

CURRICULUM POLICY

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Contents

Contents.....	2
Preface	3
Values and aims	3
The Guildhouse School curriculum:	3
Programmes of study (PoS) overview	4
Personal development	5
English as a secondary language (ESL)	5
Students needing additional learning support	5
Baseline Assessment	5
More able students	6
Students underperforming and not meeting targets	6
Work outside of the classroom	6
Extra and Co-Curricular Opportunities	6
Careers guidance.....	7
Compulsory school age (CSA) students	7
Change programme of study or subject	7
Late Arrivals	7
Progression policies	8
Regular Policy Updates	8
Related Policies	8

Preface

Guildhouse School's curriculum takes account of the age and stage of the student body – which is predominantly sixth form. There is a range of programmes and subjects available to students to best meet individual needs, preferences, and capabilities. The majority of students at the school wish to progress to a university in the UK, hence the curriculum is designed to facilitate this.

The school is not academically selective and therefore seeks to cater for a range of abilities within and across programmes. Any students identified as requiring additional support (SEND, EHC plan, etc) will be catered for within the scope of the school's capability to do so. There is a rigorous admissions process to ensure that appropriate students are recruited so that we can adequately support them and facilitate their progression.

Given the nature of the school, almost all students are English as an Additional Language (EAL) and therefore receive discreet English for Academic Purposes lessons. Teachers are also well versed in EAL strategies as part of their practice.

The curriculum promotes equality, British Values, SMSC and PSHE wherever possible in subject lessons. There is also a dedicated Personal Development programme.

Values and aims

The school values are presented to students as part of their induction process, as well as British Values and the Equality Act. The school values are also integral to the merit system (positive reinforcement tool) at the school. Staff frequently refer to and promote the school values both inside and outside the classroom.

The Guildhouse School curriculum:

- Ensures that students develop essential speaking, listening, literacy and numeracy skills.
- Promoted student centred learning and independence.
- Provides a broad range of opportunities to engage in activities beyond the classroom and develop roundedness.
- Gives students the opportunity to learn and progress.
- Promotes the use of technology to harness effective learning and preparedness for the future.
- Provides a programme of PSHE/RSE which is age appropriate and differentiated.
- Prepares students for the opportunities, responsibilities and experiences of adult life in Higher Education and society.
- Ensures that students embrace the school and British Values, as well as critical thinking.
- Encourage respect for other people and cultures, paying regard to the protected characteristics set out in the 2010 Equalities Act.

Programmes of study (PoS) overview

PoS Name	Year Group	Length	Entry Requirements	Subjects of Study	Progression Options
Academic English Module (AEM)	11	1, 2 and/or 3 terms.	A school report that identifies English needs that can be met by this programme and describes a student who is willing to learn and develop IELTS 3.5+	Students study a fixed package of: <ul style="list-style-type: none"> English reading & writing English grammar & vocabulary English speaking & listening English for Science English for Maths 	A Level or UFP
Pre- A Level (P-AL)	11	1, 2 and/or 3 terms.	At least 9 years of schooling and a good school record IELTS 4.0+	Students study a fixed package of: <ul style="list-style-type: none"> English (IGCSE) Science Maths (IGCSE) Business & Commerce Humanities / Creative Art Physical Education 	A Level or UFP
A Level	12/13	6 or 5 terms.	At least 10 years of schooling and a good school record IELTS 5.0+	Students choose three subjects from a range of possible options. These subjects are chosen based on career/HE aspirations and student strengths. In addition, students also study English for academic purposes. 4 Subjects and Further Mathematics on case-by-case.	HEI (or workplace)
University Foundation Programme (UFP)	13	3 or 2 terms.	At least 11 years of schooling and a good school record IELTS 4.5+ for 3 terms IELTS 5.0+ for 2 terms	Students choose three subjects from a range of possible options. These subjects are chosen based on career/HE aspirations and student strengths. In addition, students also study English for academic purposes.	HEI (or workplace)
UAL Foundation Diploma	13	3 terms.	At least 11 years of schooling, a good school record and a portfolio IELTS 4.5+	There are two focused pathways: <ol style="list-style-type: none"> Foundation Diploma in Visual Communication, Advertising, Art Direction and Branding Foundation Diploma in Art & Design - Film and Moving Image 	HEI (or workplace)
High School Term (HST)	11/12/13	1, 2 and/or 3 terms.	A good school report IELTS depends on year group	Students study subjects based on the requirements of their school in their home country (flexibility ranges).	Return to home country to complete studies

Personal development

All students have discrete PSHE/RSE lessons in addition to covering some elements of PSHE in their English (EAL) and subject courses. A dedicated Personal Tutor delivers the sessions covering a range of social and cultural themes to encourage and prepare students for the opportunities, responsibilities and experiences of adult or university life. Please refer to the PSHE (Personal Development) Policy.

English as a secondary language (ESL)

As mentioned above, almost all students are EAL and therefore receive discreet English for Academic Purposes lessons. Teachers are also well versed in EAL strategies as part of their practice.

English lessons are a fundamental part of all courses of study at Guildhouse. Lessons aim to develop all four skill areas: reading, writing, speaking, and listening, as well as develop the skills needed to use English for academic studies.

Students are prepared for IELTS, CAE or FCE, where appropriate.

Students are expected to follow the relevant ESL course until they provide evidence that they have reached the level required for their chosen university course or future aspirations. Students may only stop studying English with permission from the Progression Team and the English Coordinator.

Students needing additional learning support

There is a rigorous admissions process to ensure that appropriate students are recruited so that we can adequately support them and facilitate their progression. The school therefore should be aware of any declared additional needs and will cater for these.

If, after enrolment, teachers identify a potential need, the student will be referred to the Access Arrangements Officer who will organise an assessment of the student by an external Educational Psychologist. Any resulting diagnosis and report will be assessed, and reasonable adjustments made to cater for the student's needs. If it is deemed that the school does not have the resources to adequately support the student, then the student may need to return home.

Any students that require additional support will be monitored and supported by their Pastoral Director. Teachers will employ appropriate learning strategies in class as advised by the Educational Psychologists report and closely monitor their progress.

A central register is held with the list of students, their specific needs, and their access requirements.

Baseline Assessment

All students undergo baseline testing, ALIS (or similar) for A-Level & UFP and CAT4 (or similar) for Pre-AL.

The data aids in teachers understanding the academic potential of students, students' progress, any student support that is required and evaluation of the impact of teaching.

More able students

Guildhouse School is committed to the provision of additional activities to stretch our most able students and provide them with suitable extra challenges. Teachers will differentiate their lessons effectively to cater for the more able students (as well as those struggling).

Students have a wide range of options available outside of the classroom to facilitate stretch, challenge, and a wholesome experience. Examples include:

- Maths Challenge
- Science Olympiads
- Bloomberg Trading Club
- Extended Project Qualification (EPQ)
- Engagement with the Creative Commerce Board (CCB)

Students underperforming and not meeting targets

Assessment takes place regularly with feedback and targets provided.

Academic reports and tests are completed half termly and the data analysed by the leadership team. If a student is underperforming, conversations take place, and individual targets are given to the student related to the underperformance.

Stakeholders will be informed of any major concerns.

Work outside of the classroom

PoS	Expectation
Academic English Programme (AEP)	These programmes involve significant contact time. Generally, each subject is required to set two independent study / homework per week equating to one to two hours.
Pre- A Level (P-AL)	
A Level	Students are expected to complete two to three hours of independent study / homework per subject per week.
University Foundation Programme (UFP)	
UAL Foundation Diploma	Given the nature of this programme, students are expected to spend a significant amount of time outside of lessons in the CSVPA studio, working on their coursework, portfolio, etc.

* Teachers should track and monitor independent study and homework to ensure that it is being completed and that progress is being made. If students are not completing their independent study or homework please see the student behaviour policy.

Extra and Co-Curricular Opportunities

The school runs a program of electives that students sign up to and are registered for – these take place throughout the year but may be removed during key examination times. Students must choose at least one elective – the Elective chosen may be extra or co-curricular.

Careers guidance

A range of activities, guest speaker sessions and visits are organised across the year by the Progression Manager regarding higher education, future careers, and employment. This guidance is provided in an impartial way, enabling students to make informed choices regarding their progression. Given the nature of the school, the avenue of progression that students desire and come to the school for is university study and therefore the school seeks to cater for this.

Compulsory school age (CSA) students

A person ceases to be of "compulsory school age" on the last Friday of June during the year that s/he becomes 16 provided that the child's birthday is before the beginning of the next school year.

All CSA students are 'flagged' on the school MIS and tracked to ensure their safety.

CSA students tend to be on the Pre-A Level programme and follow a full-time supervised timetable. The Pre-A Level programme gives students experience in linguistic, mathematical, scientific, technological, human, and social, physical, and aesthetic and creative education.

In the instance where a CSA is not on the Pre-A Level programme and therefore has a more flexible timetable, suitable supervision is in place (see Supervision & Missing Student Policy).

A CSA student may be enrolled onto the A Level programme if they meet the school entry requirement for this course (<https://www.guildhouseschool.com/curriculum/a-levels/>). Crucially, students need to have completed 10 years of schooling in line with K-12, which would mean that they have completed up to and including grade 10 (Year 11) in their own country, providing a broad and balanced curriculum up to this point. The school therefore consider such students as suitable for A Level and treats them as such with regards to the curriculum.

As all students do, they will participate in Personal Development lessons (inclusive of PSHE/RSE/careers), be required to participate in at least one co-curricular club and have access to a range of extra-curricular clubs, sports, and activities.

Change programme of study or subject

On occasions, a student, the school, or a stakeholder may request a change of programme of study. This can be done if:

- There are reasonable grounds.
- It is possible within the timetable.
- Is compliant with UKVI regulations.
- All parties concerned agree in writing.
- It is within the first 3 weeks of teaching.

On occasions, a student or stakeholder may request a change of subject.

This can be done if:

- There are reasonable grounds.
- It is possible within the timetable.
- All parties concerned agree in writing.
- It is within the first 3 weeks of teaching.

Late Arrivals

There are instances where it is not possible for students to arrive at school for the beginning of the academic year.

To ensure that no student is disadvantaged, the following provisions are put in place:

- Prior to arrival each student is provided with a bespoke package of information and activities, curated by their teachers to cover all missed academic content, and provide them with activities to apply their learning. This will include some assessment to be completed prior to arrival so that any further support can be determined prior to arrival.
- Upon arrival, each student will meet with their personal tutor and, depending on the outcome of the meeting, temporary amendments may be made to their timetables whilst the student works to get to the level of their peers.
- Depending on the needs of the student, some measure of one-to-one support will be offered to best support their learning. This will be determined in meetings between the student, pastoral and academic staff.

It is important to note that, whilst the school does everything that it can to ensure that no learner is ever disadvantaged, the ultimate responsibility for catching up on missed learning time and assignments remains with the student. If they fall behind in this regard, the interventions outlined in the Behaviour Policy will be followed.

Progression policies

- A Level student in year one who do not achieve satisfactory grades in the end of year examinations may not be permitted to progress onto the second year of the A Level programme if it is considered to not be in their best interests (i.e. that it is felt they are unlikely to achieve A level grades which would enable them to be accepted into university) and instead may be offered a UFP course.
- In any case, unsatisfactory academic performance, low attendance, or misbehaviour may mean that a student is not permitted to progress to the next academic year.

Regular Policy Updates

The evidence that will demonstrate the success of this policy include:

- Assessment and Examination results
- Feedback from students in surveys and evaluation forms or directly to members of staff
- Schemes of Work
- Records of work done – such as work scrutiny and folder inspections.

Related Policies

Additional Learning Support Policy

Careers and Higher Education Guidance and Advice Policy

Student Behaviour Policy

Supervision and Missing Student Policy

PSHE (Personal Development) Policy

RES Policy

Teaching Learning & Assessment Policy



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