



**ASHFIELD  
SCHOOL**

# **CURRICULUM POLICY STATEMENT**

**Date of issue:** 01/11/2019

**ASHFIELD SCHOOL** Ambition | Teamwork | Honesty



# Curriculum Ambition

As part of The Two Counties Trust, Ashfield School aims to deliver a curriculum which fulfils the shared vision of the Trust. It is our ambition to deliver a curriculum which raises educational standards and better the life chances of all our students. We will achieve this by reflecting on the local context and planning a curriculum that best meets the needs and aspirations of all our students. We place the students at the heart of the curriculum and strive to enable all students to develop as lifelong learners who have the knowledge, skills and learning attributes that 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, personal, social, emotional, cultural and creative development of every student.
- 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 reading and promotes it 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.

## Formal curriculum

The timetabled curriculum operates on a 2 week timetable, 10 x 20 minute tutor sessions each fortnight and 50 x 1 hour lessons each fortnight.

### Year 7

Each fortnight students will be timetabled:

Tutor time (10 sessions), English (7 hours), Maths (7), Science (6), Languages (5), Technology (5), PE (4), History (2), Geography (2), Philosophy & Ethics (2), Art (2), Drama (2), ICT (2), PHSE (2), Music (1) and Dance (1)

Details of the content taught in each subject area can be found in the website document "Year 7 - Content of the curriculum and key assessments".

### Year 8

Each fortnight students will be timetabled:

Tutor time (10 sessions), English (7 hours), Maths (7), Science (6), Languages (5), Technology (5), PE (4), History (2), Geography (2), Philosophy & Ethics (2), Art (2), Drama (2), ICT (2), PHSE (2), and Music (2)

Details of the content taught in each subject area can be found in the website document "Year 8 - Content of the curriculum and key assessments".

### Year 9



Students will begin to study their option choices in year 9 and embark upon a 3-year key stage 4. The school feel that this in no way reduces the broad and balanced nature of the curriculum. On the contrary, given the huge range of options and facilities available to students we feel that the experience they receive in key stage 4 is second to none. Year 9 is a real opportunity for experiential learning in subject areas that students have a real desire to study. All subject areas, including Languages, The Arts, Technology and Vocational are available to all students who receive comprehensive IAG during this process and are encouraged to select from a range of faculty areas. Students are asked to specifically think about options choices being used to develop their employability skills (particularly those of resilience and creativity). In addition, the school feels that spreading the key stage over three years rather than the traditional two has three major benefits. It allows for students to develop leadership traits, moral context and subject related skills that enhances their holistic views and cultural capital. It reduces the stress that staff and students feel under to cover the extra content in many of the GCSE subjects. This is beneficial to the mental health of all concerned (especially during year 11). Furthermore, the extra time that can be devoted to some of the options subjects, particularly those of a practical or vocational nature allows for a far greater opportunity for the development of the key employability skills referenced above. In this regard, the school have responded to the needs of the local D2N2 Enterprise network.

Each fortnight students will be timetabled:

Tutor time (10 sessions), English (9 hours), Maths (9), Science (6), PE (4), PHSE (2), Option choice 1 (6), Option choice 2 (6), Option choice 3 (4), Option choice 4 (4). At least one of the option choices must be an EBacc subject (Languages, History or Geography).

The range of option choice subjects is as follows:

Art, Business Studies, Child Development, Computing, Construction, Creative Media, Dance, Drama, Design Technology, Engineering, Fashion, Food Preparation, French, German, Geography, Hair & Beauty Therapy, Health & Social Care, History, Hospitality & Catering, ICT, Music, Music Technology, Philosophy & Ethics, Photography, Physical Education, Spanish, Sport, Travel & Tourism

Details of the content taught in each subject area can be found in the website document "Year 9 - Content of the curriculum and key assessments".

## Year 10

Each fortnight students will be timetabled:

Tutor time (10 sessions), English (10 hours), Maths (9), Science (9), PE (2), Option choice 1 (6), Option choice 2 (6), Option choice 3 (4), Option choice 4 (4)

Work experience (1 week) in July is an integral part of the year 10 curriculum.

Details of the content taught in each subject area can be found in the website document "Year 10 - Content of the curriculum and key assessments".

## Year 11

Each fortnight students will be timetabled:

Tutor time (10 sessions), English (10 hours), Maths (9), Science (9), PE (2), Option choice 1 (6), Option choice 2 (6), Option choice 3 (4), Option choice 4 (4)

Details of the content taught in each subject area can be found in the website document "Year 11 - Content of the curriculum and key assessments".

All subjects studied in key stage 3 and 4 have a pathway into Post 16.

## Post 16

Students enter Ashfield Post 16 from about 20 different secondary schools. Internal students are given comprehensive IAG prior to enrolling. External students are given a tour and an interview (in addition to attendance at any Open Evenings) prior to enrolling. The curriculum that students follow in Post 16 depends upon which one of the two pathways they are following.

### 1) Level 3 Academic (A-levels and/or Level 3 Applied courses)

Students will select three or four of these courses from a wide range of options. They will study each option for two years (although there is the flexibility to cash in an AS-level or a Level 3 Certificate after one year). Each fortnight students will be timetabled:



Tutor time (8 sessions), Option choice 1 (9 hours), Option choice 2 (9), Option choice 3 (9), Supervised Study for year 12 (3) or year 13 (6)

Work experience (1 week) in July of year 12 is an integral part of this pathway.

The range of A-level option choice subjects is as follows:

Accountancy, Art, Biology, Business Studies, Computing, Core Mathematics (AS only), Chemistry, Criminology, Dance, Drama, English Language, English Literature, French, Further Maths, Geography, German, History, Law, Maths, Media Studies, Music, Photography, Physical Education, Physics, Psychology, Sociology, Spanish

The range of Level 3 Applied option choice subjects is as follows:

Business Studies, Design, Engineering, Health & Social Care, ICT, Law, Musical Theatre, Sport, Travel & Tourism

Details of all the content taught in these options can be found in the course descriptors on the website.

## 2) Vocational

Students can select to study one vocational subject. This may be a Level 2 Vocational course which is completed in 1 year or a level 3 vocational course which is completed in 2 years. The number of hours timetabled for the subject will vary depending upon the subject. For some subjects work based learning is also an integral part of the course. Students will be timetabled for tutor time except on the days they are attending work based learning.

The range of vocational subject choices and the timetable hours each fortnight is as follows:

Beauty Therapy Level 2 (24 hours), Child Care Level 3 (20 hours plus 20 hours work based learning), Child Care Level 2 (18 hours plus 20 hours work based learning), Construction Level 3 (18 hours), Construction Level 2 (19 hours), Hairdressing Level 3 (19 hours plus 20 hours work based learning), Hairdressing Level 2 (18 hours plus 20 hours work based learning), Uniformed Services Level 3 (24 hours plus 4 hours Supervised Study), Uniformed Service Level 2 (28 hours plus 4 hours Supervised Study), Work Skills Level 2 (22 hours), Work Skills Level 1 (24 hours)

All students in Post 16 who have not achieved a level 4 in English will be timetabled GCSE English Language for 4 hours per fortnight.

All students in Post 16 who have not achieved a level 4 in Maths will be timetabled GCSE Maths for 4 hours per fortnight.

Details of all the content taught in these options can be found in the course descriptors on the website.

## Religious Education Policy

A link to the schools religious education policy can be found [here](#)

## Informal curriculum

Throughout year 7-11 there are a huge range of non-timetabled activities and events that students can engage in. These activities and events provide further opportunities for the personal, social, emotional, cultural and creative development of the students. More detailed information can be found on the website document "Ashfield Enrichment Opportunities" but includes such things as The Access Project, Art Club, Brilliant Club, Dance Club, Charity Events, Educational Visits, Higher Project Qualification, Music and Drama, Rookie Lifeguard Club, Science Silver Award, Sports, STEM Club

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## Promoting safeguarding through the curriculum and teaching and learning

The curriculum at Ashfield School aims to keep safeguarding at the forefront of all that we do, school leaders are committed to maintaining its presence as a high priority, and therefore child safety is a feature of the curriculum and teachers practice at the school.



This is achieved via the promotion of safeguarding not just associated with PHSE, but teachers are expected to incorporate elements of safeguarding into their lessons, activities and schemes of work; consequently safeguarding is seen as a part of wider teaching and learning.

Participation is for all pupils, with steps taken where necessary to minimise the risks involved, regardless of their needs and difficulties. The school also aims to address pupils' emotional and mental well-being as well as their physical well-being.

The School keeps the curriculum flexible, relevant and engages pupils' interest in its approach to promoting safeguarding. PHSE is at the centre of this process with lessons dedicated to teaching children how to recognise the dangers and harmful situations and to know the preventative actions they can take to keep themselves safe. The PSHE program is importantly tailored to local circumstances, for example where particular concerns in the neighbourhood have been identified.

Specific areas covered:

- Sex and relationships including Child Sex Exploitation
- Domestic Violence
- The right to be safe
- Recognising and reporting abuse
- Decision making and how to access support
- Basic protective strategies – 'keeping safe'
- How to keep safe from bullying
- E-safety and 'click before you think' strategies when using the internet

A range of curriculum areas also support the promotion of safeguarding particularly Science, Health and Social Care, History, Philosophy and Ethics, PE and ICT. Furthermore the schools tutor programme and assemblies allow students to gain a valuable insight into topic areas associated with safeguarding such as challenging radicalisation, anti-bullying and E-safety. In recent years the school has developed links with a variety of bodies to further enhance its approach such as Nottinghamshire Police, Sexions and Stonewall. The views of students are also considered when developing the schools approach as students are regularly asked about their views and level of understanding on key safety areas.

## **Working in collaboration and Teaching School Alliance**

Through our membership of the TTCT, the school collaborates with other local secondary schools on both curriculum and teaching and learning developments. Through this collaboration staff participate in NQT & RQT training. This alliance work also allows for cross school curriculum development and moderation.

The collaboration has also allowed for staff to visit other schools to share best practice ensuring that Ashfield remains outward facing in its curriculum development. We are also a School Direct Lead School in conjunction with the University of Sheffield, allowing for pedagogy to be shared allowing for further curriculum enhancement.

## **Curriculum Review**

Each year the Senior Leadership Team will review the curriculum to ensure that the subjects offered and the amount of curriculum time allocated to each are still suiting a) the needs of the students and b) any national directives. In addition to this each faculty area will annually review its schemes of learning for each course to ensure that they still meet the necessary requirements of the syllabus.

