



## Intent

# Ashfield School

### Mission

To provide our students with opportunities and experiences to enhance their life choices, making a positive contribution to the world we share.

### Values

**Ambition:** we maximise our potential through striving for excellence.

**Teamwork:** we give 100% effort, displaying kindness and humility for the benefit of all.

**Honesty:** we are respectfully open about our successes and areas for growth.

### Curriculum Intent

We are ambitious for all our students. We support 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. Local context will inform but not determine what is taught, and when it is taught. We deliver a high-value curriculum, which is of high-value to the individual, the school, and the community who we all serve.

By the end of Year 11 students will leave the academy with:

- Substantial disciplinary and procedural knowledge of the subjects studied.
- Knowledge and skills to make informed choices about life decisions, including careers.
- Outcomes that exceed national expectations giving children more life choices and chances than they would otherwise have had.

The curriculum offered to all students will match and exceed the expectations laid out in the National Curriculum. Students study a broad and balanced range of subjects during KS3 (Year 7 & 8) comprising English, Maths, Science, PHSE, PE, History, Geography, RE, Languages, Technology, Art, Music, Dance and Drama. SEND students experience an equally ambitious curriculum but provision is made for extra intervention in language and literacy, numeracy or social skills if needed. During KS4 (Year 9, 10 & 11) all students will study a core curriculum of English, Maths, Science, PHSE and PE. In addition to this they will select to study 4 options, one of which must be in Humanities. The range of choice is extensive covering 20 different subjects.

The school delivers a 3-year KS4. The rationale for this is clear:

- No subjects are squeezed out of either KS3 or KS4. The KS3 NC requirements in all non-core subjects are being met by the end of year 8. The principles of the KS4 Foundation subjects of PE, Citizenship and Computing are still delivered to all students during KS4. PE forms part of our core curriculum and is timetabled for all students in KS4. PHSE forms part of our core curriculum and is timetabled for all students in KS4. All students in KS4 are given the opportunity to study Computing and/or IT during the options process. For those that do not select either of these options, many other subjects allow students to develop their capability, creativity or knowledge of IT or digital media.
- The extensive range of options available to all students in KS4 maintains the breadth of the curriculum and allows students to make broad and balanced choices.
- The design of the 3-year KS4 has greatly 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 opportunities on offer which enhance their academic and social development.



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. Through careful sequencing, curriculum planning includes opportunities for low stakes testing, retrieval practice, and revisiting topics and themes via interleaving. Many forms of deliberate practice are used to achieve this, such as 'Show Me', 'No Opt out' and 'Cold Call'.

The long-term plans for each subject area follow a consistent pattern across the school and list the main topics and assessments that students will be exposed to each term. The medium-term plans for each subject area also follow a consistent pattern with all of them listing the lesson title, the powerful knowledge, and the key vocabulary that students will be taught. Faculties then have some flexibility to determine what the remaining two sections of their medium-term plans will focus on, with many selecting to concentrate on common misconceptions.

As students' progress through our school, the curriculum will support their wider academic and social development and build their cultural capital through extra-curricular opportunities and events. These include Art Club, BBC School Report, Charity Events, Dance Club, Disney Club, Eco-Schools Club, Educational Visits, Enterprise Club, Horrible Histories Club, Lego League Club, Music and Drama, Science Crest Award, STEM Club, Sports, and Fitness Clubs (various disciplines), Student Management Team and Faculty Ambassadors. These experiences are timetabled at both lunchtime and afterschool 5 days per week.

We will ensure that all our students are equipped to make informed choices about their future through our PHSE provision in school. This is dedicated time given each week to students to cover the statutory framework for PHSE, including Anti-Bullying, British Values, Sex and Relationships, Drugs and Health, Wellbeing, Law and Justice, and Employability Skills. This is delivered by a range of subject specialists who undergo training to ensure the quality of provision. Our preventative curriculum is continuously under review, responding to local and national safeguarding trends. A high-quality careers programme sits at the heart of preparing students for the world of work. We have an allocated TCT Careers advisor to enhance the careers education that students receive to fully prepare them for their next step in education, employment, or training.

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 students have access to reading material to instil a love of reading. We take literacy seriously at Ashfield School and initiatives such as 'Drop Everything and Read,' 'Drop Everything and Listen' and 'Word of the Week' are fully embedded as part of our tutor programme. In addition, TTCT Recommended Reads are promoted through posters, in library lessons and through assemblies. The importance of Literacy is also seen through the curriculum, with tier 2/3 vocabulary being a key component of Medium-Term Plans. Within classrooms literacy focused activities take place to further support students with their reading/comprehension as well consolidating new vocabulary. We have specific interventions such as Hackney Literacy in place for those students who are not reading at chronology.

The curriculum ensures that any potential equality issues are mitigated against by the training of staff and the sharing of information about students who have additional needs so that they benefit from quality first teaching, tailored interventions when necessary and the use of technology where available. We also invest in high-quality subject specialists to ensure our students are exposed to the best teachers and support staff. This approach is fundamental to increasing the outcomes for disadvantaged students.

Further information:

- Subject long-term plans.
- Subject medium-term plans.
- 100% Sheets.
- Schemes of work/learning.
- Student assessments.
- Outcomes.

