

	<p style="text-align: center;">INTENT</p> <p style="text-align: center;">What are the endpoints we want the students to reach?</p>
<p>BE RESPECTED</p> <p>Be effective communicators and understand specialist concepts</p>	<p>We enable students to develop their use and understanding of specialist technical vocabulary so that students will be respected for their academic knowledge and understanding in school and beyond. We ensure that students have opportunities to read challenging texts. Students will be able to apply their reading skills and show their understanding across the curriculum, from one subject area to another.</p> <p>We ensure that students can apply their numeracy knowledge, understanding and skills in other subject areas and to real life problems where appropriate.</p> <p>We ensure students regularly use speaking and listening as part of learning at JRS in order to develop their ability to communicate in an appropriate manner, with an awareness of the audience, purpose and form when they talk in school and prepare them to be effective communicators with other adults and in the world of work.</p> <p>We ensure that students can communicate their ideas effectively in writing; including specialist vocabulary and again being aware of the audience, purpose and form as they write. We ensure students produce accurate, organized texts that show understanding of concepts taught.</p>
<p>BE RESILIENT</p> <p>Be well prepared for successful adult life and be able to respond to assessment in order to make progress</p>	<p>We ensure our curriculum takes into account the wellbeing of our students. We make sure through its content, sequencing and the support on offer to our students; that in school and beyond they have the resilience to be successful adults. Our personal development curriculum will include opportunities to develop the whole school community and the individual both in school and in the local environment.</p> <p>We encourage resilience by building in opportunities into sequences of learning for our students to use self and peer assessment effectively across the curriculum. We use assessment as a formative tool, so that it enables students to progress and improve their deeper understanding of subject matter and concepts. The curriculum will build students' stamina through challenging and engaging activities. We give students time to reflect on their work and know what to do to improve their knowledge and understanding.</p>
<p>BE VALUED</p> <p>Be able to value and experience the world around them through opportunities both in and out of lessons</p>	<p><i>We make sure our students are well prepared for life by ensuring classroom experiences and the wider curriculum on offer introduces them to 'the best that has been thought and said...helping them engender an appreciation of human creativity and achievement'</i> The curriculum will enable students to appreciate other cultures, religions and traditions.</p>
<p>BE READY FOR YOUR FUTURE</p> <p>Be able to make a link between learning in lessons and future employment choices; be ready to live in a diverse, tolerant society</p>	<p>We will make sure Key Stage 3 provides students with the hooks to build on in further study, training or work. Ensuring students have the literacy and numeracy skills to access not just GCSE, but the wider world and professional employment. Students will have advice and guidance so that they can make the best informed choices for them at Key Stage 4 and for further study.</p> <p>We will encourage our students to express their opinions in a logical, evidence based manner and demonstrate that they can appreciate that others may hold a different point of view and respect the opinions of others.</p> <p>We will enable our students to understand the impact their subjects can have on their future and their opportunities in society.</p>
<p>BE YOU</p> <p>Be able to be the best person students' can be in their school, local community and society as a whole</p>	<p>We will utilise the unique context of our location to enable students to progress to further study, training or work of their choice; enabling students to become effective UK and global citizens.</p> <p>We will be aware of our school context and our curriculum in order to make sure that students from a range of Key Stage 2 experiences and with a spectrum of starting levels, tailoring our curriculum to offer support in Year 7, Year 8 and Year 9 with some students receiving a bespoke curriculum</p>

In DT...

- Develop an understanding and use technical vocabulary used in design & technology, including:
 - Materials and their properties
 - Manufacturing systems and processes
 - Equipment and components
- Be able to read and interpret technical text, including design briefs, specifications, analysis and evaluations of products
- Develop ability to construct analytical text, using P.E.E. statements, writing frames and learning mats
- Be able to analyse and evaluate their own, and others, design work and products
- Develop their extended writing technique, through analysing, evaluating, discussing, describing & explaining
- Be able to annotate their own design process
- Be able to discuss, in pairs, in groups and through presentation:
 - Materials and their properties
 - Manufacturing systems and processes
 - Equipment and components
- Be able to carry out a range of mathematical processes in relation to the design and manufacture of a product, including:
 - Measurement and calculation of material
 - Costings
 - Mechanical principles
 - 3D and technical drawing techniques
 - Analysing and displaying data (graphs and tables)

- Develop ability to peer and self-assess their design work, practical outcomes and exam work, based on success criteria and exam criteria. Recognise where improvement could be made.
- Be able to respond to feedback and self-assessment to improve their work and make progress in both their design and practical work
- Develop awareness of health and safety in school and in the workplace
- Develop an understanding of local and global environmental issues and the implication in design and manufacture
- Develop an ability to question and make decisions based on product information, with respect to economy, aesthetics, function, quality & environment
- Be able to work independently in their design and practical work, making decisions on materials & processes.

- Develop design techniques through the investigation past and present designers, design movements and other cultures, religion & traditions
- Develop an understanding of the responsibility of designers when designing for other cultures, religion & traditions
- Introduce students to the wider aspects of technology and industry, through STEM based projects, links with industry and technology tournaments and competitions

- At KS3, develop basic design and practical skills, as a foundation for KS4 and further education and training
- Develop a general practical skills and an ability to make informed decision, to help in everyday life
- Highlight and discuss careers in technology and industry, through the curriculum and through STEM based projects, links with industry and technology tournaments and competitions
- Be able to appreciate and accept different points of view, through the study and discussion of:
 - Design
 - Manufacturing processes
 - Environmental issues
 - Power generation
 - Economics in industry

- Collaboration with local industry to develop curriculum knowledge and provide career information and relevant experience
- Provide technology clubs provision for SEND students, to enable the development of D&T skills and life skills
- Provide visits to local industry
- Collaboration with local industry and groups in local projects

In PE...

Peer assessment to encourage use of technical vocabulary to help improve performance.

Angles, timing, measuring, working out percentages for different heart rate training zones, working out percentages for weight training (endurance/power/strength)

Develop and refine performances through verbal feedback via peer and self assessment.

Students fill out progress tracker sheets to show progress through modules of work

Peer assessment tasks help students develop as a player and observer.

Health and fitness benefits of “not giving up” when tasks get physically difficult.eg Bleep test

Build resilience by encouraging students to work “outside of their comfort zone”

Make students aware of the wider world of sport outside school through promoting major sporting events (national/international) and encouraging students to have a deeper/better knowledge of techniques observed at a high level performed by top level athletes and bringing the experience into lessons.

Develop healthy lifestyles (physical, social, health, emotional) in preparation for life beyond school.

Careers/pathways in sport after leaving school/adult life.

Promote local clubs/opportunities. Eg. Coniston cricket club, Kendal/Ulverston/Haverigg rugby club, Ambleside football club, etc

Fell Race to appreciate local surroundings.

Primary liaison/input on taster days, etc

School Sports Day (be your best/do your best)

In RE...

- Students will learn a range of key religious words with a focus on the 6 main world religions. There will be a greater focus on key-words from Buddhism and Christianity in Year 9 & 10 to link with their GCSE course
- Students will be able to understand a range of religious texts with particular focus on the Bible and the teachings of Buddhism
- Students will be able to respond to these texts and show how they influence the believer. They will be able to explain the texts in the context of contemporary British life and its issues
- Extended writing is developed throughout Years 7 - 10 and emphasis is placed on the sequencing of answers, particularly in 12 mark GCSE answers.
- In lessons, opportunities for paired and group work and concentric circles are a regular part of learning

- Students are assessed regularly and always at the end of a unit of work
- For GCSE study, students are assessed according to their exam study and are given the opportunity to revisit key skills over time, particularly when writing sequenced answers to 12 mark questions
- Students will be more aware of the world around them and will develop a better understanding and respect of other cultures and beliefs
- They will be able to respond to questions of belief and be able to explain their own views as well as those of others
- Students will be well prepared for the rigours of GCSE in Year 10 through challenging questioning and the chance to analyse key topics in their learning from Year 7

- Students will have the opportunity to visit the Buddhist Temple in Ulverston to enhance their learning for GCSE study
- Students will have the opportunity to make thoughtful and positive contributions through developing their spiritual, social and cultural awareness
- Students will be able to draw on what they learn in RE to be able to then make better informed decisions in their lives

- Students will develop the skills of resilience and self reliance so they can develop a positive mindset to deal with challenges in life
- Students will be better equipped to deal with life in a diverse and multicultural society
- Students will develop skills which will help them solve a variety of moral dilemmas in their own lives
- Students will relate their religious learning to a range of current everyday ethical issues

- Students will always be encouraged to develop their own views on a variety of religious and ethical topics
- We will take opportunities to visit local religious venues, including the Buddhist Temple in Ulverston
- We will challenge students to think critically outside of their own usual experience
- Students will learn that every individual is important through their study of tolerance and understanding
- Students will be encouraged to discuss a range of religious ideas and moral dilemmas

In GEOGRAPHY...

- Geographical vocabulary is used throughout KS 3 and 4.
- Texts such as articles , diaries nonfiction texts are used as resources.
- TA's enable SEN students to access texts which are challenging
- Students will be able to use Ordnance Survey maps with 5 key map skills (direction, symbols, scale, grid references, relief interpretation)
- Students will be able to read and interpret a variety of geographical graphs.
- Students will be able to discuss a 'conflict' issue eg quarry expansion, volcanic eruption evacuation plan.
- Students will be able to describe and explain the formation of key landscape features using specialist vocabulary and sequencing..
- Students will be able to incorporate specialist vocabulary.
- Skills for life (numeracy and literacy as well as specific geographical skills) will be included such as using digimaps, atlases and information leaflets.

- Assessments build on key geographical skills and concepts. KS3 assessments include skills questions that link to the GCSE skills paper.
- Assessments will provide challenge for all.
- OCR exam builder to ensure students experience all styles of exam questions.
- Use of peer marking and DIRT time incorporated into all topics.
- Students learn in the local environment in - Ruskin museum and coppermines trip with year 7, village fieldwork with year 8, mountain rescue visit with OL in year 9, navigation day and D of E expedition, rivers fieldwork in year 10.

- Geography embraces the study of other countries eg Brazil, China, India and ensures that students are immersed into learning about different cultures, religions and traditions

- Students learn how to conduct an enquiry through fieldwork investigations helping them to become independent learners.
- Students learn how to evaluate effectiveness of human activity in the landscape eg coastal defences at St Bees
- Students will be able to give opinions on "geography in the news" topics eg Thirlmere zipwire, 4x4 vehicles in the LDNP, second homes.
- Students will be able to read and use a range of maps at different scales.
- Students will be able to interpret a variety of graphs eg climate graphs
- Students will develop an enquiring mind when looking at landscapes - "why is that there, how was that formed etc"

- Students to develop knowledge of Cumbria (year7) with map knowledge, village study of Coniston. Case-studies at GCSE are local where relevant eg Barrow for economic decline, energy coast, Lancaster city study.
- Gaps in map knowledge are addressed by frequent reference to maps in students' planners.
- Unique context of location used in outdoor learning lessons and D of E - also supports geography curriculum
- Field trips help to widen horizons.
- Pupil premium and disadvantaged students will be prioritised for quality verbal feedback.
- Students will be taught through a spiral curriculum to be discerning with information and will be helped to become critical thinkers.
- Geography study will be linked to future career opportunities eg ecologist, flooding engineer, national park warden.

In HISTORY...

- Key historical language is an important focus throughout key stage 3 and 4.
- A wide variety of texts are used from newspaper articles to detailed information for analysis in textbooks.
- Students are challenged to use and understand complex vocabulary linked to their key stage 4 study of European history, especially Weimar and Nazi Germany and Superpowers and the Cold War.
- Students are able to infer through class discussion when dealing with a variety of historical sources
- Students are able to sequence their writing when tackling extended writing tasks - this is developed in lessons through speaking and listening
- Students develop their speaking and listening skills through paired and group work and by using concentric circles
- Students are able to understand the historical meaning of a source. They can put it into context and explain its provenance, purpose and audience
- Students will be able to engage directly with questions and present arguments that are well written, clearly expressed, sequenced and supported by relevant evidence

- Assessments focus on a variety of historical skills throughout both key stages
- Students are challenged in their assessments, yet they accessible for all learners
- Assessments are checked in class using dedicated DIRT time and use of purple pens to show progress and understanding
- The history curriculum encourages students to develop as independent learners and as critical and reflective thinkers - this in turn will help them deal with the demands of the modern world
- Students are given the opportunity to build up their stamina for the rigours of key stage 4 study by the use of challenging extended writing tasks

- Students study a wide selection of key moments in British and European history to enable them to think critically about the past and other cultures
- Students are aware of times in the past where humans could have acted differently to achieve a more positive outcome. They will be able to learn about this and use it to shape their own futures
- Students will study the lives of key individuals in history and be able to understand their significance

- Students will learn that the decisions made by people in the past where not always the right decisions and be able to understand why mistakes were made
- Students will gain historical perspective by placing their growing knowledge into a variety of different contexts
- Students will engage in historical inquiry which will help them to develop as independent learners and as critical and reflective thinkers
- Students will gain knowledge of the world around them by their study of key figures in history and their impact on society
- Students will learn how to interpret the news today from their study of the news of the past

- Students will develop a better understanding of themselves by studying the actions of people in the past - they will develop this understanding using a variety of speaking and listening opportunities
- They will be aware of bias and reliability and how this can affect the outcomes of decisions made in the past and be able to apply this to the future
- Students are encouraged to have ownership of their own learning allowing them to develop into critical thinkers with the ability to define their own questions and goals
- Study will include references to our local area where possible, especially Coniston and its importance during the industrial revolution

In FRENCH...

- Students are taught about French grammar using grammatical terms, e.g. verb, tense, time frame, adjective, etc.
- Students will be able to have an appropriate conversation in a variety of contexts (e.g. doctors, hotel, in a shop) in a French speaking country, so they are equipped for any future travel
- Students will be able to access a range of texts (e.g. a leaflet, a brochure, a story) in the French language and draw important information from them.
- Students will be able to communicate basic and sometimes more complex written information in French for a variety of audiences (e.g. a poster, a letter, a diary entry)
- Students who sit the GCSE in French will be empowered to go further with studying and using languages - at A-level, at university, and/or as part of employment

- Quality-first teaching enables all students, including those from disadvantaged backgrounds and students with SEN/D, make appropriate progress in French. This is shown in their books through green/purple pen and acting on teacher advice given.
- Our aim is that all students enjoy learning a language – even if they perceive it as being hard. Evidenced in discussion with students.

- All students are given chances to discuss the differences and similarities between Franco- and Anglophone cultures where we celebrate each community's attributes
- All students are offered the opportunity to experience French culture through the French Residential trips and opportunities in lessons (such as music, films and food)
- Students are offered the opportunity to communicate with their French contemporaries through a penpal link

- The KS3 schemes of work reflect the GCSE syllabus in topic and assessment style.
- We understand that learning a language is a continuous process of improvement and we revisit topics repeatedly, extending detail each time.
- We give opportunities in every topic for students to give and justify their opinions (eg. why they like a sport/food/type of film). We involve opportunities for class discussion and comparison as a result.
- Learning about language differences is a safe way for students to become accustomed to cultural differences.
- All students access suitable accreditation in taught language (or home language) as appropriate – at GCSE and KS3 (FCSE)

- We recognise the limitations of living and working in a very rural environment by discussing the impact of French on English language and grammar
- We discuss tourism and the boost it gives to the local economy – and the part they play in both welcoming tourists and improving the experience they can offer through the French language

In ENGLISH...

At KS3 and KS4 students develop an appropriate technical vocabulary for responding to texts and there is evidence of writing for specific audiences, purposes and forms in their books and folders.

When reading, students are able to infer and deduce; they respond to literary and non-literary texts, reading for meaning and being able to identify techniques or features writers have used to influence the response of the reader. Students can use vocabulary to describe techniques and explain the effect.

In lessons, paired work, concentric circles, group work and whole class discussion are part learning at KS3 and KS4. At KS3 students evaluate their speaking and listening strengths and this is in their KS3 folders; at KS4 all students complete the spoken language endorsement for their GCSE

Writing at KS3 and KS4 shows students have strategies to plan writing; they can organize material with a clear sense of purpose, audience and form. Students produce accurate texts

Through analysis of texts – both literary and non-literary – we help build resilience in English through appropriate challenge; this is reflected in our choice of literary and non-literary texts for analysis, discussion and examination.

Our KS3 schemes of work have threads throughout Years 7, 8 and 9 so that students can link back to previous learning. This planned sequence enables students to build up, enhance and revisit skills over time. This is evidenced in their KS3 core assessment task folders and how units of work help students to understand the reading and writing skills they will need to make a success of KS4.

All our schemes of work have self and peer assessment as part of the learning process; we encourage students to reflect on the strengths of their work and how it could be improved. At KS3 this is evident in their folders and exercise books; we encourage students to look back at previous work and previous targets.

We give students time in class to reflect on their work and use drafting processes and green or purple pen activities to make students evaluate their own work or the work of others at both KS3 and KS4.

We update schemes of work regularly, adding additional texts – particularly non-lit texts about current issues to support transactional writing.

Our choice of challenging texts at KS3 and KS3 exposes students to 'the best that has been thought and said' – there is evidence in exercise books and folders of students reading texts from different cultures, religions and traditions. The context element of the GCSE English Literature course encourages an appreciation of how a text and writer can be influenced by its historical context.

The GCSE spoken language endorsement (and how is it foreshadowed in the KS3 scheme of work) ensures students are well prepared for life by developing their communication skills.

At KS3 and KS4 students develop written and oral communication skills to equip them for the world of work – for example, formal letter writing at KS3 and speaking and listening opportunities evidenced in folders. This is built on at KS4 with the English department supporting the CVs and letters for work experience writing process. The GCSE spoken language endorsement prepares them to be effective presenters in a work based context.

At KS3 and KS4 there are examples of persuasive writing, for example letters and speeches where students have to express an opinion in a logical and coherent manner. We analyze different non-literary articles and texts so that students learn how to identify different opinions and points of view. In discussion, students learn how to value the opinions of others.

Through the promotion of accurate and effective communication skills at KS3 and KS4 we prepare students for the importance of being literate and reflective in the world of work and society as a whole.

We provide a range of speaking and listening opportunities for students to discuss and share their ideas. The use of non-lit texts at KS3 and KS4 helps students to understand issues in the real world, think about bias and often reflect on society when looking at current affairs articles

We encourage students to become articulate individuals. We use experiences like Dove Cottage, Youth Speaks and poetry workshops help students express their ideas and explore their creativity. Students have opportunities to see texts in performance, for example, theatre trips or RSC live in order to ensure that despite our rural location students are not disadvantaged.

Our English curriculum and the approach to literacy across the school supports students to achieve, whatever their prior starting point – programs like Accelerated Reader, IDL English, Year 7 one-to-one and TA support in class help to support students who are in danger of falling behind.

In MATHS...

We enable students to understand and use the specialist mathematical vocabulary used in questions so that they can solve and explain mathematical problems.

Key mathematical vocabulary is evident in exercise books.

Teachers and students use these key words and phrases throughout lessons during paired work, group work and whole class discussion, enhancing reasoning and speaking and listening skills.

Teachers and students discuss where mathematical concepts and methods are used in other subject areas to build cross-curricular knowledge and understanding.

Teachers and students discuss where mathematical concepts and methods are used in real-life contexts and in various jobs and careers

Throughout their maths journey at JRS, students follow a spiral curriculum where previous learning is revisited, revised and extended.

We help students be able to break a larger problem down into a sequence of smaller steps. For example, so that they are able to tackle un-scaffolded problems that are worth 4/5/6 marks on the GCSE exam papers.

We challenge all students to be better and stronger mathematicians in all lessons. Our curriculum is accessible and aspirational for all students.

Students are regularly assessed to encourage and evaluate the effectiveness of ongoing revision and identify gaps in knowledge and understanding. Students are regularly given time to use purple pens to correct and improve their work and to fill gaps in their knowledge and understanding.

We give students the opportunity to take part in the nationally run individual junior and intermediate Maths Challenges.

We give students in Years 8, 9 and 10 the opportunity to represent JRS in Team Maths Challenges against other Cumbria/Lancashire secondary schools.

We enable students to work independently, in pairs and in groups, developing their communication skills and listening to each other's opinions and ideas, just as they will need to as adults in their chosen career.

We discuss the geographical and cultural regions which gave rise to key mathematical concepts and methods, and individual mathematicians who developed these further.

We discuss how technology has influenced mathematics: how ever more powerful computers are finding more and more decimal places for pi and how ever more powerful calculators enable us to quickly solve complex mathematical problems. We talk about how the computers that calculated the maths needed to put a man on the moon were less powerful than our current mobile phones. We encourage students to value the technology available to them and we teach students how to use the advanced mathematical and scientific functions on their calculators.

We take every opportunity to explain when/where/in which career(s) students will use their current mathematical topic in future studies (eg. A levels in a variety of subjects) and in later life.

Students attend a STEM careers fair and JRS careers fair.

Self and peer assessment develops students' abilities to analyse, evaluate, spot mistakes and advise positive next steps.

At KS3 and KS4, students follow a spiral curriculum where previous learning is revisited, revised and extended, building on hooks learned at KS2 and KS3.

We challenge all students to be better and stronger mathematicians in all lessons. Our curriculum is accessible and aspirational for all students. We encourage students to develop their speaking and listening skills, to discuss and share ideas in an articulate, logical manner.

We present students with a variety of methods and techniques so that they can choose to use the one that suits them best.

Our curriculum helps all students to become better and stronger mathematicians, whatever their previous experience and understanding. The IDL numeracy program helps students close the gaps in their knowledge and understanding from KS2 so they can then fully access the maths curriculum. TA support in class and during morning registrations help students who are struggling to keep up.

In SCIENCE...

Key words on board each lesson, key practical vocabulary built on from Year 7-11.

New textbooks and literacy skill reading tasks to challenge pupils.

Key scientific words and definitions in exercise books

Numeracy skills ongoing throughout the science curriculum; equations (balancing and rearranging, deriving equations from other equations), changing units, graphs, significant figures, standard form, prefixes. Links to maths teaching science lessons.

Real life; percentage yield, magnification, calculating percentage change and rate

& distance /time graphs, stopping distance, momentum-force calculations linking to car crashes, power efficiency calculations

CASE lessons enhance speaking and listening skills in carefully constructed groups. Opportunities to present scientific information; greenhouse design, nuclear power debate, evaluating renewable energy sources to implement locally

AFL tasks in KS3 provide a chance for extended writing; cheese sandwich journey, iron and sulphur reaction.

Long answer questions in GCSE are challenging and used throughout KS3/4. Exam board advice shared with students - command words circled and key words underlined.

SEND pupils given more structured worksheets or evidence of support (turquoise pen)

KS3 curriculum covers; reproduction, digestion (healthy eating), health (drugs, alcohol & smoking). Pupils are not just taught the knowledge, but how they can improve their own wellbeing (mental health is as important as physical health). Opportunities to consider healthy diet choices, and the difference between persuasive food advertising and factual information.

KS4 teaches contraception. Opportunities to discuss the advantages and disadvantages of different contraception and what contraception might be suitable to different people at different times of their lives

KS4 teaches communicable and non-communicable diseases and risk factors

Mindfulness teaching, students benefit from self-regulation, listening to their inner voice and having a tool kit available to deal with situations, now and later on in life.

There are regular opportunities in science to self - (purple pen) and peer (green pen) assess in books. At KS3 each topic has an AFL which is peer marked, teacher marked and then targets improved by pupils. There are trio tests for assessments which are self- corrected and targets improved on by pupils.

At KS4 pupils have end of topic assessments which are self- corrected and targets improved on by pupils. For homeworks; workbooks – self marked & corrected and Ezy science – videos watch with notes taken and quizzes. Feedback from teachers is given from the quiz.

Pupils AFL/assessment data on SIMS, end of year data transferred each year.

Science lessons are full of practicals giving pupils an enhanced experience.

Environmental technology uses the allotment to provide a wider classroom experience; plant propagation and caring for hens.

Ecology area provides an outdoor classroom and ecology lessons using the pond in the summer. Year 7 experience an ecology trip to the lake.

Copper mines trip links the area to the chemistry curriculum.

Top of the form competition.

DP receive KS3/4 revision guides & workbooks.

Specialist terminology is constantly used in science lessons, especially practical based terms.

Each lesson will utilize where possible numeracy/literacy skills. Pupils have skills to analyse and evaluate.

We make sure the curriculum has how science is linked to everyday life and STEM careers in that area.

Peer assessment and self-reflection time giving students essential evaluation skills that can be used in real life.

CASE is the basis for logical thinking skills in science, being able to listen to others and argue when there is conflicting ideas, showing metacognition

Pupils attend a STEM careers fair and JRS careers fair.

Year 7 experience an ecology trip to the lake at Coniston.

Copper mines trip links the area to the chemistry curriculum.

Quality teaching is the first priority. Curriculum is accessible for all SEND & DP – Equality.

Each topic in KS3 will start with assessing knowledge and misconceptions to get pupils to the same starting point, through experiments and tasks. We will continue to do this when revisiting topics at KS4 to revisit and build on prior knowledge.

Quality oral and written feedback and individual target setting.

In IDL..

Offered to Year 7 and 8 as part of the curriculum and Year 9 as part of the Accelerated Reader rolling lesson.

Personalised learning to ensure gaps in knowledge are filled.

Baseline and continual reactive assessment within the IDL programme allows personalised progression, ensuring students make small steps. This allows them to continually build on existing knowledge and make progress.

Improved reading/spelling and numeracy skills to support the school literacy and numeracy policies are embedded in IDL; this ensures a strong foundation for cultural capital (key vocabulary, definitions, numeracy skills) leading to strong speaking and listening skills, effective self regulation and inner voice.

This, along with improved numeracy skills and confidence gives the students equality of opportunity and the means to gain a wider knowledge of the world.

To become confident, independent learners with the ability to recall and apply their numeracy and literacy knowledge and skills in all subject areas and beyond school in further education and employment.

The programme is specifically tailored to each student's ability using baseline assessment.

Students are encouraged to find methods that works for them (multiplication methods, spelling strategies) to enable them to be the best they can be.

In ENRICHMENT...

English, maths, geography, science vocabulary and definitions revisited and consolidated in Reduced Curriculum Personal Study lessons to make sure students have equality of opportunity in lessons across the curriculum.
Students are encouraged/enabled to use key terminology effectively across the curriculum.

English and Maths intervention students look at exam command words to make sure they understand what they are being asked to do.

KS4 Maths intervention Key maths/science vocabulary covered in order to make links explicit (standard form, significant figures, interpreting graphs).

Reading Partners enables a chosen group of Year 7 students to build on their reading and communication skills and knowledge by working alongside supportive, older peers (Year 10 students).

D of E preparation in school - students supported with skills lessons and equipment.

Students are encouraged and supported to build resilience when practising for, and taking part in, the expedition and when volunteering and completing paperwork.

Registration Maths group: the students are questioned in order to help them recall previous learning. They are encouraged to persevere with the skills they find challenging and to approach problems in a logical way, they are encouraged to sequence in order to find a solution.

Fine motor skills group: students are encouraged to develop their fine motor skills in fun and interesting ways relevant to their interests and to persevere when things do not go as they had thought.

Students revisit poetry and texts during support lessons and are encouraged to look at these in more creative ways. During these sessions they are given the opportunity to discuss their ideas in detail and receive quality feedback. This 'levels the playing field' and enables them to access lessons along with their peers.

D of E: students are supported to find a suitable voluntary activity (reading partners, school sports clubs etc). They are supported to build strong team working skills when working with others.

Through outdoor events such as geography field trips, the Fell Race and the Big JRS Picnic students are encouraged to appreciate and value the landscape and environment their school is in.

Students are supported when looking at, and appreciating, art and when preparing for reward and cultural capital trips.

Independent learning is encouraged in all TA led activities. Students are encouraged to recall existing knowledge and then to move on to the next step.

During the Year 7 Residential students are supported and encouraged to develop/improve their team working skills. Communication and resilience are encouraged.

Year 9 D of E/outdoor activities/outdoor learning lessons help to broaden the students' horizons and introduce new skills and interests which may influence future careers.

Peer mentoring and Year 10/Year 7 Reading Partners help students to develop transferable skills e.g. communication skills and resilience.

Social skills groups encourage students to be the best that they can be. Students are given the opportunity to develop skills such as effective communication, turn taking, questioning and tolerance of others.

Students are supported with their organisational skills/planners/homework at various times of the day including: tutor time, break time and end of the day 'reflection' sessions.

In all TA led sessions the students are encouraged to use different approaches to work e.g. cartoons, puppets, pictures and audio.

In COMPUTING...

In lessons paired work/shared problem solving knowledge question and answer quizzes.

Subject specific vocabulary and numeracy skills, through both practical applications in computing and ICT along with the theory of computational thinking and application use.

Link ICT skills to real life and vocations. Eg: Spreadsheets, databases, word processing skills.

Development of schemes of work to ensure that all key stages successfully have transitions in content that not only encompasses the core of the national curriculum requirement but provide general ICT skills that can be used cross curricular and in the community.

To develop within the curricular increased opportunity for peer assessment and the sharing of knowledge.

Internet safety-well being, cyber bullying.

Through the use of software to enable the students to create and develop their own programs that solve problems and develop programs.

To use the developed ICT skills in a cross curricular way.

Through the theoretical teaching and practical use of both ICT and Computing in the work place and the wider skills needed generally.

Through computing, peer assessment/discussion, feedback and students to recognise there are likely to be more than one solution to solving a given task or problem.

Skills for the future in ICT and computational thinking which could apply in further education and the work place.

Through the use of software to enable the students to create and develop their own programs that solve problems and develop programs.

Possible school trips to local organisations that would show the students the use and practicalities of Computing and ICT.

In ART...

- On classroom walls and around ceiling – technical vocabulary and key words
- Writing frames for artist research: content, form, process, mood
- Numeracy; sequencing, stages in making and ideas development
- Communicating their ideas to others verbally and one-to-one with teacher during the lessons
- Annotation of work and ideas, explanation of techniques and how other artists have influenced their ideas, links to artists they've studied

- Gradually over the years they are pushed and encouraged to think and act independently in lessons, through the use of staged frameworks and homework
- Self-assessment used regularly in annotations
- Work is peer assessed several times a term
- Reflection time built into most lessons

- All KS3 students access projects based on three different cultures throughout the key stage
- Historical and contemporary artists studied and when possible visits arranged by practitioners or visits to galleries
- Extra-curricular art at lunchtimes and after school for KS4

- Interactive Y9 film shown about creative industries before options choices
- Students give their opinions of artworks, both verbally and written for each project
- Creative industries information (jobs cards) shared during KS3

- Use of the local landscape in art and photography with some comparisons to cityscapes
- Students all access projects on a spiral curriculum, re-visiting skills over the years and building on them, evidence of this in sketchbooks.

In MUSIC...

At KS3 and KS4 students develop a bank of musical terminology in order to respond to the listening section of the curriculum. Evidence specific vocabulary can be found in their books and folders.

Students can use vocabulary to describe features of different styles and genres and explain the effect it has on the music. They can make links from one genre to another.

In lessons students take part in paired work, group work and whole class discussion in both KS3 and KS4. At KS3 students can track their listening progress and this is in their KS3 folders; at KS4 all students take part in a regular listening programme and this is constantly being revisited.

In KS3 and KS4 composing in different styles of world music is an important part of the student's creativity.

The KS3 schemes of work have threads throughout Years 7, 8 and 9 so that students can link back to previous learning. Instrumental skills are a key part of this and all students learn to play the keyboard, guitar and drum-kit. These skills are also linked to the different genres studied throughout KS3. This is evidenced in their yellow assessment pages in planners.

Students are encouraged to assess themselves and each other over time. They are given time to reflect on their skills and use them to decide on appropriate performances for a set audience and venue.

Students are given opportunities throughout the year to perform in different settings both informal and formal. This promotes confidence, teamwork and resilience.

We update schemes of work regularly, adding relevant pieces of music that may reflect current issues in the world around us.

The context element of the music course, throughout both KS3 and KS4, encourages an appreciation of how music has been influenced by its historical context.

PP students are offered free instrumental lessons.

The attention to instrumental skills based lessons ensures students are well prepared to continue playing and/or appreciating music for life.

We provide a range of opportunities to perform in different settings: Rock Night; Carol Concert; Awards Ceremonies; Spring Concert; Ceilidh. This gives students the choice to perform their favourite genres as well as offering opportunities to widen their horizons.

Students are also encouraged to attend concerts in school, to support their peers, as well as attending professional performances in concert halls and theatres.