



SBL
SIR BERNARD LOVELL
ACADEMY

Curriculum & Assessment

Rationale for KS3 and KS4

2019/20

Introduction:

Principal's vision



SBL Academy aspires to be a high quality learning environment with learning and progress at the heart of our community. We promote aspiration, care and respect and high standards to be central features of school life. We want every member of our student community to leave our school with the necessary skills, attributes, empathy, knowledge and qualifications required to be highly successful, well-rounded, thoughtful and reflective adults who contribute and flourish as a result of an ambitious learning experience that motivates and facilitates growth. Students will, as a result, be ready to contribute positively to our dynamic local, national and international community– wherever the future takes them.

Encouraging high standards of behaviour, excellent school attendance, enjoying a wide range of rich experiences and giving children hope and aspiration for the future are also key elements in making sure that students are equipped to do well. At SBL we strongly believe that this is a shared responsibility with parents and carers. To that end, we have every wish to work closely and supportively with this important part of our wider school community.

1. Curriculum Aims

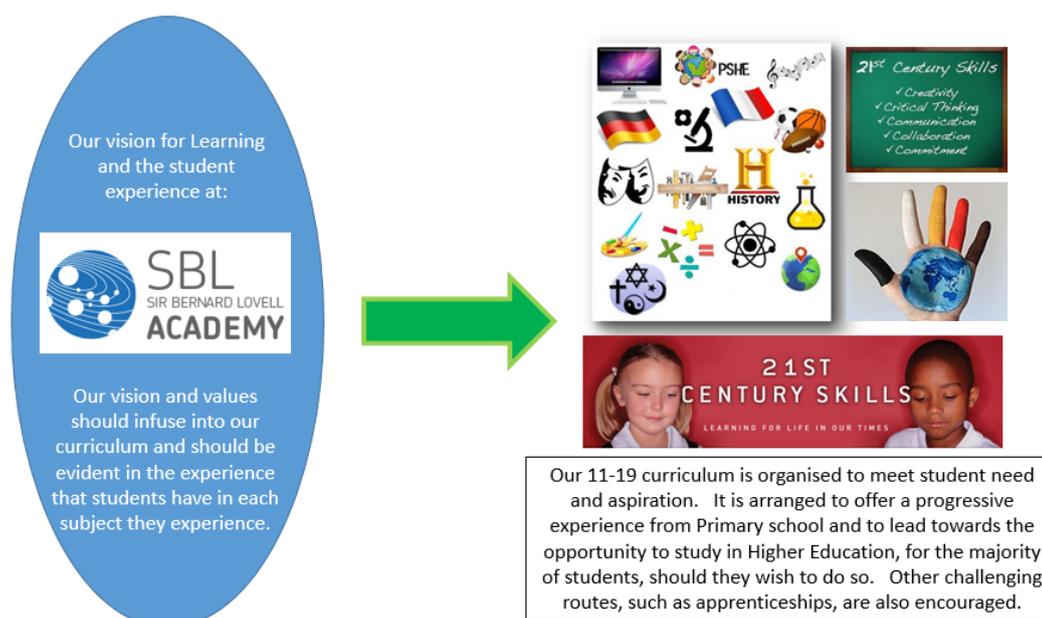
We want our curriculum to inspire and challenge all learners and prepare them for the future. Our aim is to develop a coherent curriculum that builds on student's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens who can contribute to their community into the future, wherever that might be - locally, nationally or internationally.

SBL Academy's curriculum strives to:

- ✓ Be a learning environment that is, above all else, **inspiring**.
- ✓ Provide equal access for all students to a full range of learning experiences beyond statutory guidelines, both in and out of the curriculum.
- ✓ Progress, build and challenge from the primary school experience of our students, wherever possible.
- ✓ Help students develop lively, enquiring minds, the confidence to question and argue rationally and the ability to use the knowledge they have and apply it to tasks and physical skills.
- ✓ Help students understand the world in which they live.
- ✓ Offer a diverse range of advice, inspiration, challenge and a healthy mix of success and failure to facilitate human growth and development for all students.
- ✓ Help students to develop personal values, respect for the faith of others and an acceptance that people in our own community, country and world community have a range of beliefs and different ways of life.
- ✓ Take into account each individual's potential, disadvantage and wider physical need.
- ✓ Develop a specific curriculum for key stage 3 (years 7, 8 and 9) which will build on the core skills of numeracy and literacy and develop the knowledge, understanding, character and skills of all students.
- ✓ Allow every student to follow a route that could lead to university or other higher education institution through one of our KS4 pathways and our post 16 experience. This

KS3 to KS5 experience will challenge students and meet the needs of the wider communities in our region and the UK as a whole.

- ✓ Lead to qualifications that are valued by employers and by higher education as well as promote human growth and development.
- ✓ Ensure continuity and progression during each year and between phases therefore increasing students' choice and opportunity. Prepare students to make informed and appropriate choices at the end of KS3, KS4 and post 16.
- ✓ Design a post-16 curriculum which is not constricted by the curriculum offer from the school alone but incorporate other schools/providers which may be in partnership with the school.
- ✓ Fulfil statutory requirements.



Specifically, we want our curriculum to help our students to:

- ✓ Rise to challenges and stretch them to achieve their potential;
- ✓ Achieve high standards and make good progress as a minimum;
- ✓ Enable those falling behind to narrow the gap and catch up with their peers;
- ✓ Be able to use high quality day-to-day skills, including spoken and written literacy, numeracy and IT skills as well as providing practical opportunities to demonstrate skills and understanding;
- ✓ Enjoy and be committed to learning, to 19 and beyond.

Local Context: The area above are areas of focus for us because, experience shows that many of our students do not join us with these skills embedded in an age appropriate way in Year 7. We intend that our subject and wider provision addresses these areas so that, increasingly, students leave us confident, prepared and able to tackle the challenges of 21st century life.

Equally, we know that our local labour market welcomes these skills and attributes. Higher Education, Further Education and to an extent, apprenticeships require these characteristics and virtues as basic starting points for many courses.

As we strive to meet these aims we also want to meet the following criteria:

- ✓ We want to become a regional centre of excellence in learning where everyone is committed to excellence and continuous improvement;
- ✓ To see our students exceed national standards in achievement, attainment and progression;
- ✓ To prepare all students for a successful adult and working life in a 21st century, global society;
- ✓ To involve the community, parents/carers, friends and institutions for the betterment of our staff and students;



English
KS4

Course Content: KS4 Curriculum Overview	
Our exam board for GCSE English Language and GCSE English Literature is AQA.	
English at KS4 is taught over 8 lessons a fortnight. We aim to create confident, curious, articulate learners and to meet English in a creative and challenging subject where every one of us thrives. Students will read a range of literary and non-literary texts from different times and places. They will have opportunities to explore their creativity through their own writing of fiction and non-fiction and they will be encouraged to develop their spoken language through a variety of formal and informal tasks.	
Students will also complete a spoken language assessment which consists of a 10 minute presentation to a small audience.	
Students will also complete 2 exam papers both lasting 1 hour and 45 minutes.	
English Literature is assessed through 2 exam papers. Paper 1 lasts 1 hour and 45 minutes. Paper 2 lasts 2 hours and 15 minutes.	
GCSE English Language	GCSE English Literature
Reading fiction (Paper 1)	Reading: no Shakespeare (Paper 1)
Language across the board (Paper 1)	20th Century Drama: no Dickens (Paper 1)
Reading non-fiction (Paper 2)	Reading: no Shakespeare (Paper 2)
Writing to inform, persuade or entertain (Paper 2)	20th Century Drama: no Dickens (Paper 2)
Writing to express viewpoints - Letter, speech, essay, leaflet/article (Paper 2)	Writing: poetry (Paper 2)
Home Study	
At KS4 the expectation is that students complete a minimum of 2 x 45 minutes home study each week (English + English Language and English Literature).	
We recommend that students spend literature revision evenly throughout the week and spend 10 minutes every day rereading the set texts. Knowledge organisers are provided to help students learn the key content, themes, quotations, character and plot details for each set text.	
Recommended online resources	
We have a revision site for students to use at home: https://sbleducation.com/revision	
https://www.youtube.com/watch?v=...	
https://www.youtube.com/watch?v=...	
We would also recommend buying revision guides for the set texts.	
Marking and Feedback	
There are three main ways that English teachers give feedback to students: verbally during lessons, written comments and through whole class feedback on Friday. Written comments follow the pattern of praise (what went well) and (E)E (Even Better If). Students will respond to feedback using green pens to highlight the improvements that they have made. Students are taught how to set, assess and independent learners.	
Students are marked using GCSE number grades (1-4). Students complete personal learning checklists following PPEs in Yr 11.	
Student Support in English	
Students are supported by their teachers inside and outside lessons. Students with SEN will receive additional support according to their needs. The English team seeks to challenge all students through question and answer activities. The progress of all students, including those with special needs, is monitored through assessment, peer review and discussion at lesson meetings. Differentiation may be by resource, task, group, outcome, teacher intervention and teaching approach.	
Over the 2 year course students will be offered additional revision sessions.	
How can I support my child?	
<ul style="list-style-type: none"> • Develop a regular routine for working at home in a place free from distractions. • Encourage reading - perhaps read a book or the set texts together! • Ask your child to summarise the plot of a set text. • Encourage your child to make flash cards and use them to regularly test them. • Keep an eye out for local performances of the plays at the theatre or the screenings at the cinema. • Read and discuss stories in the news. • Ask to look through their exercise book, talk about their work, feel free to write a comment! • Test them on their knowledge organisers, which will be updated to insight or on the revision website. • Test them on the spellings they keep getting wrong. • Read their creative writing pieces together and tell them what you like about them. • Ensure that your child attends all additional revision sessions that are offered. 	

In formulating our educational vision and resulting curriculum design for SBL Academy, we recognise that:

- ✓ The world inhabited by our students when they are adults will be different to the world of today;
- ✓ The pace of change is increasing, hence we must help students to be flexible and to adapt;
- ✓ Young people have, and will have increasingly greater access to information and learning material, independent of our school;
- ✓ The current curriculum defined in subject terms is not always well suited to equipping every young person with the knowledge, skills and understanding they will need for a fulfilling adult life. There is more to a good curriculum than learning in subjects.
- ✓ Student and staff wellbeing are essential components of any good school.

Our Curriculum Choice

The curriculum we have selected is genuinely broad and balanced. Students enjoy a three year Key Stage 3 experience which allows them to build on core skills developed at KS2 in English, Mathematics and Science and then broaden into a new range of disciplines in Technology, PE, Arts, Humanities and Languages. We also cover a range of PSHE topics which, we feel, form the basis of essential content for students aged 11-16. Additionally, an enhanced careers provision is beginning to give students a clearer understanding of what is possible into the future.

Specifically, we teach the subjects listed in the appendix to this document, many of the syllabi at KS4 are the same as in other WMAT schools. We do this to develop networks of subject specialists who can support each other and therefore continually improve our classroom pedagogy and, therefore, student progress.

We offer a detailed breakdown of course content via our website (see example right) as well as guide students and parents around Home Study, our recommended resources for each subject, teacher marking/feedback, details of additional support and advice on how parents can support their children at home.

Currently, additional support is offered for students in Maths and English at KS4. This is limited currently by a lack of financial capacity. Similarly, in KS3, we need to find additional capacity to rapidly improve students' core skills on entry and for those who fall considerably behind.

A small number of students with SEN have amendments made to their timetables in order to meet specific learning and social needs. This is done on a personal basis for each student.

Schemes of Learning:

Curriculum Leaders are required to reflect on their curriculum:

We want KS3 to provide:

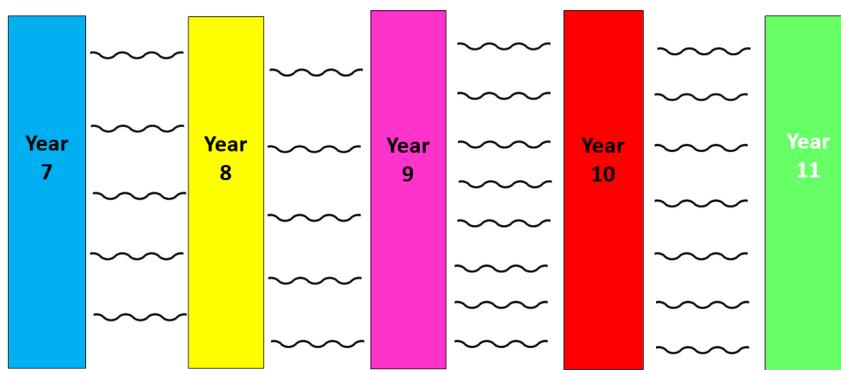
- Inspiration for all of our learners.
- The right level of challenge, leading on from what was learnt in KS2.
- A clear aspirational path through to age 18 and beyond.
- A strong enough focus on written and oral skills.
- An intelligent balance between disciplinary and substantive knowledge.
- An environment which provides the necessary thinking skills.
- Opportunities to develop the right attitudes.
- Opportunities to develop resilience.
- Opportunities to develop personal skills.

Curriculum leaders audited their KS3 curriculum in the summer of 2018 and, where necessary, redrafted documents to ensure that schemes met the criteria above and give students every chance of success.



Curriculum Development

The job of the CTL is to oversee the curation of a curriculum that is sequenced intelligently in a logical progression, building on what has gone before towards clear endpoints; ensuring embedded learning as well as creating opportunities for students to have misconceptions and gaps in knowledge and skills addressed so that no student is left behind.



Through our schemes we have attempted to ensure that:

- 1) Schemes of learning will be designed using the school pro-forma and will contain curriculum detail on: context, intent, key skills, learning objectives, differentiation and resources;
- 2) There is consistency in terms of curriculum delivery. Schemes of learning are used as a basis for planning by all staff;

- 3) Topics are interlinked between different subjects to facilitate inter disciplinary learning. Learning can be concurrent or designed in a linear fashion to build, as appropriate to the needs of the subject.
- 4) Sometimes, topics are interleaved to ensure that knowledge is retained throughout the academic year and Key Stage. We also try to ensure that topics are not repeated unnecessarily which could narrow the experience and learning of a child.
- 5) There is a consistency of approach towards assessment which matches the school's expectation and policy;
- 6) Student performance data is reviewed on a regular basis to ensure that any necessary changes to the curriculum are planned and carried out in a timely fashion to meet student need, as decided by the CTL.
- 7) Curriculum and assessment detail for KS3 and KS4 is available on our website for students and parents in order to assist learning and engagement at home.

In our teaching, we have expressed a pedagogy to encourage learning which is rooted in a clear purpose with active, engaged students who are challenged through well matched tasks and thoughtful, probing questioning. Excellent student behaviour is maintained through a consistent application of ready to learn.



As outlined in our Teaching and Learning Policy, effective teaching, learning and assessment will meet the needs of all learners, as our teachers will facilitate challenging and engaging learning opportunities through consistent application of our Ready to Learn Policy.

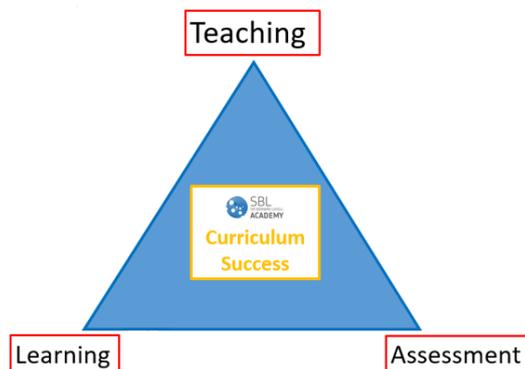
Curriculum details are available via our website

Assessment

Assessment is carried out in line with other WMAT secondary schools. This information is used to benchmark performance and to aid learning from other schools.

Good assessment is intrinsic to broad and balanced learning because it helps us to evaluate our curriculum, measure student progress and identify the children who need more support or greater

challenge. Good assessment always has a purpose and, when practice is strong, is done to inform the planning of excellent lessons and gives students clear next steps on how to improve.

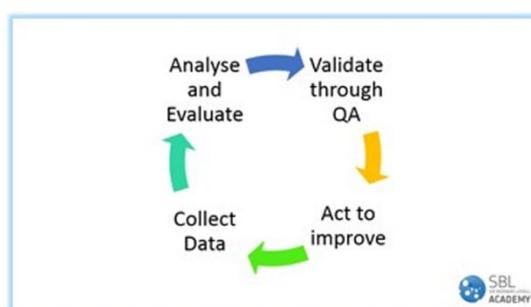


We believe that there is a strong, interconnected dependence between teaching, learning and assessment. All three areas inform each other.

Assessment is vital to the education process. In our school the most visible assessments tend to be summative. Summative assessments are used to measure what students have learnt e.g. at the end of a unit and to ensure students have met required standards.

Assessment also serves a formative function. In our classrooms, formative assessment refers to frequent, interactive assessments of student progress and understanding to identify learning needs and adjust teaching appropriately. Teachers using formative assessment approaches and techniques are better prepared to meet diverse students' needs – through differentiation and adaptation of teaching to raise levels of student achievement and to achieve improved student outcomes.

Evidence, Analysis, Action



In our curriculum teams we have evolved a methodology we call “Evidence, Analysis, Action”. Through analysis of our aggregated assessment information we consider the progress our students are making and then plan the next phase accordingly, in order to address misconceptions, strengths and where personal skills may lack. We take this information and intervene on an individual, group, class, cohort and school level as necessary.

To inform this, our teaching cycles are organised in the following format to facilitate excellent learning:

The example below assumes a suite of forty lessons. In each cycle, four lessons teach new content followed by a lesson of revision, one lesson for testing and two lessons set aside for assessment feedback and time to address student misconceptions.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Revise	Assess	Feedback & time to address misconceptions (2 lessons)
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Revise	Assess	Feedback & address misconceptions (2 lessons)
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Revise	Assess	Feedback & address misconceptions (2 lessons)
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Revise	Assess	Feedback & address misconceptions (2 lessons)
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Revise	Assess	Feedback & address misconceptions (2 lessons)

Units of work are split into four sections where, depending on the frequency of lessons across the year, learning, teaching and assessment takes place as follows:

- 1) The chosen suite of knowledge, understanding and skills are taught in a suite of lessons; Learning here is supplemented by home study;
- 2) A period of revision takes place leading up to a formal assessment;
- 3) A formal assessment is taken. This assessment will take into account work undertaken in recent weeks and may also assess concepts covered earlier in the key stage;
- 4) Teacher evaluation of the assessment is used to re-teach elements which may not be secure and misconceptions are addressed. In particular, key language is re-taught to embed the vocabulary required;
- 5) Teachers use end of year, subject specific descriptors to benchmark progress against each student's starting point. The progress descriptors will also be helpful for parents and students to inform work at home and to show where students are and where the future will lead;

KS3 Science Assessment Descriptors

	Underachieving	Working towards	Meeting	Exceeding
SP1	Students are able to clearly explain most of the scientific concepts detailed in the curriculum outline below. There are however, gaps in knowledge and understanding.	Students are able to apply their understanding of scientific concepts to new situations. They are able to clearly explain all of the scientific concepts detailed in the curriculum outline below.	Students are able to analyse data and evaluate experimental method. They are able to make arguments on both sides of important scientific debates and then justify their conclusions.	Students are able to make links between all of the scientific concepts detailed in the curriculum outline below. They are able to think creatively about the importance and relevance of scientific discovery.
SP2	Students are able to clearly explain some of the scientific concepts detailed in the curriculum outline below. There are however, fairly significant gaps in knowledge and understanding.	Students are able to clearly explain most of the scientific concepts detailed in the curriculum outline below. There are some gaps in knowledge.	Students are able to apply their understanding of scientific concepts to new situations. They are able to clearly explain all of the scientific concepts detailed in the curriculum outline below.	Students are able to analyse data and evaluate experimental method. They are able to make arguments on both sides of important scientific debates and then justify their conclusions.
SP3	Students are able to recall most of the key facts detailed in the curriculum outline below. They are also able to describe most of the scientific processes involved. Explanations are sometimes unclear or lacking in detail.	Students are able to explain some of the scientific concepts detailed in the curriculum outline below. There are gaps in knowledge.	Students are able to clearly explain most of the scientific concepts detailed in the curriculum outline below.	Students are able to apply their understanding of scientific concepts to new situations. They are able to clearly explain all of the scientific concepts detailed in the curriculum outline below.
SP4	Students are able to recall some of the key facts detailed in the curriculum outline below. They are also able to describe some of the scientific processes involved. Explanations are sometimes unclear or lacking in detail.	Students are able to recall most of the key facts detailed in the curriculum outline below. They are also able to describe most of the scientific processes involved. Explanations are sometimes unclear or lacking in detail.	Students are able to explain some of the scientific concepts detailed in the curriculum outline below.	Students are able to clearly explain most of the scientific concepts detailed in the curriculum outline below.
End of Year 8	Biology		Chemistry	
	B3: Breathing and Digestion <ul style="list-style-type: none"> Breathing Digestion B4: Photosynthesis and Respiration <ul style="list-style-type: none"> Photosynthesis Respiration 	C3: Advanced Chemistry <ul style="list-style-type: none"> Elements Periodic table Types of reaction C4: Chemical energy and Earth's resources <ul style="list-style-type: none"> Chemical energy Earth's resources Earth Structure Climate 	Physics P3: Waves <ul style="list-style-type: none"> Light Sound Wave effects P4: Electricity and Electromagnetism <ul style="list-style-type: none"> Current Electromagnets Magnetism Voltage and Resistance 	
Content				

- 6) CTLs use cohort wide information to decide if adjustments need to be made to the current scheme of learning. At key times of the year, the Principal requests a summary of this analysis by curriculum leaders following some of our data collection points throughout the year. This is to inform changes to curriculum provision, intervention and to ensure the quality of monitoring at teacher and curriculum team level.

Assessment Classification at KS3

At KS3, each student is designated a 'Flightpath' based on a Starting Point (or SP). Our SP bands are set as follows:

Using a student's KS2 starting point as a base measure, each individual student will work at a level to be on track to achieve the following grades at the end of KS4.

- SP1: Grade 8 or 9
- SP2: Grade 6 or 7
- SP3: Grade 4 or 5
- SP4: Grade 1, 2 or 3.

Teachers are asked to grade whether a child is **E**xceeding expectations for the band as a whole, **M**eeting, **W**orking towards or **U**nder-performing at these benchmarks.

FPs are 'fine graded' with a + or – to show students working at the top middle or bottom of the band e.g. SP2+, SP2, SP2-.

FPs are initially devised using FFT 5 to produce a challenging expectation for each child. The FP is based on an average of the English/Maths score at KS2 as this the basis for accountability when constructing KS4 baselines.

In the unusual event of a child not being automatically placed on an aspirational SP, it will be possible to move students positively 'upwards' onto a new Flight Path in individual subjects so as to ensure recognition of progress, reward aspiration and to encourage social mobility, especially for disadvantaged students. Students will not be able to move down to a lower Flight Path without the express consent of the Vice Principal (curriculum).

We also measure student's attitude to learning, home study, behaviour and the "quality of oral contribution". This is to assist parental understanding of a student's performance in each lesson and to inform intervention here at school.

Our classroom assessments must be planned to inform formal reports which are sent home to parents, typically at the following times. This is important work which is done to support the relationship between home and school and to facilitate learning at home. A precise list of dates is published in the summer term and added to our calendar.

Year	Review 1	Review 2	Review 3	Review 4	Confirmation
Year 7	Oct *	Nov	Feb	Jun	
Year 8	Oct *	Nov	Feb	Jun	
Year 9	Oct *	Jan	Mar	May	
Year 10	Oct	Nov	Mar	Jul	
Year 11	Oct	Dec	Feb	Mar	
Year 12	Sep *	Nov	Jan	Mar	May
Year 13	Sep	Nov	Jan	Mar	

*Attitude to Learning Review ONLY

Roles and Responsibilities:

A) The **Principal** is responsible for ensuring that:

- 1 The rationale and aims of the curriculum design at whole school and team level are shared across the school and fully understood by all;
- 2 Curriculum principles include the requirements of our overall aims;
- 3 There is a coherent strategy to improve student literacy across the whole school;
- 4 Mathematical fluency and confidence in numeracy are regarded as preconditions of success across the curriculum;
- 5 Subject leaders have the knowledge, expertise and practical skill to design and implement a curriculum;
- 6 Subject leaders at all levels have clear roles and responsibilities to carry out their role in curriculum design and delivery;
- 7 Leaders ensure that ongoing professional development/training is available for staff to ensure that curriculum requirements can be met and that curriculum expertise is allowed to develop across the school;
- 8 Curriculum delivery is equitable for all groups and is appropriate.

B) The **Vice Principal (Curriculum)** will:

1. Have an oversight of curriculum structure and delivery within each key stage;
2. Have detailed and up-to-date schemes of learning in place for the delivery of courses within their key stage;
3. Centrally store schemes of learning which are monitored and reviewed on a regular basis;
4. Issue levels of attainment and rates of progress following assessment which can be used as evidence to inform actions taken to improve student learning;

C) The **Vice Principal (Teaching and Learning)** will:

1. Have an overview of the quality of teaching and learning in the academy, facilitating support and challenge to enable all teaching staff to provide exceptional learning opportunities for all students;
2. Coordinate and lead a CPLD Programme, to ensure all staff are enabled to engage in CPLD opportunities to impact positively on their own practice and secure the school improvement priorities;

3. Coordinate and standardise Quality Assurance practices, to ensure Curriculum Team Leaders uphold standards and hold their teams to account for the quality of T&L and subsequent final outcomes for learners in their subject.

D) The role of **Curriculum** Team Leaders is to ensure that:

- 1 The subject curriculum is planned using resources selected to serve the school's vision and curricular intention;
- 2 The curriculum is planned to ensure sufficient coverage of knowledge across the subject over time and to meets students' learning needs;
- 3 There is a model of curriculum progression for every subject in the form of a detailed scheme of learning with clear outcomes at the end of each year of study;
- 4 Assessments are reliable and are designed to allow teachers to have a clear understanding of the full acquisition of knowledge, understanding and skills and does not rely on test scores alone to establish progress;
- 5 Curriculum leaders understand the important concepts related to curriculum design, such as knowledge progression and sequencing of concepts;
- 6 Curriculum coverage allows all students to access the content and make progress through the curriculum;
- 7 Reading is prioritised to allow students to access each subject;
- 8 The curriculum is regularly reviewed and quality assured at subject level to ensure that it is implemented well;
- 9 Interventions are appropriately delivered to enhance students' capacity to access the full curriculum;
- 10 Staff performance is monitored and consistent application of our policies is achieved in all classrooms and learning spaces. Where staff require support, this is offered in a timely and effective fashion to ensure that standards remain high.

E) The role of Teaching staff and learning support staff is to:

- 1) Ensure that the school curriculum is implemented in accordance with this policy;
- 2) Keep up to date with developments in their subjects;
- 3) Have access to, and be able to interpret, data on each student to inform the design of future learning so that it meets student need;

- 4) Share and exchange information about best practice amongst their colleagues through external networks, resulting in dynamic and relevant lessons;
- 5) Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those.

Appendix

Year	Subject	No of lessons per fortnight	Subject	No of lessons per fortnight
Year 7	Mathematics (set)	7	English	7
	Science	6	PE	4
	Technology	4	Art	2
	Languages	5	Geography	3
	History	4	IT	2
	Music	2	Performance	2
	PSHE	1	Values & Beliefs	2
	Year 8	Mathematics (set)	7	English
Science		6	PE	4
Technology		4	Art	2
Languages (set)		5	Geography	4
History		4	IT	2
Music		2	Performance	1
PSHE		1	Values & Beliefs	2
Year 9		Mathematics (set)	7	English
	Science	6	PE	4
	Technology	4	Art	2
	Languages (set)	5	Geography	4
	History	3	IT	2
	Music	2	Performance	2
	PSHE	1	Values & Beliefs	2

Year	Subject	Per cycle	Core or Optional	Subject	Per cycle	Core or Optional
Year 10	Mathematics (set)	8	C	English Language & Lit	9	C
	Science (Combined)	10	C	Science (Triple)	3	O
	PE (non-examined)	3	C	Art & Design	5	O
	Computing	5	O	German	5	O
	Geography	5	O	French	5	O
	History	5	O	Engineering Manufacture	5	O
	Product Design	5	O	PE (examined)	5	O
	Performance Skills	5	O	Philosophy (RS)	5	O
	Business & Enterprise	5	O	Health & Social Care	5	O
	Hospitality & Catering	5	O	PSHE via tutor time		C
	Year 11	Mathematics (set)	8	C	English Language & Lit	9
Science (Combined)		10	C	Science (Triple)	15	O
PE (non-examined)		3	C	Art (Fine Art)	5	O
Computing		5	O	German	5	O
Geography		5	O	French	5	O
History		5	O	Engineering Manufacture	5	O
Product Design		5	O	PE (examined)	5	O
Business		5	O	Philosophy (RS)	5	O
Food & Cookery		5	O	Health & Social Care	5	O
Art (Textiles)		5	O	PSHE via tutor time		C

Teaching groups, class sizes and grouping by ability

Year 7: Students are placed in tutor groups of approximately 25-30 students and work in these groups for all subjects other than maths where students are grouped by ability to allow for appropriate support and challenge.

Year 8 & 9: Classes are set in Science, Maths and Languages. All other classes are mixed ability.

Year 10 & 11: Classes are set in Science, English and Maths.

The school day starts at 8.45 am and ends at 3.05 pm and consists of five 60 minute lessons split by two breaks one at 11.05am (20 mins) and one at 1.25 pm (40 mins).