

ASHFIELD SCHOOL



FACULTY INTENT SUMMARY

CURRICULUM AMBITION

We aim to deliver a curriculum which fulfils the shared mission of The Two Counties Trust. To provide our students with opportunities and experiences to enhance their life choices, making a positive contribution to the world we share. We are ambitious for all our students. We maintain the view that everyone has equal access to the knowledge, skills and understanding that will enable them to make an exceptional contribution to the world we share. The local context informs but does not determine what is taught or when it is taught. We deliver a high-value curriculum, which is of high-value to the individual and the community we serve.

CURRICULUM INTENT

1. The curriculum offered to all students matches and exceeds the expectations laid out in the National Curriculum. They will study a broad and balanced range of subjects during key stage 3 and continue to learn in different areas once qualification choices have been made. SEND students experience an equally ambitious curriculum but provision is made for extra intervention in language and literacy, numeracy or social skills if needed.
2. Our belief in a knowledge-rich curriculum underpins our long and medium-term planning. The curriculum furnishes students with the specialist knowledge needed to be successful in examinations and the depth of knowledge to allow them to have a full and deep understanding of the subjects studied. The balance of knowledge and skills will be subject-specific and is sequenced in such a way that it is logically developed and built upon over time.
3. Through careful sequencing, curriculum planning includes opportunities for low stakes testing, retrieval practice, and revisiting topics and themes.
4. As students progress through our school, the curriculum will support their wider development and build their cultural capital through extra-curricular opportunities and events which develop their social, moral, creative, physical, cultural and economic development.
5. We ensure that all our students are equipped to make informed choices about their future through explicit PHSE provision. Our preventative curriculum is continuously under review, responding to local and national safeguarding trends.
6. Language, literacy and numeracy are a crucial part of the curriculum. There are set times for reading across the school to ensure our students are exposed to a wide range of texts. All have access to reading material to instil a love of reading.
7. A high-quality careers programme sits at the heart of preparing students for the world of work. We have an allocated careers advisor to enhance the careers education that they receive to fully prepare them for their next step in education, employment, or training.
8. The curriculum ensures that any potential equality issues are mitigated against by: Training of staff and sharing information about students who have additional needs so that they benefit from quality-first teaching. Investment in high-quality subject specialists to ensure our students are exposed to the best teachers and support staff.
9. High quality professional development ensures staff benefit from TTCT subject improvement teams. The curriculum and professional development resource bank crafted by the central teams supports all staff implementing the curriculum.

RATIONALE FOR A 3 YEAR KS4

1. No subjects are squeezed out of either KS3 or KS4. The NC requirements in all non-core subjects are being met by the end of year 8. The principles of the KS4 foundation subjects are still delivered to all students during KS4. PE and PDE (including Citizenship) forms part of the core curriculum and is timetabled for all students in KS4. All KS4 students are given the opportunity to study Computing and/or IT. For those that do not select either of these options many other KS4 subjects allow them to develop their capability, creativity and knowledge of IT or digital media.
2. The 32 options available to all students maintains the breadth of the curriculum and allows balanced choices.
3. The design of the 3-year KS4 has greatly increased the EBacc uptake.
4. KS4 courses can go deeper into content and be broader than just the requirements of the syllabus.
5. KS4 students now have the time in the curriculum to fully embrace all available enrichment and employability opportunities.



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 of strength with students being encouraged to put their own personal style onto their work. The development of **cultural capital** 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 employment landscape**, allowing students to experience engineering and a range of masterclasses that extend their understanding. To promote the **moral and physical development** of the students, Food Technology considers dietary needs, and the physical and mental effects of a healthy 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 the development of the **cultural capital** of the students, particularly through the choice of texts. The faculty want students to experience a broad and rich variety of texts so that they can appreciate different perspectives and develop a wider and more ambitious vocabulary through which to express their own ideas and opinions. The curriculum is ambitious for all and meets individual needs, through differentiation, and by providing **extra intervention in language and literacy** with strategies such as Hackney Literacy. Progression and transition are at the forefront of the faculty's current planning. In KS3 the focus is on ensuring the curriculum broadens the breadth and depth of knowledge and understanding of how language works from KS2. A lot of 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 three 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.

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 Ethics and Philosophy (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 **language and literacy** is widespread with all three disciplines teaching the skills and stamina to write at length, write comparisons and write evaluations.

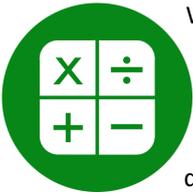
ICT



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 employment landscape**. 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 language** and communication 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 three 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 development** 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 **language and literacy** 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. For year 7, these include studying the life of an astronaut, forming a mission to Mars and looking at the worlds’ oceans. For year 8, this moves onto the science of medicine and vaccinations, planning a fully renewable-energy house and exploring the sea floor.



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 build 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, moral and cultural 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 tutor and PDE have a strong role to play in the **preventative curriculum**, addressing issues such as gangs and county lines, on-line safety and mental health. Both the tutor and the PDE system play a major role in ensuring continuity and progression between the key stages, both heavily involved in the KS4 and KS5 options processes, ensuring students are **prepared for their next steps in education, employment or training.**

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 **preparing them for their next step in employment or training**, 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 **employment landscape**, 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 development of the required skills toolkit.

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 development** 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 education, employability or training.**

