



ASHFIELD
SCHOOL

CURRICULUM POLICY STATEMENT

Date of issue: 15/09/2023

ASHFIELD SCHOOL Ambition | Teamwork | Honesty



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.



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, Child Development, Computer Science, Construction, Creative i-Media, Dance, Drama, Design Technology, Engineering, Food Preparation & Nutrition, French, German, Geography, Hair & Beauty Therapy, Health & Social Care, History, Hospitality & Catering, Music, Music Technology, Philosophy & Ethics, Photography, Physical Education, Spanish, Sport, Textiles

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 (either at Ashfield or neighbouring 16-19 providers).

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 on some courses). Each fortnight students will be timetabled:

Tutor time (6 sessions), Option choice 1 (10 hours), Option choice 2 (10), Option choice 3 (10), Supervised Study for year 12 (4) or year 13 (4). In year 12 students also have a personal development session (1 hour)

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:

Accounting, Art & Design, Biology, Business Studies, Computer Science, Core Mathematics (AS only), Chemistry, Criminology, Drama & Theatre Studies, English Language, English Literature, French, Further Maths, Geography, German, History, Law, Maths, Music, Photography, Physical Education, Physics, Psychology, Sociology, Spanish

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

Applied Human Biology, Business Studies, Art & Design, Childcare & Education, Engineering, Games Design, Health & Social Care, Introductory IT, Law, Performing Arts, 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), Childcare & Education Level 2 (24 hours plus 20 hours work based learning), Childcare & Education Level 3 (20 hours plus 20 hours work based learning), Construction Level 2 (25 hours), Hairdressing Level 2 (26 hours plus 20 hours work based learning), Hairdressing Level 3 (19 hours plus 20 hours work based learning), Uniformed Services Level 2 (20 hours plus 4 hours Supervised Study), Uniformed Service Level 3 (22 hours plus 4 hours Supervised Study), Work Skills Level 1 (24 hours), Work Skills Level 2 (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 school's 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

Throughout Post 16 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 Post 16 Enrichment Opportunities" but includes such things as The Access Project, Ambition Nottingham, Bar National Mock Trial, Brilliant Club, Charity Events, Extended Project Qualification, Faculty Ambassadors, Future Business Leader Challenge, Lunchtime Supervisors, Music and Drama, National Pool Lifeguard Qualification, Senior Maths Challenge, Sport and Student Management Team.

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 school's 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.

