, self-disciplined and resilient problem solvers.

We do that through creating our own work from both scripted and improvised starting points. Performing our work by developing our use of technique, genre and use of physical and vocal acting skills. By reflecting on our own and others' work, we are able to examine the structure and use of all elements of drama, to improve the effectiveness of a piece of work.

Appendix 2

Link to AGS website Curriculum Learning Journeys

<https://www.anthonygell.co.uk/our-school/our-curriculum/curriculum-learning-journey/>

Examples of Curriculum Learning Journeys

- 1) Art
- 2) Maths

ART Learning Journey

Beyond AGS

- University to study Fine Art, Illustration, Animation, Graphic design, Photography etc.
- Commissioned artwork
- Full time artist
- Art exhibitions
- Art has many transferrable skills that will help in any job due to high levels of imagination and creativity

Retrieval of key art skills, techniques, materials and potential artists from KS3-KS4

A Level Art students choose their topic to explore throughout Years 12 & 13. This also involves an essay assignment for this qualification.

Students sit the 15 hour exam that is split over different days on the students' timetable.

Students receive their A Level exam paper in February. Until Easter, students prepare studies and resources in preparation for the exam.

Students continue with their coursework and Related Study essays with teacher feedback.

Exam

Exam preparation

Own theme continued

12

Own theme

Exam preparation until Easter. Collate artist research, own artworks and experimentation

Term 2 – students receive their OCR exam paper in January.

Exam

Exam preparation

Own theme continued

13

GCSE Art Assessment Objectives

AO1 Develop
AO2 Explore
AO3 Record
AO4 Present

Develop ideas by researching more artists that relate to their chosen theme

Refining skills and techniques.

Students continue working on their chosen theme from term 2&3 of Year 10.

11

Skill building

Pencil techniques.

Pen techniques.

Pencil crayon techniques.

Cath Riley/ Ernst Haeckel artist study

Ian Murphy/Peter Howson artist study

Don Eddy/ Anna Knights/Amber Moore artist study

In term 2&3 Year 10 students can choose their own theme from this list for their coursework:
Landscapes, portraits, natural forms, animals, and groups (objects).
From this list, students then produce pieces of work inspired by this one theme by researching artists that suit this theme as well as their own photography.
Coursework = 60% Exam= 40%

+ more skill building techniques using watercolour, gouache, acrylic, oil paint, ink and oil pastels

Own theme

Collage Peter Clark artist study

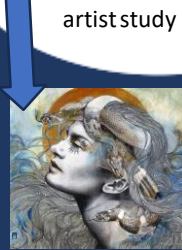
10

Individual Topic

Start to develop own ideas about what theme students may enjoy exploring at GCSE level. Or this is an opportunity to produce a final piece of artwork for KS3 art for students that do not wish to study this subject further.



Daniel Mackie artist study



Patricia Ariel artist study



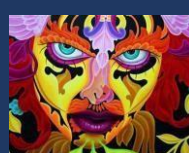
Van Gogh artist study



KAWS artist study



David Lozeau artist study



Lady Pink – graffiti artist study

Great Artists

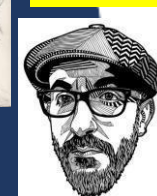
Roy Lichtenstein artist study – portrait with dots using paint

Andy Warhol artist study – oil pastels



Retrieval of drawing and painting techniques from Year 7 & 8

Chuck Close artist study – distorted portrait



Learn how to combine materials to create mixed media artworks

Mythical Creatures

8

Set up own still life with objects

What is a still life?

Develop observational drawing skills from primary resources

Retrieval of pencil pressure, colour theory and art techniques

Drawings of man-made and natural objects.

Still Life

Learn how to draw in the style of an artist. For example, Karin Zeller.

Retrieval of pencil pressure, colour theory and use of pencil crayon.

Development of imaginative skills



Retrieval of drawing and painting techniques from Year 7



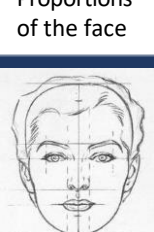
Redmer Hoekstra artist study (Pencil)

Jim Henson and Brian Froud artist studies ('The dark crystal' - Biro pen and byrinh' crayon)



Learn how to create fur and hair-like textures with art materials

Portraiture



Proportions of the face

Learn how to use art materials to create skin like tones and textures for different facial features.

Fish & Colour Theory

7

Develop observational drawing skills from secondary resources



Learn about the importance of pencil pressure when using pencil, pencil crayon and other dry materials



Drawings of realistic fish, scales, fisheyes and seaweed

Retrieval of knowledge of the colour wheel from primary school art curriculum



Learn about harmonious and complementary colours.

Learn how to apply colour theory knowledge to blending of art materials.

Key:
Retrieval
Development of knowledge
Key Art skills
Topics

Primary School
Prior knowledge of:
- The colour wheel
- Correct pencil pressure when drawing.
- Limited knowledge of applying colour theory and colour blending to artwork.

Maths Learning Journey

Beyond GCSE
You will employ your maths knowledge throughout life. A-Level maths awaits those who want to develop further.

