



The Netherhall School & Oakes College

CURRICULUM STATEMENT

THIS POLICY WAS APPROVED:	SPRING 2022
THIS POLICY WILL BE REVIEWED:	SPRING 2023
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	

1. Aims and purpose of the Netherhall and Oakes College Curriculum

The curriculum should

- Maximise achievement for all students and prepare them for their next stages of education and training
- Be relevant to the needs of students and contribute to the creation of fully rounded individuals who have a positive role to play in society
- Provide breadth, balance and choice as well as equal opportunities for each student to have access to his or her entitlement
- Give appropriate value to knowledge, understanding and skills
- Allow staff to flourish by making best use of their skills, energies and expertise
- Meet statutory requirements

Teachers set high expectations for every student and pay particular attention to building the essential foundations for future learning. Across the curriculum as a whole, every relevant subject is used to develop students' mathematical fluency and their confidence in numeracy and other mathematical skills. An equally strong emphasis is given to the development of students' spoken language, reading, writing and vocabulary across all subject areas.

The underlying aims of the curriculum are closely related to the threefold values of the school – inspiring, individual and inclusive – and are expressed in a document entitled “Bright futures for all” (Appendix 1)

2. Progress and development

Netherhall believes in a broad and balanced curriculum in order to be able to develop the rich and diverse talent that its students bring into the learning environment. By the end of either Year 11 or Year 13 the aim is to develop fully rounded individuals that have a positive role to play within society.

KS3	KS4	KS5
Development through a core curriculum	Increasing elements of choice and personalisation within a common framework	Specialisation through both A-Levels and applied courses

Building upon secure foundations at Key Stage 3, elements of choice are introduced at Key Stage 4 continuing with greater specialisation through both A Levels and applied courses at Key Stage 5. Netherhall is committed to enabling all students, whatever their aptitude or level of ability, to

progress successfully to sixth form study, further education or training. While the curriculum framework provides a strong foundation for successful progression at either 16 or 18, it also retains sufficient flexibility in order to respond to the needs of individual students. Where appropriate, adapted or alternative curriculum provision is negotiated with students so that provision can best respond to particular individual needs.

3. Faculties

The faculty structure put in place in September 2015 is now well established but also sufficiently flexible to allow for adjustments in response to curriculum developments, additions to the courses on offer or changes in staffing.

Faculties 2021-22

English	Science	Human Sciences <i>Psychology, Sociology, Politics, Law, Criminology, Business & Economics</i>	Humanities <i>History, Geography, RE, & Citizenship (PSHE)</i>	Physical Education <i>PE & enrichment</i>
Mathematics	Languages <i>French, German,</i>	Technology & IT <i>Graphics, Product Design, Food & Nutrition, Health & Social Care, Media & Film, IT and Computer Science</i>	The Arts <i>Art, Photography, Drama & Music</i>	

4. Curriculum

The curriculum at The Netherhall School follows the standard National Curriculum subjects for the vast majority of students. When a student has a particular learning or medical need, the curriculum will be adapted and personalised to reflect this.

The Netherhall School curriculum intent is based around the principles of being inspiring, individual and inclusive as outlined in the 'Bright Futures for All' document in Appendix 1, below. While individual faculties design their own curriculum and approaches to implementation particular to their subject area(s), the following eight threads are the main school approaches to curriculum implementation, directly addressing and supporting our school context:

- relational skills
- oracy
- extra-curricular
- ambition
- technology
- task adjustment
- cultural capital
- language

4a. Key Stage 3

Year 7

Students are placed in one of 36 mixed ability ‘vertical tutoring’ form groups and, although adjustments are occasionally made, students normally remain in the same form group for the next five years. In Year 7 students follow a common course: there are fifty 1 hour lessons in a two-week cycle which are distributed as follows

Mathematics	8	Art	2
English	7	Music	2
Science	6	Drama	2
French	4	Religious Education	2
Computing	2	Physical Education	4
Geography	3	Design Technology	4
History	3	Citizenship (PSHE)	1

Students are placed in broad ability bands for English, mathematics, science, computer science, French, geography and history. Art, music, drama, citizenship, PE and design technology groups are taught in mixed ability groups. This banding and grouping is carried out on the basis of the National Curriculum Assessments (SATs) and teacher assessments carried out during Year 6 at the end of Key Stage 2. Group membership is monitored closely during the first few weeks and, where necessary, adjustments are made after consultation with staff. Where SAT scores do not exist, CAT (computerised adaptive test) testing takes place during Year 7.

Years 8 and 9

In Years 8 and 9 students continue to study the same broad range of subjects. In addition, some students will start to learn a second language, German. In year 9, students taking one language will receive extra English lessons.

Independent setting is introduced for Modern Foreign Languages, Science & Computing, Mathematics and English at the start of Year 8, with sets produced using a variety of criteria by each faculty. Art, Music, Drama, Technology and PE continue to be taught in mixed ability classes. History, RE and Geography are blocked together after Year 7 and so have the freedom to group students as best fits the student cohort. Setting is based primarily on attainment in year 7 and 8, however criteria are at the discretion of subjects. Adjustments to the number of lessons were made for 2021-22 in order increase the time available for computer science.

During the course of Year 9 students will commence their Key Stage 4 GCSE courses in both Mathematics and Science.

The “Star Curriculum” – Year 7 and Year 8

Following a pilot year in 2018-19, a new curriculum strand has been introduced in Year 7 to cater for students with higher needs. This new curriculum component is known as the “Star Curriculum”, it caters for approximately twelve students and is delivered by some of the most experienced members of teaching staff. The full range of curriculum areas will be covered (languages are substituted with Study Support sessions). Students in this strand commonly continue with this strand in year 8.

4b. Key Stage 4: Years 10 and 11

It is of paramount importance that the core KS4 curriculum not only builds upon the foundations established during KS3 but also enables students to progress to the most appropriate next stage of their academic study or training. While providing a broad and balanced education for all students we also wish to offer a significant element of choice and, where appropriate, to encourage new courses and/or different forms of accreditation. There are also opportunities to work with a variety of external providers and partners.

While change in the curriculum is often evolutionary, it has also been necessary to respond both promptly and effectively to the significant national GCSE reforms introduced between 2015 and 2017. The school has looked to build upon established strengths while also seeking imaginative ways to introduce new courses and models of assessment.

All students continue to study mathematics, English, science, PE and citizenship (PSHE) which at KS4 also incorporates core RE. The majority of students will choose four optional GCSE courses. As a response to the emergence of the English Baccalaureate, students who have the capacity of studying a modern language will be actively encouraged to do so, accompanied by either History or Geography. A full English Baccalaureate (EBacc) combination of subjects is not, however, compulsory and is not appropriate for all students. GCSE option choices will allow students to study two languages or two humanities if they wish and many students will be able to follow the Triple rather than the Double Science Award. Where appropriate adaptations will be made to the curriculum to enable particular individual or group support and prevocational courses will be delivered where there is a need. Students have the opportunity to study the following subject

Compulsory GCSE subjects	EBacc GCSEs Languages and Humanities	Optional GCSE subjects	Optional GCSE subjects
English Language English Literature Triple Award Science or Double Award Science Mathematics	French German History Geography Computer Science	Religious Studies Business Economics Art Music	Food & Nutrition DT Graphics DT Product Design Drama Physical Education
Vocational courses – BTEC Health & Social Care Vocational courses – Cambridge Nationals Sport Digital Media IT			

Where appropriate, the school looks for ways to introduce additional courses and for different methods of delivery. Most recently, a small number of students are now able to work towards GCSEs through specialist provision within our Hobbs centre, where they were unable to access school through mainstream provision.

Learning in the Hobbs Centre will cover the core subjects Maths, English and Science along with a number of foundation learning subjects, such as ASDAN (Award Scheme Development and Accreditation Network). There is an expectation that students will sit Level 2 qualifications

in as many subjects as they can access based on their learning needs. The Hobbs Centre offers a blended learning experience with fully qualified teaching staff delivering face-to-face, classroom-based learning; 'live' online learning and narrated power point activities depending on the specific needs of the students. These learning activities will be supported through the use of specific websites that will enable students to consolidate and extend the classroom learning at home. There is an expectation that students will spend at least 2 hours a day working independently at home when not at The Hobbs Centre. These websites will include (but are not limited to) MyMaths and SENECA Science.

Beyond timetabled lessons Netherhall maintains a strong commitment to a wide variety of extra-curricular and enrichment activities with students being encouraged to extend their involvement across both the school and the wider community. Opportunities to develop and extend their knowledge, skills and experience beyond the classroom remain as important as ever for students of all ages and abilities. A wide range of activities continue to be offered including sport, the arts, music, dance and drama. A variety of clubs, trips and visits further enhance students' experience as well as opportunities to volunteer within school; such opportunities include fundraising and enterprise activities, being a Form Rep, serving on a range of student councils and helping out at Open Evenings. Further contributions can be made through working with other students as mentors for younger students within the vertical tutor group, buddies for new arrivals, sports or language leaders or Choose Respect ambassadors.

4c. The innovate curriculum

The Netherhall school and Oakes College is committed to providing a truly comprehensive education provision: offering a wide range of options and pathways whilst ensuring a broad and balanced curriculum offer for all, enabling all students to progress onto the next stage of their education pathways. The Innovate Curriculum is aimed at students who are wishing to pursue a more vocational pathway in years 9-11, with enhanced work-related learning experiences, smaller scale projects and allocated time to experience vocational courses, alongside the three core subjects and 2 additional option subjects (chosen from a bespoke range).

On the Innovate pathway, students will complete GCSE qualifications in English, Maths and science, in smaller than average class sizes, with additional opportunities to take a range of accredited Level 1 and entry level qualifications during the course. In addition to core subjects, students will have opportunities to opt to experience targeted vocational workshops such as health and beauty, hospitality and public services. Students will also experience PE and Citcom lessons as well as choose 2 from 4 option choices.

4d. The Hobbs Centre

Although based on the Netherhall School and Oakes College site, The Hobbs Centre it is a separate education base for students unable to access mainstream schooling. As such the unit will run on different lines from the main school but will retain the same high expectations in terms of risk assessments and safeguarding. The provision would be overseen by a member of the SLT.

Students attending The Hobbs Centre must remain exclusively in the unit and are not allowed in any other areas of the Netherhall site unless accompanied by a member of staff.

Teacher led learning will take place between 08.40 and 14.00 in a separate and independent room. The learning will cover the core subjects Maths, English and Science along with a number of foundation learning subjects such as ASDAN. There is an expectation that students will sit GCSE examinations in the core subjects based on their learning needs.

The Hobbs Centre offers a blended learning experience with fully qualified teaching staff delivering face-to-face, classroom-based learning; 'live' online learning and narrated power point activities depending on the specific needs of the students. These learning activities will be supported through the use of specific websites that will enable students to consolidate and extend the classroom learning at home.

Running alongside the academic learning will be a comprehensive pastoral support program reflecting the mainstream school's citizenship learning. Students will have a mentor for their time at The Hobbs Centre who will work with them to develop them holistically. These sessions will be designed around the needs of the individual student.

4e. ALVIN

ALVIN (Anglian Learning Virtual Integrated Network) is targeted at students in years 9-11. The online curriculum comprises the core subjects (Maths, English and Science), with two lessons of each subject delivered each day, either at a higher or foundation level. The students would be expected to attend either the higher or foundation lesson for each subject for each day between Monday and Thursday, with Friday allocated for work within the student's home school.

Lessons on Friday would be delivered in the student's home school, providing an opportunity for:

- welfare and wellbeing checks,
- PSHE delivery,
- pastoral support and care,
- delivery of key information normally delivered through tutor sessions,
- mentoring and
- any curriculum delivery that falls outside the core subjects.

ALVIN is primarily intended to support students who cannot attend school for medical reasons.

4f. Key Stage 5

Years 12 and 13

We offer a wide range of A-Levels or equivalent courses at Key Stage 5 and, in response to student demand, have most recently introduced new courses in law and criminology. The curriculum offer for September 2019 includes the following courses:

A Levels English Literature English Language & Literature Mathematics Further Mathematics Biology Chemistry Physics	History Politics Philosophy & Ethics Psychology Sociology Geography Economics Law	Art and Design Film Studies Media Studies Photography Drama PE Product Design
Extended L3 National Certificates (equivalent to one A Level) ICT (Cambridge Technical) Health and Social Care (BTEC)		

Digital Media (Cambridge Technical)
Criminology Level 3 Diploma (WJEC)

The EPQ (extended project qualification) is also offered.

Alongside academic qualifications, a strong emphasis is also placed upon pastoral support, mentoring and enrichment activities. Opportunities beyond the classroom include the Sixth Form Student Council, various sports clubs and teams, Young Enterprise, peer-mentoring schemes, first aid qualifications, involvement within the arts and social events. There are also opportunities with debating, learning Makaton, taking on work experience placements, fundraising and voluntary work in the community, as well as exclusive access to our newly refurbished fitness suite. Study visits occur throughout the year, previous trips have included Iceland, New York and South Africa. Weekly pastoral sessions involve personalised support, careers guidance, study skills, visiting speakers, mindfulness workshops as well as preparation for apprenticeships, Higher Education and the UCAS application system.

For entry to GCE A Level courses, students are normally expected to have 7 GCSE grades of 4 or above in an appropriate range of subjects including English and Mathematics. Where a student continues onto an A-level from a GCSE subject, it is advisable to have a minimum of a level 6 in that subject as this provides a solid foundation on which to build.

5. Religious Ethics and Philosophy (REP) and Religious Assemblies

Students in year groups 7- 11 study a course in religious education. Parents have the right to withdraw their child from Religious Ethics and Philosophy or any Religious Assemblies. At KS4, the new Citcom course (PSHE) incorporates what was previously known as core RE. Please contact the Principal if you wish to discuss this matter. An alternative programme would be negotiated with any parent making such a request.

6. Assessment and Reporting

KS3 students are assessed in all National Curriculum subjects through moderated end of unit tests and teacher assessment using our subject specific progress grids. 'Live' data is available to both students and parents via our intranet, parent remote access and ALIS system (which facilitates mobile access) where assessments are linked to suggested tasks for improvement. Throughout Key Stage 4, students will complete controlled assessments, mock exams and unit tests, culminating in practical and terminal examinations. Students' work is regularly assessed in all subjects and data shared with students and parents through the parent remote access and ALIS; internal examinations are held across years 10-13 to prepare students for formal examinations, the results of which are shared with parents.

All faculties follow a common framework for assessing students' learning and providing feedback which is detailed in the school teaching and learning and assessment policy. Whole class feedback sheets are regularly used to monitor student progress and plan the next steps in learning. Feedback is frequently given verbally and students engage in peer and self-assessment. Formative and summative written feedback points recognize what has been achieved and indicate how further progress can be made through personalised targets and students are encouraged to reflect upon and respond to these assessments.

Each faculty updates their assessment data after each assessment (if appropriate), together with information regarding the student's attitude to learning. Students in KS3 and KS4 have access to

their progress grids, which are updated, if appropriate, whenever a test or assessment is completed. These grids provide both students and parents with succinct information on what skills and knowledge the student has already secured and what skills and knowledge they need to develop in order to move to the next level. The information in the grids is linked to an anticipated grade and, as such, the students are able to check their current progress against their target grade, and, as detailed above, further tasks are linked to each stage of progress. Reports are sent home 3 times a year, this provides a snapshot of progress up to that point and a framework for students to reflect with parents. Annually, this will include a tutor comment giving an overview from the tutor's perspective.

Assessment information is available at all times to parents through the year via Parental Remote Access and ALIS and is updated after each assessment, if appropriate, by the teacher. Through this evolving system, we offer a dynamic, live output of current levels/anticipated grades against targets in each subject. This facility also gives the opportunity for parents and carers to contact subject or form teachers directly and to monitor all key data regarding their sons/daughters.

7. Homework

The school believes that homework plays a vital role in consolidating and extending learning beyond the classroom. We also encourage students to lead a balanced and healthy lifestyle that includes opportunities for leisure activities including school based extra-curricular clubs. Our aim is that students are able to balance both leisure activities and homework tasks; regular homework encourages students to work independently and it establishes effective study and work habits. Homework tasks will encourage deeper reflection and should motivate the students to think for themselves, review their learning and consolidate their understanding.

Homework is usually done at home, although occasionally it may be appropriate to complete a task at school and for some groups of students supported by the Inclusion Faculty, study support sessions may provide opportunity for homework to be completed. Students at Key Stage Five have access to the Common Room, Library, Study Room and empty classrooms as spaces in which to undertake independent study and homework.

Meaningful homework tasks will be routinely set for all students in Key Stages Three, Four and Five and will generally be linked to the topic currently being studied in class. Tasks may require students to:

- revise or learn subject content
- apply their knowledge by tackling a longer task such as an exam style question
- undertake some independent research
- complete some preparatory work ahead of tackling a new topic area.

Key Stage Three

Students in Key Stage Three can expect to receive weekly homework from English, Maths and Science and homework on a fortnightly basis from their other subjects. Homework should take approximately 30 minutes to complete.

Key Stage Four

At Key Stage Four, students can expect homework with the same regularity (weekly for their core subjects and fortnightly for their option subjects), however homework tasks are likely to take longer to complete.

Key Stage Five

Homework tasks vary in size and frequency and are largely dictated by the demands of each individual examination specification. Students should expect at least three hours each week per subject. Students should consider this a minimum requirement and will be encouraged to engage with further reading and research as much as possible.

At all key stages students can also expect some flexibility within the setting of homework tasks, for example homework may not be set on the same day each week and tasks may vary in size and challenge. Teachers will indicate the amount of time that a student is expected to spend upon any given piece with longer pieces of homework being given a longer deadline.

Homework set will be acknowledged by the teacher in a range of ways. These may include:

- expecting the students to draw upon their homework during the following lesson or over a sequence of lessons
- a quick check of homework completed during the course of a lesson
- verbal feedback
- a test, quiz or assessment
- students to self or peer assess their work
- marking using a 'deep dive' approach, providing strengths and targets

Setting Homework

At all key stages homework will be set on Google Classroom which students can access using their school login and password. Students can expect teachers to explain the homework and give clear verbal instructions in class as well as putting written explanations and associated links or documents on to Google Classroom. Students will have the opportunity to submit their homework via Google Classroom or may prefer to complete it in their exercise book. Some subjects may also set homework using other online platforms such as Seneca or MyMaths. Students

Parents and carers have access to the students' Google Classroom home page and individual subject tiles through ALIS (our parental intranet) and in this way are able to monitor the work that is being set for their child.

Appendix 1-‘Bright Futures for all’. Our curriculum intent document.

Whole school goal	Bright futures for all – curriculum intent					
I ³ School values	Inspiring		Individual		Inclusive	
Principles of curriculum design	Engagement	Ambition	Challenge	Support	Accessibility	Relevance
	<p>The curriculum should</p> <ul style="list-style-type: none"> • be exciting, engaging and enjoyable • encourage curiosity, develop a willingness to learn and promote challenging aspirations • provide clear progression routes, allowing students to make progress regardless of their starting point 		<p>The curriculum should</p> <ul style="list-style-type: none"> • actively build upon previous learning, skills and achievements • be structured in a way that provides progression and direction for students’ next steps • provide opportunities to develop confidence, independence and resilience 		<p>The curriculum should</p> <ul style="list-style-type: none"> • allow students to develop their full potential through a broad range of learning opportunities • enable students to prepare for their future education, training and/or employment with optimism • recognise and respond to the diverse needs of students • celebrate student successes and achievements 	

	<ul style="list-style-type: none">• prepare students for their futures in the wider world	<ul style="list-style-type: none">• recognise individual needs, skills, aptitudes and talents	
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