



CURRICULUM BROCHURE

Netherwood Academy



**NETHERWOOD
ACADEMY**

Astrea Academy Trust
INSPIRING BEYOND MEASURE

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Astrea Academy Trust Curriculum Recommendations

Introduction

The Importance of Curriculum

In 2017, Amanda Spielman, Her Majesty's Chief Inspector delivered a keynote speech that explored the potential of the curriculum to ensure that "education be about broadening minds, enriching communities and advancing civilisation. Ultimately, it is about leaving the world a better place than we found it."

In July 2018 the Department for Education stated "The Department reformed the National Curriculum in 2014, and subsequently the GCSE qualifications, so that we set world-class standards across all subjects. With these changes come three important pedagogic considerations: a 'knowledge-rich' curriculum, whole-class teaching and teacher-led instruction:

a) A knowledge-rich curriculum: ED Hirsch argues that "only a well-rounded, knowledge specific curriculum can impart needed knowledge to all children and overcome inequality of opportunity."¹

A knowledge-rich curriculum requires careful consideration of the sequence of knowledge so that it is pedagogically coherent and reflects the specific ideas and language in each discipline being taught. It emphasises knowledge to be remembered and constantly built upon, not merely encountered and fleetingly experienced.

b) Whole-class teaching: Whole-class teaching ensures that each and every child is taught all of the core curriculum content, in contrast to some differentiated teaching that can narrow the curriculum for lower attaining pupils and work against social mobility. Whole-class teaching continues to be successful in achieving both high standards and high equity in jurisdictions in the far east, including the mastery approach in mathematics where all pupils master key content before they move on to more complex material. Mastery teaching approaches appear to be a promising strategy for narrowing the attainment gap, with low attaining pupils gaining one or two more months of additional progress from this strategy than high- attaining students.

c) Teacher-led instruction: Studies have shown that students who have been taught through teacher-led instruction perform at least as well or outperform their peers who were taught using an enquiry-based approach². This is also highlighted in the PISA 2015 study³, where researchers found that teacher-led approaches in science were associated strongly with pupil success in contrast with more enquiry-based or 'child-centred' approaches. (Grants to Curriculum Programmes DfE July 2018)"

There is no doubt that the curriculum offer is central to the overall effectiveness of the Trust. This document makes recommendations to Principals, Senior Leaders and Chairs of Local Committees around design

¹ Hirsch, ED, Why Knowledge Matters (2016)

² Kroesbergen, E.H., Van Luit, J.E.H. & Maas, C.J.M., Effectiveness of Explicit and Constructivist Mathematics Instruction for Low- Achieving Students in the Netherlands (2004); and Khlar, D. & Nigam, M., The Equivalence of Learning Paths in Early Science Instruction. (2004)

³ OECD (2016), PISA 2015 Results (Volume II): Policies and Practices for Successful Schools, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/9789264267510-en>

principles, curriculum content and structures to aid curriculum review and decision making. However, individual academies are free to craft a curriculum offer which best meets the needs of their pupils, the talents of their teachers and which ensures access for all

Vision & Principles

The following vision statement outlines the outcomes that the Trust aims to achieve for every pupil in an Astrea school. It outlines our approach to education, assessment, key performance indicators and, above all, our curriculum model.

The most important underlying principle of the Astrea curriculum and Teacher Standards is a relentless belief that all children and pupils are capable of success⁴, with the ultimate aim being to develop pupils who are equipped to meet the challenges of a rapidly changing world with confidence and success, based on their individual starting points and future goals and aspirations.

All Astrea leaders and teachers are committed to being the champions of all Astrea pupils by teaching a challenging, knowledge-based curriculum.

As young adults, pupils will leave Astrea academies with the necessary dispositions, character and academic qualifications to live a life full of choice and opportunity. The Astrea dispositions of Resilience, Empathy, Aspiration, Contribution and Happiness will enable pupils to find a sense of purpose and ambition.

A broad curriculum based on knowledge of the world around them and experiences through sport, music, drama and co-curricular enrichment will enrich pupils' lives, build cultural capital and instil a love of learning.

Pupils will learn to value family, community, their contribution to the wider world and the environment. They will make positive contributions to the life of the school and those around them.

Pupils will have high expectations of themselves and a drive for excellence. They will understand the scope of possibilities that lie ahead of them and what is required to achieve their ambitions with the confidence and belief to make them a reality. They will learn how to utilise their knowledge and ideas and to see that they can make a difference to the world.

Astrea takes an evidence-informed approach to curriculum development and innovation and teachers use evidence and data to be informed both in terms of pedagogy and outcomes.

The curriculum will foster the Astrea Teacher as a trusted education professional; therefore, the curriculum will be owned by all teachers. It is a framework designed by leaders but is adapted and delivered by teachers and teaching teams in classrooms.

⁴ Lucy Crehan, "Cleverlands"

Astrea academies seek to cover the requirements of the National Curriculum as a minimum. However, beyond this, leaders are given the autonomy to decide how best to shape this.

All academies must offer a curriculum which is balanced and broadly-based and which:

promotes the spiritual, moral, cultural, mental and physical development of pupils at the academy
and
prepares pupils for the opportunities, responsibilities and experiences of later life (DfE, 2014)

The Astrea curriculum is based on achieving our end goal, our vision for all pupils who leave the Trust at the age of 16 or 18. In order to achieve this we will establish a clear set of outcomes for each subject. These outcomes will allow leaders to plan a coherent progression across the curriculum that spans Nursery to Sixth Form. Our ambition is equally strong, though necessarily different, for those in our special school.

Each Astrea academy will also design the curriculum to support the Astrea pupil dispositions of:

Resilience

Strength through determination and quick recovery from difficulties

Empathy

A stable and comforting learning environment through shared feelings

Aspiration

Aiming for the top and seeing others achieve brings out the best in everyone

Contribution

Each playing a part in producing positive results

Happiness

Satisfaction and contentment lead to a better learning experience

Transition from Primary to Secondary

It is recommended that a programme of transition be led by a nominated member of senior academy staff with the expectation of collaboration with colleagues from the destination secondary schools. A 'rollover' model where Year 6 start Year 7 for the last 2-3 weeks of the summer term is encouraged.

Transition should be aided by the expectation that there is collaborative work, development and mutual observation between primary and senior academy staff, particularly in maths, English, music, PE and modern foreign languages. This outward-facing approach is encouraged, regardless of whether or not the destination secondary school is within the Trust.

Key Stage 3

The revised (2014) KS3 National Curriculum is a significant step up from previous years. The Ofsted Report, “The Wasted Years” (Sept 2015) stated that too many academies are not building on the improved learning at Key Stage 2 and expectations of progress are not high enough. Principals should assure themselves that their KS3 curriculum builds on prior knowledge and provides extended challenge, not repetition of KS2 and/or content repetition of KS4. There should be strong collaboration between teachers at KS2 and KS3 to ensure there is no repetition of content (unless approached in a significantly more sophisticated and deeper way). All Astrea pupils sit a MidYIS assessment on Year 6 Transition Day to enable baseline assessment to take place and to give additional data to leaders to form ideas around extra provision or teaching groups. Other forms of assessment can be used in conjunction with this, for example reading age tests, to ensure full knowledge of the ability and needs of each individual pupil.

Any pupil who does not meet the required ‘academy-ready’ standard on entry into Year 7 should be supported through targeted intervention to ensure they are able to fully access the curriculum. Dependent on need, additional Maths and/or English teaching should be a primary focus of intervention, with the aim to accelerate progress and close any gap.

All pupils accessing a targeted intervention in Maths and/or English must be tracked and monitored closely; baseline data should inform the content to be delivered with regular evaluations of progress. Success is evaluated by the pace in which pupils reach the expected standard and are able to reintegrate positively back into mainstream classes. All pupils are expected to be successfully reintegrated by the end of Year 7, unless they have a significant cognitive impairment, which prevents this.

Similarly, any pupil who is capable of attaining 8/9 at GCSE, or who excels in a particular subject such as music or sports, will be offered an ‘Astrea Scholar’ programme of accelerated learning and challenge to ensure they, and their parents, are aware of their potential to apply for leading universities. Year 9 is an opportunity to introduce independent learning and study skills through a project focus on a subject of the pupil’s choosing. This ‘Astrea Scholar Project’ could take the form of a presentation, extended essay or piece of art. See <https://www.aqa.org.uk/subjects/projects/project-qualifications/PQ2-7992> for more information.

KS3 represents an opportunity to build on initiatives seen in KS2 and to continue to focus on pupils as curious and challenged learners. Every opportunity will be taken to make the most of the advantage that KS3 is relatively free of risk from high stakes external examinations.

The core curriculum for all pupils includes:

English, Mathematics, Biology, Chemistry, Physics, Computer Science, History, Geography, Spanish, Design and Technology, Art and Design, Music, Physical Education, Religious Education, Drama and PSHE.

There will be a cross-curricular commitment to literacy, communication and numeracy. The wider curricular programme should ensure that the creative arts and sport are seen as a vital, integrated and fundamental part of every pupil’s entitlement.

Key Stage 4 - The EBacc Years

Astrea Academy Trust recommends a two year Key Stage 4 to ensure a robust and in depth Key Stage 3. The academy will offer a coherent, broad and balanced offer in Key Stage 4, whereby pupils achieve the EBacc and can cover the elements required for the new 8 measures as a *minimum*:

1. GCSE in English Language, English Literature, maths, two sciences, one language, history or geography (fulfilling EBacc requirements) plus guided subjects as below;
2. A programme of study covering citizenship;
3. Participation in a programme focusing on mental and physical wellbeing; and
4. Credible contribution to life of academy and wider community (which could be insports culture / community / enterprise / leadership). This should be evidenced and tracked by the academy in the form of a portfolio, digital record or achievement of the Duke of Edinburgh Award.

50% of the Key Stage 4 curriculum time is dedicated to the teaching of the core subjects of English, maths and science.

The GCSE offer at Key Stage 4 will comprise; English, English Literature, Maths, Science (Double Award) and one Modern Foreign Language.

Plus, one from History or Geography.

in addition, guided subjects from Music, Art, Design & Technology, P.E, Drama, Computer Science, Business Studies, Biology, Chemistry, Physics, RS.

Where identified, some pupils will be given the option to study the separate sciences of Biology, Chemistry and Physics or an additional language (especially mother tongue). This may be offered through basket 3 or 4.

Pupils who are not 'on track' to achieve well in Maths and/or English will be given the option of Maths / English in an additional block to allow more curriculum time and thus ensure they are well prepared for the next stage in their education, training or employment. Whilst not being prevented from accessing a full complement of GCSEs, pupils who are unlikely to achieve expected progress and attainment in Maths and/or English will not be automatically required to do so.

The Ebacc route may be not be appropriate for all pupils – for these pupils alternative, vocational qualifications will be offered.

How many GCSEs/ KS4 qualifications a pupil is entered for will be informed by an open discussion before options are taken, based on a wide range of evidence including KS2 outcomes and MIDYIS data. Pupils and their parents **will be guided** in this discussion to determine the best choices.

The Astrea Promise and Enrichment

The aim of Astrea Academy Trust is to deliver an education that Inspires Beyond Measure. This is an entitlement of experiences for all pupils that contribute to the development of cultural capital, raise aspirations and support the learning and acquisition of subject knowledge and the development of key skills.

All children at Primary level will complete the Primary Astrea Promise and this will then develop into the Secondary Promise from Year 7 to 13. These experiences will ensure that our Astrea dispositions are developed and that all pupils have equity of access to experiences that will enhance their lives and provide opportunities that would not be available elsewhere.

All Astrea academies will offer an extensive range of opportunities for all pupils to opt into which will include sport, art, debating, crafts and additional languages. All teachers and associate professionals employed in the Trust are expected to take part and lead enrichment activities. These opportunities, whilst informed by pupil voice, will be borne out of the interests, hobbies and expertise of staff, Sixth Form students and, wherever possible, the local community.

Self-Directed Study

The purpose of the self-directed study programme is to support pupils in becoming responsible and independent learners and to develop the skills for life-long learning that are required for further education and beyond such as proof reading, critical analysis, university level academic writing and independent thinking.

From Key Stage 2 pupils will take part in self-directed study. This time will support the development of personal organisation, time management, research and communication skills. Pupils will also have the opportunity to learn about subjects of their own choosing in a guided structured format. These opportunities will allow pupils to explore areas of interest and develop knowledge in a domain of their choosing. As pupils move through Key Stage 3 they will also complete the Astrea Scholar Project and present this project in a formal format.

At Key Stage 3 or 4 pupils will have the opportunity to complete the Level 2 Extended Project Qualification (1 hour per week) and have the opportunity to manage their own learning through supervised study in preparation for life in the Sixth Form.

Developing Positive Wellbeing

Supporting the positive wellbeing and mental health of all pupils is a key element of the Astrea curriculum. Across all phases and stages, a tailored programme to support positive wellbeing and mental health will be delivered each term through PSHE and will include sessions on: mindfulness; promoting good physical health; dealing with change and managing relationships, as examples.

In July 2018 the Department for Education (DfE) and Department of Health and Social Care confirmed the proposals put forward in the green paper for “every school and college to have a designated lead in mental health by 2025”⁵. Whilst we welcome this proposal, it is an expectation for all Astrea academies to have a Designated Senior Lead for Mental Health in post by 2021.

Careers Education

From the outset careers education will be built into the curriculum and will challenge assumptions at an early stage, be they class, gender or any other factor. In January 2018 the Department for Education stated: “every school and academy providing secondary education should use the Gatsby Charitable Foundation’s Benchmarks⁶ to develop and improve their careers provision. The Gatsby Benchmarks⁷ for effective careers education are as follows:

- A stable careers programme;
- Learning from career and labour market information;
- Addressing the needs of each student;
- Linking curriculum learning to careers;
- Encounters with employers and employees;
- Experiences of workplaces;
- Encounters with further and higher education; and
- Personal guidance.

At Key Stage 1 and 2 this will be delivered through the academy’s commitment to valuable experiences, such as visits to universities, partnerships with local businesses and the opportunity to explore different professions and careers. The careers programme will be built on the principles that all pupils should understand the extent of the opportunities available in the real world and the steps required to achieve their goals.

As per DfE requirements, all academies providing secondary education will “have a named Careers Leader who has the energy and commitment and backing from Senior Leaders, to deliver the careers programme across all eight Gatsby Benchmarks”⁸.

⁵ <https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper/quick-read-transforming-children-and-young-peoples-mental-health-provision>

⁶ Holman, J (2014) Good Career Guidance. London: Gatsby Charitable Foundation

⁷ Ibid.

⁸ DfE (2018) Careers Guidance and Access for Education and Training Providers: Statutory Guidance for Governing Bodies, School Leaders and School Staff

Cross-Curricular Big Ideas

In order to facilitate cross-curricular links each year group will take part in a 'Big Idea' themed day each term whereby the whole year group will work on a common task. The purpose of these days will be to engage pupils in some of the problems and issues facing society, apply the knowledge and skills they have developed across the term and manage an extended task in a real-world setting – as a group of people coming together to manage resources and solve a problem under timed conditions.

Wherever possible these events will involve the local businesses and the community. Subject specialists and senior leaders will work closely to plan these events and interlink areas of the curriculum.

The 'Big Idea' days will further enhance opportunities to deliver the careers education and experiences programme.

Assessment

Formative and summative assessment will be used, alongside MIDYIS data, throughout pupils' academy careers to benchmark and monitor individual progress and inform teaching strategies and interventions. At key points, it is desirable to establish benchmarks from which to measure subsequent progress in a formal and summative sense; and at others, it is necessary to certificate attainment, with high-stakes external examinations and standardised grades.

Key Stage	Internal Assessment	External Assessment
Key Stage 1	National Standardised Assessment - PiRA and PuMA - 3 x per year	End of Key Stage SATS papers
Key Stage 2	National Standardised Assessment - PiRA and PuMA - 3 x per year	Timestable Assessment End of Key Stage SATS Papers
Key Stage 3	CEM Assessment – MiDYIS Baseline Assessment – Start of Year 7 National Standardised Assessment – GL Progress Tests in Core Subjects – End of Year (In time end of term subject tests would be very useful)	N/A
Key Stage 4	Mock Assessments – GCSE Papers – 2 x per year	End of Key Stage GCSEs
Key Stage 5	Mock Assessments – ALevel/Vocational – 2 x per year	End of Key Stage A-Level/Vocational Assesment

The tracking of progress and attainment of each individual pupil will be:

- Aligned to the curriculum;
- Sequenced at regular intervals throughout the year;
- Robust and systematic;
- Used purposefully to inform teaching and learning; and
- Meaningful to parents in communicating progress.

As a general principle, Astrea academies seek to make fullest use of formative assessment (assessment for learning), and to minimise the impact of summative, high-stakes assessment on the actual process of teaching and learning. It is for Subject Leader Collaboration Groups, Ad Astra Expert Teachers and National Subject Leader groups to ascertain consistency of assessment in order to allow for robust moderation, quality assurance and subject knowledge development. As such, assessment is also a vital tool in evaluating the effectiveness of the curriculum, informing future changes and adaptations.

Netherwood Curriculum Policy

At Netherwood Academy, the curriculum is centred around the needs of the pupils, whilst providing rich and inspiring learning experiences and opportunities.

Curriculum Vision: Inspiring Minds...Shaping Futures

The underlying principle of the curriculum at Netherwood is a relentless belief that all pupils are capable of success, with the ultimate aim being to develop pupils who are equipped to meet the challenges of a rapidly changing world with confidence and success, based on their individual starting points and future goals and aspirations.

Our aim is to:

- Provide a clearly structured learning environment, in which all pupils and staff feel safe; and
- Provide a stimulating, structured and relevant learning experience, with a wide range of opportunities for all pupils to experience success and to achieve personal goals.

In short, the main aim of our curriculum is to enable young people to become successful pupils, confident individuals and responsible citizens of the future.

Curriculum Design

All pupils are entitled to a broad and balanced curriculum relevant to their individual needs; these needs vary at times. Our curriculum is designed to equip all pupils with the knowledge and skills they need to be successful now and in later life; it is flexible and can be adapted through the balance of traditional, academic and specialist subjects, on offer.

By design, the Netherwood curriculum maximises learning opportunities through tailored curriculum maps and well-sequenced learning journeys, which are underpinned by the 'big picture'. Deep learning is enhanced through well differentiated, age and stage appropriate, imaginative and innovative, effective teaching; taking into account individual learning needs and progress, based on prior attainment levels.

Whilst proud of our Barnsley, South Yorkshire roots, we nevertheless want our pupils to have the confidence to compete with peers from a regional, national and international perspective and so the curriculum is designed to ensure that any gaps are addressed, and that content is taught progressively and explicitly so that pupils build on their current knowledge and embrace new learning opportunities.

The Core Offer

Key Stage 3 represents an opportunity to build on initiatives seen in KS2 and to continue to focus on developing pupils as curious and challenged pupils. Therefore, every opportunity is taken to make the most of the advantages that KS3 bring as a result of being relatively free from high stakes external examinations.

At Key Stage 3, the core offer includes: English; Maths; Science; ICT; PE; PSHE; History; Geography; DT/Food technology; Drama and Music.

Netherwood follows a two-year KS4 to ensure a robust and in-depth KS3. As a result, we offer a coherent, broad and balanced offer in KS4, whereby pupils work towards achievement of the English Baccalaureate.

At Key Stage 4, the core offer includes: English; Maths; Science; ICT; PHSE and PE. In addition, pupils are guided towards the best possible subjects to take at a higher level to ensure they are appropriately prepared for the next stage in their education, employment or training.

Pupils in Key Stage 4 are also able to access work experience opportunities in order to complement their formal studies.

Pupils who are not 'on track' to achieve well in Maths and/or English are given the option of Maths/English in an additional block to allow more curriculum time and thus ensure they are well prepared for the next stage in their education, training or employment.

Whilst not being prevented from accessing a full complement of GCSEs, pupils who are unlikely to achieve age-related progress and attainment in Maths and/or English will not be automatically required to do so.

At Key Stage 4, subjects available to pupils include full access to EBaCC subjects, including Triple Sciences; History; Geography; Spanish and Computer Science, as well as Art; Performing Arts; Music; Sport Science; Film Studies; Engineering design Creative iMedia; Hospitality and Catering; Health and Social Care; Dance and Citizenship.

Curriculum Coverage across the Key Stages

The model below provides an overview of the curriculum coverage across both Key Stages.

Curriculum Coverage (hrs)	KS3	KS4
English	8	8
Maths	8	8
Science	6	8
MFL	4	5
History	4	5
Geography	4	5
ICT/Computer Science	2	
Drama	2	
Music	2	
Art	2	
Food/DT	2	
PSHE	2	2
Core PE	4	4
Option 1	N/A	5
Option 2	N/A	5
Option 3	N/A	5
TOTAL	42	59

Approach to Literacy Development

At Netherwood Academy we understand the importance of good literacy skills as the key to academic success across the curriculum. We agree with the Education Endowment Foundation (EEF) that: “literacy in secondary school must not simply be seen as a basket of general skills; instead it must be grounded in the specifics of each subject.” (July 2019)

With this in mind, our approach to literacy development is underpinned by disciplinary literacy; where all teachers of all subjects are responsible for the development of effective reading, writing and communication skills in all the pupils they teach.

We have adopted the approach identified by the EEF (July 2019) which suggests that the following should be considered when developing approaches to literacy:

- Provide targeted vocabulary instruction in every subject;
- Develop pupils’ ability to read complex academic texts;
- Break down complex writing tasks;
- Combine writing instruction with reading in every subject; and
- Provide opportunities for structured talk.

A Commitment to Well-Being

Supporting the positive well-being and mental health of all pupils is a key element of the curriculum at Netherwood. Across both Key Stages, a tailored programme to support positive well-being and mental health is delivered through PSHE and Tutorials. This includes sessions on mindfulness; promoting good physical health; dealing with change; and managing relationships, as examples.

In July 2018, the Department for Education (DfE) and Department of Health and Social Care confirmed the proposals put forward in the green paper for “every school and college to have a designated lead in mental health by 2025”.

Our commitment to well-being is such that a trained Designated Senior Leader for Mental Health is already in place at Netherwood and we continue to adapt our approaches to ensure that pupils are supported well to become knowledgeable, confident and resilient individuals, who understand how best to enhance positive well-being in themselves and others.

Extra-Curricular Opportunities

We believe that whilst the academic curriculum is of great importance, pupils at Netherwood need to develop their wider skills, talents and dispositions in order to succeed as a rounded individual. The Astrea pupil dispositions have been adopted at Netherwood so that all pupils are encouraged to understand themselves and their place in the world.

The Astrea pupil dispositions ensure that all pupils develop:

- Resilience – strength through determination and quick recover from difficulties;
- Empathy – a stable and comforting learning environment through shared feelings;
- Aspiration – aiming for the top and seeing others achieve brings out the best in everyone;
- Contribution – each playing a part in producing positive results; and
- Happiness – satisfaction and contentment leading to a better learning experience.

The development of the extra-curricular offer is informed by these dispositions and therefore seeks to enhance strength of character, whilst providing a range of opportunities designed to stretch and interest all pupils.

Please refer to the website for the latest updates on extra-curricular opportunities.

Expert Teachers - Quality First Teaching

Good teachers are at the heart of a good school. Teachers at Netherwood Academy understand the importance of providing a safe, inviting, stimulating and inclusive classroom, as the underlying principle on which high quality lessons are built.

With this in mind:

- Teachers plan opportunities for work that develops creativity and values the spoken word alongside the written, so that all pupils are able to access the curriculum in a meaningful way;
- Teachers respond to all learning opportunities with flexibility and creativity, so that learning builds over time;
- Assessment *for* learning and assessment *of* learning is an integral part of the learning journey, whereby all pupils make progress in terms of knowing more, remembering more and being able to do more, from their respective starting points.

Teachers at Netherwood ensure that the curriculum is adapted to meet the needs of all pupils, including those with Special Educational Needs and/or Disabilities (SEND); this is achieved through strong subject knowledge delivered with passion.

Assessment and Progress

On entry to Netherwood, all pupils undertake a baseline assessment through GL Assessments' Cognitive Ability Testing (CATs); this ensures that ability is not capped due to poor performance and experiences in previous educational settings. In this way, the *potential* of individual pupils remains central to the core aims of the educational offer.

Formative and summative assessment is used throughout each Key Stage in order to benchmark and monitor individual progress and inform teaching strategies and interventions. At key points, it is desirable to establish benchmarks from which to measure subsequent progress in a formal and summative sense; and at others, it is necessary to certificate attainment through external examinations and standardised grades.

At Key Stage 3, pupils are assessed through teacher assessment to ensure they are building on prior knowledge and attainment. At Key Stage 4, accreditation is achieved through Level 1/2, GCSE or BTEC, according to ability.

Regardless of Key Stage, the tracking of progress and attainment of each individual pupils is:

- Aligned to the curriculum;
- Sequenced at regular intervals throughout the year;
- Robust and systematic;
- Used purposefully to inform teaching and learning; and
- Meaningful to parents / carers in communicating progress.

Careers Education, Information and Guidance

The Careers Education, Information and Guidance provision at Netherwood is integrated within the school curriculum to ensure all pupils are prepared for the opportunities, responsibilities and experiences of life in modern Britain.

Pupils benefit from the impartial advice and guidance available through a variety of sources, including a dedicated Careers Advisor in school.

Raising Aspirations

All pupils at Netherwood have access to a range of inspiring activities, designed to stretch horizons and raise aspirations, whilst developing both learning and employability skills, including:

- Visits to Universities, University talks and HE mentors;
- Visits from employers and alumni ambassadors;
- Employer and University workshops; and
- Enterprise activities and projects.

Higher Education Progression Partnership – South Yorkshire (HeppSY)

Netherwood Academy is proud to be a part of this national programme, designed to support young people most at risk of missing out on higher education. Building on the work of the existing partnership with the University of Sheffield and Sheffield Hallam University, the programme works with pupils from Year 9 who reside in specific wards where participation in higher education is lower than expected.

The Gatsby Benchmarks for Best Practice in Developing a Careers Strategy

Our strategy in developing the best possible careers guidance at Netherwood has been underpinned by the Gatsby Benchmarks; a framework of 8 guidelines that define what best practice looks like in schools.

We are continually appraising ourselves against these standards; please refer to the website for the latest update.

Subject Overviews

Curriculum overview – Art and DT department

Intent

By the end of KS3 all students in Art and DT will have developed a sound understanding of the basic key skills in both subjects in preparation for GCSE qualifications in KS4. The curriculum allows students of all abilities to make progress in a creative and practical subject area and develop an understanding of the vocational aspects of DT and prepare them for further education and/or the workplace.

KS3 overview

Art is currently taught one lesson per week at KS3. DT - Y7 has been reduced to one lesson per week from two lessons per week this year but we will lose year 7 next year. Year 8 will also be two lessons per fortnight from September 2019.

The knowledge, skills and understanding developed throughout all projects in KS3 directly link to the exam board Assessment Objectives KS4 Art and Design (Art) and OCR Engineering Design (DT).

KS4 overview

Art is taught over three lessons per week this year and is a popular choice amongst KS4 students.

Art Textiles was taught to the current year 11s as a continuation of the legacy DT Textiles, this will not be offered this year at Y8 Pathways evening. In November 2018 Photography was introduced to current Y11 students. We have not offered this as a separate subject this year however if there is sufficient interest in September we will look at how this can be implemented to support those students.

From September 2018 we introduced OCR Cambridge National Engineering Design to the curriculum as an alternative to Resistant Materials as this is a vocational subject where students develop the practical skills and understanding necessary and to enter the workplace and apprenticeships. The qualification better meets the needs of our students than GCSE.

Stretch and challenge

All skills and techniques workshops are tailored to stretch and challenge students with more challenging and extended techniques. Stretch and Challenge is built into each project to ensure students can access numerous opportunities to develop their skill base to the highest level, all Stretch and Challenge tasks are colour coded to be in line with our differentiated learning tasks.

Enrichment opportunities

Art – KS3 Tuesday lunch catch-up sessions (Mrs Small).

The Art department is open to Years 9 – 11 every lunchtime to complete and catch up on coursework (Mrs Stables and Mrs Small).

Engineering Design – Year 10 catch-up sessions Tuesday to Friday after school (Mr Ibbertson).

Curriculum overview – English department

Intent

The English curriculum is designed to promote the reading of challenging fiction and non-fiction which encourages students to read and explore their world and imagination. The English curriculum aims to support our students in both their literacy development and in developing a passion for English. We ensure that students have access to a wide range of high quality literary texts as a basis for reading and we nurture high quality writing skills. Our curriculum is creative, innovative and supportive. It allows students to make progress, whilst learning about the foundations of language. We also want our students to learn the importance of English and the role of articulation in the modern world.

KS3 overview

In Key Stage 3 students will explore Reading, Writing and Speaking and Listening through a variety of differently themed units. These allow us to address core skills across a topic base that allows students to experience high quality literary texts and also a passion for writing. We aim to teach a range of texts and ensure that through exploring the very best writing, pupils are in a stronger position to create their own very best writing. The curriculum also has a strong social, moral, spiritual and ethical focus that uses texts to expose students to wider issues and stimulate discussion on a range of topics.

The thematic approach covers a raft of extracts from both fiction and non-fiction texts and students will learn and consolidate the key Reading, Writing and Speaking & Listening skills required at Key Stage 4. A full novel is also taught in every year group giving students the experience of reading a text as a class. Thematic units are generally one per half term with the class novel taken over 10 weeks. These novels and plays continue to be supplemented with additional poetry, and extracts of fiction and non-fiction to provide a richer cultural understanding of the texts in context. They also study Shakespeare every year, interpreting his work from a literary, and dramatic, perspective, and further developing their understanding of his historical and social contexts.

All students regularly write at length, both creatively and analytically, to encourage their independent thinking, reflection and self-editing.

Themes:

- The Victorians
- Conflict
- Mythology in Literature
- Exploring other Cultures
- The Gothic
- The Phantasmagorical

KS4 overview

Students at Netherwood take AQA GCSE Language and Literature. Both course specifications can be found via the AQA website- www.aqa.org/english. You will also find past exam papers and lots of other useful resources on their website.

The course is broken down into four main exam components, taken at the end of Year 11.

- English Language Paper 1 Explorations in Creative Reading and Writing
- English Language Paper 2 Writers' View Points and Perspectives
- English Literature Paper 1 Shakespeare and the 19th Century Novel
- English Literature Paper 2 Modern Texts and Poetry

The Literature text choices for students studying English at Netherwood are: Macbeth, A Christmas Carol, Lord of the Flies and Power & Conflict Poetry.

Literature exams are always taken in May and Language in early June. There are a total of four exams. Students will be supplied with an anthology of poems and access to set texts. Assessments will take place throughout the year to support preparation and revisions for the final exams.

All Literature content is delivered in Year 10. By Year 11, students will be taught two hours of literature consisting of revision and exam practice with three hours of separate Language teaching. From September in Year 11, classes will be taught Literature and Language as separate courses with some classes having different teachers for each subjects.

Stretch and challenge

The use of high level and quality texts are the main ways that the curriculum challenges the most able students. From September, the department will also offer a high-quality reading lists to students that will push them out of their current, and often limited, reading patterns and encourage them to read more widely.

The curriculum also covers the teaching of higher level subject specific terminology which students can then extrapolate into their analytical writing. More advanced vocabulary and encouraging challenging vocabulary in the work students submit is also an area where the curriculum can engage higher ability students.

Enrichment opportunities

In terms of extra-curricular activities, students can access a range of lunchtime and after school sessions. The English department runs a popular book club, a poetry club, extra revision sessions for Key Stage 4 students and Debate club. In addition to this, students can experience live theatre as part of a Key Stage 3 trip to London where they visit the Globe theatre, see a performance and then spend the following day at the Harry Potter studios. Further opportunities are to be offered throughout the year.

Curriculum overview – Food and Hospitality and Catering department

Intent

Through Food, Hospitality and Catering, students will:

- Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment.
- Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.
- Understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices.
- Demonstrate knowledge and understanding of safety considerations when preparing, processing, storing, cooking and serving food.
- Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

Food is a vital part of our daily lives and is essential for life. As our students become adults and have busy lives, it is easy to choose food which has been ready prepared. However, it is more nutritious and often cheaper to cook simple, delicious food.

At Netherwood Academy, students will develop their knowledge and understanding of nutrition, healthy eating, food preparation, hygiene and cooking techniques. We aim to inspire a passion for cooking that will contribute to their happiness and health in later life.

KS3 overview

This is a new subject for our Year 7 students, they join us with limited experience from home or KS2. In KS3 students develop their skills and knowledge through a progression of practical lessons, looking at basic knife skills as well as food hygiene and safety. The aim of year 7 and 8 is to foster an interest and confidence in cooking! As the practical lessons progress skills and knowledge build, allowing students to personalise the recipes and build in independence, stretch and challenge. The majority of the recipes made are savoury and healthy such as pasta salad and chilli con carne with a few sweet treats, such as flapjack thrown in. We aim to develop competent and happy students in the kitchen environment.

KS4 overview

KS4 allows students to develop their skills and knowledge gained at KS3 and progress to an in-depth understanding. We study WJEC/EDUQAS Hospitality and Catering which links well with KS5 courses and working within the Hospitality and Catering (also Tourism) industry. We concentrate on teaching high skill practical skills, such as making chocolate profiteroles, sausage rolls with homemade flaky pastry, portioning a chicken and making the fillets into a high quality curry etc. It also gives the students invaluable life skills for meal planning and cooking in adult life. Microwave meals and fast food should be a choice -not a way of life!

Stretch and challenge

Teachers within the department are trained and confident in supporting students achieve their highest potential. Demonstrations and exemplar material are used to motivate students to be creative and aim for the best outcome. Students are stimulated to gain a passion for the subject and have the skill to choose and adapt recipes to showcase their strengths. To support this course cooking at home is very much encouraged. The expectation is that students push themselves in all lessons and are taught to progress to exciting and independent challenge/ extension tasks as routine. Photographs are taken of all food made and the aim is to serve to restaurant standard.

Enrichment opportunities

We take part in the Future Chef competition <https://futurechef.uk.net/about/competition> This allows are most creative students the opportunity to plan and make food in a competitive situation. Firstly in school then onto local, regional and even national level. They also work with a chef mentor to support with this.

We work closely with our school contract caterers Aspens and their head chef has allowed our students to have a tour of the industrial kitchen and he has worked students showing them how to portion a full chicken and utilise the different parts in different dishes and also made a stock from scratch. We have a link from previous Future Chef competition and chef from a local restaurant is coming in to inspire and work with some our KS4 students.

We have the RAF and the Marines Catering core coming in early next year to work with our classes looking at cooking in the armed forces, pop up kitchens and possible career pathways.

We have future plans to hold a residential Food trip abroad and also to hold parent workshops to encourage support from home.

We can also offer on line training for level 1 Food Hygiene and Safety which will look great on their CV and support their controlled assessment work.

Curriculum overview – Geography department

Intent

The Geography curriculum aims to:

- provide students with a depth of knowledge and understanding (human, physical, environmental & economic) and equip them with skills they can use in the future.
- provide a wealth of learning experiences including fieldwork or a trip experience in each year group.
- broaden and deepen knowledge by offering extra-curricular clubs such as KS3 Geography club as well as homework and revision support.
- develop literacy, numeracy & SMSC. Make cross-curricular links.
- promote confidence, resilience and independent learning skills.
- raise student awareness about the world around them and inspire them to continue to GCSE and beyond.

KS3 overview

- KS3 Geography - 2 hours per week.
- Adopts an awe and wonder approach
- The curriculum builds on KS1 & 2 Geography.
- Builds on and deepens knowledge and understanding.
- Meets KS3 curriculum requirements e.g. specified locational studies- Africa, Russia, Asia (including China and India), and the Middle East.
- Develops literacy and numeracy.
- Complements & supports KS4 (e.g. skills)

KS4 overview

- AQA GCSE Geography course
- Lessons vary - 2 or 4 lessons per week for Y10 & 11 and 5 lessons per fortnight for Y9.
- Mapped in units across the years to complete delivery with mock exam and revision time.

Content

Paper 1:

- Natural Hazards
- Ecosystems
- UK landscapes

Paper 2:

- Urban issues and challenges

- The changing economic world
- Resource management

Paper 3:

- Issue evaluation
- Fieldwork

Stretch and challenge

- Extended writing tasks (6 & 9 mark questions)
- Level 7 – 9 work shared with students.
- WAGOLs to raise standards of work.
- Extension/challenge tasks within lessons.
- Extension tasks/questions in the marking of exercise books.
- Challenge tasks on SMHW.
- Geographical reading list to promote wider reading

Enrichment opportunities

- Lunchtime and after school homework and revision support.
- A visit/fieldtrip in each year group.
- Geography clubs
- Human & physical fieldwork at GCSE.

Curriculum overview – History department

Intent

The overarching aim of the History department at Netherwood is for students to leave knowing the things that matter; to them and to the locality, and to understand how Barnsley has had an impact on the nation and the wider world!

Student will leave in Year 11 with a working knowledge of the events that have shaped the locality to what it is today and be equipped with the skills to be critical thinkers; to understand the narratives of the past; to be able to communicate and justify their thinking and to be fully rounded and tolerant citizens.

KS3 overview

At KS3 students will follow four main themes from Year 7 to Year 9: Social Justice; Revolutionary Ideas; Industrialisation and its consequences and Empire and its consequences.

The curriculum is broadly chronological with thematic studies at the beginning and end of each year, enabling students to understand and reflect on the bigger pictures of History.

Barnsley and its heritage feature firmly within all study units. Students will investigate local people and events and see the impact of these events at a national and international level; looking at events such as the lives of monks at Monk Bretton Priory, the Wars of the Roses, the rise and fall of the coal industry including The Oaks disaster and the World Wars. They will study the lives of Barnsley people, such as James Hudson Taylor; the Earls of Fitzwilliam; the Spencer-Stanhopes; Parkin Jeffcock; Celia Wray and Arthur Scargill.

Throughout the Key Stage there will be opportunities to visit significant places within the local area and invite guest speakers and experts in to enable students to see and hear for themselves and to gain a deep and rich understanding of the part of the past that matter to them!

KS4 overview

At KS4 Netherwood offers the AQA GCSE qualification. This includes a range of thematic and depth studies. The current units followed are: USA: Opportunity & Inequality, 1920-1972; Conflict & Tension between East & West, 1945-1973; Health & the People, c1000 – present day and Norman England, c 1066 – c1100. The design of the course means that there is some overlap in timeframes, enabling students to make links between units to enhance their overall understanding of how events in history interlink.

The course is externally assessed through two terminal exams in Year 11.

Stretch and challenge

Every history student is challenged to reach and exceed their potential. Staff are equipped with individual target data for every student and strive to ensure every student know what they have to do to achieve this.

At KS3 enquiry based, open-ended questions allow students to produce expansive responses with no glass ceiling to what they can achieve. Regular, weekly recall testing is used to ensure students have suitable finger-tip knowledge to be able to answer the bigger, thematic questions at the end of each study unit.

At KS4 students are broadly set by ability. Regular exam-style questions are set throughout the course to enable student to become accustomed to the terminal exams and to enable intermittent targets to be set and adjusted. Tiered intervention classes are offered on a weekly basis to push students to improve on their current performance.

Enrichment opportunities

Educational visits and/or guest speakers are offered to all students in every year group:

Year 7: Conisbrough Castle & Monk Bretton Priory

Year 8: Elsecar industrial village & Wentworth Woodhouse/Cannon Hall

Year 9: Flanders Battlefields & Experience Barnsley exhibition

Year 10: York Cold War Bunker

Year 11: Thackray Medical Museum

Curriculum overview – ICT & Computing department

Intent

Prepare pupils to understand common technologies whilst also considering the impact these developments may have and using them responsibly & safely.

Embed logical thinking and understanding of how technologies operate underneath the user interface.

KS3 overview

Year 7 – Network/PC basic skills, E-Safety and Office skills, Introduction to Programming Using Scratch, Video Games Business Design, Spreadsheet Skills & Web Awareness.

Year 8 – iDEA Award Course, Python Programming, Photoshop Skills, Data Representation, Spreadsheet Skills & Music Festival Project.

KS4 overview

Y9 CS – Preparation skills for the GCSE including algorithms, programming skills, database design & introduction to GCSE paper 1 content.

Y10 CS – The rest of paper 1 content including hardware, networking, system security, system software & ethical considerations. Programming skills recapped and developed further during the summer term to prepare for NEA.

Y11 CS – NEA (20 hours) at the start of the term. Complete all paper 2 content including algorithms, logic, robust programming & data representation.

Y9 iMedia – Preparation skills for the GCSE including photography, storytelling, web design, game concepts and digital video/image creation.

Y10 iMedia – Two units of the course are completed (typically R082 Digital Graphics and R085 Multipage websites).

Y11 iMedia – The last two units are completed (typically R081 Pre-Production exam & R090 Photography).

Stretch and challenge

Stretch and challenge is evident across our curriculum in both key stages. Programming and data representation topics really stretch pupils (with a near endless scope for challenging pupils). All lessons are prepared with extension work available. Some GCSE content is dropped down to KS3 such as binary conversions meaning pupils are well prepared for some GCSE content.

Enrichment opportunities

We have previously run a Kodu club for Y7. We run a KS4 catch up opportunity for pupils during Wednesday lunch time.

All pupils are encouraged to continue their iDEA Award during lunch times (including KS4 pupils).

Curriculum overview – Maths department

Intent

The maths 'mastery' scheme of learning is to deepen students' understanding of mathematics and build confidence in a way that allows them to: be fluent in their approaches; be able to reason; be able to apply their knowledge to different contexts to solve problems. Each of the themes build on skills taught in previous years and prior learning from various contexts is fed in to each new learning point to develop this deep understanding. In order to broaden and deepen our curriculum, we offer extra-curricular clubs such as Further Maths and Logic Society and provide students with educational visits including university workshops and regional competitions.

KS3 overview

Y7 - Builds on the Y6 curriculum, ensuring that those who have not met expected standard are catered for and taught the 'basics' that they did not master at primary school, as well as more challenging content that follows on from this.

Y8 – Builds on the Y7 curriculum, deepening students' understanding of the fundamentals of mathematics.

Y9 - By the end of this year, all students will have been exposed to all national curriculum statements to a minimum of grade 5. The year builds on existing knowledge gained in Y7 & 8, increasing the complexity in preparation for GCSE in Y10 and bridges KS3 basics with GCSE content (e.g. algebraic manipulation with graphs and basic proportion with formal methods of direct and inverse proportion). At the end of the summer term, after all existing knowledge has been built upon, crossover GCSE topics are taught as a transition into Y10.

KS4 overview

Y10 - Start of the GCSE programme. Class groups are given 'minimum' pathways based on results from Y9 and target grades such that students continually build on prior knowledge with challenge provided at every level.

Y11 – This year is intended to be a review year for foundation students whereas, for higher tier students, the first term is spent finishing teaching the highest of the higher tier content. Emphasis is placed on closing gaps in student knowledge identified throughout the year and the application of content to complex exam problems.

Stretch and challenge

A key element of the mastery scheme of learning is to stretch students through depth of understanding rather than acceleration through the content. Stretch and challenge is built into all schemes of learning through reasoning and problem solving. At Key Stage 3 in particular, for each topic, students have the opportunity to access 'rich' tasks to develop this depth of understanding. At Key Stage 4, the grade 6-9 pathway highlights the content for the most able, while all students are encouraged to apply cross-topic knowledge to exam style problems.

Enrichment opportunities

Further Maths Club

Logic Society

University Workshops

Regional Competitions

Maths Inspiration Events

Homework Support

Curriculum overview – MFL department

Intent

Our vision in the Modern Foreign Languages department is that all language learners develop the skills and confidence to consider themselves as 'World Citizens' who belong in a multicultural, mutually respectful world. We aim to support students to understand other countries and cultures so that they can be more open and adaptable to new experiences; ensuring that each topic contains an element of cultural reference to not only in Spain, but in the wider Hispanic world also. The department is committed to developing strong, lifelong linguistic skills and to encourage students to become curious and interested in the world. Ultimately, we want our students to have a love of languages, and aim to achieve this by nurturing a linguistic curiosity and an intrinsic motivation to explore and respect other cultures and people. We endeavour to inspire all MFL practitioners/peers through collaboration, support and modelling exceptional practice- no matter what stage of career journey.

KS3 overview

At KS3, students will follow six main themes: **Self, Family and Friends, School and Free Time Activities, Where I Live and Travel, Holidays and Healthy Lifestyles, Shopping and Going Out, Leisure Times and Customs and Festivals**. The curriculum is broadly designed to mirror the AQA GCSE specification and will assess students in each of the four exam areas.

Throughout the Key Stage, students will benefit from guest speakers who use Spanish in education or work, visits to Spanish speaking restaurants and independent cinemas and will hear and see Spanish in action for themselves during carefully chosen cultural and linguistic clips to hook students' interest and frame our learning.

KS4 overview

At KS4 Netherwood offers the AQA GCSE qualification. The course is externally assessed through four terminal exams in Year 11: Paper 1 (Listening), 2 (Reading), 3 (Speaking) & 4 (Writing). Each exam is worth 25%.

The course content is delivered across 3 themes and subsequent sub-topics:

Theme 1: Identity and culture Topic 1: Me, my family and friends, Topic 2: Technology in everyday life, Topic 3: Free-time activities. Topic 4: Customs and festivals.

Theme 2: Local, national, international and global areas of interest Topic 1: Home, town, Topic 2: Social issues, Topic 3: Global issues, Topic 4: Travel and tourism.

Theme 3: Current and future study and employment Topic 1: My studies, Topic 2: Life at school/college, Topic 3: Education post-16, Topic 4: Jobs, career choices and ambitions.

Not only can learning another language help to improve our understanding of English but also confidence and knowledge of another language can prove to be a valuable asset when seeking employment. Knowing another language can enhance our travel experiences abroad and strengthen our position as world citizens. For many of the Russell Group Universities a Language GCSE is an expectation regardless of the degree course.

Stretch and challenge

Every Spanish student is challenged to reach and exceed his or her potential. Staff are equipped with individual target data for every student and strive to ensure every student know what they have to do to achieve this.

Regular, weekly recall testing is used to ensure students have suitable knowledge of vocabulary and grammar and then apply this knowledge to the skills required in exam setting

Regular exam-style questions are set throughout the course to enable student to become accustomed to the terminal exams and to enable intermittent targets to be set and adjusted. Tiered intervention classes are offered on a weekly basis to push students to improve on their current performance.

Enrichment opportunities

We have a strong culture of extra-curricular activities in the MFL department. There are weekly language clubs, which provide a relaxed and fun environment to practice skills learned in class and develop understanding of Spanish culture. Our aim is to help our language students achieve their full potential and ultimately their target grades.

In addition to our language clubs we organise visits abroad and more local restaurant and theatre trips, which offer opportunities to practise language skills in a real life setting and to experience the culture of the country first hand. In previous years the department's trips to Spain have proven to be a great success and these will continue in the future.

Curriculum overview – PE department

Intent

- To provide a broad and balanced curriculum that equips learners with the skills, knowledge and challenge to lead a physical healthy active lifestyle beyond the classroom and throughout their life.
- To participate in a range of sporting and physical activities throughout KS3&4 to broaden and deepen knowledge and offer a range of activities including individual and team recreational/competitive play in extra curricular
- Develop SMSC, numeracy and literacy
- Provide theoretical understanding of Physical education in order to continue studies in further education
- Support active Barnsley strategic plan 2018-2021

KS3 overview

All pupils have 2 hours per week – activities are on a 5 week block which focuses on:

Y7 – Basic skills and new activities

Y8 – Coaching, leading & officiating

Y9 – Advanced Skills

ACTIVITIES INCLUDE

ATHLETICS	BADMINTON	CRICKET
DANCE	FITNESS	FOOTBALL
HANDBALL	NETBALL	ROUNDERS
RUGBY	TENNIS	TRAMPOLINING

KS4 overview

Year 10 and Year 11 – 2 hours per week

Year 10 – Each activity is in a 5 week block

Year 10 – Option to undertake Sports Leaders Level 2 Qualification

Year 11 – Options – Competitive & Individual Play

Option subject – OCR CAMBRIDGE NATIONAL - SPORTS SCIENCE

- Y9 – Personal exercise programme – R042
- Y10 – Body systems R043 & Exam Unit R041
- Y11 – Exam Unit Sep-Nov (to sit in Nov) & Technology in Sport R046

Stretch and challenge

CORE PE

- Pupils are challenged to red, purple and green objectives in all lessons
- Pupils are tracked on their identification of skills to RPG – Green being consistent use of the skill as well as the application of the skill against national standards with statistical measurements
- Pupils regularly assess and strive for green

OCR

- SOW includes explicit stretch and challenge tasks in lessons
- All pupils work to MB3 (Distinction criteria)
- Extension tasks and research tasks offered in lessons
- Sits marking is explicit
- Use of Q&A is targeted
- Use of online Kerboodle for homework & extension tasks
- Talk before write used in lessons

Enrichment opportunities

- All sports that are timetabled are offered in extra-curricular
- These are timetabled to winter and summer activities
- Educational visits are scheduled to support learning for OCR sport science
- Competitive play is organized for all years competing against schools throughout Barnsley and beyond

Curriculum overview – Performing Arts department

Intent

By the end of KS3 all students in Drama and Music should have a confident understanding of the basic key skills in both subjects (for example intonation, balance, expression, body language etc).

Students should be able to demonstrate these skills through a range of subject specific abilities (i.e. in Music – instrumental performance, composition and in Drama – script reading, theatre styles). This model allows for students to enter KS4 with a confident underpinning of the skills required for successful KS4 performance.

The Performing Arts department aspires to provide a curriculum which allows students of all backgrounds to flourish, to experience practical subjects in an enjoyable way which models professional practice and high expectations and equips students with the skills and understanding to move onto careers in the Performing Arts industry or to study subjects at a higher level.

The Performing Arts department aims to achieve the following:

To develop confident, creative and enthusiastic performers

To enrich students curriculum with practical, innovative lessons

To encourage students to aim high and raise aspirations

To enable students to achieve their highest potential

To ensure students enjoy the arts and develop an understanding of a range of cultural influences

To provide expertise in arts subjects inspiring students to progress to further and higher education courses

KS3 overview

At KS3 assessment is based on end of half term performances with an interim assessment or performance halfway through the scheme of work.

Students aim to reach an overall level based on a range of key skills – for example Y7 may have 5 key skills worth 20% each similar to a GCSE performance exam structure.

Students can improve this level through written responses in either peer or self reflection developing written skills and analytical thought.

Y7/Y8 – 1 hour per week drama/music (music back into Y8 from Sep 19)

Curriculum based on key skills needed in KS4

Y7 focused on specific techniques, Y8 focused on wider genres/styles

Y9 2 hours per week performing arts/music/dance – developing techniques for KS4 and analysis skills.

KS4 overview

Students study Btec Tech Award (vocational qualifications) at KS4, either specialising in Performing Arts (drama or dance focus) or Music. At KS4 students are assessed based on regular interim and final performance levels depending on the component – however they also back up this evidence through written evidence to support work completed during practical components. The three part structure is build on ‘explore, develop and apply’ and assessed work is both practical recorded work and written evidence of skills and techniques learned.

Btec Tech Award in performing arts (with a drama or dance focus)

Btec Tech Award in Music Practice

Developing skills needed for employment in the creative industries

2 internal components plus one externally examined components

Stretch and challenge

Challenge and high expectations are an essential part to all the Performing Arts subjects – students are taught in a way which reflects music, dance or drama in a professional environment. Learning takes place in mostly a workshop based environment where the teacher is the expert practitioner facilitating the learning happening in the room.

All students are expected to aim for a ‘mastered’ in KS3 (or Distinction at KS4 or equivalent highest level) and tasks are mostly differentiated by outcome due to the nature of the subjects.

Enrichment opportunities

Arts subjects enable students to express themselves both inside and outside the classroom. Students taking part in enrichment and extra-curricular lessons have the opportunity of experiencing the arts outside of the school environment and performing outside of the classroom ‘safe’ zone. All extra-curricular activities are open to all students of all skill levels giving them the opportunity to work with and socialise with students in a different setting.

Lunch time activities (drama club, guitar club, music theory)

Production & pantomime

After school clubs (dance club, musical theatre group, rock band)

Masterclass groups – dance masterclass, studio and lighting masterclass, music production masterclass

Catch up and intervention support

Theatre and performance trips

Curriculum overview – PSHE/Citizenship department

Intent

The Citizenship curriculum aims to:

- develop knowledge, skills and understanding that students need to play a full part in society as active and responsible citizens. Students learn about politics, parliament and voting as well as human rights, justice, the law and the economy. They also learn the skills of active citizenship. Teaching is brought to life using real issues and events in local to global contexts.
- provide learning experiences to engage and inspire, for example, Mock trial team, parliament trips and having solicitors in school to deepen the students' knowledge of law but also to provide inspiration, and information about routes into possible careers.

The PSHE curriculum aims to:

- give students the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.
- give students opportunity to meet and engage with expert visitors to ensure the information and advice they receive is current and accurate.
- signpost people and organisations that can provide help and support to them.

KS3 overview

- KS3 PSHE- 1 hour per week.
- The curriculum is planned using the PSHE Association guidelines, government recommended curriculum and pupil voice. It is also influenced by research and local trends identified in topics such as County lines or CSE.
- Careers education is delivered for one half term to each year group.
- Expert visitors used where possible.

KS4 overview

- KS4 PSHE- 1 hour per week. Planned and delivered as above.
- Careers education is delivered for one half term to each year group.
- Expert visitors used where possible.
- Citizenship GCSE- Edexcel.
- Current year 11- 3 hour per week over 3 years.
- Current year 9 and 10- 2 hours per week over 3 years.

Stretch and challenge

- Extended writing tasks 10, 12 and 15 mark questions.
- Insist on subject specific, key vocabulary being used.
- Extension/challenge tasks within lessons.
- Extension tasks/questions in marking of exercise books and on SITS.
- Trips, mock trial and speakers to motivate and raise aspirations.

Enrichment opportunities

Various trips run through the year, including a day in Parliament, The National Justice Museum and Sheffield Crown court.

We also have many expert speakers into lessons from organisations such as Spectrum and Sheffield Hallam Law School.

There are endless careers experiences delivered both in school and in work/education settings around the country.

Curriculum overview – Science department

Intent

The Science team at Netherwood Academy strives to ensure that all pupils achieve their best and that they have sufficient knowledge and understanding to see the relevance of Science in our daily and working lives and become confident members of a scientific world.

We encourage students to work scientifically and develop their practical and investigative skills. Students are taught to consider and interpret scientific data, evidence and ideas and reach their own conclusions across a broad selection of science topic areas.

KS3 overview

KS3 Year 7 Students are introduced to the practices of working safely in a Science laboratory and work on topics including: Cells and Movement, Acids and Alkalis, Electricity, Light and Sound, Organisms, Breathing and Digestion, Electromagnets and Magnets, Genes-Evolution and Inheritance, Matter-Periodic Table and Elements and Waves- Effects and Properties.

Areas of Science that are topical and seen in the news are also explored including The Earth- Climate and Energy and Ecosystems.

KS4 overview

We follow the AQA Combined and Separate Sciences courses and students start by working on topics including Cell Biology, Atomic Structure, Energy, Disease, Quantitative Chemistry, and The Particle Model.

Students are given greater exposure to the skills of working scientifically through the introduction of Required Practicals. Year 10 Students continue on one of the two science pathways, Combined Sciences (GCSE Trilogy) or Separate Sciences in GCSE Biology, GCSE Chemistry and GCSE Physics.

Assessments in Year 10 continue to revisit topics and skills introduced earlier in students' Science learning, so to support their recall and understanding across the course. The scientific practice met in the Required Practicals is increasingly linked to examination questions and new contexts.

In Year 11, students complete their final units of study across the Sciences and are supported in their preparation for summer examinations through a series of Mock Examinations.

Stretch and challenge

The Science team recognises the need to stretch and challenge all students and we use our targets to aspire to the very best from our students. Our schemes of learning and the setting of our students support the offer of greater challenge to all, including our significant number of most able students.

This year we have increased the proportion of students following the Triple Science pathway of study in Year 10 to 25% and recognise that students studying these units will benefit from exposure to extra content and skills from the additional units of study. The experience in the department of teaching Sciences to A level is also utilised with our Year 11 groups to support their transition Post-16.

Enrichment opportunities

At KS3, the department enters teams of students for the Big Bang Competition. This is a national Science, Technology, Engineering and Maths competition. There are also regular lunchtime opportunities for students to take part in Science Club activities.

At KS4 a Healthcare Club including First Aid certification runs after school.

There are opportunities for any students struggling with their work to drop in for support at lunchtime and after school.

CEIAG Summary June 2019

Strengths

Based on Compass assessment taken on 30th May 2019 (Previous assessment January 2019)

- **100% compliance with 3 of the 8 Gatsby benchmarks and improvement in other areas.**

Benchmark 2 – Learning from career and labour market information – Students and parents are given the tools and opportunities to access labour market information.

Benchmark 7 – Encounters with further and higher education – This Academic year the Academy has enabled students to have meaningful encounters with FE and HE providers both in the school environment and on visits.

Benchmark 8 – Personal Guidance (All pupils had an interview with a professional and impartial careers adviser by the end of Year 11).

- CEIAG and transition support is adapted to meet student needs through targeted bespoke workshops and visits.
- A standardised Careers Education that complies with the Gatsby benchmarks and the 17 areas of learning for careers, employability and enterprise education has been introduced in 2018 and will be assessed at the end of the Academic year.
- New positions introduced of Careers Leader and Heppsy+ Co-ordinators to develop the Careers Offer to students, raise aspirations and evaluate outcomes.
- **All** students who left Netherwood in 2018 had a positive destination of Further Education, employment and/or training (down from 3.7% NEETs in the previous year).

Areas for Improvement

Under the Gatsby recommendations for CEIAG in schools Netherwood are yet to meet full compliance for the following bench marks the next steps to meet these by 2020 are detailed below.

	Achieved	Not Achieved/Needs development	Next Steps
Benchmark 1 A stable Careers Programme Compliance rating 88% Expect 100% by September 19	Careers programme is written and published on the school website (approved by governors and has the backing of the SLT) Progress – <ul style="list-style-type: none"> • The Scheme of Work has been updated and all CEIAG/HEppsy events are included. 	The Careers programme needs to incorporate all activities relating to careers and enterprise Allocation of resources (Careers budget) Systemic monitoring system Website development / Portal for teacher access, with training session to	Careers Leader/Heppsy+ Co-ordinators/STEM lead / Enterprise and Curriculum leaders to pull together a whole school schematic of interventions and strategy of how this can be standardised, monitored, evaluated and developed each year – New programme to be agreed for 2019/20

	Achieved	Not Achieved/Needs development	Next Steps
	<ul style="list-style-type: none"> Meeting held with Sister Academy The Dearne to assess a systemic monitoring system (Grofar) that they have adopted – Proposal to be made to the Trust to use across the group to provide full reporting to demonstrate the impact of Careers interventions. Careers budget proposal put together to submit to SLT/Business manager for 2019/20 Meeting held with nominated representative for CEIAG on the TMB to advise on school provision and what they need to be aware of as a governing body. CEIAG overview given to TMB in June 2019 Parent forum questionnaire given out at meeting in May – Received feedback from one Parent Student Voice questionnaire given to L.Oates to arrange completion. 	inform on resources available	<ul style="list-style-type: none"> Careers in the Curriculum mapping ongoing during Spring/Summer term Whole staff information session to be arranged at the start of the new term on CEIAG across the Academy.
Benchmark 3 Addressing the needs of each pupil Compliance rating 81%	<p>Advice and support is tailored to the needs of each pupil</p> <p>Raises aspirations and challenges stereotypes through PSHCE lessons</p>	Keep systemic records on all students experiences of careers and enterprise. This is being carried out for events organised by Careers and Heppsy but we still need a system to collate information on careers	<p>The next steps required for benchmark 1 will also address the record keeping for benchmark 3</p> <p>Destination figures for leavers to be obtained from BMBC</p>

	Achieved	Not Achieved/Needs development	Next Steps
<p>Improvement of 27% on January Assessment</p> <p>On target to meet compliance by 2020</p>	<p>Share information and work pro-actively with the local authority to support vulnerable and SEN students</p> <p>Progress</p> <p>Working with the Heppsy Co-ordinator/s to capture interventions in CEIAG/Heppsy</p> <p>BMBC have agreed to support with destination information for students up to 3 years after leaving school who are in the Barnsley region. This was agreed on 13th June so information will be available for next academic year.</p>	<p>related activities within curriculum</p> <p>Collects and maintain destination information for 3 years after students leave school. -</p>	
<p>Benchmark 4</p> <p>Linking curriculum learning to careers</p> <p>Compliance rating 87%</p> <p>Improvement on January Assessment of 62%</p> <p>On target to meet by 2020</p>	<p>Career learning in PSHE is in use 2018/19 for all year groups (form time for Y11)</p> <p>Progress</p> <p>Careers lessons in the curriculum took place in English and Maths during Careers week</p>	<p>Careers in the Curriculum has not been fully audited</p>	<p>Careers leader to meet with Curriculum leaders to evidence current practice and roll out lessons purchased through Success at school to ensure compliance. (Resources will be available by the end of November)- Meetings still in progress</p> <p>The new programme 2019/20 to incorporate careers in the curriculum set lessons using the resources purchased.</p>
<p>Benchmark 5</p> <p>Encounters with employers & employees</p> <p>Compliance rating 75%</p> <p>Down on last assessment which</p>	<p>Progress</p> <p>This academic year</p> <p>Y7 100%</p> <p>Y8 – 100%</p> <p>Y9 – 75%</p> <p>Y10 – 49%</p> <p>Y11 – 83%</p>	<p>Have at least one meaningful encounter with an employer every year they are at your school.</p>	<p>Identify how we can fully comply through interventions in 2019/20 as we are nearly there.</p>

Achieved		Not Achieved/Needs development	Next Steps
was based on last academic year. The encounters last year took place on Drop down days. 100% compliance expected by 2020			
Benchmark 6 Experiences of workplaces 25% - no change on previous assessment. Expect full compliance by 2020.	Progress: Links have been established and 2 visits to employers have been agreed with another 2 at planning stage. SLT agreement for Work shadow day in KS3 to be introduced in 2019/20	All/the overwhelming majority of pupils to have a meaningful experience of a workplace by the end of Y11. 3 year plan being put together to show progress towards meeting this benchmark, starting with the work shadow day and relevant curriculum visits.	Careers leader to investigate the school's strategy regarding Technical qualifications and the link to workplace visits / placements- H&SC & Engineering being focussed on currently with a view to more when suitable work placements are defined/ Discuss the 3 year plan with SLT and develop a strategy to meet full compliance

Next Steps – General

Involving students / student voice in the development of Careers education in school	Develop a market research questionnaire for student voice regarding Careers provision – This has been submitted awaiting responses
More effective use of the Careers library	Introduction sessions for Y7/Y8 and Y10 planned at end of term. Posters to promote the Careers library to be displayed in school and on media platforms – Progress: Year 7/8 received intro sessions to Careers library – Y10 planned for Summer term. Careers library sessions advertised on notice boards, social media and was in latest school newsletter.

Academy Careers Calendar (UK)

2018					2019						
August	September	October	November	December	January	February	March	April	May	June	July
1 We	1 Sa	1 Mo	1 Th	1 Sa	1 Tu New Year's Day	1 Fr Y7 Careers in PSHE	1 Fr Y8 Careers in PSHE	Mo Y9 Careers in PSHE 14	1 We Y9 Careers in PSHE	1 Sa	1 Mo Y10 Careers in PSHE 27
2 Th	2 Su	2 Tu Y11 IAG interviews	2 Fr	2 Su	2 We	2 Sa	2 Sa	2 Tu Y9 Careers in PSHE SAIA event	2 Th Y9 Careers in PSHE	2 Su	2 Tu Y10 Careers in PSHE
3 Fr	3 Mo 36	3 We Y11 IAG interviews	3 Sa	3 Mo 49	3 Th	3 Su	3 Su	We Y9 Careers in PSHE	3 Fr Y9 Careers in PSHE	3 Mo Y10 Careers in PSHE 23	3 We Y10 Careers in PSHE
4 Sa	4 Tu	4 Th Y11 IAG interviews	4 Su	4 Tu	4 Fr	4 Mo Y7 Careers in PSHE Y10 Launch Day	4 Mo Y11 Apprenticeship assembly and workshop Y10 Options Day Y11 Mock Interview Y12	Th Y9 Careers in PSHE Y8 Options evening	4 Sa	4 Tu Y10 Careers in PSHE	4 Th Y10 Careers in PSHE
5 Su	5 We	5 Fr Y11 IAG interviews	5 Mo Y11 IAG interviews 45	5 We	5 Sa	5 Tu Y7 Careers in PSHE Y11 Mock Interview Y12	5 Tu Y11 Mock Interview Y12 Y10 Options Day Y11 Mock Interview Y12	5 Fr Y9 Careers in PSHE Y8 Options evening	5 Su	5 We Y10 Careers in PSHE	5 Fr Y10 Careers in PSHE
6 Mo 32	6 Th	6 Sa	6 Tu Y11 IAG interviews	6 Th Y11 AP Visit to ITS Barnsley	6 Su	6 We Y7 Careers in PSHE	6 We Y8 Careers in PSHE	6 Sa	6 Mo Early May RH 19	6 Th Y10 Careers in PSHE	6 Sa
7 Tu	7 Fr	7 Su	7 We Y11 IAG interviews	7 Fr	7 Mo Y11 Employer Assembly on Interview Prep	7 Th Y7 Careers in PSHE	7 Th Y11 Mock Interview Y12	7 Su	7 Tu Future first group session Y9 Careers in PSHE	7 Fr Y10 Careers in PSHE	7 Su
8 We	8 Sa	8 Mo Y11 IAG interviews Y11 Mock Interview Y12	8 Th Y11 IAG interviews	8 Sa	8 Tu Y11 Mock Interview Y12 Y11 Mock Interview Y12	8 Fr Y7 Careers in PSHE	8 Fr Y11 Mock Interview Y12	8 Mo Y9 Careers in PSHE 15	8 We Y9 Careers in PSHE	8 Sa	8 Mo Y10 Spanish translator Y9 lessons
9 Th	9 Su	9 Tu Y11 IAG interviews	9 Fr Y11 IAG interviews	9 Su	9 We Y11 Mock Interview Y12 Y11 Mock Interview Y12	9 Sa	9 Sa	Tu Y9 Careers in PSHE	9 Th Y9 Careers in PSHE	9 Su	9 Tu
10 Fr	10 Mo 37	10 We Y11 IAG interviews	10 Sa	10 Mo Y11 IAG interviews 50	10 Th Y11 Mock Interview Y12 Y11 Mock Interview Y12	10 Su	10 Su	We Y9 Careers in PSHE	10 Fr Girls in Automotive workshop	10 Mo Y10 Careers in PSHE 24	10 We
11 Sa	11 Tu	11 Th Y11 IAG interviews	11 Su	11 Tu Y11 IAG interviews Y10 Options Day	11 Fr Y11 Mock Interview Y12 Y11 Mock Interview Y12	11 Mo Y7 Careers in PSHE Y11 Mock Interview Y12	11 Mo Y8 Careers in PSHE Y11 Mock Interview Y12	11 Th Y9 Careers in PSHE	11 Sa	11 Tu Y10 Careers in PSHE	11 Th Y10 Spanish translator Y9 lessons
12 Su	12 We	12 Fr Y11 IAG interviews	12 Mo Y11 IAG interviews 46	12 We	12 Sa	12 Tu Y7 Careers in PSHE	12 Tu Y8 Careers in PSHE	1 Fr Y9 Careers in PSHE	12 Su	12 We Y9 Air League event	12 Fr
13 Mo 33	13 Th	13 Sa	13 Tu Y11 IAG interviews	13 Th Y11 IAG interviews	13 Su	13 We Y7 Careers in PSHE	13 We Be Inspired Apprenticeship event	1 Sa	13 Mo Happy bus M Xpo logistics visit Y9	13 Th Y10 Careers in PSHE	13 Sa
14 Tu	14 Fr	14 Su	14 We Y11 Emp skills day and Post 16 Options fair	14 Fr Y11 IAG interviews	14 Mo Y7 Careers in PSHE	14 Th Y7 Careers in PSHE	14 Th Big Bang Fair - NEC Birmingham	1 Su	14 Tu Y9 Careers in PSHE	14 Fr Barnsley College in PSHE Alumni in Y10 Science	14 Su
15 We	15 Sa	15 Mo Y11 IAG interviews	15 Th Y11 IAG interviews	15 Sa	15 Tu Y7 Careers in PSHE	15 Fr Y7 Careers in PSHE Y11 Mock Interview Y12	15 Fr Y8 Careers in PSHE	1 Mo Spring up event	15 We XPO presentation Y9 Y9 Careers in PSHE	15 Sa	15 Mo Y10 Parent information event
16 Th	16 Su	16 Tu Y11 IAG interviews	16 Fr Y11 IAG interviews	16 Su	16 We Y11 Mock Interview Y12 Y11 Mock Interview Y12	16 Sa	16 Sa	Tu Spring up event	16 Th Y9 Careers in PSHE	16 Su	16 Tu
17 Fr	17 Mo 38	17 We Y11 IAG interviews	17 Sa	17 Mo Y11 IAG interviews 51	17 Th Y7 Careers in PSHE	17 Su	17 Su	We Spring up event	17 Fr Y9 Careers in PSHE	17 Mo Y10 Careers in PSHE 25	17 We
18 Sa	18 Tu	18 Th Y11 IAG interviews	18 Su	18 Tu Y11 IAG interviews	18 Fr Y7 Careers in PSHE	18 Mo	18 Mo Y8 Careers in PSHE 12	Th Spring up event	Sa	18 Tu Y10 Careers in PSHE	18 Th
19 Su	19 We	19 Fr Y11 IAG interviews	19 Mo Y11 IAG interviews 47	19 We Y11 IAG interviews	19 Sa	19 Tu	19 Tu Y8 Careers in PSHE	1 Fr Good Friday	19 Su	19 We Y10 Careers in PSHE	19 Fr
20 Mo 34	20 Th	20 Sa	20 Tu Y11 IAG interviews	20 Th Y11 IAG interviews	20 Su	20 We	20 We Y8 Careers in PSHE	2 Sa 0	20 Mo 21	20 Th Y10 Careers in PSHE	20 Sa
21 Tu	21 Fr	21 Su	21 We Y10 Ambition Barnsley	21 Fr Y11 IAG interviews	21 Mo Y11 Mock Interview Y12 Y11 Mock Interview Y12	21 Th	21 Th Y8 Careers in PSHE Y10 Options Day	2 Su	21 Tu	21 Fr Workplace visits cancelled due to lockdown closure	21 Su
22 We	22 Sa	22 Mo Y11 IAG interviews	22 Th Y11 IAG interviews	22 Sa	22 Tu Y7 Careers in PSHE	22 Fr	22 Fr Y8 Careers in PSHE	2 Mo Easter Monday 17	22 We AMRC trip - Y10	22 Sa	22 Mo 30
23 Th	23 Su	23 Tu Y11 IAG interviews	23 Fr Y11 IAG interviews	23 Su	23 We Y7 Careers in PSHE	23 Sa	23 Sa	Tu	23 Th	23 Su	23 Tu
24 Fr	24 Mo 39	24 We	24 Sa	24 Mo 52	24 Th Y7 Careers in PSHE	24 Su	24 Su	We	24 Fr	24 Mo Y10 Careers in PSHE 26	24 We

25 Sa	25 Tu	25 Th Y11 IAG interviews	25 Su	25 Tu Christmas Day	25 Fr Y7 Careers in PSHE	25 Mo HEPPSY guidance for Y11 target group	25 Mo Y8 Careers in PSHE	25 Th	25 Sa	25 Tu Y10 Careers in PSHE	25 Th
26 Su	26 We	26 Fr Y11 IAG interviews	26 Mo 48	26 We Boxing Day	26 Sa	26 Tu HEPPSY guidance for Y10 target group	26 Tu Y8 Careers in PSHE	26 Fr	26 Su	26 We Y10 Careers in PSHE	26 Fr
27 Mo August Bank Hol. 35	27 Th	27 Sa	27 Tu Y11 AP student visit To DVC in Oxford Trn	27 Th	27 Su	27 We Y8 Careers in PSHE Y8 Launch Options interviews	27 We Y8 Careers in PSHE	27 Sa 27	27 Mo Spring Bank H. 22	27 Th Sports day	27 Sa
28 Tu	28 Fr	28 Su	28 We	28 Fr	28 Mo Y7 Careers in PSHE 5	28 Th Y8 Careers in PSHE	28 Th Y8 Careers in PSHE	28 Su 28	28 Tu	28 Fri Y10 Sixth fm/College tasters	28 Su
29 We	29 Sa	29 Mo HA 4	29 Th Job Centre plus CV workshop with Y11 AP Students	29 Sa	29 Tu Y7 Careers in PSHE		29 Fr Y8 Careers in PSHE	29 Mo 29 Y9 Careers in PSHE Y11 extended assembly week 18	29 We Y9 Stem day	29 Sa	29 Mo 31
30 Th	30 Su	30 Tu	30 Fr Y8 IAG	30 Su	30 We Y7 Careers in PSHE		30 Sa	30 Tu Y9 Careers in PSHE	30 Th	30 Su	30 Tu
31 Fr		31 We		31 Mo 1	31 Th Y7 Careers in PSHE		31 Su		31 Fr		31 We

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Y11 IAG interviews	Y11 Careers in Form Time
Y7 Careers in PSHE includes intro to careers library/HE workshops with SHU/Enterprise Activities with BMBC	HEPP/HEPPSY+ activities events
Y8 Careers in PSHE includes intro to careers library/HE workshops with SHU/Enterprise Activities with BMBC	Employer Engagement events Enterprise Advisor support To be added when agreed
Y9 Careers in PSHE	Training Provider/Colleges/Sixth form/Uni access
Y10 Careers in PSHE	Workplace visits
Parent event- support from HEPP/National Apprenticeship Service	Y8 IAG interviews

HeppSY

HeppSY at Netherwood Academy is led by Miss Wilson, Miss Hirst and Mr Bennet.

HeppSY is part of a national programme funded by the Office for Students to support young people most at risk of missing out on higher education. It stands for Higher education Progression partnership South Yorkshire. Statistics shows that higher education participation of young people is both low and much lower than expected based on GCSE level attainment. Netherwood Academy is committed to working with our students to ensure that our students have opportunities to raise aspirations and consider that a progression onto higher education is the expectation. The HeppSY programme brings with it funding that we are able to utilise on a variety of offers and experiences to our students. The programme is imperative for the future of Netherwood students and the progress of the school.



Our strengths:

- A broad range of opportunities for students in Years 9-11, both school based and external visits.
- Working alongside the Careers Leader to blend the programme of activities students receive.
- Developing an Alumni portal to create a bank of contacts who are willing to support our students.
- An in-depth knowledge of the community and needs of the school and students what

What have we done this year?

Students from year 9, 10 and 11 have taken part in a wide variety of events – such as:

- Working with 'Discover us programme' that links with Sheffield Hallam University and the University of Sheffield.
- Visiting a mobile classroom provided by HeppSY
- Listening to an inspirational speaker about aiming high.
- Attending a family themed Aim high event where myths were discussed around finance, student debt and fears about leaving home and the community.
- Visited Oxford University to meet with an Alumni and look at University life from his perspective.
- Visited Kingswood to look at revision strategies in the context of team building, confidence and resilience.
- And many more!

We have lots planned for the next academic year to build on these experiences and ensure that each student is equipped with the skills and knowledge needed to give them best chance to live a happy, successful and fulfilled life after Netherwood. Watch this space!

Extra-Curricular Timetable – September 2019

Day	Year 7	Year 8	Year 9	Year 10	Year 11
Monday Lunchtime	Debate club (B032) Nurture Lunch Club (B008) Board game club (A006) - Week A only Dance (D015) Girls' Football (Sports Hall) - Week A only History Film Club (C026) Spanish homework/revision drop in - Week A only (C033)	Debate club (B032) Nurture Lunch Club (B008) Board game club (A006) - Week A only Dance (D015) Girls' Football (Sports Hall) - Week A only History Film Club (C026) Spanish homework/revision drop in - Week A only (C033)	Debate club (B032) IKIC Enterprise Challenge (D012) Dance (D015) Girls' Football (Sports Hall) - Week A only History Film Club (C026) Spanish homework/revision drop in - Week B only (C033)	Maths beyond GCSE (C010) Debate club (B032) Fitness suite Dance (D015) Girls' Football (Sports Hall) - Week A only History Film Club (C026) Spanish homework/revision drop in - Week B only (C033)	Maths beyond GCSE (C010) Debate club (B032) Art and DT drop in (D001) Hospitality drop in (A006) Fitness suite Dance (D015) Girls' Football (Sports Hall) - Week A only History Film Club (C026) GCSE Geography drop-in for revision/homework (D024) – Week B only Spanish homework/revision drop in - Week B only (C033)
Monday PM					
Tuesday Lunchtime	Nurture Lunch Club (B008) Mi5 maths club (C012) – Week A only	Big Bang Competition (B015) Nurture Lunch Club (B008)	Big Bang Competition (B015) Mi5 maths club (C012) – Week A only	KS4 Science homework support drop in (B014) Mi5 maths club (C012) – Week A only	KS4 Science homework support drop in (B014) Mi5 maths club (C012) – Week A only

Day	Year 7	Year 8	Year 9	Year 10	Year 11
	iDEA qualification (C028) Board game club (A006) - Week B only Rocket ball (Sports Hall) – Week A only Hand Squash (Sports Hall) – Week B only Guitar club (A015) – Week A only Counselling skills (C032) Poetry club (B030) - Week B only	Mi5 maths club (C012) – Week A only iDEA qualification (C028) Board game club (A006) - Week B only Rocket ball (Sports Hall) – Week A only Hand Squash (Sports Hall) – Week B only Guitar club (A015) – Week A only Counselling skills (C032)	iDEA qualification (C028) Rocket ball (Sports Hall) – Week A only Hand Squash (Sports Hall) – Week B only Guitar club (A015) – Week A only Counselling skills (C032)	iDEA qualification (C028) Fitness suite Careers drop in with Mrs Bird (Year 11 area – old LRC) Rocket ball (Sports Hall) – Week A only Hand Squash (Sports Hall) – Week B only Guitar club (A015) – Week A only	iDEA qualification (C028) Art and DT drop in (D001) Hospitality drop in (A006) Fitness suite Careers drop in with Mrs Bird (Year 11 area – old LRC) Rocket ball (Sports Hall) – Week A only Hand Squash (Sports Hall) – Week B only Guitar club (A015) – Week A only
Tuesday PM	Future Chef club (selected students) – A006 Girls’ Football (Astroturf) Handball (Gym) Netball (Sports Hall) Rock Band (A015)	Future Chef club (selected students) – A006 Girls’ Football (Astroturf) Handball (Gym) Netball (Sports Hall) Rock Band (A015)	Future Chef club (selected students) – A006 Girls’ Football (Astroturf) Handball (Gym) Netball (Sports Hall) Rock Band (A015)	Future Chef club (selected students) – A006 Girls’ Football (Astroturf) Handball (Gym) Netball (Sports Hall) Rock Band (A015)	Science revision (All Year 11 teaching rooms) Art/Engineering catch-up (C006 or D001) Future Chef club (selected students) – A006 Girls’ Football (Astroturf) Handball (Gym) Careers drop in with Mrs Bird (Year 11 area – old LRC)

Day	Year 7	Year 8	Year 9	Year 10	Year 11
					Netball (Sports Hall) Rock Band (A015) Drama lesson 6 (D015) – Week A only Dance lesson 6 (D016)
Wednesday Lunchtime	Basketball (Sports Hall) Nurture Lunch Club (B008) Panto Rehearsals (D015) Connections Play NT Group (D016)	Basketball (Sports Hall) Nurture Lunch Club (B008) Panto Rehearsals (D015) Connections Play NT Group (D016)	Art and DT drop in (D001) Basketball (Sports Hall) Panto Rehearsals (D015) Connections Play NT Group (D016)	Art and DT drop in (D001) Fitness suite Basketball (Sports Hall) Panto Rehearsals (D015) Connections Play NT Group (D016)	Hospitality drop in (A006) Fitness suite Basketball (Sports Hall) Panto Rehearsals (D015) Connections Play NT Group (D016)
Wednesday PM	German club (D020) – Week A only Barnsley Schools competitions (Football, Netball, Girls' Football) Same sports as Tuesday PM if there are no competition fixtures. Panto Rehearsals (D015) Music Technology Club (A017) – Week B only	German club (D020) – Week A only Barnsley Schools competitions (Football, Netball, Girls' Football) Same sports as Tuesday PM if there are no competition fixtures. Panto Rehearsals (D015) Music Technology Club (A017) – Week B only	German club (D020) – Week A only Barnsley Schools competitions (Football, Netball, Girls' Football) Same sports as Tuesday PM if there are no competition fixtures. Panto Rehearsals (D015) Music Technology Club (A017) – Week B only	KS4 Medical Club (B017) Maths exam support (C018) German club (D020) – Week A only Barnsley Schools competitions (Football, Netball, Girls' Football) Same sports as Tuesday PM if there are no competition fixtures. Panto Rehearsals (D015)	KS4 Medical Club (B017) Art/Engineering catch-up (C006 or D001) German club (D020) – Week A only Barnsley Schools competitions (Football, Netball, Girls' Football) Same sports as Tuesday PM if there are no competition fixtures. Panto Rehearsals (D015)

Day	Year 7	Year 8	Year 9	Year 10	Year 11
				Music Technology Club (A017) – Week B only	Music Technology Club (A017) – Week B only
Thursday Lunchtime	Drama Club (D016) Nurture Lunch Club (B008) Netherwood Singers – Choir (A015) – Week B only	Nurture Lunch Club (B008) Drama Club (D016) Netherwood Singers – Choir (A015) – Week B only	Art and DT drop in (D001) Fitness suite Drama catch-up (D015) Netherwood Singers – Choir (A015) – Week B only	Art and DT drop in (D001) Fitness suite Careers drop in with Mrs Bird (Year 11 area – old LRC) Drama catch-up (D015) Netherwood Singers – Choir (A015) – Week B only	Hospitality drop in (A006) Introduction to A Level English Language (B025) Fitness suite Careers drop in with Mrs Bird (Year 11 area – old LRC) Drama catch-up (D015) Netherwood Singers – Choir (A015) – Week B only
Thursday PM	Community Horticulture (B002)	Community Horticulture (B002)	Community Horticulture (B002)	Community Horticulture (B002)	Community Horticulture (B002)
Friday Lunchtime	Nurture Lunch Club (B008) KS3 Science Club (B004) Castle Club (C024) MFL TV Club – Making Youtube videos for the MFL channel (C032) Drama Club (D015)	Big Bang Competition (B015) KS3 Science club (B004) Nurture Lunch Club (B008) MFL TV Club – Making Youtube videos for the MFL channel (C032) Drama Club (D015)	Big Bang Competition (B015) Fitness suite History GCSE drop-in (C027) MFL TV Club – Making Youtube videos for the MFL channel (C032) Drama Club (D015)	iMedia drop in (C014) Computer Science drop in (C028) History GCSE drop-in (C027) Mock trial meeting (C030) – Week A only Fitness suite	iMedia drop in (C014) Computer Science drop in (C028) History GCSE drop-in (C027) Mock trial meeting (C030) – Week A only Hospitality drop in (A006) English revision drop in (B026)

Day	Year 7	Year 8	Year 9	Year 10	Year 11
				Job club (CV writing and part-time job applications) – Year 11 area Drama Club (D015)	Fitness suite Job club (CV writing and part-time job applications) – Year 11 area Drama Club (D015) GCSE Geography drop-in for revision/homework (D022) – Week A only
Friday PM			BTEC Music catch-up (A015)	BTEC Music catch-up (A015)	BTEC Music catch-up (A015)



**NETHERWOOD
ACADEMY**

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INSPIRING BEYOND MEASURE

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