

THE WESTGATE SCHOOL

Hampshire's First 4-16 'All Through' School

*"The Westgate School is a community of learners where partnerships inspire success for all:
learning together – achieving excellence"*

Headteacher: Mrs F A Dean, MA (Ed)

Initial Policy date	September 2004	Next scheduled review	March 2025
Governor approved	March 2024	Key person/people	HT/DHT/AHT
Model Policy		Model localised	Yes
Pupil leadership team review	Yes	Rotherly Day Nursery variations in policy	No

CURRICULUM

Intent:

The Westgate School's curriculum reflects two principles: firstly, of acquisition – where pupils are taught to acquire the knowledge, understanding and skills in each subject domain in order to apply this learning to new situations; and secondly, participation – that pupils need to develop the skills to engage positively in different situations. In doing so, pupils further their learning and sense of belonging. In some subjects, such as Science, the emphasis lies more heavily on the acquisition of knowledge whereas in a subject such as Drama, the skills of participation pre-dominate. In every lesson we expect adults to consider how best to facilitate pupils' active participation in their learning – including "thinking hard" – and, to use the School's core approach to teaching and learning so that pupils experience a coherent learning journey.

Our curriculum is designed to develop the knowledge, skills and competences needed for future success. It is designed to provide learners with a rich experience of different subjects and learning opportunities to which every pupil is entitled. The National Curriculum and EYFS Statutory Framework is our foundation upon which we are able to build our ambitious, broad and balanced curriculum that caters for the needs of all pupils from Year R to Year 11. Our curriculum is enhanced by home learning and literacy for learning. Further enrichment comes from fieldwork and extra-curricular activities. The Westgate School celebrates diversity and different cultures as well as promoting British Values and protected characteristics through the curriculum for planned personal development and through our approach to teaching the specified curriculum – for example in History where the curriculum content goes beyond that which is specified in the National Curriculum or GCSE syllabus.

It is the School's expectation that every young person will engage with the full range of curriculum entitlement that includes Foreign Languages as part of our core provision through to GCSE summative assessment. Only in very exceptional circumstances are pupils able to reduce the number of subjects for which they are entered which include: long term absence, specific learning needs or low attendance owing to medical reasons; a pupil who has joined the school under Fair Access arrangements for whom the full range of GCSEs may not be appropriate, or a pupil who is in receipt of support from Children's Services for whom the full range of subjects would be an unreasonable expectation or a child that is on reduced/alternative provision as agreed by the Inclusion Support Services (Hampshire County Council).

The School will consider on an individual basis any parental requests for their child to be withdrawn from a Key Stage 4 subject but reserves the right to refuse such requests (except

in the case of RE) unless the above criteria can be applied. Precedent on the basis of a decision for another child or, a pupil refusing to engage with a subject or indeed, the possibility of achieving a lower grade are examples of where withdrawal of the pupil from examination entry is unlikely to be agreed. Subject Leaders will make decisions regarding the tier of entry for GCSE examinations where applicable.

In our primary phase, specialist teaching in Science will begin in Year 5. Pupils in Key Stages 1 and 2 will also receive specialist teaching in music, PE and an additional language which in our setting the chosen language is Spanish. Specialist teaching will often take place in spaces on the secondary phase site. Additionally, pupils in the primary phase will be supported in their reading and sport by older pupils as part of our model for pupil leadership all-through.

Personal Development:

Detail regarding the curriculum for Personal Development can be found on our website and in our policy for Relationships, Sex and Health Education. All pupils in our school follow a planned curriculum for personal development that is delivered through specified lessons in the primary phase and through a weekly tutor-led session for all pupils in the secondary phase. Pupils in Years 7 and 10 also receive an hourly personal development lesson each week. In addition to this the school engages all pupils in The Westgate Community Challenge and has a high uptake of participants in the Duke of Edinburgh award from Year 9. Pupils' participation in extra-curricular opportunities is tracked and monitored to ensure that the provision is accessible to all pupils and that participation is encouraged. All pupils in the secondary phase also receive a 1:1 mentoring session with their tutor at least half-termly. The specified curriculum for personal development is led in the secondary phase by Year Leaders: it is designed to meet the needs of pupils as they move through the secondary phase and is also adapted regularly in response to knowledge the school has in respect to specific incidents or, wider social and emotional themes affecting young people. Like all curriculum areas and phases in our school, annual Review Weeks take place to evaluate the implementation and impact of the School's approach.

Practice:

The school will:

- Always seek to find ways of ensuring that the full curriculum – including extra-curricular provision - is accessible to all learners from the EYFS to KS4 inclusive.
- Capitalise on the benefits of the all-through setting to enable access to specialist curriculum teaching and spaces for pupils in the primary phase especially in PE, Music, Science and Art.
- Hold the highest aspirations for all pupils – to unlock their future potential.
- Facilitate pupils' acquisition of knowledge and skills which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically so that they may become confident citizens, able to contribute to a positive future.
- Create and maintain an exciting and stimulating learning environment.
- Ensure that each pupil's education has continuity, progression and challenge.
- Identify where there may be learning gaps or, a specific learning need, and apply the assess, plan, do, review cycle for implementing adaptations for learning for individuals.
- Ensure that there is a match between the pupil and tasks they are asked to perform.
- Deliver the National Curriculum.
- Offer a broad range of opportunities in which parents can engage with the child's education including through regular Partners in Learning events and parents' evenings.
- Engage with pupils around curriculum design including, considering the received curriculum through our Review Week quality assurance process.

- Work closely with partner primary and nursery schools to plan for pedagogical and curriculum bridges between phases.
- Monitor the progression of pupils through the implementation of the School's assessment policy.
- Work across phases and curriculum domains to sequence the curriculum effectively in order to maximise learning and progress.
- Monitor pupils' engagement in extra-curricular activities, promoting inclusion and regularly reviewing the offer.
- Aspire to provide the highest level of careers education in line with The Gatsby Benchmarks;
- Ensure that through the planned curriculum for Personal Development, digital and online safety, Relationships, Sex, Health Education, and wellbeing are specific, taught aspects of our curriculum.
- Use Bug Club as a systematic, synthetic phonics programme in YR & KS1 and spelling programme in KS2

Use of Video Clips including those from Online Sources:

- Adults in school will make judicious use of clips from online sources as illustrations of particular themes, ideas or techniques (such as dramatic irony) appropriate to the age and stage of pupils in the class;
- In some cases – such as for GCSE examination texts and Shakespeare, the class teacher may need to use a clip from a film that when used in a commercial setting, is rated for an age group that may not apply to all pupils in the class – such as the use of a BBfC 12 rated film with Year 7 pupils. In such circumstances, the class teacher will check their use of the clip with their Subject/Faculty Leader who in turn, will discuss it with the Senior Leader linked to their team. In all cases, pupils will be forewarned if there is anything potentially upsetting in the clip and given the option to learn by an alternative means.
- The School will invite parental consent for their child to watch such clips when joining the school – alongside other consent requests such as photography. Please see Appendix A for information from the British Board of Film Classification with respect to the use of films in educational settings.

Footnote:

The Westgate School's curriculum from EYFS to KS4 is published and reviewed annually on the School's website: www.westgate.hants.sch.uk

Appendix A

Extract from the British Board of Film Classification:

“The BBFC's cinema age ratings only apply to films shown in licensed cinemas. If you are taking a school group to the cinema for a standard screening where you are paying to view the film, the normal rules and laws apply. You may not take a 14-year-old to see a 15-rated film or a 16-year-old to see an 18-rated film.

The age rating for a DVD, video or Blu-ray explains which audience we believe the film is suitable for, and applies to the point of sale of rental rather than to where the material is viewed. It is not actually illegal for schools to show BBFC-rate videos, DVDs or Blu-rays to its pupils of any age, just as parents may also choose to show any material to children in the home. Merely showing an age-restricted film to underaged persons – or allowing them to see one outside a licensed cinema – is not in itself an offence.

We would, however, strongly discourage such practice unless (a) the children in question are close to the age of the rating, and (b) there is a serious educational purpose to showing the recording (eg showing well-known content or educational films such as 15-rated Schindler's List to 14-year-old GCSE students). Even in such cases, schools should seek parental consent prior to showing the film. We would also recommend obtaining the approval or the Head Teacher and Governors. It is vital to make sure that any children watching are not likely to suffer and ill effects as a result of seeing the film” ([Teacher FAQs | BBFC](#), May, 2022).