

## Curriculum INTENT

### **Intent Summary:**

At Netherwood we aspire to deliver a curriculum that provides our students with broad, balanced, rich and inspiring learning experiences and opportunities which equip them with the powerful knowledge and skills for them to be successful in their future pathways and compete in the global economy.

Our curriculum aims to provide the depth and wealth of knowledge needed to inspire the minds of our students and shape their futures through well sequenced plans in each curriculum area of the academy building on previous knowledge whilst supporting future progression

Our curriculum is designed to be flexible, adaptable and it can be influenced by cohort strength, individual student needs or reforms to qualifications.

The Netherwood curriculum is not narrowed to focus on school performance measures. KS3 students study the full range of subjects up to the end of Year 9 and we have retained a broad and balanced set of pathways to meet the needs and interests of our KS4 cohorts.

Our curriculum also:

- Develops students' literacy, communication and numeracy skills.
- Supports and challenges all students from any cultural or socio-economic background from the most vulnerable to the most able.
- Enables students to make informed choices about staying safe and being healthy (both physically and mentally) by providing them with e-safety and mental and physical health education.
- Promotes the following British Values:
  - Democracy
  - The rule of Law
  - Individual Liberty
  - Mutual Respect
  - Tolerance of those who have different beliefs and faiths
- Provides excellent careers information, advice and guidance alongside qualifications that are of worth to employers and for entry to further and higher education enabling all pupils to fulfil their potential.
- Builds character and cultural capital through a recently updated personal development curriculum which takes local contexts into account. This will also allow pupils to acquire an appreciation and respect for their own and other cultures. The personal development curriculum builds in the academy's key values of RESILIENCE, RESPECT, RESPONSIBILITY, HAPPINESS and ASPIRATION.

### **Literacy:**

Reading is a priority in **all subjects** and lesson time should prioritise a quality reading experience for all students. This can be achieved by reading high quality texts aloud to pupils in class, alongside students reading challenging material themselves and ensuring reading is embedded in individual planning to provide students with the entitlement to extended subject knowledge. All schemes of learning should include a maximum of 6 keystone words that underpin the topic being taught to students. In introducing and exploring this vocabulary, students should be exposed to its etymology, meaning and usage, along with synonyms and non- examples to solidify students' understanding. Teachers are expected to revisit the keystone words periodically with students through both talk and writing. Within students' work where feedback is being provided, common Literacy misconceptions and errors should be brought to students' attention and corrected by the student themselves.

## Social Mobility:

- Cultural capital and literacy development through a knowledge-rich curriculum.
- Advice about a range of aspirational education/careers pathways with curriculum time in PSHE.
- Cultural enrichment through a range of educational visits including trips abroad.
- Activities and information through the HEPPSY (higher education progression partnership for South Yorkshire) programme designed to increase participation in higher education courses in the future.

## Subject overviews

- The curriculum progression overviews and 5 year summaries for each subject identify what is delivered and reinforces links across and between each year group as well as across subjects. These can be accessed by the departmental links:

- [English](#)
- [Maths](#)
- [Science](#)
- [Geography](#)
- [History](#)
- [PE](#)
- [Cooking and Nutrition](#)
- [PSHE/Citizenship](#)
- [Art & DT](#)
- [Performing Arts](#)
- [MFL](#)
- [ICT & Computing](#)

## Curriculum IMPLEMENTATION

Implementation – How we expose our students to powerful knowledge and provide education with character.

Our approach to teaching and learning supports our curriculum by ensuring that lessons build on prior learning and provide sufficient opportunity for guided and independent practice. We use Barak Rosenshine's Principles of Instruction, along with our own Netherwood Consistencies to develop our teaching practice. The Netherwood Teaching Consistencies are:

1. Meet and greet
2. Do Now retrieval task
3. Big question and challenge
4. High expectations always
5. Literacy
6. Calm and orderly dismissal.

At the heart of Rosenshine's principles is a simple instructional core:

- Demonstration (explanation and modelling) of new material in small steps (I)
- Guided practice with prompts and scaffolds (we)
- Independent practice with monitoring and feedback from teacher (you)

At each point in this instructional core, teachers check understanding of all pupils by asking lots of questions and providing feedback.

Rosenshine's principles support the implementation of the curriculum by ensuring that pupils regularly recall prior learning. You will often see this at the start of our lessons. When prior learning is committed to long term memory, it becomes fluent or 'automatic', freeing space in our working memory which can then be used for comprehension, application and problem solving.

In order to allow the mastery approach to be effective (i.e. children learn what they are expected to in the year they are expected to), early catch-up is essential: we aim to promptly identify and support pupils who start secondary school without a secure grasp of reading, writing and mathematics so that they can access the full curriculum.

As we provide a 'mastery curriculum' our students study fewer topics in greater depth, with the expectation that we don't move on to the next topic until all our students have a secure understanding of the current topic. A three-year Key Stage 3 provides students with the time and space to gain this secure understanding. In our lessons, you will typically see all students grappling with challenging content with teachers providing additional support and scaffolding for those students who need it. Rather than moving on to new content, our higher attainers are expected to produce work of greater depth and flair. We use the CATS and NGRT reading age tests to gain information about our new Year 7 so they can begin at the Academy with the support they need.

Everything from which children learn in school – the taught subject timetable, the approach to spiritual, moral, social and cultural development, the co-curricular provision and the ethos and 'hidden curriculum' of the school – are to be seen as part of the school curriculum. Our principle of 'Inspiring beyond measure' is delivered through the curriculum in this broadest sense.

### **Key Stage 3**

In Years 7 to 9 the aim is to improve our students with knowledge to lay the foundations that prepare them for the rigours and challenge of Key Stage 4 and beyond.

Students follow the full range of subjects at Key Stage 3, including: English, Mathematics, Science, Food Technology, Resistant Materials, a Foreign Language (French or Spanish), Geography, History, Art, Music, Drama, Physical Education, Religious Education, Computer Science and PSHCE.

### **Key Stage 4**

Students make subject choices in Year 9 in order to start their GCSE courses in Year 10.

Our Key Stage 4 Curriculum has a strong focus on the core EBacc academic subjects of English Language and Literature, Mathematics and Science, as well as Languages and Humanities. We acknowledge that these subjects provide strong preparation for further study, enable social mobility and give a strong understanding of the world.

Students are able to access the wider curriculum offer, covering a whole range of subjects by choosing additional optional subjects. These subjects include: Art and Design, Engineering Design, Hospitality and catering, Music, Performing Arts, Computer Science, Creative iMedia, Film Studies, Sport Science, Dance, Health and Social Care, Separate Sciences. The curriculum is further enriched by a range of trips and visits of varying duration that occur throughout the five-year journey, at a national, local and international level. There are also various internal enrichment opportunities of a sporting, creative and academic nature. These ignite passions and interests that can be sustained beyond school and into later life and have included speaking at the House of Commons, theatre visits and various sporting competitions.

Enrichment is an important part of our curriculum, and there are many activities that take place to further develop students' cultural awareness, to ensure they have an understanding and appreciation of life in Britain, and beyond, and that they are prepared for life in modern Britain.

Netherwood's curriculum model is below. We operate a two week timetable. The model offers breadth, but also the opportunity for mastery and depth of study:

	Key Stage 3 – Years 7, 8 and 9	Year 10	Year 11
Core hours	English and maths (8 hours) Science (7 hours)	English and science (9 hours) Maths (8 hours)	English (10 hours) Maths and Science (9 hours) PE (2 hours)

		PSHCE and PE (2 hours) History or geography (5 hours)	History or geography (5 hours)
Non-core hours	Spanish, geography and history (4 hours) PE (3 hours) Drama, music, PSHCE, Art, DT/Food and ICT (2 hours)	Spanish: 5 hours Options: 5 hours each	Spanish: 5 hours Options: 5 hours each

## Assessment

Students are assessed against the competencies specific to each year group in each subject. The acquisition of these curriculum competencies is used to generate a 'tracking towards' grade on the 9 – 1 GCSE scale.

### **At Key Stage 3**

**No pupils in Key Stage 3 will be given a target or have work marked which relates to GCSE grades.** Pupils will receive their percentile rank at the start of year 7 and a targeted quartile which will indicate the range of score is expected to achieve in assessments as they move through Key Stage 3. Ongoing assessment is through a mastery approach where students are given feedback on their ability to demonstrate that knowledge and/or skills have been remembered over time. Students' progress will be assessed regularly and feedback given. Curriculum Leaders, tutors and teachers can target underperformance and specifically advise students and parents what is needed for the student to improve.

**In Year 10**, assessments are made by teachers, to give a current and tracking towards grade on the 9 – 1 scale alongside a working at grade and mock exams will take place at the end of the Academic year.

**In Year 11**, teachers will report on the current grade and make a prediction based on standardised and moderated examination and assessment results.

**In all year groups**, the progress of students towards their GCSE targets is monitored by Senior Leaders and Curriculum Leaders. Students who are not 'working towards' their expected grade will be considered for intervention. This happens at all levels and increasingly so in KS3 as well as KS4.