

# CURRICULUM POLICY

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## 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 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.

## 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/ RSHE which is age appropriate and differentiated by year group.
- 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.

## Programmes of study (PoS) overview

PoS Name	Year Group	Length	Entry Requirements	Subjects of Study	Progression Options
Academic English Programme (AEP)	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"> <li>English reading &amp; writing</li> <li>English grammar &amp; vocabulary</li> <li>English speaking &amp; listening</li> <li>English for Science</li> <li>English for Maths</li> </ul>	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"> <li>English</li> <li>Science</li> <li>Maths</li> <li>Business &amp; Commerce</li> <li>Humanities</li> <li>Creative</li> <li>Physical Education</li> </ul>	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.	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"> <li>Foundation Diploma in Visual Communication, Advertising, Art Direction and Branding</li> <li>Foundation Diploma in Art &amp; Design - Film and Moving Image</li> </ol>	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

## 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.

## 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, FCE or CPE, where appropriate.

## 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 students 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.

## 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)

## Work outside of the classroom

PoS	Expectation
Academic English Programme (AEP)	These programmes involve significant contact time. Generally, each subject is required to set one independent study task per week (approximately one hour).
Pre- A Level (P-AL)	
A Level	Students are expected to complete two-three hours of independent study per subject per week. As much as possible, this will be completed via online learning platforms.
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 to ensure that it is being completed and that progress is being made. If students are not completing their independent study, the demerit system should be utilised.

## Students underperforming

- Assessment takes place regularly with feedback provided.
- Academic reports are completed half termly and the data analysed by the leadership team. If a student is under performing, conversations take place and individual learning plans are devised where appropriate.

## Careers guidance

A range of activities, guest speaker sessions and visits are organised across the year by the Progression Team 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.

## Progression policies

- A Level students 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.
- In any case, unsatisfactory academic performance 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 plans
- Records of work done

## Related Policies

Additional Learning Support Policy

Careers and Higher Education Guidance and Advice Policy



GUILDHOUSE SCHOOL  
LONDON



Creating tomorrow's change makers.