

ASHFIELD SCHOOL

CURRICULUM INTENT



CURRICULUM AMBITION

We aim to deliver a curriculum which fulfils the shared vision of The Two Counties Trust to raise educational standards and better the life chances of all our students. The curriculum places the students at the heart of curriculum planning enabling them to develop as lifelong learners who have the knowledge, skills and learning attributes which enable them to be resilient and adaptable learners. This will enable our students to be equipped to deal with whatever challenges our rapidly changing world may hold for them in the future.

CURRICULUM INTENT

- Meets the individual needs of students, raises aspirations of all students and enables them to widen horizons and maximise their potential.
- Provides exciting opportunities for the intellectual, physical, social, emotional, economic, cultural and creative development of every student.
- Promotes the moral development of all students.
- Is broad and balanced where all subjects are valued and where all students are equipped with a breadth of knowledge and skills in all areas of the curriculum. SEND students experience an equally ambitious curriculum but provision is made for extra intervention in literacy, numeracy or social skills if needed.
- Ensures continuity and progression between the key stages through providing clear and relevant pathways for learning using assessment intelligently to inform learning, and not solely as a tool for summative judgement.
- Demonstrates through its implementation that it recognises how students learn, retain concepts and apply them to different situations.
- Provides flexibility to respond to the developing needs and interests of students and also responds to the changes in society, technology and patterns of employment.
- Recognises the importance of both formal and informal taught curriculum within the school's timetabled programme and that which takes place out of normal lesson time or the school day.
- Recognises the importance of numeracy, language and literacy and promotes them through the formal and informal curriculum.
- Provides high quality Careers Education and Guidance thus ensuring that all students are prepared for their next steps at each stage of transition and for future employability.

RATIONALE FOR A 3 YEAR KS4

- The 32 options available to all students in KS4 (of which they select 4) maintains the breadth of the curriculum and allows students to make broad and balanced choices.
- No subjects are squeezed out of either KS3 or KS4 and the NC requirements at KS3 are all being met.
- The design of the 3 year KS4 has increased the EBacc uptake.
- KS4 courses can go deeper into content and be broader than just the requirements of the syllabus.
- KS4 students now have the time in the curriculum to fully embrace all the enrichment and employability activities on offer.



ADT



While the ADT faculty address all aspects of the school intent policy it is well placed to make a major contribution in certain areas. In their journey across ADT the **creative development** is an area which is strongly developed with students being encouraged to put their own personal style onto their work. The **cultural development** is well served, particularly in Art, with KS3 projects such as Van Gogh Landscapes and the Mexican Day of the Dead. In all subject areas in ADT students study artist and design movements. Practical work is a dominant feature in all year groups, but particularly years 7, 8 and 9 where transferable skills such as problem solving, resilience, communicating in different forms, experimenting, analysis and evaluating are all developed. The Bloom's taxonomy Design Briefs, a feature of all practical work assignments, contribute greatly to the students' development of **language and literacy**. The curriculum responds to the **changing social environment**, allowing students to experience engineering and a range of masterclasses that extend their understanding. To promote the moral and physical development of the student's food technology considers dietary needs, and the physical and mental effects of a health balanced diet.

ENGLISH



While the English faculty address all aspects of the school intent policy it is well placed to make a major contribution in certain areas. This extends beyond the obvious development of **language and literacy** (reading, writing, listening and speaking) to include **raising the aspirations** and **widening the horizons** of the students', particularly through the choice of texts. The curriculum is ambitious for all and meets individual needs, through differentiation, and by providing **extra intervention** with strategies such as Hackney Literacy. Progression and **transition** are at the forefront of the faculty's current planning. In Key Stage 3 the focus is on ensuring the curriculum broadens the breadth and depth of knowledge and understanding of how language works from KS2. The majority of lesson time is spent on reading – whether this is in class or in specific library lessons. The focus is on ensuring basic comprehension skills and strategies are combined with teaching students how to analyse and evaluate the ways in which writers' use language for particular effect. It also encourages students to use this knowledge when writing themselves and to appreciate how writers' craft and construct texts deliberately. The 3 Year KS4 allows Year 9 students to build upon the skills of KS3 whilst starting to apply them to more rigorous assessment models based on GCSE assessment objectives. At the same time, the English faculty want the students to continue to experience a broad and rich variety of texts **promoting their cultural development** so that students can appreciate different perspectives and develop a wider and more ambitious vocabulary through which to express their ideas and opinions.

HUMANITIES



While the Humanities faculty address all aspects of the school intent policy it is well placed to make a major contribution in certain areas. The extensive range of fieldwork opportunities and residential visits that the faculty offer greatly develops the **cultural capital** of the students. Destinations include both local and once in a lifetime experiences (Borneo and Iceland). Debating, particularly in EP, also contributes to the development of this aspect. Lesson content, especially in Geography and EP where many of the topics are of global significance, is designed to **widen the horizons** of the students. All three Humanities disciplines teach content which strongly promote the **moral development** of the students, covering topics as diverse as conflict, sustainability and the viewpoints of other cultures. The development of **reading, writing and vocabulary** is widely developed with all three disciplines teaching the skills and stamina to write at length, write comparisons and write evaluations.

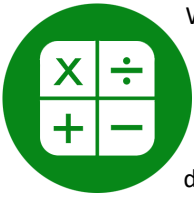
ICT



While the IT faculty address all aspects of the school intent policy it is well placed to make a major contribution in certain areas. The IT faculty ensures that students are computer literate, enjoy and feel confident with computers. All students will be exposed to computers during lessons and encouraged to access computers outside of school time. This helps meet the **individual needs of all students** and prepares them for the **changing patterns of employment**. KS3 lessons provide a solid grounding in IT with students experiencing a taste of all elements and concepts and how they are applied to different situations of core IT. By the end of the key stage they will all have experienced MS packages, use of code and creative software. This provides continuity and progression into KS4 where there are two clear pathways, computing or creative media. Students pursuing computing will learn a computer language, understand how computing systems work and **develop their numeracy**. Students pursuing creative media will become accomplished in the use of Photoshop and website design, showcasing their **creative development**. The faculty are strongly aware of their responsibility to develop E-safety. This is given a particular priority in year 7, both within curriculum time and by the delivery of assemblies.



MATHS



While the Maths faculty address all aspects of the school intent policy it is well placed to make a major contribution in certain areas. In addition to **numeracy**, the **personal and economic development** of the students are addressed throughout their 5 year journey through Maths. The focus on problem solving and reasoning is first encountered at KS3; in the Mastery Style Curriculum, it is developed further in KS4 and 5 where knowledge is extended and applied to new situations. This approach has enabled students to develop discussion skills, build resilience and strengthen their understanding in an appropriately challenging environment. The employability contribution made by Maths is two pronged; subject specific content that students will apply in the work place and also essential softer skills that are developed whilst studying Maths at all levels, both of which will see students secure a better future. The improvement in outcomes over time has contributed to an increased number of students reaching the basics and higher EM qualification which is the gateway to level 3 qualifications and apprenticeships.

MFL



While the Languages faculty address all aspects of the school intent policy it is well placed to make a major contribution in certain areas. The most notable of these is the development of **cultural capital**, particularly in KS3 where students are exposed to the cultures of the countries that speak the languages they are studying (French, Spanish or German). This development of cultural capital builds throughout KS4 where there are regular projects on these countries covering topics such as food, customs and literature. The faculty work hard in raising the students' awareness that they are global citizens and in creating a sense of authenticity for the place of target language. The development of communication and **spoken language** is also a significant part of the curriculum with vocabulary and listening skills becoming increasingly sophisticated over the 5 years, with the latter built into every KS4 lesson. All 3 Languages are offered at KS5 for students who wish to continue their study of the subjects.

PEPA



While the PEPA faculty address all aspects of the school intent policy it is well placed to make a major contribution in certain areas. In PE the **physical and social development** and in Performing Arts the **cultural and creative developments** are areas which are strongly developed. Both PE and Performing Arts offer a huge variety of taught activities and PEPA respond well to the **developing needs and interests of the students**, regularly integrating new opportunities into their formal curriculum. Extra-curricular opportunities are a huge part of the faculty and through a myriad of Clubs, Teams and Events they showcase the value that the school places on the **informal curriculum**. The PEPA curriculum is largely performance based with students developing knowledge and skills through practical activities. There is a common thread running through all areas with a clear model of: respond to a stimulus, prepare a response, perform and evaluate. As students' progress through the key stages the ratio of practical to theory reduces slightly, proportionate to the requirements of any qualification studied.

SCIENCE



Whilst the Science faculty address all aspects of the school intent policy, it is well placed to make a major contribution in certain areas. All three science disciplines, through the curriculum, including "working scientifically" give students the opportunity to develop their **numeracy and mathematics**; using measures, unit conversion, standard form, applying algebra, as well as collecting, graphical presentation and analysis of data. Development of students' **writing and vocabulary** through the introduction and application of scientific vocabulary, written extended responses and evaluative skills, and at KS5 the EPQ. Students have many opportunities to **widen their horizons**; inside the classroom to encounter national and global topical news through the curriculum, national science week, project weeks at KS3 and Employability week; outside the classroom through opportunities such as KS3 STEM club, the CREST award, and various trips such as KS3 and KS5 Perlethorpe Ecology field trips, KS5 Aberystwyth field trip, National Space centre, KS4 medical careers day and others. In addition, Biology specifically provides opportunities for students to learn about their **physical development** in units such as Healthy Lifestyles (Y8), Infection and Response and Homeostasis (KS4). **The moral development of students** as well as **responding to societal changes** is embedded in many curriculum topics and discussed across all science disciplines. This is seen across all key stages in topics such as the use of energy resources in Physics, alternative fuels in Chemistry, the use of STEM cells and opinions around vaccinations in Biology. The faculty has introduced termly project weeks at KS3 that last year covered the topical issue of plastic waste, and this year will address new wearable technology. The KS3 STEM club are currently making Biomes to model growing plants on other planets and looking at the viability of using alternative fuels.



SOCIAL STUDIES



While the Social Studies faculty address all aspects of the school intent policy it is well placed to make a major contribution in certain areas. The **extensive breadth** of the curriculum provides students with hands on experience of the world of work, in areas such as Junior Enterprise and mock trials. This exposure helps to develop the employability skills, in addition to the academic qualifications, that employers are looking for. From Yr9 to Yr13 the curriculum is mapped out skilfully, so students acquire and enhance their knowledge, understanding and skills in each course. The nature of the courses delivered in the Social Studies faculty mean that students are consistently studying concepts which enable them to **widen their own horizons**, and gain further **cultural capital**. It is the intention of the curriculum to develop rounded, culturally and academically aware students, who are fully prepared for the next stage in their adult lives.

TUTOR AND PDE



While the tutor and PDE system addresses all aspects of the school intent policy it is well placed to make a major contribution in certain areas. The tutor system strives to ensure that the **individual needs** of all students are met. Via tutor times and assemblies the delivery of a “theme of the week” (such as Employability, British Values, Mental Health Awareness and Anti-Bullying) ensures that there is a **strong social, emotional and moral development** among the students. The encouragement given to students to participate in inter-house competitions, promoting their **physical development** is also a strength of the tutor system. PDE lessons further contribute to the students’ understanding of physical development exploring topics such as Drugs, Health and Relationships. Both the tutor and the PDE system play a major role in ensuring **continuity and progression between the key stages**, both heavily involved in options processes, ensuring students are **prepared for their next steps**.

VOCATIONAL



While the Vocational faculty address all aspects of the school intent policy it is well placed to make a major contribution in certain areas. The kinaesthetic and vocational nature of the courses offered at KS4 and KS5 is ideal for **meeting the individual needs** and **raising the aspirations** of students, particularly those who can find it difficult to engage with more traditional learning environments. A very strong contribution is made towards **future employability**, particularly in Uniformed Services, Hairdressing and Childcare. The faculty are responding to the changing East Midlands **patterns of employment**, local Labour Market Information indicating that Construction is set to become one of the growth industries in the next few years. Practical lessons are an integral part of the curriculum with the ratio of practical to theory increasing as the students’ progress through the academic years from 9 to 14. As the volume of practical work increases so too does the skills toolkit developed.

SEND



For SEND students the curriculum aims to raise their educational standards, and better their life chances. In doing so the Inclusion faculty, ARC and AP providers strive to **meet the individual needs of students, raise their aspirations and enable them to widen their horizons, thereby maximising their potential**. The curriculum, and programmes of study, **promote the moral development of all students**; they experience an equally ambitious curriculum as non-SEND students, but **provision is made for extra intervention in literacy, numeracy or social skills if needed**. Looking beyond the classroom the Inclusion faculty, ARC and AP providers work with students to ensure **they are prepared for their next steps at each stage of transition and for future employability**.

