

Department Curriculum Intent, Implementation and Impact

English	Intent	Implementation	Impact
<p>Overall subject curriculum journey, Years 7-11</p>	<p>At Somervale School, we recognise that pupils' competence and confidence in English sits at the very heart of the school curriculum. The English curriculum is founded upon a common aim to promote three shared core values of communication, culture and character. We strive to achieve a careful balance between these aims in terms of how our curriculum is designed including what to teach when, how much depth to pursue, which ideas to link together, what resources to draw on, which way to teach, and how to make sure all pupils are able to benefit as each new concept, construct or fact is taught. Our curriculum is designed to meet and exceed the National Curriculum requirements. Through careful sequencing, we ensure pupils learn subject content and, crucially, commit this knowledge to memory. At Somervale School, we cater for a wide range of ability and needs including a significant number of pupils with high prior attainment and our curriculum is designed so that all pupils are challenged, regardless of their ability, to achieve more than they thought possible. As such, we have a broad, balanced and aspirational curriculum which is founded on high expectations for all learners. The curriculum intent for English</p>	<p>At Somervale School, we work within the Midsomer Norton Schools Partnership to collaborate on curriculum development and assessment for learning. This involves creating high quality schemes of learning, sharing the best resources and moderating work using common criteria to ensure both the accuracy and consistency of assessment both within and between schools. Through a rigorous process of standardisation and moderation we ensure pupils are given clear and accurate feedback so that assessment forms part of their learning journey rather than being an end in itself. Through regular dialogue between subject leaders across all schools and a commitment to sharing best practice, we ensure that every pupil across all secondary schools within the Trust are given access to the highest quality curriculum that we have to offer.</p> <p>The English curriculum is implemented using the following ten strategies to ensure all pupils acquire the knowledge and skills they require to be successful:</p> <ol style="list-style-type: none"> 1. Modelling learning for pupils: Our teachers show how knowledge is applied, and suitable vocabulary is chosen, helping students to improve the quality of their work by demonstrating what successful work looks like. 2. Questioning pupils: Our teachers carefully plan their questions for students and use a range of question types and strategies to check students' understanding, challenge their thinking and assess their grasp of key knowledge concepts. 3. Unpacking learning for all pupils: We further support our learners by breaking knowledge 	<p>Through their engagement with the English curriculum, our intended outcome is to equip pupils with the knowledge and skills they require to:</p> <ol style="list-style-type: none"> 1. Communicate their thoughts, ideas and emotions with clarity and precision across a range of contexts by reading, writing and speaking with confidence and creativity Engage with their Culture and literary heritage by exploring a rich and diverse range of texts which represent <i>'the best that has been thought and said'</i> as well as interaction with their communities and the world at large Develop the Character traits required to be kind, confident and successful members of their communities both within and beyond school with particular emphasis on developing empathy, tolerance, courage and intellectual curiosity <p>Through engagement with a broad, rich and balanced curriculum, pupils will develop the skills they need to interpret and analyse information. This includes:</p> <ul style="list-style-type: none"> Responding to tasks and texts with perceptive ideas Embedding quotations/references with precision Zooming in to examine details and zoom out to explore big ideas Identifying a range of methods using precise and sophisticated terminology Evaluating the effects of writers' methods and their intended effects on the reader/audience Demonstrating perceptive understanding of the significance of contexts Making perceptive comparisons within and/or between texts Writing with an academic style and extending their ideas fully

	<p>takes into account the specific needs of the learners we have the privilege to teach and the local community we serve. Somervale School serves a group of students who are maybe less diverse than those found in other parts of the United Kingdom. In English, we ensure a significant focus on learning about different cultures and ways of life to ensure pupils are prepared well for life in modern Britain. In particular, an understanding and appreciation of our fundamental British values runs through all of the interactions and learning of our students, including understanding democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. <i>Literacy</i> is at the heart of all that we do and our curriculum is specifically designed to foster a love of language and reading for pleasure so that reading is part of the culture of our school. We know that reading breeds success and our Accelerated Reader programme ensures that children have access to a wealth of books suited to their interests and ability. At Somervale School we know that learning only happens when core knowledge and skills are embedded within pupils' long term memories so they can apply this knowledge in different contexts. With this in mind, our curriculum is designed around substantive and disciplinary knowledge so that pupils acquire</p>	<p>down into easier chunks to learn. That way all pupils can achieve well and remember more.</p> <p>4. Helping pupils <i>Recall learning</i>: Our teachers have designed subject specific knowledge organisers which are available to students in their google classrooms, and use regular quizzing to support our students to develop their recall skills and apply their knowledge with confidence. We have deliberately ordered learning so that it makes sense and one piece of knowledge builds on top of another with secure foundations - which supports long-term memory through regularly referring to prior learning.</p> <p>5. Ensuring <i>challenge</i>: Our teachers teach to the top, and then scaffold to enable all learners to achieve.</p> <p>6. Helping our pupils develop their skills of <i>Oracy</i>: Our teachers expect pupils to communicate by answering questions regularly in class, or working in groups to develop ideas and responses.</p> <p>7. Developing a <i>reading culture</i>. Reading is at the heart of all that we do across the school and this is especially important in English. We challenge, support and monitor the reading that students undertake across KS3 and 4, to ensure that they are both widely read, and have the skills to read a variety of books for different purposes. In particular, we encourage the reading of more challenging and academic texts using reciprocal reading strategies by preparing pupils with the skills they need to predict, clarify, question and summarise texts.</p> <p>8. Ensuring <i>learning relationships are positive</i>: clear expectations of behaviour and relationships within the learning environment are consistently and fairly enforced, allowing all</p>	<p>Through engagement with Literary texts, pupils will:</p> <ul style="list-style-type: none"> ● Learn key quotations and commit these to memory ● Understand the plot and structure of texts and how narratives are sequenced to engage readers ● Understand how writers develop create effective and powerful characterisation ● Engage with key themes, ideas and features of genre ● Explore the ways in which texts can be influenced by and form part of their contexts <p>We recognise that reading and writing are two sides of the same coin. Through studying a broad range of high quality literature, pupils will develop the means to express their own ideas and creativity by:</p> <ul style="list-style-type: none"> ● Communicating their ideas with fluency and sophistication ● Adapting their register convincingly to suit their purpose and audience ● Structuring their writing seamlessly with structural devices uses to shape the reader's response ● Linking and connecting ideas with fluency and precision ● Choosing sophisticated vocabulary and a range of advanced linguistic techniques to influence the reader ● Varying sentence types and openers with confidence and precision ● Spelling accurately including a range of ambitious and sophisticated vocabulary ● Using a range of punctuation to clarify meaning with accuracy and precision ● Understanding the rudiments of grammar and Standard English <p>Through developing skills in effective speaking and listening, we aim to produce articulate communicators with the confidence to express their views and ideas in a range of contexts.</p>
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component knowledge and threshold concepts sequentially as part of a spiral curriculum designed to revisit and build upon key knowledge and skills at each phase. Subject specialists have thought about what order learning should follow based on the requirements of the National Curriculum, research at subject level and professional knowledge about what works in what order. We ensure that components of each topic are sequenced in a logical order so pupils can grasp and understand key subject concepts and build on secure foundations of prior knowledge. We also recognise the importance of oracy in developing the character strengths of empathy, curiosity, resilience and self-control. In addition, through structured discussion pupils are able to recall key knowledge and develop confidence in using more advanced, academic vocabulary. In KS3, our curriculum builds on pupils' learning at KS2 and helps pupils improve their literary expertise, while developing their own voices as writers. Rather than simply preparing pupils for examinations, our curriculum is designed to be audacious. Our choices and sequence of learning are devised to provide creative and exciting opportunities for pupils' to explore different ideas and voices (including their own) through a broad, rich and balanced curriculum. Above all we seek to

students to learn in a calm, purposeful environment.

9. Clearly stating *the ambition* for each lesson: each lesson begins with the 'ambition', which is a challenging learning objective for all students to aim for, that clearly summarises what learning should take place. Students evaluate at the end of each lesson how well they have met this ambition.

10. Supporting *learning through assessment*: Much assessment is through low-stakes quizzes to help teachers understand how much pupils have learnt and retained. Tests help teachers determine how well pupils can apply their knowledge in different situations.

	<p>foster an excitement in language, creativity and meaning. We seek to be brave and creative in the curriculum choices we make, using our subject expertise to engage pupils in the joy of learning and set their minds alight. Likewise, at GCSE we do not teach pupils to the test. While we help them to be prepared for the demands of examinations by ensuring they know and can remember more, our aim is for them to be confident in applying this knowledge so they are well prepared both for the challenges of assessment and for life beyond school.</p>		
<p>KS3</p>	<p>Our KS3 curriculum takes advantage of the inherent breadth of the KS3 National Curriculum, and explores an ambitious range of language skills and literary knowledge. Its initial development was inspired by a simple motivating question: 'what do we, as passionate English graduates, value most about our subject?' Inevitably varied responses fell into distinct categories; English teaches us about human experience; it allows us to access the delights of the literary canon; it makes us flexible, creative communicators. The topics studied at KS3 have been designed to support our students in all of these aspects of English.</p> <p>The range of human experience is explored through, to give just one example, our poetry curriculum. In Y7, students examine and write nature poetry. This exposes them</p>	<p>The English department has deliberately ordered learning so that it makes sense and one piece of knowledge builds on top of another with secure foundations. We have considered the ordering of our learning within units, the units across the academic year, and the development of knowledge as students move up through the school. For example, students recall their KS2 knowledge of figurative language at the start of Y7, then build on this to comprehend symbolism in several texts encountered throughout the year; in Y8 they consider how symbolism is embedded in settings as pathetic fallacy; in Y9, they consider how recurrent motifs are used to create a cyclical narrative. This coherent development of knowledge is embedded at every point of the curriculum.</p> <p>Students' reading and writing skills are used to reinforce each other and develop strong schema of understanding around key threshold concepts. Examples of excellent writing are used to contextualise the methods being taught and provide students with aspirational models. By analysing these models, students gain a genuine understanding of the purpose</p>	<p>By the end of KS3, students will have made significant progress towards the overall aims of the MNSP English curriculum outlined above. They will have developed a secure foundational knowledge of English that prepares them for GCSE, further study and a lifetime of cultural engagement. As they finish Y9, students will have developed a broad range of subject specific knowledge. Through careful curriculum planning, we have ensured that students have a well-developed schema of knowledge relating to both literature and language, meaning they can retrieve their knowledge readily. This includes the definitions of specific literary devices, grammatical terms, features of key genres, a range of ambitious vocabulary and knowledge of the development of English, etc.</p> <p>As students have experienced our spiral curriculum and consistently re-encountered success criteria for writing, they are able to write analytically with greater fluency. Their assertions are supported appropriately with quotations and they are able to explain writers' methods with a specific emphasis on the effect on the reader. Due to their well developed knowledge of key literary terms, they can embed these in their analytical writing. Our</p>

to a range of relationships between humans and the natural world. Not only does this prepare their thematic knowledge for their subsequent study of *Tom's Midnight Garden*, it addresses a vital current moral and social issue, preparing our students for their role as citizens in a world debating environmental change. In Y8, 'Poetry about People' encourages students to analyse how poets present marginalised people by creating 'voices', as well as expressing their own emotional experiences. By encouraging students to create their own poetry, we make sure they see themselves as writers, providing them with a valuable means of self-expression. We firmly believe that English Literature is part of every student's cultural inheritance. Our topics are therefore designed to provide students with subject specific knowledge that will enable their cultural literacy for life. By ensuring that students gain fundamental component knowledge about the main literary genre (drama, prose fiction, poetry), we enable them to develop composite skills of comprehension and analysis. For example, our *A Midsummer's Night's Dream* and *Romeo and Juliet* units do not only teach isolated knowledge of those plays, but transferable component knowledge of stagecraft, the role of the director and actors' interpretation of scripts. The resulting composite skills and strong schema of

and potential of the knowledge they are gaining and skills they are developing. Stephen Fry's use of sensory imagery in his retelling of the Pandora myth, Edgar Allan Poe's characterisation of a Gothic villain and John Steinbeck's use of recurring symbols are all examples of inspirational models of specific writing skills. Students develop their analytical skills in distinct stages. Analytical writing is a new skill to most Y7 students, unlike creative writing. The curriculum is designed with this in mind. Though students of different abilities may spend longer on any particular stage of development, the end goal is the same for all. Firstly, we focus on creating structured paragraphs, providing students with a framework for their analysis. This framework is then expanded into a freer writing style. Finally, we teach students to build paragraphs into coherent essays and to write effective thesis statements. Throughout this process, consistent, colour-coded success criteria are used, with increased challenge added for each year group. These consistent criteria are a key element of our spiral curriculum, helping to make this element of learning 'sticky' for our pupils. Assessment methods are broad and varied. Low-stakes quizzes are built into unit resources, to help teachers understand how much pupils have learnt and retained. Teaching is then adapted accordingly. Summative assessment includes a broad range of activities. Students create travel writing, analyse their own poetry, and film themselves presenting from notes, as well as writing traditional essays and narratives. This allows teachers to understand how well students can apply their knowledge in a range of contexts. While an ambitious curriculum is necessarily challenging, we meet the needs of all learners by unpackaging learning so that they can achieve the learning goal set. Students of all abilities, including those with SEND will, for example, learn to use motifs in Y9. However,

students can write technically accurate prose with increasing levels of control over effect. They make careful choices at the word, sentence and whole text level. In addition, by the end of the key stage, they are aware of the connections between literature and the wider world, and are able to create fiction and non-fiction writing which expresses their views on moral and social issues. They can also identify other writers doing this and explore the relationship between writing and the wider world in their analytical writing. Because they have well-developed knowledge of a range of text-types, methods and analytical strategies, students are able to compare texts accurately and insightfully. They show awareness of writers' perspectives and how they have influenced the text. Importantly for adult life, they are aware of writers' persuasive methods and are able to take deliberate attempts to convince them into account when reaching their own personal conclusions about a text. Knowledge gained in English feeds into many other subjects: history, art, drama, languages, the sciences, music. In turn, wider subject knowledge influences and enriches our text choices and teaching methods. Ultimately, we want students to leave Somervale School and embark on their futures as versatile, knowledgeable, highly literate young people, having achieved more than they thought possible in English.

generic knowledge will lead to academic success, but more importantly to students leaving school feeling unintimidated by 'high culture.' Students learn to communicate as both speakers and writers during KS3. Though unexamined at KS4/5, spoken language is the primary form of communication in English for all of our students. We foreground oracy by teaching it in the very first unit of Y7, and embedding it within most of our other units. Students are explicitly taught knowledge about the nature and role of Standard English and formal register during term one of year seven. They use this knowledge to present in a range of formats throughout KS3, including debating the value of different registers and ways of speaking. They also learn to debate formally, using aspirational debating formats adapted from those used at university level. This ensures they are prepared for a range of language environments, which is especially important for students who may experience more limited language environments at home.

Our students see themselves as writers. Having followed the KS2 curriculum, students across the ability spectrum tend to arrive with well developed knowledge of grammar and a good range of composite writing skills. We ensure that these skills are retained and developed, while supporting students who may not have met

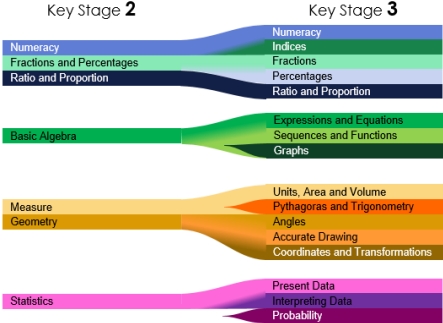
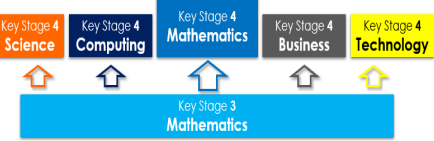
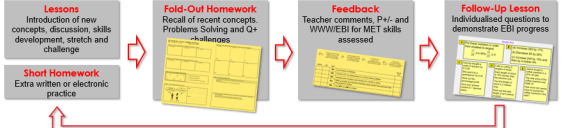
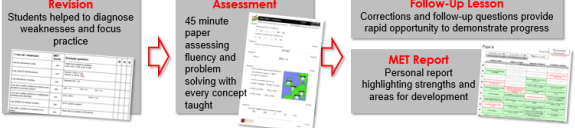
teachers use their subject and curriculum knowledge to design lessons which provide students with additional steps and resources on their journey to that objective. Our foundation 'Roots of English' unit in Year 7 teaches students with more limited vocabulary the skills to learn new words readily and close the vocabulary gap with their peers. By teaching the etymology of key vocabulary and explicitly noting links with other words, we build schema around vocabulary and enrich students' word banks.

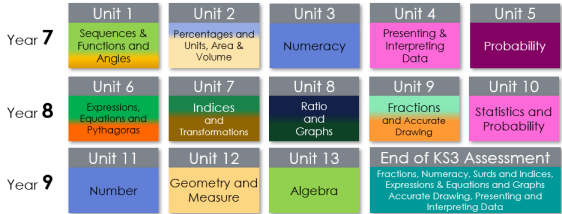
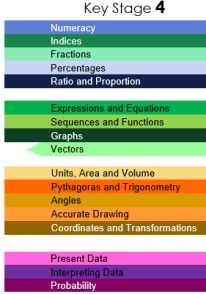
	<p>ARE at KS2. In year seven, the focus is on the individual text that the student is crafting, and we ask them to carefully consider their decisions as writers. By Y8, students are asked to write within the specific conventions of a genre, before they create work which relates to real-world concerns in Y9. Students' non-fiction writing follows a similar journey from prescribed, instructional activities to genuine personal responses to the world. Wider reading is part of our whole-school culture. While the Accelerated Reader programme is led by the English department, it is embedded in the tutor programme, ensuring that students are aware that reading is a normal, valued activity outside of English classrooms. Within English, we have a strong focus on whole-text study, ensuring that students are resilient readers, have a clear understanding of whole-text structure and enjoy the satisfaction of a completed story. It is important that every student gains a sense of pride and accomplishment throughout their study of English. We ask students to be ambitious, articulate and inventive in all aspects of their English work at KS3</p>		
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<p>KS4</p>	<p>Our KS4 curriculum followed the AQA specification for both English Language and English Literature. Through our careful selection of exam texts we encourage our students to engage with a wide range of canonical and contemporary literature including Macbeth, A Christmas Carol, An Inspector Calls and a range of contemporary and canonical poetry (both from a prescribed Power & Conflict anthology as well as a range of unseen poetry). Our approach has been carefully considered through consultation and collaboration between a range of subject specialists. Each unit is sequenced in order to develop and revisit pupils' knowledge and make links as part of an overarching schema that builds on the strong foundations of a creative and engaging KS3. For instance, poetry is interleaved thematically throughout the year in five clusters of 3 poems which are linked to key themes, concepts and methods explored in the core Literature texts. This knowledge is supplemented by opportunities for creative and discursive writing to boost engagement and allow pupils to develop their own 'voice'. The first two terms of Year 10 offer an induction to the knowledge and skills required for success in GCSE English Language and Literature. Assessment takes the form of regular low stakes tests followed by more substantial opportunities for pupils' to apply their knowledge through</p>	<p>The KS4 English curriculum is delivered in thematic blocks where clear sequences in learning are evident. As stated, term 1 of the Year 10 course includes the teaching of six poems from the 'power and conflict' section of the anthology that are linked through ideas relating to power, tyranny or the power of nature; one lesson is given to each poem with a focus on 5 key ideas, followed by two lessons making links between ideas and methods across each cluster of poems. This kind of structured approach to learning is characteristic of how we build up schema across the two year course across MNSP schools. Poems are typically 'taught from the front' by teachers using departmentally-approved lesson resources, and pupils make notes in their poetry anthology, annotating and highlighting relevant aspects of form, structure and language as modelled on the board or visualiser. Pupils then use these notes in the next stage of the development process as they 'unpack learning' by analysing and comparing poems and producing fuller, more detailed prose about the texts. This approach allows all pupils to access the texts and course - not least SEND pupils - and additional work surrounding key vocabulary is typically completed after recall activities or before tackling a text. In addition, keywords are displayed on lesson slides and alongside learning objectives. Pupils maintain high quality notes using three sources: their exercise books, poetry anthologies and photocopied booklets of their 19th Century novel. Lesson work and notes supports students in 'feeding forward' with their knowledge and learning, and formative assessments offer pupils personalised feedback to help them in improving future assessment performance. Our Key Stage 4 curriculum aligns with other schools in the MNSP which allows for robust moderation across schools. This ensures that we</p>	<p>The impact of the KS4 English curriculum is best measured in terms of the knowledge that pupils take away from lessons, units and set texts. Retrieval practice is fundamental in helping students cement knowledge in their memory, and through regular low-stakes quizzes at the end of units, knowledge is made 'sticky' through the practising of high-frequency words and topic-based vocabulary and concepts. In addition, using regular recall quizzes from prior learning increases pupils' automatic and fluent recall of key knowledge and information. Assessment points are common across MNSP Trust schools and they have been agreed by the Director of English and HoDs as falling at key moments across the learning journey. The Trust ensures robust standardisation procedures, and work is moderated internally by post holders before additional checks take place across different school to ensure the accuracy and consistency of assessment. Monitoring takes place at both an individual level and a whole class / cohort level in order to identify and address knowledge and skills gaps. At points, this monitoring may result in intervention or additional support for pupils using a carefully developed intervention curriculum in use across the Trust. The impact of the KS4 curriculum means pupils experience a rich and diverse series of lessons and units over the two year course. Generative knowledge is at the core of our teaching, and the Trust takes great pride in the rigorous moderation and collaborative approaches taken across all aspects of English teaching and learning. Ultimately, the success of our KS4 curriculum is made evident not only through exceptional results of pupils in externally assessed examinations but in pupils whose communication, cultural capital and character gives them knowledge and skills they need to be successful in the course of their life beyond school</p>
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	<p>extended prose. Year 10 starts with the study of two clusters of three poems based around tyranny and the power of Nature; by starting the course this way, we support students in developing schema as they organise their knowledge and connect it to other areas as they begin descriptive writing on thematically linked tasks and images. This is further developed as students engage in analysis of a range of 19th Century sources with thematic links to the novel studied in Term 2. Each element forms part of a whole which paves the way for well-informed and in-depth analysis of a challenging literary text. The rationale for this structuring of learning is for students to be able to make further thematic links across all learning and with additional texts like <i>Macbeth</i> as we equip them with the skills and knowledge to interrogate ideas about power and tyranny with depth, detail and rigour. The study of <i>Macbeth</i> builds upon prior learning in year 8 when pupils studied the conventions of Gothic fiction as well as classical references the Graeae explored in Year 7. The intent is for pupils to build their cultural capital as they interpret and explore the role of the witches in the context of Jacobean theatre. In this sense, the curriculum at GCSE forms part of an elaborate web of knowledge which forms a cohesive whole with threads of knowledge woven into the fabric</p>	<p>are able to rigorously check the standard of our students' work against a large group of students. Our teachers are also able to work with many others in the Trust to ensure we provide the highest quality of teaching. Finally, the recovery curriculum of 2021-22 is unique in that OFQUAL has offered schools the chance to 'drop' a text. For 2021-22, Year 11 pupils will use this opportunity to revisit learning from Year 10 and begin a programme of enrichment through carefully structured revision and consolidation of prior learning. The focus will include practising high-frequency words, embedding 'deep' vocabulary within assessment responses and assessing work that is within pupils' range of experience.</p>	
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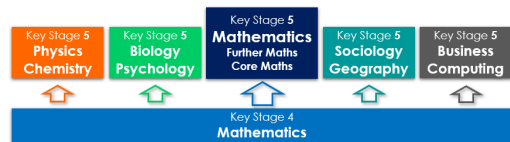
	<p>of Year 7 which culminates in developing articulate and well-informed pupils with the confidence to express themselves in the contexts of exams and beyond. The layering of learning is developed as pupils develop their communication skills in English Language writing, equipping them for later success in life; students are encouraged to develop and articulate their points of view and they are taught how to structure and develop a written argument. In addition, our intent is to support pupils in developing points of views on universal themes such as human nature, politics, social responsibility, relationships and conflict. This is best exemplified in the teaching of texts like <i>An Inspector Calls</i> where issues such social responsibility, sexual politics, consent, alcoholism, gender representation and the glass ceiling are discussed with sensitivity as a class and oracy takes a leading role.</p>		
<p>Extra-curricular enrichment</p>	<p>At Somervale School we value the importance of extra curricular activities to support students' development of knowledge and skills in English. We offer a range of activities and opportunities to enhance student engagement in the subject and improve their cultural capital</p>	<p>Students are offered a range of activities over the course of the year. This includes regular clubs such as writing, reading, drama and radio club. In addition to this, students are provided with opportunities to visit the theatre to see core texts and take part in assemblies and workshops with professional writers and poets. During activities week we ensure students are provided with opportunities to extend and enhance their understanding of form and performance. Activities include silent movie making and rap workshops where students can be creative and independent. In addition to this, the English department also collaborates with Music to put on school productions</p>	<p>By taking part in extracurricular activities, pupils can increase their cultural capital and develop their knowledge of English and Drama. In turn they can then apply this to their own class work. This includes creative writing, understanding of the dramatic form and recognising contexts in English Literature</p>

Mathematics	Intent	Implementation	Impact
<p data-bbox="174 831 226 858">KS3</p>	<p data-bbox="331 188 846 794">Our Key Stage 3 curriculum intends to develop in students a deep appreciation of the patterns and relationships between numbers and to provide a firm foundation with the tools of algebra, geometry and statistics to enable students to solve problems in both abstract and real-world contexts. The curriculum builds on prior knowledge by consolidating concepts and standardising techniques learnt at Key Stage 2, developing and enhancing understanding of all four areas of the secondary Mathematics curriculum and introducing new concepts such as Pythagoras and Trigonometry that provide essential foundations for Key Stage 4 Mathematics.</p>  <p data-bbox="331 1141 846 1332">The curriculum also recognises the role that strong Mathematical understanding, problem solving and reasoning skills play in supporting success in all technical subjects at Key Stage 4.</p> 	<p data-bbox="869 188 1473 794">There are eight maths lessons per fortnight; students are placed in appropriate sets based on KS2 data. However, this will be subject to change upon review at the end of each term by formal assessment. The Long Term Plan for each year presents concepts in a logical sequence that enables students to develop the skills needed to access concepts later in the year and in subsequent years. For example Solving Equations is covered in year 7 term 3 before being utilised in the introduction to Pythagoras' Theorem in term 5. All areas of the curriculum are revisited each year to ensure consolidation and long-term recall. Within each topic this is followed by conceptual development and deeper exploration of problem solving. Progress is monitored through a 2/3 weekly cycle of homework, feedback and follow-up work.</p>  <p data-bbox="869 949 1473 1077">Attainment is measured through a termly cycle of revision, assessment and holistic feedback on progress through MET reports emailed to students and parents.</p>  <p data-bbox="869 1236 1473 1492">The curriculum is fully differentiated into five overlapping syllabi enabling students to spend more time on the concepts they need to secure to make the most progress. Frequent opportunities to transition between classes ensure rapid progress is recognised and sustained so that there is appropriate and continuous challenge for all.</p>	<p data-bbox="1496 188 2123 1505">The timetable for Maths allows students the opportunity to build upon prior learning and embed skills in preparation for higher level Problem Solving. The pacing of the timetable gives students the opportunity to develop mastery of their learning by regular recall and application of their learned skills and knowledge. New topics, where appropriate, build upon previous learning to facilitate more in-depth understanding and cross topic links to develop confidence and ability in preparation for GCSE. Regular homework and assessment allow teachers to effectively track the progress of all the students in real time, allowing early intervention to prevent any knowledge gaps appearing that may damage confidence and morale. Core SoL has been extended further up the MET tower to create a hybrid between higher and foundation levels, with the aim of getting more students into higher tier. This serves to ensure that all students can be more effectively challenged. Star and Star* SoLs are set up to allow access to the foundation level. This differentiation limits a wide spread of ability in any one class, allowing a more focussed and guided lesson to an appropriate target grade. This has benefits in the Plus classes as well, as the students are not only able to access more complex work and deepen their understanding, but are also offered a unique opportunity to enhance and develop an enthusiasm for mathematics as a field of study. HAP students in years 7 and 8 will have the opportunity to represent Somervale at the MNSP Maths Challenge, held annually. This event allows students to enrich themselves and experience a completely different form of mathematics to the curriculum taught in lessons, allowing the development of a more mathematical thought process and an understanding of mathematical problem solving. As well as the social aspects of</p>

	<p>To aid recall in KS3 all classes will complete 6 or 7 knowledge checks for the unit of work.</p> <p>These Knowledge Check will focus on Mathematical Fluency to support learning in lessons and at home.</p>	 <p>Plus+ and Plus syllabus supports HAP students with topics studied at greater depth and key higher tier GCSE concepts introduced earlier. UKMT team and individual challenges help foster an enthusiasm for rich problem solving and further Mathematical study. Q+ challenge questions are built into all syllabi and homework providing an ever-present opportunity to test understanding beyond the main objective.</p>	<p>teamwork and fair play. Feedback for Learning Walks and Book Looks has identified that the maths department is consistent in the way in which we work. Following Federation SOL and Homework policy.</p> <p>Mathematical Fluency: Students' proficiency in the subject builds over time. The knowledge checker tasks indicate that students' fluency in answering particular skills improves with every task set.</p> <p>Problem-Solving: Students' problem-solving ability improves over time. The Q+ challenge questions are answered with increasing proficiency. Students who do not attempt the Q+ questions attempt improvements in purple pen.</p> <p>Misconceptions: Students are aware of the key misconceptions that may arise during a particular topic. Teachers aim to cover key misconceptions within worked examples.</p> <p>Positive Learning Environment: A relationship based on mutual respect is established between students and their teacher. Learning Walks indicate that students appreciate their teacher and learning walks indicate that lessons are calm and productive.</p>
<p>KS4</p>	<p>The Key Stage 4 curriculum intends to continue the development of all the areas of the mathematics curriculum encountered in Key Stage 3 with an additional strand covering vectors.</p> 	<ul style="list-style-type: none"> Carefully assembled modules of mutually reinforcing content. Homework cycle – synoptic homework tasks to encourage revision of all topics rather than focus on most recently taught information Tri-termly Assessment Cycle including purple pen feedback systems Revision Strategies and Exam Preparation programme 	<p>A new homework policy was introduced in 2019 to combat the poor quantity and quality of homework being completed. The policy utilises a two-strike system whereby any student who fails twice to produce homework to an expected standard is automatically placed in an after school detention. This detention will be set for the due date of the next homework but will be cancelled if the homework is completed to an acceptable standard by the due date. This has revitalised the attitude towards maths homework and significantly reduced the</p>

In Key Stage 4 **problem-solving** and **reasoning** skills are further developed and refined up to, and in many cases, beyond the standard required in GCSE Mathematics examinations.

The curriculum recognises the pivotal role that Mathematics plays in facilitating success in many Key Stage 5 subjects.



The curriculum also recognises that in many cases GCSE Mathematics will be the final Mathematics qualification most students pursue and that the **core numeracy, problem-solving, systematic deduction, critical reasoning** and ability to **interpret statistics** acquired in Key Stage 4 are crucial to future employability and quality of life.

- Targeted intervention based on MRA and ML grades prioritising SEND or PP students in need of extra support
- Career slides

- Differentiated curriculum (Plus+, Plus, Core, Star and Star*) linked to target outcomes.
- Plus+/Plus Syllabus for HAP
- Q+ Questions
- UKMT Maths Challenges
- Star and Star* syllabus supports SEND to access the full range of Foundation syllabus.

Year 10	Key Stage 4 Assessment 1 Percentages and Ratio Further Equations and Sequences Pythagoras & Trigonometry, Transformations and Angle Reasoning	Key Stage 4 Assessment 2 Numerical Problem Solving Functions, Inequalities and Graphs Vectors, Units, Area and Volume Charts & Graphs and Probability
Year 11	Key Stage 4 Assessment 3 Algebraic and Geometric Problem Solving Application of knowledge to GCSE style questions	Revision and Exam Preparation

number of unacceptable or unfinished homework tasks at KS4. This has resulted in a 38% reduction in homework detentions. In addition to the reduction of detentions, students feedback that the process has encouraged them to take better ownership of their independent work.

HAP students in Year 10 participated in an AMSP Maths Enrichment Morning, the students worked with students from NHS on Problem Solving activities. Students were introduced to Core, A-Level and Advanced Mathematics. From this morning students now have an improved understanding of how Core Maths can support other A-Levels like Science and Social Science's.

In February, Year 11 Students work with PGCE Mathematics Teachers from BSU. Topics were identified from the Year 11 Mock exam – each session would address misconceptions allowing the students to correctly answer the question. SEND students received intervention lessons to allow them to access the first 10/12 question of the GCSE Foundation paper. Identifying key information and showing workings for every question enabled students to secure more marks in the March Mock examination.

Mathematical Fluency: Students' proficiency in the subject builds over time. The homework activities, weekly tens and summative assessments, indicate that students' fluency in answering particular skills improves with every task set. Being able to recall basic mathematical fluency topics will support students outside of the classroom for use in everyday life.

Problem-Solving: Students' problem-solving ability improves over time. The Q+ challenge questions are answered with increasing

			<p>proficiency. Students who do not attempt the Q+ questions attempt improvements in purple pen.</p> <p>Misconceptions: Students are aware of the key misconceptions that may arise during a particular topic. Students are able to articulate these misconceptions.</p> <p>Positive Learning Environment: A relationship based on mutual respect is established between students and their teacher. Pupil voice indicates that students appreciate their teacher and learning walks indicate that lessons are calm and productive.</p> <p>GCSE Outcomes 9 to 4 - 75% 9 to 5 - 55% 9 to 7 - 29%</p> <p>Overall Progress 8 +0.5</p> <p>Pupil Premium P8 +0.6</p> <p>Send P8 +0.1</p>
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Science	Intent	Implementation	Impact
Key Stage 3 (Y7, Y8 and Y9)	KS3 Science teaching at Somervale School aims to develop the skills needed for students to be able to understand the uses and implications of Science for their everyday life; and for a world that is scientifically advancing at a greater pace. We teach a	<p><u>8 (50 minutes) lessons per fortnight (Yr7/8) and 9 (50 minutes) lessons per fortnight (Yr9)</u></p> <p><u>Topics taught in Y7 (New SOL)</u></p> <ul style="list-style-type: none"> • Introduction to Scientific skills • Cells Variation, Body and structure systems; Human reproduction; interdependence; Plant reproduction; Microbes 	<p>For both Key stages impact is assessed by the following.</p> <ul style="list-style-type: none"> • Students become more confident in answering questions on knowledge recall and practical skills in lessons. • Students' books show progress on knowledge recall and the development of these practical writing skills. Students will show a high regard to improve spellings.

	<p>broad science curriculum of Biology, Chemistry & Physics that develop key skill areas of the following:</p> <ul style="list-style-type: none"> • Long term recall of subject knowledge. • Understanding of the scientific method. • Development of numeracy skills in order to do data analysis and calculations. <p>The curriculum is appropriately and continuously challenging, with a focus on developing students' use of scientific language.</p> <p>Lessons are challenging and engaging, allowing students to explore their own predictions and ideas.</p> <p>Curriculum time is dedicated to the development of long term recall skills on topics previously taught over the two years by reflecting back; modelling and presenting alternative ideas for students to question.</p> <p>Differentiation, particularly for SEND, helps access to the same curriculum within lessons, tasks are differentiated by task, alternative instructions and by effective questioning.</p>	<ul style="list-style-type: none"> • State and Particles; Atoms, elements and compounds; Separating mixtures; introduction to reactions; Earth's structures. • Energy; forces; sound and waves <p><u>Topics taught in Y8 (Old SOL)</u></p> <ul style="list-style-type: none"> • Digestion and respiration; Genetics and Environment; Microbes and feeding relationships. • Elements and compounds; Reactivity series; Fuels and Climate Change • Energy Transfers; Heating and Cooling; Light and Sound; Speed and pressure. <p><u>Topics taught in Y9 (current)</u></p> <ul style="list-style-type: none"> • B1 Cells, B2 Organisation, • C10 Using resources; C9 Chemistry of the atmosphere; C8 Chemical analysis. • P1 Energy, P5 Forces, P8 Space <p>Teachers provide a knowledge organiser at the start of topics which outlines knowledge (definitions, key diagrams and equations) all children must master. A cycle of lessons for each topic which initially builds on from the KS2 National curriculum for science, which teachers carefully plan for the needs of their students. Each lesson in a cycle has a WALT (what are we learning today) and all WALTs in science are assigned as Essential, stretch & challenge lessons – Teachers will ensure the learning of essentials and stretch WALTs are secure before moving on to challenge WALTs. Each lesson has Essential, Stretch and Challenge WILFs ("What I am looking" lesson objectives) and teachers adapt tasks for their learners to meet these WILFs. Numeracy skills such as data analysis and working out calculations are developed throughout the Schemes of learning and are carefully aligned to when the maths department has taught the skill. Frequent low stakes quizzes and starter activities are used to support learners' ability to</p>	<ul style="list-style-type: none"> • Formative reflection Yellow sheets allow learners to periodically within a topic show how much they have learnt by more answering simple recall questions and developing into more detailed opened questions. • Teachers assess this work and give individual feedback and allow time for students to improve their work. This is designed to support students in achieving fluency in the language of science. • Summative assessments are designed to assess longer term recall and application of knowledge with each test assessing synoptically the content taught before. Students reflect and improve areas they find most difficult. • A set number of practicals in Y7 and Y8 are compulsory for all students to carry out and master its method – These methods along with the practical skills that are assessed in a summative assessment at the end of each year; and through questioning by teachers in lessons. • Student's voice is used to show how much students enjoy science and see the impact of Challenge and Support. <p>In addition to this, students are able to:</p> <ul style="list-style-type: none"> • Develop sufficient scientific knowledge and retain this long term so that they are able to access the Key Stage 4 content as well as to lead healthy lives and to be able to engage with science in the media. • Students are sufficiently scientifically literate to communicate their understanding, and are able to understand and engage with and discuss their views on issues reported in scientific literature, for example, deciding whether headlines in newspapers are backed up by valid results. • Students should be able to describe how scientific inquiry has led to new discoveries over time and shaped not only our view of our place within our ecosystem and how
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		<p>block-learn and master the knowledge. Homework is given to support learning and Extend learning Projects are designed to develop students' research skills and further their curiosity. Trips to Natural History Museum/Science Museum; Extracurricular activities such as Kit car club and gardening club gives opportunities to students to enhance their learning experience.</p>	<p>we affect it, but the Earth's place in the solar system and beyond</p> <ul style="list-style-type: none"> • They should also be able to describe the limitations of science in as much that some questions cannot be answered by science alone and other factors must be considered
<p>Key Stage 4 GCSE (Y10 and Y11)</p>	<p>KS4 students follow either AQA Combined Science: Trilogy (two GCSEs) or Separate Science AQA courses in Biology, Chemistry and Physics leading to three qualifications. Both of these qualifications allow students to study a broad science curriculum and each subject can be tailored to the needs of the individual student. Studying separate science can lead on to a specialist science career.</p> <p>The content outlined in the AQA specification content is taught in spaced out blocks of learning that cover parts of topics and allows a period of time before returning to complete a topic. Order of topics have been chosen that enable the development of the skills at the appropriate time of readiness. Curriculum time is dedicated to the development of long term recall skills on topics previously taught over the three years by reflecting back; modelling and presenting alternative ideas for students to question. Differentiation, particularly for SEND, helps access to the same curriculum within lessons, tasks are differentiated by task, alternative</p>	<p>Y10 x 12 (50 minutes) lessons a fortnight (4 x each specialism)</p> <p><u>Topics taught in Y10</u></p> <ul style="list-style-type: none"> • B3 infection and response, B4 Bioenergetics, B7 Ecology • C7 organic chemistry; C6 Rates of reaction; C1 Atomic structure • P7 Magnetism & Electromagnetism, P1 Energy; P3 Particle model • Dedicated curriculum time is given to revisit and stretch concepts taught in Y9 topics. <p><u>Topics taught in Y11 Current</u></p> <ul style="list-style-type: none"> • B5 Homeostasis and response. B6 inheritance, variation and evolution, • C2 Structure and bonding; C3 Quantitative Chemistry: C4 Chemical changes; C5 Energy changes • Atomic structure P4; P2 Electricity • Dedicated curriculum time is given to revisit and stretch concepts taught in Y9 & Y10 topics. • <p><u>Explanation of topic orders.</u></p> <p>Chemistry and Physics are taught in an order of topics that allows for the development of recall skills, analytical and practical skills. Hence, Chemistry now starts with how we use resources, the atmosphere and how to test for compounds. This delays topics such as atoms, structure and bonding to Y10 & Y11 where there is more regular curriculum time to develop the concepts in depth. Likewise, Physics focuses on concepts of Energy and forces in Y9. This is taking</p>	<p>Science results have continued to improve yearly and student engagement with lessons and learning outside of the classroom is fully embedded.</p> <p>All students, including pupil premium and SEND students, realise their potential by making better than national average progress enabling them to take their next steps, be they further study or in the world of work. Students are sufficiently scientifically literate to communicate their understanding, and are able to understand and engage with and discuss their views on issues reported in scientific literature, for example, making a decision on whether to be vaccinated or their views on the use of STEM cells for research. Students develop sufficient scientific knowledge and retain this long term so that they are able to lead healthy lives and to be able to engage with science in the media.</p> <p>Students develop sufficient disciplinary knowledge and understanding that they are able to:</p> <ul style="list-style-type: none"> • plan investigations which will yield valid results, • safely and accurately record observations in a scientific way, • present their results graphically, • manipulate data • explain results and draw conclusions. • evaluate methods being aware of limitations • suggest improvements, • work effectively alongside others in a team. <p>Students should be able to describe how scientific inquiry has led to new discoveries over time and shaped not only our view of our place within our</p>

	instructions and by effective questioning.	<p>recommendations of teaching topics in order by the IoP for the best understanding of future physics topics.</p> <p><u>Strategies of implementation</u></p> <p>At Key Stage 4, we do not teach to the test. We help them be prepared for the demands of examinations by ensuring they know and can remember more and therefore apply this knowledge. Teachers provide a knowledge organiser at the start of topics that outlines the key knowledge (definitions, key diagrams and equations) all children must master. The students follow a cycle of lessons for each topic which initially builds on from the KS3 National curriculum for science, which teachers carefully plan for the needs of their students. Each lesson in a cycle has a WALT (what are we learning today) and all WALTs in science are assigned as Essential, stretch & challenge lessons – Teachers will ensure the learning of essentials and stretch WALTs are secure before moving on to challenge WALTs. Each lesson has Essential, Stretch and Challenge WILFs (“What I am looking for” lesson objectives) and teachers adapt tasks for their learners to meet these WILFs.</p>	ecosystem and how we affect it, but the Earth's place in the solar system and beyond.
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History	Intent	Implementation	Impact
KS3	The curriculum prepares for next stages and employment as it is designed to help students understand and respect the British values of democracy, law, liberty, mutual respect and tolerance for those with different faiths and beliefs. The curriculum aims to make all Somervale students into well-rounded citizens that can make a positive	Students have 3 50 minute lessons a fortnight. The curriculum builds on prior learning from KS2 as it continues chronologically, and builds on topics or projects they may have done at KS2. We tackle the Tudors in Y7 which often builds from primary school. We also look at concepts such as significance and cause and consequence which they will have likely heard at KS2. The curriculum sequences knowledge and skills cumulatively by ensuring that content is taught, and then skills are developed within this. Each assessment point looks to target a	End of KS3 data broadly shows students are making or exceeding progress, especially in higher sets. Student voice: Students fed-back that the curriculum in History was well-chosen with interesting topics. Students enjoy the subject and feel their work is challenging. Somervale students can recall key historical events and talk about them. Many can link those in a broader historical understanding. Many students are able to recall and reuse key historical concepts, and correctly define History keywords. Students in higher sets report back that the level of challenge is good in

contribution to the national and international community. The curriculum is appropriately and continuously challenging through the use of extension tasks in all lessons. The curriculum aims to revisit key knowledge and skills throughout KS3 to scaffold these concepts and events for students that may struggle more with these concepts (e.g. EAL and LAP), thus making sure all students are able to access the past in the fullest way possible.

different skill, therefore uniting knowledge and skills which prepares the students for further study. Essential/Stretch/Challenge model used in every lesson so students have a choice of tasks that their teacher will direct them towards where appropriate. Differentiation, particularly for SEND, helps access to the same curriculum as it provides them with skills such as:

- Written and oral communication
- Extended essay writing
- Creating persuasive arguments
- Analysing sources of information critically
- Developing confidence in group work/debate environments

The scheme of learning builds on KS2 concepts by offering far greater detail and sophistication of explanation and expectation of comprehension and detail (monitored through MAT events where learning over time includes KS2 work; developed by KS2 teachers observing lessons at KS3 and offering feedback). Key British national events of 1066 (Y7), Tudor England (Y7), British Empire and WW1 (Y8), WW2 and the Cold War (Y9) designed to teach all students key cultural events (especially important to PP students). Idea of democracy and core principles of it visited in Peasants' Revolt lesson (Y7), in lessons on the suffragettes/slavery (Y8). Challenges to democracy visited through the rise of Communism and Fascism (Y9) to prepare for Cold War concepts of capitalism v communism. Core Skills of History introduced at the beginning of Y7 (chronology, sources, interpretations, significance, causation) and revisited regularly at KS3. Medium term plan maps development of complexity as KS3 progresses.

Assessment of KS3 focuses on simultaneously building core knowledge and the application of knowledge using historical skills e.g. Y7 Battle of Hastings causation essay tests the concept of cause/consequences, introduces

History. Historical concepts covered at KS3.

Evidence of book looks, learning walks,

moderation: evidence of extended writing and consistent minor and major purple pen.

Consistency of assessment and content across History as a whole, which matches expectations in the Humanities Department. History classes are full of students that enjoy the subject, want to talk about what they are learning about, and are keen to expand their knowledge of the past. Staff are passionate subject specialists who draw the students into the learning with a strong sense of narrative.

Evidence of wider cultural and intellectual

enrichment: Portsmouth and Southsea Trip; Strategy Games Club; regular student journalism in the Somervale Newsletter

High intake of Somervale Students into GCSE

-2021: 3 classes

-2020: 3 classes + students in Norton Hill classes

-2019: 2 classes

-2018: 1 class

- 2017: 2 classes

		<p>the idea of multi-causal events and tests the skill of balanced essay writing. High challenge concepts delivered early on to maintain a high level of challenge for HAP students. HAP students are challenged with extension questions in class which focus on making links across place and time. SEND provision tailored to student needs using student information packs and focusing on clear and mutual relationship of trust and communication.</p>	
<p>KS4</p>	<p>The curriculum aims to prepare for next stages as it gives them a broad chronological overview of different cultures and societies which they can take forward into their studies and wider lives. With regard to employment, it teaches students skills of analysis and judgement, debate and balance, and independent study skills useful in a variety of different job choices. The History GCSE aims to provide all students with a range of skills which are applicable to most subjects at A-Level/degree level, as well as a range of career options. The curriculum builds on the core of both historical knowledge and historical skills developed throughout KS3. Skills developed for exam technique include source analysis and assessing significance. Students are also encouraged to pull out key themes/ideas throughout their study of each unit to help develop their understanding of both the content, and how this could be applied to exam questions. Differentiation, particularly for SEND, aims to assist access to the</p>	<p>Students have 6 x double lessons a fortnight. Topics selected (AQA) -Migration and Empire [changed for 2023 cohort from Britain and Health unit to increase historical study of key issues of identity, racism and Britain's role in the world] -Elizabethan England -Conflict and Tension East and West (Cold War) 1945-72 -USA 1920-73 Students collect their main knowledge and complete note taking in booklets and worksheets that are kept in their folders, which are checked for completion. Students practice application of knowledge and independent analysis and recall in their main class books which are marked in detail. The GCSE course begins by building historical knowledge and skills, with specific exam focus becoming more of a priority in Year 11. Extended writing with reference to historical issues is revisited regularly to build and model these transferable skills. Students sit a full mock exam at the end of year 10, covering both units and including all of the questions they have practised throughout the year. They sat another full paper in November of year 11, covering all three taught units at this stage (Britain and Health/Migration, Elizabeth and Cold War). Students complete homework tasks weekly to revisit and recap key historical knowledge, initially from the unit they study to help this knowledge to stick, and then as the</p>	<p>Results: 2021: 9-4: 66.1% 9-5: 55.4%, 9-7: 26.8% Average Pt Score: 4.82 SISRA Subject Progress Index (SPI) indicates in 2021 that students on average do better by 0.56 compared to other GCSE History students. This analysis also indicates that 64.2% of Somervale students have a positive SPI. 2019 – 9-4: 65.1% 9-5: 55.8% 9-7: 18.6% Average Pt Score: 4.72</p> <p>History students choose to continue at MSN Sixth Form: 5 from 2018 GCSE cohort, 13 from 2019 GCSE cohort, 5 from 2020 cohort Student voice: Students enjoy topics at GCSE and find the course interesting. Students feel well-prepared for the course including doing their purple pen tasks, which they find useful. Students feel they “understand” the exam marking and feedback process, HAP students feel that there is a good level of challenge and that they do not “sit around doing nothing” when they are finished. They identify they are given advice about revision “in lessons” which is helpful outside of school time. Evidence of book looks, learning walks, moderation: shows that Somervale GCSE students are able to create good quality written History work, and have confidence doing this. Students are able to independently deal with historical issues. Students in lessons enjoy their learning, like the units chosen, and are able to talk about the historical issues they are studying (even when some students</p>

	<p>same curriculum through the use of differentiated tasks, support and sentence structures. The curriculum is appropriately and continuously challenging through the use of extension tasks and exam application opportunities. Students of a higher ability are also taught certain aspects in greater detail to provide them with a depth of contextual awareness, which is not necessarily as vital for students aiming to achieve grades of a 4 or 5. Students are also encouraged to look for links between factors/links across time periods which may help to develop their understanding of the study as a whole.</p>	<p>course progresses older knowledge to ensure this is not forgotten. Graphic Organisers and revision guides assist the students in their recall and regular revision tasks are set at key moments to prepare for assessed work. The History GCSE curriculum cannot be differentiated in terms of what is taught: it is a single level entry exam, therefore we must differentiate how we deliver the course to ensure access for all. We clearly differentiate in our lessons to ensure lower ability students can access the material and that higher ability students are challenged by it. History is a very popular course at Somervale School but all classes are mixed ability due to timetable restriction. This means differentiation must take place within the lesson rather than between sets. Differentiation takes place with the Essential/Stretch/Challenge model used in every lesson so students have a choice of tasks that their teacher will direct them towards where appropriate. Higher ability students may be taught certain elements differently to allow for greater challenge and freedom when deciding what to include in their notes. Booklets have been provided to structure the learning and enable less writing load (particularly for LAP students). Teachers will check these students' understanding as a priority, and, where appropriate, may run small group learning, or alter tasks tailored to personal needs.</p>	<p>may struggle more with writing this down in a GCSE Exam). Staff are passionate subject specialists who draw the students into the learning with a strong sense of narrative.</p> <p>Evidence of wider cultural and intellectual enrichment: trips to their historic environment (previously, Kenilworth Castle, the Globe Theatre and Golden Hind, where possible), and Berlin [international trip with Norton Hill School] are available for students to help develop their understanding of key content, as well as providing them with cultural enrichment. Afterschool targeted revision is laid on for Year 11; differentiated according to the needs of the year group.</p>
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Geography	Intent	Implementation	Impact
<p>KS3 Curriculum</p>	<p>Geography provides students with vital life skills and introduces them to new global and local issues. Many contemporary challenges – climate change, food security, energy choices – cannot be understood without a geographical perspective.</p>	<p>Within KS3, we have 3 x 50 minutes lessons over a fortnight; with this in mind, we have developed a curriculum, which lends itself to supporting the KS4 specification. Students study a wide range of topics that are seen to be important for their future as a global citizen and also some to help inspire and engage students in learning geography. There are also</p>	<p>% students making expected progress: KS3 Year 7 – TBC Year 8 – TBC Year 9 – TBC</p> <p>Student voice: Students say they enjoy all topics in KS3. Students say they feel they understand how to</p>

	<p>Thinking and decision making with geography helps us to live our lives as knowledgeable citizens, aware of our own local communities in a global setting. Using maps and mediated images of people and place, numerical data and graphical modes of communication, and getting to grips with the geographic information systems (GIS) that underpin our lives, make geographers skilful and employable. At the same time, studying the beauty of Earth and the awesome power of Earth-shaping forces can fascinate, inspire and take us out of ourselves. The curriculum builds on prior learning from KS2 by drawing together a range of first experiences of a geographical curriculum. Our Key stage 3 allows students to demonstrate knowledge, re-visit and consolidate skills throughout all topics. The curriculum sequences knowledge and skills cumulatively focussing on a spiral of understanding gathering depth and detail of concepts and then putting into context to exemplify models with real world examples. Differentiation, particularly for SEND, helps all students access the same curriculum, lessons include differentiated questions, which often link to the end of Key Stage targets, and resources are adapted to HAP/LAP to take into account reading ages. SEND scaffolds/ writing frames and sentence starters are in place. The curriculum is appropriately and</p>	<p>some topics which allow them to gain geographical skills in preparation for their future. They are introduced to key terms, key concepts, graphical skills and mathematical skills. Over the 3 years there is a link to the previous year, even though topics are different they will build on previous skills and develop new ones.</p> <p>In year 7 students discover different locations, climates and build on basic skills for maths, maps and graphs. They spend time discovering and engaging with the topic and have a focus on the local area. We build on independent work such as research skills and presentations. They are taught 5 topics over the year and have time on both physical and human geography.</p> <p>In year 8 students continue to develop their physical and human knowledge of geography and start to build on their skills. They move on to focus at a National scale. Maps, maths and graphs become harder and challenges are encouraged more. Topics are harder and more thought provoking, they will learn about data and presentation skills for it. They begin to complete more extended writing.</p> <p>In year 9 students start to build on specific knowledge and study at a global scale. Using specific Case Study information they begin to build up locational knowledge and have a more in depth look at variations within the example and develop specific Case Study knowledge to exemplify knowledge. They also complete fieldwork to help them gain more lifelong skills of data collection, presentation and analysis. Within all aspects of KS3 we have developed a range of skills that will support our students in their future decisions. From year 7-9 they complete extended writing and though the structuring for the work is different; such as in year 7 they will have a task broken down into smaller paragraphs and often with starting sentences but in year 9 they will be completing the entire task independently with less support.</p>	<p>progress and improve work. They have enjoyed the variety of activities and feel all staff are approachable and care about them as a student.</p> <p>MER: Observations show that geography staff are good with outstanding features. Lessons are engaging. Aspects of differentiation are signposted with green sheets and pink stickers.</p> <p>Evidence of book looks, learning walks, moderation: Books in geography are well presented. Staff at ML meetings expressed that it was clear that tasks were different between top and lower sets. Marking policy is followed and the purple pen is evident and shows extension. Evidence of wider cultural and intellectual enrichment: Through field trips and SOW students are gaining enrichment activities. The department will also be taking part in year 6 transition days.</p> <p>KS3 clubs: The department offers 2 clubs; The David Attenborough club and the Eco club.</p>
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	<p>continuously challenging with extension tasks throughout our lesson. There is a focus on extended writing and geographical skills that will prepare our students for the challenges of the modern world.</p>	<p>However, in each year and class these tasks are also differentiated. All lessons have access to the LAP and HAP activities and resources. We provide green sheets to showcase what activities are supported more and have more inbuilt structure and support. We also provide challenge activities so they can receive less support and structure and take on more independence. Throughout all this students are encouraged to complete extension tasks on pink stickers so they can receive recognition for their great work with praise and reward. All our differentiation is to allow all students to either ACCESS the same curriculum, or go broader and deeper. To help with this recall is used at the start of each lesson via a core starter slide all lessons have and we have introduced a wide range of activities in lessons to help our KS3 students embed their knowledge over the topics, such as; flash cards, quizzes, and deep questioning. To support this recall each term we have introduced a Mid-Term assessment on top of the end of topic assessment. This will challenge students and also help us assess the area of content needed to revise. The head of department, via live online data sheets, tracks all students MRA data. This allows teachers to monitor students' progress and track more than the 3 reporting points over the year. This data collection is supported with our faculty assessment points where each term an assessment is completed and tracked. All students have access to their assessment data on their books to show them their own progress.</p>	
<p>KS4 Curriculum</p>	<p>The curriculum prepares for next stages and employment, the Edexcel B geography syllabus is an issues-based approach with content organised by UK and global geography. It also includes a decision-making paper, which allows students to investigate people-environment issues on a global scale. The curriculum</p>	<p>Within our new 2016 specification students are introduced to the global and local world around them. Over the two years students complete 3 units of study, with 9 topics in total, during 6 periods a fortnight (often as 3 sets of doubles). Unit 1 is to study the global world and the effects it has on countries around the world and Unit 2 looks at the physical and human landscape of the UK, lastly unit 3 looks at global issues and solutions for these. They spend the</p>	<p>KS4 Results: 2019 Results: 53.4 % 9-4 2020 Results: 66.7% 9-4 2021 Results: 45.2% 9.4</p> <p>Student voice: Students have said they enjoy all the topics at GCSE. They refer to the essay structure sheet and say it allows them to develop the skills for the exams from an early stage. They like the structure that the booklets give them and that the</p>

builds on prior learning from KS3 through a variety of different topics. Fieldwork is covered at the same time as the topics being taught in year 10 which is toward the end of year 10, enabling the students time to settle and recognise the importance of the fieldwork. The DME Component 3 sits at the end of year 11 and looks for synoptic links. Differentiation, particularly for SEND, helps access to the same curriculum resources and scaffolds are differentiated to learner's target. As the exam is a single tier all content is covered by all students although exam skill focus shifts from knowledge to application as we move up through the grade boundaries. The curriculum is appropriately and continuously challenging in line with the exam board specification - There is a real focus on covering the content of the specification in preparation for Exams and life after school. Transferable skills to other curriculum subjects (continue to develop) and prepare them with skills for university.

start of year 10 introducing themselves to topic 1-3 and developing their research and writing skills. We focus on topics that are case study based and students should feel this is a natural progression. Topics in year 10 build on previous skills to research content and develop more in depth knowledge of topics. An example of this is weather. In KS3 they learn about general weather systems but at GCSE they have to specially learn how hurricanes are developed and the specific causes and effects. At the end of year 10 they will start to work on their fieldwork skills whilst studying topics 4-6 and to do this they will complete fieldwork days to collect data and learn to present and analyse the data. They will continue to use the GCSE exam question structures in year 10 and have the support of literacy and numeracy mats. Over the years they will have less and less support until they are able to complete the tasks fully and learn how to structure extended writing answers by heart. EAL and SEND students will continue to have structure sheets and starter sentences, however as there is no foundation paper they will still need to be shown how to remember the key features of an answer but may not be expected to develop their ideas. Every lesson throughout KS4 has a booklet which has been created by staff, this ensures all key content students need is within the booklet and then students are expected to complete tasks, which are then put into a separate book for staff to mark and assess, over the lesson that help them process the content and help them recall it. All students are expected to complete flipped learning as homework using the PLC's and all material created and kept in a folder for revision. The booklets have target based activities and clear extension tasks for all HAP students to challenge them. To also develop more recall at KS4 we do formative assessments, which see an accumulation of content, at the end of each term. All assessments are tracked to ensure

blue book used for activities is always marked and tracked.

MER: Students showed in observations that they were fully engaged and that differentiation was evident in GCSE classes. Links to assessment were clear. Students were confident and personalised questioning and resources evident. Evidence of book looks, learning walks, moderation. KS4 books are detailed, the presentation is very good and the books are showing an ever increasing amount of extended writing / work.

Field Trips: Dawlish Warren; Bristol. Optional Field Trips - Cornwall Eden. These trips have allowed students to gain first-hand experience for their exams. They are taught independence and report writing skills. Interventions: From term 2 students were invited to interventions based on their MRA's. Interventions were differentiated so that there were sets based on their target grades. This allowed us to work with extension tasks for some and basic understanding for others.

Boosters: Before each exam specialized boosters were completed. These were organised in target grades and resources created for students to take away and revised from. Structure for the exam was also covered.

of students taking GCSE/ % of cohort at KS4:

Year 10: 44 students (37% of year group)

Year 11: 23 students (24% of year group)

		staff are aware of current progress and intervention is implemented as soon as possible when needed.	
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PB	Intent	Implementation	Impact
<p>KS3 Curriculum</p>	<p>The curriculum intent for PB takes into account the specific needs of the learners we have the privilege to teach and the local community we serve. PB covers the six major world religions, humanism and other ethical perspectives. It celebrates British values including diversity and contributes widely to the SMSC of the school.</p> <p>PB encourages students to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It challenges students to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.</p> <p>The curriculum is appropriately and continuously challenging, with a focus on extended writing. Lessons are challenging and engaging, allowing students to explore their own beliefs and the beliefs of others in a safe and supportive environment. Differentiation, particularly for SEND, helps students to access the curriculum. Within lessons, tasks are differentiated by target grade to allow for 'high jump'. Resources are adapted to HAP/LAP and take reading ages</p>	<p>A SOL that allows for knowledge and skills to build cumulatively and topics/concepts/texts to build challenge. Ensuring that components of a topic are sequenced in a logical order ensures students can understand subject concepts/composites.</p> <p>Y7 - Lessons build on skills and knowledge gained at KS2. Students explore the life of Jesus as well as considering life's 'Ultimate Questions'.</p> <p>Y8 - Students are introduced to world religions as well as considering their own 'Journey through Life'.</p> <p>Y9 - Students develop key skills throughout Y9. Topics include Mahama Gandhi and the Rwandan Genocide.</p> <p>Students receive 3 periods of 50 minutes per fortnight, classes are setted and lessons are taught by subject specialists. Low-stake assessments embed and check learning. Learners are helped to recall knowledge in the long term. Consistent differentiation, including for HAP to access a deeper and broader curriculum and for SEND to allow access. We know too that literacy and particularly reading, must be at the centre of all that we do so that we can develop a reading culture in our school.</p>	<p>Results show students make expected progress.</p> <p>Student voice: The student voice reports that success criteria for assessments at KS3 is clear and students know how to achieve/exceed their target grade.</p> <p>MER: Lesson observations during the MER outlined that students are able to recall previous learning. Subject teachers have detailed subject knowledge and are able to challenge misconceptions.</p> <p>Evidence of book looks, learning walks, moderation: Books in PB are well presented. Staff at ML meetings expressed that it was clear that tasks were differentiated between higher and lower sets. The marking policy is followed, purple and green pen is evident and shows response to feedback.</p> <p>Evidence of wider cultural and intellectual enrichment: Through the SOW students are gaining enrichment activities. The department will also be leading 'Celebrating Differences Day'.</p>

	<p>into account. The curriculum builds on prior learning from KS2 by drawing together a range of first experiences of a philosophical curriculum.</p>		
<p>KS4 Curriculum</p>	<p>The GCSE is a fascinating and rewarding study of contemporary issues in our world. Students will be challenged with questions about beliefs, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. The optional GCSE follows the Edexcel Religious Studies B specification. The religions studied are Hinduism and Christianity. The curriculum builds on prior learning from KS3 through a variety of different topics. Differentiation, particularly for SEND, helps access to the same curriculum resources and scaffolds are differentiated to the learner's target. As the exam is a single tier, all content is covered by all students although exam skill focus shifts from knowledge to application as we move up through the grade boundaries. The curriculum is appropriately and continuously challenging in line with the exam board specification - there is a focus on covering the content of the specification in preparation for exams, A-Level and life after school.</p>	<p>A SOL that allows for knowledge and skills to build cumulatively and topics/concepts/texts to build challenge.</p> <p>Y10 - Students study topics within Christianity including; Crime and Punishment, Living the Christian Life, Christian Beliefs and Peace and Conflict.</p> <p>Y11 - Students study topics within Hinduism including; Hindu beliefs, Living the Hindu Life, Marriage and the Family and Matters of Life and Death.</p> <p>Students receive 6 periods of 50 minutes per fortnight and lessons are taught by subject specialists. At GCSE we do not teach children to test. We help them be prepared for the demands of examinations by ensuring they know and can remember more and therefore apply this knowledge. Consistent differentiation, including for HAP to access a deeper and broader curriculum and for SEND to allow access.</p>	<p>Results show students make expected progress.</p> <p>Student voice: The student voice reports that students enjoy both whole-class discussions/ debates as well as independent enquiry work.</p> <p>MER: Lesson observations during the MER displayed that students are fully engaged with their learning.</p> <p>Evidence of book looks, learning walks, moderation: Books in PB are well presented. Staff at ML meetings expressed that it was clear that tasks were differentiated between higher and lower sets. The marking policy is followed, purple and green pen is evident and shows response to feedback.</p> <p>Evidence of wider cultural and intellectual enrichment: Through the SOW students are gaining enrichment activities. Interventions for identified students to increase attainment. Booster revision sessions prior to Summer exams.</p>

MFL: French and Spanish	Intent	Implementation	Impact
<p>KS3/4</p>	<p>The ability to communicate with and understand others is the basis of humanity. It is therefore imperative that Somervale students are given the tools to do this. All students at Somervale School are given the opportunity to study at least one other language for a minimum of three years and some are also now being offered a second language as well, for additional challenge. These three years are intended to provide the foundation for linguistic fluency if languages are pursued at GCSE and beyond. They are also a key opportunity to raise cultural awareness of other cultures and nationalities equipping Somervale students to travel, study, work and live abroad successfully. All four communication skills will be developed in lessons as well as a sound awareness of grammatical structures. All students will have the ability to produce various topic based statements and respond in the target language. As a school we are looking to grow the department and encourage more students to take a language at GCSE. Offering two languages from year 7 will allow for additional challenge and variety so that in years to come the majority of Somervale students will sit GCSE examinations in MFL. As a department we are also keen to exploit links with cross-curricular activities and host a whole-school</p>	<p>KS3 - Students at Somervale School are given three MFL classes per week so that students have ample opportunity to develop the knowledge and understanding required to be a successful language learner. Currently, Year 7 and 8 students have been divided into five sets. Sets one and two are being offered French and Spanish tuition, whereas sets three and four are focussing on one language. They will continue with these subjects until the end of year 9, where GCSE choices will be made. Set one and two students will have the choice of French and/or Spanish at GCSE. Sets 3, 4 and 5 may be given the opportunity to continue with French at GCSE if they would like to. The current year 9 are studying in four sets and again receive three classes per week in their timetable. At the end of the year, year 9 students are given the opportunity to take French and/or Spanish at GCSE. KS4 – Students at Somervale School are given the opportunity to study languages at GCSE. Year 10 will be studying for the Edexcel GCSE French/Spanish exam over two years. They will receive six classes per fortnight, usually delivered in double periods. Year 11 students are in their second year of the Edexcel GCSE program and we currently have French on offer this year. ALL- students at Somervale are given access to specific targeted resources to aid their language learning. There are various opportunities for students to engage with authentic Target Language resources as well. We use a range of online resources Active Learn, thisislanguage.com, Kahoot, Quizlet Textivate to add variety to the learning. Performance and effort can be tracked and monitored ensuring better levels of engagement in independent study.</p>	<p>One of the key areas we are looking to develop across the MFL department is attainment. Measures have been put in place over recent years to boost attainment and this starts in curriculum planning from year 7. The results of which are becoming evident. Currently, results are meeting/exceeding expectations with students making age-related expected progress. In a recent review of the MFL dept. the impact of some of the measures taken have been noted. Firstly, quality first teaching is in place. Students are engaged in their learning and demonstrate outstanding behaviour for learning. Observed lessons are now at least good with many outstanding features observed. Regular monitoring and tracking aims to guarantee nothing but the highest standards of teaching and learning in MFL. Teachers, parents and students are all able to track progress via the school's Flight paths and all students are able to state how they are performing with relation to their flight path. Interventions are in place for all students who are underperforming so that we can expect even better results in assessments and work that is below the expected standard can be re-done. Regular book scrutiny has shown that the dept. is now providing guidance on next steps, as well as opportunities to respond to feedback in purple pen. Presentation standards in most books are now higher and Purple Pen is being used. Students also had the opportunity to comment on their experience of learning languages. The vast majority enjoyed MFL classes and felt supported and challenged. The dual linguist programme in KS3 is very successful with most students enjoying the challenge in spite of some confusion between French and Spanish. They understand that this is normal and that this will improve over time.</p>

	<p>European Day of Languages event at the start of the year. Students work with Art, DT, and PE to explore more cultural links and give students a taste for what life is like in the target language countries. The essential, stretch and challenge tasks in every lesson allow for students to push themselves beyond expected progress and differentiation techniques are personalised for individual learners.</p>		
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Music	Intent	Implementation	Impact
KS3 Curriculum	<p>The KS3 curriculum prepares students for developing knowledge, and understanding of musical elements, concepts and skills. The curriculum builds on KS2 skills of listening and recognition of instruments and the elements of music. The KS3 curriculum provides students with a strong practical application. The curriculum sequences allow for progression of skills and progress across performance, composition, and listening and music technology. The music curriculum provides challenges to students by developing instrumental technique, critical listening skills, group performance and music technology.</p>	<p>The KS3 curriculum is implemented using practical keyboard lessons and through developing IT Music technology skills. Students receive 3 lessons per fortnight. Students are regularly assessed to demonstrate progress over time, developing and embedding the skills learnt in Year 7 through to Year 9. Students study from a wide range of genres, including Music from around the world, Music for film, Conventions of Pop and Western classical traditions. Students receive a balance of practical performance lessons, music technology lessons and critical listening lessons. Students can sign up to receive instrumental and voice lessons through our peripatetic music teachers and through the school offering Yamaha Music lessons. Students are challenged by the techniques and pieces on offer in the course. Each year book in KS3 contains differentiated tasks to challenge the more able and support the less able.</p>	<p>Students perform inline and above their age related expectations in years 7-9. They are able to access all aspects of the curriculum including performance, listening and composition. Students show a wide understanding of different musical genres, performance styles and cultures. Students are accomplished in using Logic Pro and Sibelius music tech software platforms. Students can perform accurately, fluently and musically across all year groups in KS3. Students have confidence to perform, use music technology and listen critically to a wide range of musical styles as shown through end of unit/term assessments. Culturally students learn to understand a wide range of musical skills and contexts from around the world. The curriculum covers a broad spectrum of genres and styles which allows students to develop an appreciation of different musical cultures. Somerville is an exam centre for ABRSM music examinations.</p>
KS4 Curriculum	<p>The KS4 curriculum enables students to embed and develop specific skills learnt in KS3 to a higher level. The curriculum builds on KS3 skills of performance, composition, listening and music technology. The KS4 curriculum</p>	<p>Students study GCSE music through receiving 6 lessons per fortnight. Lesson cycles are divided into performance, composition and theory. Students are given opportunities to perform in the school and within the wider community regularly throughout the academic year. This includes Music showcases, annual Carol</p>	<p>Historical data of outstanding outcomes within the established department.</p> <p>GCSE students make significant contributions towards the musical life of the school. Participation at concerts and showcases throughout the year.</p>

	<p>provides students with a strong practical application to access higher grades at KS5. Curriculum sequences allow for students to make significant progress over time. Differentiation provides students with a personalised learning experience at KS4. Challenge within the curriculum is achieved through the application of coursework and exam units. Students are prepared for high level performance coursework both on an individual level and as part of an ensemble.</p>	<p>Service, lunchtime recital sessions. Students receive specialist instrumental lessons from qualified Music staff. This includes students receiving lessons from our qualified and trained Yamaha Music staff. The curriculum map allows students to make progress across the three key strands of performing, composition and listening at KS4. Classes are split between two teachers to provide more personalised learning. Students develop musicianship through attendance of extra-curricular activities and instrumental lessons. OCR coursework provides students to tailor performance and composition aspects to their strengths. Use of 'my music' and 'free composition' tasks allows students to work within their particular area of strength. Not a 'one size fits all' approach. Students undertake regular assessments in both theoretical and practical elements of the course. These include instrumental exams, mock listening exams and coursework. All students in Year 11 complete RSL Music Technology. This provides communication, practical application and high level IT Music Technology skills, developed from the KS3 curriculum.</p>	<p>Students make greater levels of progress through extra-curricular musical activity.</p> <p>Students entered for national musical examinations through ABRSM.</p>
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PE	Intent	Implementation	Impact
<p>Transition from Primary</p>	<p>NCPE (2014): <i>"Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success"</i> (P2)</p>	<p>Within the MAT our primary school PE link works with a number of schools to give them a range of specialist lessons in a range of activities. Our Year 10 Sport Leaders host a number of events throughout the year at SVS to foster a positive experience of secondary school physical education. Facilities and resources are shared between the MAT to encourage physically active young people.</p>	<p>The pressure of transition to secondary school is eased due to students' familiarity with the school site and facilities. Prior knowledge of students' attainment from primary school link allows for a quicker understanding of students' abilities at the start of year 7. Some increased physical literacy on entry to secondary due to specialist support in primary school.</p>

	<p>Current Picture: Despite Government guidance, students have varying experiences of PE in primary school due to facilities, teacher confidence, teacher experience, pressure from core subjects, literacy and numeracy interventions and more.</p>		
<p>KS3 Curriculum</p>	<p>NCPE (2014): <i>"Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity"</i> (P.103)</p> <p>The curriculum at KS3 builds on the KS2 curriculum as it follows a similar set of practical activities such as invasion games, gymnastics and Athletics. At KS3 sports are delivered by specialists and studied in more detail.</p> <p>In year 7 students are exposed to a wider range of activities, rules, and equipment. Lesson time prioritises purposeful practice allowing students to develop the fundamental skills required to be</p>	<p>We offer a range of activities to year 7, 8 and 9 students to provide a broad curriculum so that students can find something that they enjoy. The activities rotations are similar for boys and girls to challenge gender stereotypes.</p> <p>Each activity is taught in a block of 4 weeks equalling around 6 hours of teaching time per activity.</p> <p>Boys and girls are taught based on their ability in mixed gender classes.</p> <p>At the end of each activity, students are assessed in 4 key areas to encourage and reward students for developing a holistic approach within the subject:</p> <ul style="list-style-type: none"> ■ Cognitive: How well you understand the activity ■ Evaluation: How well you can assess what is going on ■ Physical: How well you can do the skills ■ Leadership: How well you can help others <p>Due to MAT standardisation and clear assessment criteria, assessment is robust and students are continually reminded of how to be successful in the subject.</p> <p>Due to the subjective nature of assessment in PE, moderation occurs with the department and within the MAT to standardise levels. The</p>	<p>Pace of lessons remains high, reducing the number of behaviour issues.</p> <p>Similar levels of progress are made between boys and girls</p> <p>Participation in extracurricular activities is high. Girls participation is at an all time high.</p> <p>Lunch time participation in sports clubs is 46%. After school participation in sports clubs is 48% (Covid-19 limited offering)</p> <p>MAT standardisation suggests that level descriptors are challenging and lead fluently onto KS4 GCSE PE course.</p>

	<p>successful later on in the subject. By the end of year 7, students become fluent and confident in their knowledge and skills as these are built up and revisited across the key stage. Key vocabulary underpins all their learning, and allows them to access concepts at increasing depth and challenge. The curriculum at KS3 runs on a cumulative model of Replication, Application and Evaluation. In Year 7 students are expected to be able to replicate with increasingly good technique, the skills, rules and fundamental tactics of each activity. The level of these skills and tactics to be commensurate with their level of ability.</p> <p>In year 8 students are challenged to use this knowledge to develop their ability to apply the basic skills to increasingly more competitive or challenging situations. Students are increasingly given more opportunities to take responsibility for their own learning, allowing teachers to facilitate learning.</p> <p>In Year 9 students are tasked with building on their previous knowledge and experiences allowing them to evaluate, plan and execute ways to improve their own and others' performances. The curriculum prepares students for the next stages in a number of ways. It:</p>	<p>same criteria (learning towers) is also used within the MAT.</p> <p>Assessment in PE is not 'capped' at a certain level: students at all ages are able to achieve and demonstrate above their age related expectations in every area of assessment.</p> <p>Lesson content increases in challenge every year and allows for content to be revisited and refined, allowing an increased level of application of complex skills, rules and tactical awareness.</p> <p>Lessons are easily differentiated by skilled teachers to provide challenges to all students every lesson.</p> <p>A variety of teaching styles are used throughout the year to provide students with a range of opportunities to be successful, including leadership opportunities. By the end of year 9 most students should be competent in taking responsibility for at least one aspect of the lesson.</p> <p>We strongly promote healthy lifestyles and signpost students to further opportunities within the local community. This extends to providing pathways for Gifted and Talented students to develop their potential outside of school.</p> <p>Activity pathways are largely the same in year 7, 8&9. This allows students to recall previous information and build upon this year after year. The curriculum at KS3 is designed with the current cohort in mind:</p> <ul style="list-style-type: none"> - Students are given a choice of activity where possible to give them ownership over their learning, increasing engagement (in line with school sport survey 2018) 	
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- Provides students with an opportunity to develop physical literacy and a passion for sport and physical activity which will keep them healthy throughout their lifetime.
- Teaches skills such as resilience, determination and teamwork which are invaluable in all stages of life.
- Provides them with knowledge and experiences which will prepare them to study a sport related course at KS4.

The curriculum is appropriately differentiated for all students to enable them to all access the same curriculum and activities throughout the year.

Differentiation in practical activities is achieved through a number of methods and staff are skilled in its application. They are encouraged to use the STEP model of differentiation (Space, Type, Equipment, and People) in order to ensure all learners can be successful.

Staff aim to build excellent relationships with students allowing learning experiences to be tailored to the individual needs of the class.

The curriculum at KS3 runs on a cumulative model of Replication, Application and Evaluation which

- The divide between 'girls' and boys' sports has been closed in line with the national attitude changes
- Local specialists have been utilised to support the delivery of certain activities allowing differentiation
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All students have access to the curriculum due to the ability of staff to effectively differentiate. The curriculum is carefully designed to avoid clashes with exams, bad weather and major events throughout the year.

	<p>provides a continuing level of challenge over the Key Stage. Within lessons challenge is provided through differentiation, with the most able being challenged through experienced teachers.</p> <p>A wide range of extra-curricular activities, leadership programmes and other associated extension activities provide 'next step' pathways</p>		
<p>KS4 Curriculum Core PE / Games</p>	<p>NCPE (2014): <i>"Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develop personal fitness and promote an active, healthy lifestyle. (P.104).</i></p> <p>KS4 core PE curriculum builds on prior learning from KS3 by allowing students to continue with familiar activities if they choose to do so. Others are offered new activities to broaden their experiences.</p> <p>Differentiation, particularly for SEND, helps all students to access the same curriculum. This is achieved by offering a range of activities and giving student's choice. Lessons and activities can be differentiated through the use of competitive parameters, changing equipment and adapting the space being used.</p> <p>Students are provided with a less rigorous but broader games curriculum at KS4 with the</p>	<p>All students at Somervale School participate in at least 2 lessons of Physical Education a week.</p> <p>Students are given a choice of 3 activities every 4 weeks in order to increase the feeling of ownership and responsibility. Activity choices range from fitness options to team games to cater for all learners.</p> <p>Lessons primarily focus on enjoyment so that students have a positive attitude towards physical activity.</p> <p>Teachers are facilitators of learning so allow students to take responsibility for their own personal development</p> <p>We strongly promote healthy lifestyles and signpost students to further opportunities within the local community. This extends to providing pathways for Gifted and Talented students to develop their potential outside of school.</p> <p>Once a fortnight sport leaders meet to plan and practise their sessions as part of a team ready for the next session.</p>	<p>Low levels of kit marks at KS4 suggest high engagement levels during core PE lessons.</p> <p>On average, over 60% of the year 10 cohort opting to be a sport leader demonstrates the success of this programme. Primary school feedback is always very complementary.</p> <p>School sport survey feedback on activity choices suggest a successful range of options.</p> <p>The PE and School Sport council highlighted a desire for students to be able to leave P6 in kit and have been successful in changing school policy.</p>

	<p>intention of building physical literacy and encouraging students to pursue physical activity into adulthood.</p> <p>Sport Leader programme in year 10 aims to allow students to develop a range of leadership and teamwork skills in order to successfully deliver a range of sessions to primary school children.</p>		
<p>KS4 Curriculum GCSE Physical Education</p>	<p><u>AQA Assessment Objectives:</u> AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. AO4: Demonstrate and apply relevant information.</p> <p>The KS3 curriculum leads directly into the GCSE PE course: From a Performance perspective, 40% of the total GCSE PE grade is based on practical performance across three activities.</p> <p>The KS3 curriculum covers a wide range of activities providing students with a variety of choices when it comes to activity selection on the GCSE PE course.</p> <p>Our assessment towers are also linked to the GCSE PE activity marking criteria, so a student's</p>	<p>We deliver the AQA GCSE Physical Education L2 Specification.</p> <p>Having delivered the same course with different exam boards, AQA has the most online guidance and support.</p> <p>AQA has the same exam board as the majority of schools in BANES allowing for collaboration between schools, e.g. cross moderation, sharing of resources, and revision conferences.</p> <p>Historically, this academic pathway has proven to be the most suitable for our learners with a mix of both the theoretical and practical aspects of the course.</p> <p>We do not have the capacity within our team to deliver a vocational qualification alongside the current GCSE even though some students may be more successful on this pathway.</p> <p>We provide students with 2 parts theory to 1 part practical lesson. This reflects the nature of the assessment criteria.</p> <p>We provide students with practical opportunities both inside and outside of lessons so that they are able to achieve well in the practical aspect of the course.</p>	<p>68% of students achieving 4+</p> <p>55% of students achieving 5+</p> <p>31% of students achieving 7+</p> <p>10% of students following a sporting pathway at KS5</p> <p>Feedback from GCSE reflection suggested 83% of students in 2018 enjoyed the course over all</p> <p>Feedback from GCSE reflection identified the teacher and Everlearner as the most useful resources</p> <p>The PE and School Sport council highlighted a desire for students to be able to leave P6 in kit and have been successful in changing school policy.</p>

	<p>performance in an activity at KS3 corresponds directly to a GCSE PE grade.</p> <p>From a Cognitive perspective, students will explore various physiological concepts such as the short and long term effects of exercise on the body systems when taking part in activities on the KS3 curriculum. They will also be made aware of different types of training, components of fitness, the benefits of warming up and cooling down, and basic psychological concepts of sport. All of this is directly linked to the GCSE PE specification.</p> <p>From an Evaluation perspective, students are encouraged to observe the performance of their peers and provide feedback on how they can improve across all activities on the KS3 curriculum. This then particularly feeds into the Analysis and Evaluation coursework aspect of the GCSE PE course, which is worth 10% of the total GCSE PE grade.</p> <p>Within GCSE PE lessons, differentiation of both outcomes and tasks play a pivotal role in allowing all students to access the curriculum and make good progress in relation to their target grades.</p> <p>In theory lessons, students will be set differentiated tasks in accordance with their target</p>	<p>Two members of staff deliver the practical aspect of the course.</p> <p>A range of teaching styles are used to deliver the theoretical content to engage learners and enthuse them about our subject.</p> <p>The GCSE is a pathway into our L3 qualification and prepares students perfectly for the next level of challenge</p>	
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	grades, and these could take the form of extended writing tasks, appropriate exam questions, or assessment tasks.		
DT	Intent	Implementation	Impact
KS3 Curriculum	<p>The Key Stage Three Design and Technology curriculum encompasses a range of learning opportunities to allow students to develop their design and making skills. All Students learn about electronics, CAD, CAM, materials, textiles, food and graphic products. Students develop critical thinking skills in problem solving, innovation and teamwork. It is an inspiring, rigorous and practical subject. Which prepares all students to live and work in the designed and made world and to gain key life skills. The curriculum is designed for all students to be supported in their learning; through carefully planned differentiated outcomes, learning objectives and identification of learning needs. The main principles are:</p> <ul style="list-style-type: none"> Investigation and Context Design Development and planning Making Testing and Evaluating Knowledge and understanding <p>Within the Knowledge and understanding strand there are six core technical principles taught across all schemes of learning:</p> <ul style="list-style-type: none"> ● Properties of materials/ingredients ● Materials/ingredients 	<p>The KS3 Design Technology curriculum is delivered within four lessons across the fortnightly timetable. This is typically two single lessons and one double. Each year group experiences a varied curriculum through a number of projects, allowing for progression across the key stage. The rotation of projects and classes means that all students receive a varied and exciting Design Technology education and teachers to work within their specialism(s).</p> <p>Year 7 – Have four projects across the academic year, which last around 9 weeks. As this their 1st year in KS3 they experience working with all material areas in these projects. This provides them with a good grounding to progress into Year 8 and the basic skills needed to use a range of tools and equipment.</p> <p>Year 8 – Continue the model from year 7 with four projects across the year allowing them to build on the skills and concepts they have previously learnt and in 4 material areas. These are in 9-10 week blocks.</p> <p>Year 9 – Have three 12-13 week projects. These build on previous year's learning and experiences but also prepare them for the KS4 curriculum. The projects are designed to teach them more challenging making techniques, develop products that are more complex and to seek better quality control ready for their given consumer but also a greater understanding of industrial practices.</p> <p>Teachers use a range of teaching techniques as we have theoretical lessons and practical lessons. Many lessons have a 'hands on'</p>	<p>Most students reach or exceed expected age related targets at the end of the key stage. Good outcomes. Students are proud of their work, particularly practical work and take it home. Assessment and formulated data suggests learners are progressing through the key stage, as expected. Student voice results have suggested a high percentage of students enjoy their Design and Technology lessons and the range of opportunities available to them. Student's work is celebrated. Behaviour is good and safety is paramount in lessons. Student participation in lessons is high and positive. Motivation is also good. Students are resilient and independent. (Learning walks)</p> <p>Design Technology always has a good uptake of GCSE courses and we have students opting for our courses year on year. We are able to run a number of options at Somervale and work with Norton Hill to give GCSE students the choice of material areas they may wish to study further. Primary links in Food Technology have been successful, helping to bridge the gap when entering Year 7 and reinforce the Healthy Eating message from the Government. Book looks have shown marking is useful and supports student progress. Moderation across the MAT and shared assessment procedures help to compound this. Monitoring of progress can be seen through new project booklets and in student's folders.</p>

	<ul style="list-style-type: none"> ● Skills/processes ● Tools and equipment ● Understanding and meeting consumers' needs <p>Government Healthy Eating guidelines are taught in Food Technology learning sequences. Both Literacy and Numeracy are promoted in Design technology to provide real life use applications. The intention is that all Key Stage Three students study a varied and challenging pathway, in readiness for Key Stage four.</p>	<p>practical approach even when teaching the theoretical concepts. These may be through taste testing, modelling or sample work. Lessons include demonstrations, real life products to analyse, exciting, new and innovative materials and the use of a range of tools and equipment. Learning objectives and outcomes are tailored to suit all learners in our mixed ability classes.</p> <p>Government Healthy Eating guidelines is a common theme that runs through our Food Technology lessons and environmental issues and sustainability are a common thread in all material areas.</p> <p>Extended Learning projects set for each project allow all students to expand and consolidate the learning that takes place in lessons.</p> <p>Assessment is carried out throughout the Key Stage, using a range of methods. Both self and peer. Interim and formative. Each project has its own learning objectives and students are assessed against this but also age related expectations and individual targets. There is a holistic approach to assessing all the material areas in KS3. Data and evidence provided from these assessments is then used to inform future lessons and planning for individual students within the key stage and into the next.</p>	
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<p>KS4 Curriculum</p>	<p>The intention is to provide a Key Stage four Design and technology curriculum to suit the needs of our learners. To give students the choice of material areas to study at GCSE level and the opportunities to study their chosen specialism. Recently this provision has been able to expand over the federation schools.</p> <p>AQA GCSE Art and Design: Graphical Communication OR Textiles.</p> <p>This will be taught through a number of areas of study, for example communication graphics in Graphic communication or Art Textiles within Textiles</p> <p>Students will develop and apply the knowledge, understanding and skills specified in the Subject content to realise personal intentions relevant to graphic communication/Textiles design and their selected area(s) of study.</p> <p>They will also be taught a range of skills to be able to demonstrate their ability in art and graphical/Textile design techniques</p> <p>We intend to offer Graphic Communication and Textiles specialisms for the non-exam assessment.</p>	<p>The KS4 Design Technology curriculum is delivered within six lessons across the fortnightly timetable. This is typically three double lessons.</p> <p>AQA GCSE Art and Design: Graphical Communication OR Textiles.</p> <p>This course is taught using a range of teaching strategies, revisiting and building upon skills, learning, and concepts learnt at KS3. Lessons will be a range of theory; research and investigation work and practical or a combination of both. Students will learn new skills through a series of practical projects and experiments. They will build on their use of art techniques, graphical skills (CAD) and textile skills. They will build a portfolio of evidence through a range of different projects, skills and knowledge taught in year 10.</p> <p>Over the course two components of work are to be completed</p> <p>Component 1: Portfolio of work 60%</p> <ol style="list-style-type: none"> 1. A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study. 2. A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken. <p>Component 2: Externally set assignment 40%</p>	<p>2016-9 VCert Catering results high 90% in students achieving their target or beyond. GCSE Graphics results 2018 71% A*-C. VCert Graphics results 2019 100% Pass – Distinction.</p> <p>Student voice forums echo what KS3 students say on a day-to-day basis. Students strongly agree that they enjoy their lessons and excel in the practical element. Students feel supported in their learning and for those that need further support; they agree that they are supported well. A Level/Level 3 courses are available for those that wish to study further. Evidence of book looks, learning walks and moderation suggest that GCSE learners are meeting expected levels of progress. Teaching of the GCSE subjects is good so too monitoring of progress.</p> <p>2019 results: Catering VCERT: 100% D*-P, 73.1% D*-M and 7.7% D*-D Graphics VCERT: 40% D*-M, 100% D*-P.</p> <p>2020 results GCSE Food Preparation 83% A*-C GCSE Resistant Materials 86% A*-C</p> <p>2021 results Level 1/2 Hospitality and Catering: 100% D*-P GCSE DT: Product Design (RM): 9-5 28.9 9-4 52.4 9-3 95.2 GCSE DT: Textiles: 9-5 66.7% 9-4 80% 9-3 100%</p>
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	<p>Hospitality and Catering Level 1/2.</p> <p>This structure has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem-solving, organisation and time management, planning and communication.</p>	<p>AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title. The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point. Use of exam board exemplar materials are used to support teaching and learning.</p> <p>Hospitality and Catering Level 1/2. The course is taught through a range of cooking sequences and activities. Over the six lessons allocated, one is always a practical session. Theoretical studies, taste testing, investigative work and demonstrations are carried out within the other four.</p> <p>There are 2 components to the assessment. Each learner will complete both.</p> <ol style="list-style-type: none"> 1. The hospitality and catering industry Mandatory (External) 2. Hospitality and catering in action Mandatory (Internal) 	
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Art and Design	Intent	Implementation	Impact
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KS3	<p>The KS3 Art curriculum is structured to enable students to develop their knowledge and understanding of artistic concepts and skills, building on the KS2 Art curriculum.</p> <p>The KS3 curriculum provides students with a strong practical foundation enabling them to make progress in Art.</p> <p>The curriculum sequences allow for development and progression of skills in drawing, painting, sculpture and printmaking. The curriculum ensures that students are prepared for the world of work. Alongside the skills developed with traditional artistic media, they will be introduced to new technology and media such as photo editing software.</p> <p>The curriculum provides differentiation through a wide variety of units covered. These allow students to explore Art from different cultures and throughout different periods of Art history. The curriculum provides opportunities for wider cultural and intellectual enrichment.</p>	<p>The KS3 curriculum is delivered by SOH and HSO. Students receive 3 x 50minute lessons per fortnight. Students are regularly assessed to demonstrate progress over time, developing and embedding the skills learnt in Year 7 to Year 9. Baseline assessment of Year 7 is done within Term 1 to ensure that standardisation is secure within the department.</p>		<p>Student voice – positive feedback from students (info in SEF folder) MER – all lessons observed are good or outstanding. Student engagement is good. (info in SEF folder) Students complete regular assessments at the end of each topic to enable them to reflect on their progress, using WWW and EBI comments. Feedback from book looks, learning walks and moderation comment on how the sketchbooks in Art demonstrate that students are making progress over time. Data tracking demonstrates students make good progress towards ARE. Feedback from book looks, learning walks, moderation all comment on clear evidence of differentiated tasks set. Students take pride in seeing their work exhibited. KS3 students are inspired by seeing the work of older students. Students regularly attend Art clubs.</p>
	7	<ol style="list-style-type: none"> 1. Introduction to Art, Drawing skills, Colour Theory, Introduction to digital Art 2. Animal project – introduction to painting 3. Portraits – further development of drawing skills including measuring and use of guidelines 		
	8	<ol style="list-style-type: none"> 1. Mexican Day of the Dead; sketchbook presentation; drawing with pen 2. Graffiti Lettering; Development of colour theory – monotone, harmonious and complementary colours. 3. Architecture; drawing and introduction to printing. 		
	9	<ol style="list-style-type: none"> 1. Monsters; ceramic skills development and outcome 2. Shepard Fairey; message based work (environment); painting (poster paint) 3. African Art – silhouettes and patterns 		

		<p>Use of E, S, C tasks in all classes to stretch HAP and provide support for LAP. Personalised work enables students to engage with the topics at KS3. Different skills are taught and modelled by the teacher. Exemplar students' work is regularly used as a resource to support teaching and learning. Personalised learning activities for students (EAL, PP and SEND) – Art department staff use MRA data to prepare resources to ensure all students can access the curriculum and produce work they are proud of. Students are provided with opportunities to participate in Art workshops and to exhibit their work in school and within the local community. Trips are regularly organised to enrich the learning done in the classroom. Lunchtime and after school Art clubs.</p>	
<p>KS4</p>	<p>The Fine Art curriculum builds on KS3 skills of drawing, painting, sculpture and printmaking.</p> <p>The Photography curriculum enables students to develop new skills and to combine creativity with a more technical aspect of taking and editing photographs.</p> <p>Curriculum sequences allow for students to make significant progress over time. This helps to prepare for post-16 Art courses.</p> <p>Differentiation provides students with a personalised learning experience at KS4.</p>	<p>Students study GCSE Art (AQA Fine Art) and/or GCSE Art (Photography) through receiving 6 lessons per fortnight. The AQA course enables students to compile a portfolio that includes a sustained project, evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.</p> <p>Terms 1 + 2 of Yr. 10 are an "Induction Phase", where students work on developing and furthering their basic Art skills in drawing, painting, using a variety of media some of which are familiar from KS3 and others are new (acrylic paint). In GCSE Photography, students are introduced in a structured way to the new aspects of the course to ensure that they are able to combine the technical aspects of this qualification with the creativity needed to excel overall.</p>	<p>Yr. 11 – 43% uptake into KS4 from KS3. KS4 sketchbooks are detailed, the presentation is very good and demonstrate personalised learning outcomes. Students take great pride in the presentation of their work.</p> <p>Data tracking demonstrates progress from entry in Yr. 10 to final exam grade. Skill development is evident when comparing work done at the beginning of Yr. 10 to that done during the final coursework project in Yr. 11. Current Yr 12 Art (2021) 20% uptake from KS4 into KS5.</p> <p>Book looks and lesson observations comment on the outstanding personalised feedback received by GCSE Art students. Logs kept regarding targeted intervention sessions for underperforming students.</p> <p>GCSE results 2021: L4+ - 73% L5+ - 61.5% L7+ - 23%</p>

		<p>Challenge within the curriculum is achieved through a personalised curriculum. In Year 11 students design their own projects and HAP students are introduced to artists/photographers whose work enables them to achieve a higher level. HAP students are encouraged to work on a large, more ambitious scale than at KS3. SEND students receive support in lessons from THI. Work is differentiated to ensure tasks are appropriate. AFL used extensively to ensure students reflect on the work they have completed. Targets for improvement are set to ensure students refine their work to target grade or above. Personalised homework tasks and regular catch up sessions enable students to extend their work and have help where necessary.</p>	
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Computing & ICT	Intent	Implementation	Impact
KS3	<p>When students arrive in Y7 they are unfamiliar with the school systems. The intention of the first few lessons will familiarise students with the school network as well as the other essential tools they will need for their electronic life at school and at home. The effective use of ICT plays a central role in all the key education policies being taken forward by the Department of Education including the curriculum and the literacy and numeracy strategy. Ensuring that young people acquire the skills to use ICT effectively, confidently and safely is a key priority for the Computing & ICT department of Somervale School. In regards to</p>	<p>The KS3 curriculum is delivered by IUM, JAL (Yr 7) & DRI (Yr 8). Students receive 2 x 50minute lessons per fortnight. Students are assessed at the start and end of each unit to demonstrate progress over time. Baseline assessment of Year 7 is done within Term 1 to ensure that standardisation is secure within the department. Each lesson should be implemented as a separate lesson and led from the front. There are a series of lesson plans, presentations and worksheets to accompany the SOL. An electronic assessment should be completed at the end of the unit to check understanding.</p> <p>Some of the units covered are listed below:</p> <p>Year 7:</p>	<p>ICT at Somervale School has a strong and upward progress in terms of attainment and progress made by students. ICT has been in the top 3 subjects for results since 2016. The number of students opting to take the subject has stayed steady which means that the school has had the option of running at least one class of year 10 & 11s for iMedia. Positive outlook to the subject from students. Use of technology to help track and monitor student progress.</p>

	<p>eSafety and 'staying safe Online', Somervale should continue to aim to provide a set of guiding principles for keeping pupils and the wider school community safe online and for prioritising online safety within the school's preventative education curriculum and overall Safeguarding Policy. In Year 8 & 9 the curriculum should be designed to reinforce skills gained in year 7 and allow for new knowledge and skills gained in preparation for KS4. Therefore, by the end of Year 9 students will be comfortable with all aspects of ICT and thus allow for the introduction for advanced learning in the field of Computer Science or Creative iMedia.</p>	<ol style="list-style-type: none"> 1. DIGITAL CITIZEN 2. CREATING A VIDEO 3. CONTROL – FLOWOL 4. GAME DESIGN – KODU <p>Year 8:</p> <ol style="list-style-type: none"> 1. MODELLING 2. WEB CODING 3. WEB DESIGN 4. PYTHON <p>Year 9:</p> <ol style="list-style-type: none"> 1. IMEDIA ROUTE 2. COMP SCIENCE ROUTE 3. DIGITAL SKILLS ROUTE 	
<p>KS4</p>	<p>For KS4, students will have a choice of 2 Pathways to choose from in the form of Computer Science or Creative iMedia. The goal for the department should be to have at least 25% of any year 9 cohort completing a Computing or iMedia (ICT) related course at KS4. The department will be looking at providing a Digital Skills qualification for the students who do not opt to take up an ICT related course at KS4. The intention of the iMedia course is to equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively.</p>	<p>Students studying iMedia or Computing have a timetable rota of 6 lessons a fortnight. The units cover in a iMedia include the following:</p> <ol style="list-style-type: none"> 1. R085 - Creating a multipage website 2. R087 - Creating interactive multimedia products 3. R082 - Creating digital graphics (M) 4. R081 - Pre-production skills (M) (Exam) <p>The course should be implemented by firstly teaching the necessary skills required for the units and then allowing students an allotted amount of time to complete the controlled assessments released each year by the relevant exam board. Students should work independently on the tasks.</p> <p>KS4 lessons should be undertaken to ensure that students have the knowledge and skills to complete external and internal examinations and coursework set by exam boards. Again, lessons will be structured to allow teacher lead</p>	<p>The impact of this course will be measured by the unit assessments and Doodle knowledge checks. The overall impact of the effectiveness of the course will also be measured by the final exam results.</p>

	<p>The intention of the Computing course is to encourage students to develop their understanding and application of the core concepts in computer science. Students will analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.</p>	<p>learning and student development through application of theory learned. Each available course at KS4 will be structured by well-defined SOL, which state clearly goals and aims for learning. The use of resources to allow students to work independently is also utilised through having learning resources available on an online platform (i.e. Google Classroom)</p>	
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Business Studies	Intent	Implementation	Impact
KS4	<p>The aim of the Business studies curriculum is to equip students with the appropriate knowledge and skills needed to develop their employability and identify business problems and opportunities. In order to do this the department focuses on quality first teaching, which ensures students understand underlying business theory. The department aims to develop students who are able to think analytically, reach logical conclusions based on data, and make judgments on future changes to markets and the economy. Students are constantly encouraged to work collaboratively and think independently when engaging in all lessons and class debates. Through teacher modelling, we encourage our students to demonstrate manners, respect and tolerance in business studies lessons. This allows students to express themselves in a confident manner. Lesson materials are engaging in order to promote topical discussion and encourage students to develop an enquiring mind – “Think beyond Midsomer Norton & Radstock”. As a knowledge based subject the department believes that knowledge underpins and enables the application of skills. Content is delivered to students and then built upon through a variety of practice questions, with regular quality feedback being</p>	<p>Lessons are taught by IUM & JPO. Department uses all available resources and teaching strategies to ensure that students have a comprehensive knowledge of the specifications and are capable of going beyond what is taught in lessons. Techniques to help develop long-term memory and help students master subject content are embedded in the curriculum. These are focussed on embedding challenge, metacognition, memory techniques, numeracy and literacy into our departmental curriculum.</p> <p>These are the components (units) taught for the Level 2 Business Enterprise course:</p> <ol style="list-style-type: none"> 1. Component 1 Exploring Enterprises 2. Component 2 Planning for and Running an Enterprise 3. Component 3 Promotion and Finance for Enterprise (Exam) 	<p>Very good exam results showing an upward trend in attainment and value added in the subject area. 2018-19 results in the top 3 for Somervale School. 'Good' standard of teaching and learning as noted in observations and performance management processes. Subject popularity has been excellent. Subject can boast 2 classes at KS4. Student engagement is positive during lessons.</p>

	given to support student progress. The knowledge acquired then allows students to develop their analytical and critical thinking skills.		
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