

CURRICULUM INFORMATION

Our aim at Forest is to provide a stimulating education with a wide range of learning opportunities. We aim to challenge students of all abilities to achieve their personal best.

Effective Learning Groups

Before students arrive at our school, we work closely with primary school colleagues to create effective community learning groups, placing individual learners where we believe they will succeed. In Design and Technology, extra groups are created to ensure a high standard of health and safety in the workshops.

The grouping is continually monitored to ensure that students are experiencing a learning environment appropriate to their needs, and any changes of grouping will be communicated to parents and explained to the students concerned.

Class sizes

Class sizes vary. In some subjects, there are small groups for those who have particular needs. In some instances, students receive one-to-one teaching from teaching assistants. In addition, there is a team of classroom assistants to support student learning.

Curriculum Development

We follow a 3-year Key Stage 3 programme allowing for a broad and rich learning experience across all subjects before options are decided during Year 9. GCSE or other Key Stage 4 courses are then studied during Year's 10 and 11.

Homework

Homework is an important way of extending students' learning and is vital to the promotion of high levels of student achievement. All students are required to complete Homework tasks.

SUBJECTS

Art & Photography

Curriculum

Art Curriculum Key Stage 3

We believe in making Art accessible to all giving students the opportunity to explore, create, becoming inquisitive and independent learners. We encourage and facilitate this exploration through a wide variety of materials; drawing, painting, print making, sculpture and photography. Expanding their appreciation of Art and the world around them by looking at the work of other Artists and encouraging them to look at the world around them.

The assessment criteria for Key Stage 3 will be different for each unit of work to ensure that they are making progress and ensuring that they are exploring and developing their confidence with all different specialisms of Art and Design.

Key Stage 4

AQA GCSE Art and Design 2-year Course

This is perfect option for those who enjoy communicating visually; giving students a solid, confident foundation on which to build their successful GCSE Art and Design. Skills developed will range from drawing, painting, photography, printmaking, 2-d and 3-d work.

Year 9s' will have already focused on knowledge and understanding of materials, techniques and making visual connections with Artists who use Natural Forms as their inspiration, through visual and written work at the end of Key Stage 3 in preparation for their GCSE course.

In Year 10 they will develop and show progress of this knowledge and understanding choosing a Starting Point which they find inspirational. This continues to build onto their already established knowledge and understanding.

In Year 11 they will be working towards their final Externally Set Component. This will begin with their PPE GCSE Art to introduce them to the structure of this component. A final exhibition will be organised to celebrate and share their successes with others.

AQA GCSE Photography

This course has the same structure as the GCSE Art and Design however the specialism is Photography. The students have the opportunity to learn and develop skills with darkroom techniques and digital photography. They develop their knowledge and understanding through the work of others appreciating different styles and

They are guided and learn about Photographers which encourages them to express and have opinions.

Art and Photography students will:

- Show an individual approach to communicating, comparing and illustrating
- Carry out purposeful analysis and application of materials, techniques and processes
- Create solutions in response to briefs and scenarios
- Communicate intended meaning using the language of art and design

Personalised learning is crucial in the Art Department this ensures that each individual is succeeding within the subject and holistically

Enrichment

Regular Art Surgery's each week, at lunchtime or after school in the department. These Enrichment Art and Photography classes are offered to students who want to extend and build on their creative skills, continue to have a creative outlet on their timetable, specialise in a practical skill and enrich their education.

Business Studies

Curriculum

GCSE Business Studies is offered at Key Stage 4 allowing students an insight into the world of business. Students undertake 2 units of work; both units are weighted equally. These units give the students a broad overview of business, from the ideas stage, through to the growth of a business into a multinational organisation.

Assessment

GCSE Business Studies comprises is 100% external examination consisting of 2 x one hour 45 minute examinations. All classwork is marked in line with GCSE grade boundaries and criteria, and students are aware of how to judge their work against these and how to set targets for improvement.

Inclusion

Our curriculum matches the needs and interests of the full range of learners and aims to challenge both more able and talented students, as well as supporting those with special educational needs.

All students, regardless of ability, have sufficient opportunities to succeed in their learning at the highest level allowing them to achieve their own personal best. All staff differentiate lessons to allow accessibility to all.

Enrichment

The course aims to link with local business providers to enhance learning opportunities where possible. This has included seminars given by local entrepreneurs who have experienced first-hand what is involved in starting a business.

The student voice is valued in Business Studies and strategies are used to gain student views on a range of matters, including teaching and learning, courses and GCSE options.

Computing

Curriculum

Computing is successfully taught in a thriving Curriculum Area. At Key Stage 3, students follow a series of units, developing skills in spreadsheets, programming, databases, computational thinking and web design, as well as learning how to use the internet safely and securely.

GCSE Computer Science is offered at Key Stage 4. Students are provided with the under and ability to apply fundamental principles and concepts of computer science, analyse problems in computational terms, think creatively, innovatively, analytically, logically and critically as well as understanding the impacts of digital technology to the wider society.

Assessment

Self and peer assessment is used in conjunction with teacher assessment at both Key Stage 3 and 4. Key Stage 4 work is marked in accordance with exam board criteria and moderated across the department. Doing this enables students to assess progress against their target grade and review teacher comments and targets for improvement.

KS4 Computer Science is assessed through 2 x 90 minute exams set by the exam board – both are equally weighted.

Inclusion

Our curriculum matches the needs and interests of the full range of learners and aims to challenge both our more able and talented students and those with special educational needs. All students, regardless of ability, have sufficient opportunities to succeed in their learning at the highest standard, allowing the students to achieve their own personal best. All staff differentiate lessons to allow accessibility to all.

Enrichment

Working with Collyer's College we offer AS taster courses for interested students.

Drama

Curriculum

At Key Stage 3 students are encouraged to devise new drama from stimuli such as pictures, music, stories and scripts. Students experience a range of drama techniques and genres whilst focusing on the three key strands of making, performing and responding.

At Key Stage 4, a growing number of students have opted for GCSE Drama where they are encouraged to experiment with many dramatic techniques and styles. Students learn how to work well with others, as well as develop their problem solving and communication skills.

Students who opt for Drama do so for a wide range of reasons. Many students simply have a passion for the creative arts and want to perform. Others embrace the idea of a practically challenging subject, or look to build their self-confidence.

Assessment

At Key Stage 3 students are assessed practically at the end of each unit.

The GCSE AQA syllabus ensures that students are assessed in a variety of ways. There are two components: practical devising-based coursework which is performed to the class teacher and then moderated by the exam board and supported through the completion of a devising log; and a written examination that is externally assessed.

Inclusion

The nature of the subject allows for additional one-to-one support during lesson time from the subject teacher. More able and talented students are encouraged to work at a higher level within lessons and are encouraged to attend internal and external workshops.

Enrichment

In Drama this includes theatre trips throughout the year, many with post or pre-show talks and workshops. There is a Key Stage 3 and Key Stage 4 Drama Club open to all students with many opportunities for students to perform and devise their own work, as well as the opportunity for students to participate in the annual school production.

English

Curriculum

The English Department aims to inspire a love of English and its many uses, both in everyday contexts and in terms of creativity and the imagination. Students respond enthusiastically to a variety of dynamic texts. This immerses them in a rich vocabulary and exposes them to a range of cultural, historical and social questions.

At both Key Stage 3 and Key Stage 4 we develop skills in Speaking and Listening, Reading and Writing through a range of poems, plays and novels. Learning styles vary and therefore our curriculum development reflects this through active learning, together with rigorous attention to the requirement of both syllabus content and assessment criteria.

At Key Stage 4 all students are entered for 2 GCSEs – English Language GCSE and English Literature GCSE.

Assessment

At Key Stage 3 assessing student progress involves a series of pre-determined areas of focus. This process is ongoing for classwork, Independent Learning tasks completed at home and tests under formal conditions. Feedback is given following teacher assessment with guidance on how to improve. Students are directly involved in the process through peer assessment and self-assessment using a range of techniques.

At Key Stage 4 the same principles are followed, this time linked to the assessment criteria for GCSE as set by the examination boards. By now the students are also more skilled at both peer assessment and self-assessment.

Inclusion

As a team we ensure that each student is encouraged to achieve their best through targeted intervention and personalised learning across the full range of abilities. In particular, we focus on developing higher level thinking skills for our more able and talented students.

Students with special educational needs receive close monitoring and bespoke intervention to make sure they make demonstrable progress.

Enrichment

Students have the opportunity to participate in a range of activities such as:

- Debating Society
- Master Classes
- Visiting poets / storytellers
- Theatre trips to London and Stratford-upon-Avon.
- Creative writing – students have won competitions with their work now published
- Poetry Live! – poets featured in the GCSE Anthology presenting their work to a live audience

Geography

Curriculum

At Key Stage 3 (7-9), students study a variety of traditional themes including River & Coastal Landscapes, Plate Tectonics, Ecosystems and Development as well as more contemporary topics including Globalisation. An understanding of the contrasts within and between continents & countries is explored through the study of Africa, China & Russia. The aim is to develop and build on a selection of typically unique geographical skills such as map skills, graphical skills, cartographic skills, using an atlas, interpretation of data and drawing annotated diagrams to name but a few. We endeavour to make use of online geo-visualisation tools to map statistical data to identify patterns around the world. Students develop a high level of competence in using Microsoft Office tools to present their work which is a valuable skill across all subjects & in later life. Of course, no education is complete without fieldwork – real investigations using a variety of equipment & techniques. Overall, the geography team is committed to informing, preparing and inspiring students, to build enthusiasm for the subject in readiness for Key Stage 4 & beyond. Ultimately, we aim to enable them to make educated choices about how best to sustainably manage communities & the planet.

At Key Stage 4 (10 & 11), Geography is especially popular - students follow the Eduqas (9-1) Specification B course which offers a broad range of Human & Physical Geography topics and is one of the most effective exam boards for preparing students for A/AS Level. Exam results are outstanding & reflect the commitment made by teachers to supporting students to achieve their potential.

Assessment

At Key Stage 3, the assessment of student attainment & progress is continuous throughout the year. Based on classwork, homework tasks, end of unit assignments and an end of year examination, students are encouraged to take an active role in assessing their own work (self-assessment) & that of others (peer assessment). In this way, they learn to develop the ability to use success criteria to evaluate work, identify strengths and set appropriate targets for development. Students target grades provide a baseline guide to the desired level of attainment although students are supported to be aspirational & encouraged to exceed these.

In the first year of Key Stage 4, assessment centres on lesson starter quizzes to provide an opportunity to regularly assess & consolidate prior learning from the previous lesson. End of topic tests are a further chance to embed newly acquired knowledge for the long term so as to make retrieval easier at the end of the 2 years. Revision for starter quizzes, wider reading using the school text, online learning and workbooks & learning of keyword vocabulary form the basis of homework. The second year focuses on fieldwork, revision, exam technique and exam paper practice all of which will be assessed prior to the final GCSE exam using a pre-public examination (mock). The written examination has three single tier papers. The examination board is Eduqas GCSE (9-1) specification B.

Inclusion

Classwork and homework tasks are suitably differentiated to allow all students to access the same learning objectives with both support & challenge. Teachers are aware of students requiring tailored learning and therefore plan accordingly & apply a range of strategies to enable all students to achieve their personal best.

Enrichment

- KS4 foreign excursions e.g. Iceland & trekking in the Sahara Desert, Morocco
- KS4 GCSE fieldwork – Chichester and Lancing beach
- KS4 Geography GCSE Success Club
- KS3 fieldtrip – supported by the Field Studies Council (river investigation)
- Oil Exploration Game (Challenge activity)

History

Curriculum

At Key Stage 3 students follow a wide and varied curriculum that tells the story of our land and its place in the world. We begin in year 7 with the Norman invasion of 1066 and the medieval world and then look at the theme of power and religion in the early modern period. In year 8 we study the industrial revolution as well as African civilisations, empire, slavery and civil rights examining Britain's role within that and how it has impacted our modern understanding of ourselves and the world around us. In year 9 we look at the twentieth century focusing on the war and technology finished with an in depth look at the Holocaust and Britain's response to it. Throughout all these topics we examine the lives of men and women, rich and poor, kings and peasants, oppressors and the oppressed in an attempt to give our students a more rounded view of history. We teach using thinking skills, active learning and group work and our aim to inspire a love of our subject in the students that we teach inspiring them to question and wonder about the world around them as well as of course preparing them for studying history at Key Stage 4.

At Key Stage 4 we offer the Edexcel GCSE modern world History course (9-1). The topics we study include; Crime and Punishment – c.1000- the present day, Early Elizabethan England – 1558-88, Superpower Relations and the Cold War – 1941-1991 and finally Weimar and Nazi Germany – 1918-1939.

Assessment

Key Stage 3 is assessed through a number of homework tasks throughout the year. Targets are set and guidance given for each task that enable students to develop their historical skills and understanding across the key stage.

At Key Stage 4 assessment is made through a series of tasks which are completed at home and in the classroom. Exam skills and techniques are reinforced thoroughly both in class and through homework tasks and after school intervention sessions are offered to those who need extra support. The final assessment at Key Stage 4 are three examination papers taken at the end of year 11.

Inclusion

We provide for students with special educational needs and for more able and talent students through a series of differentiated tasks in lessons as well as within the homework tasks. All members of the history team recognise that every student is different and go to great lengths to plan lessons that enable all students to succeed in their learning.

Enrichment

A variety of extra-curricular activities are regularly planned for the students at both key states examples of these include

- Year 9 trip to the battlefields of Ypres in Belgium and the Somme in France
- Year 10 trip to Berlin as part of their GCSE course
- Year 10/11 visit to 'Hitler on Trial' theatre workshop

Mathematics

Curriculum

Mathematics at Forest encompasses discovery and guidance. Courses range from Key Stage 3 in the lower school to AQA GCSE, AQA Statistics and AQA Level 2 certificate in Further Mathematics in the upper school. No matter which course students are studying, we encourage them to explore the subject and not just to answer relevant questions. We are proud of our examination results and encourage all students to achieve their personal best.

Assessment

We assess Key Stage 3 progress by teacher assessment, formal testing and APP (Assessing Student progress).

In Year 9 students start to explore the foundations of GCSE with all students now sitting the AQA 8300 Specification and Examination once they begin their GCSE course in earnest at the start of Year 10. Assessment is by three papers. Please also note that the quality of written communication is assessed in all GCSE Mathematics specifications.

AQA GCSE Statistics and AQA Further Mathematics are taken at the end of year 11 by selected students. The former course has many overlaps with Humanities and Economics whilst the latter places an emphasis on higher order technical proficiency, rigorous argument and problem-solving skills.

Inclusion

We recognise that every student is different. All staff differentiate their lessons to respect individual needs. We aim to stretch the more able and talented through lesson groupings, World Class Tests, Maths Challenges and Additional Mathematics. We also offer a bespoke year group more able intervention weekly during tutor time. We support students who require extra help and guidance through small withdrawal groups with student support, the creation of 5 sets instead of 4 where needed and the use of peer mentoring. We have also recently recruited an intervention teacher to work with small groups as needed.

Enrichment

We aspire to make mathematics relevant, challenging and fun. Enrichment opportunities are available through maths clinic, world class tests and maths challenges. We also run a four-day maths trip to Paris for Year 8 at the end of each academic year. In addition, we include personal finance and functional skills education within our curriculum at all stages.

Media Studies

Curriculum:

Students follow the OCR Creative Media Cambridge National course.

This is an exciting and creative subject where students learn by making their own media products. All production pieces are grounded in current and relevant media theory to provide academic context to student creations. This course is perfect for students considering a career in the media, whether in advertising and marketing or creative fields such as film, television, radio or journalism. Sophisticated software is used to ensure professional-level results.

Assessment:

Students participate in four units. Three of these are controlled assessments that account for 75% of the final grade. These units cover Creating Digital Graphics, Designing a Video Game, and Creating a Video Game. The fourth unit is an external assessment which makes up the final 25% of the grade. Students are able to improve their grade multiple times based on feedback from their teacher.

Inclusion:

Students work in mixed ability groups and are encouraged to work at their own pace and towards their individual targets. Additional help is available for students to ensure that each student is working towards their personal best.

We offer many opportunities for more able and talented Media students:

- Involvement with our Regional Champions esports team as players, commentators, streamers or technical helpers.
- Media topics are constantly updated to reflect real world events and issues
- Gaming projects can be entered into BAFTA's Young Game Designer competition

Enrichment:

There are many enriching opportunities:

- Regular Media trips take place to EGX, Comic Con
- Studio tours at Creative Assembly
- Games Club runs every lunch time offering esports, retro-gaming, tabletop games and role playing games thanks to our links with Nintendo, Games Workshop, Ubisoft, Gamely Games, and Akolyte Gaming.

Modern Foreign Languages

Curriculum

We offer French, Spanish and German at Key Stage 3 and Key Stage 4. The GCSE examination board is AQA for all three languages. We also offer a Foundation Certificate of Secondary Education for our set 2 year 9 students in all three languages.

Assessment

At Key Stage 3, students are assessed at the end of every unit covered throughout the academic year, (6 units are covered per year) in order to track students' progress. In addition to that, students have weekly vocabulary tests as well as end of year examinations where students go over all topics covered during the year.

The Foundation Certificate of Secondary Education (FCSE) helps students develop communication skills routinely acquired at various levels over KS3. It bridges the gap between Entry Level Certificate and GCSE. There are three levels of award: Pass, Merit or Distinction.

At Key Stage 4, Students are assessed at the end of every 2 units for each GCSE theme as well as having weekly vocabulary tests. At the end of year 10 they sit their first Speaking PPE exam as well as a Reading, Writing and Listening exam. In year 11 they sit 2 sets of PPE exams in all 4 skills before sitting their final GCSE exams in the Summer term.

Inclusion

Lessons are differentiated using the "Bronze, Silver and Gold" levels where students are given a variety of levels in all four skills in order to help them make their expected progress. All students are offered support based on their ability for class work as well as Independent learning set on a weekly basis.

GCSE after school sessions are also timetabled for year 11 students twice or more a week when possible with a session for Higher candidates and one for Foundation candidates.

Enrichment

We offer a variety of extra-curricular activities, ranging from day trips to France as well as residential trips to Germany. We have film clubs running certain days of the month where students are exposed to Historical or cultural events in France, Germany and Spain. During our Challenge week in the Summer term, students are introduced to new languages with a focus on the cultural aspects and food from countries like: China, Japan, Italy, Sweden etc...

Music

Curriculum

Music taps into a variety of learning styles: auditory, kinaesthetic and visual and we believe music helps students become better learners across the curriculum. The curriculum at both Key Stage 3 and Key Stage 4 provides opportunities for students to develop their listening, composing and performing skills. The Musical Futures approach used in Key Stage 3 focuses on active learning and enables students to access the subject through playing different instruments from keyboards to steel pans! At Key Stage 4 students follow the new Edexcel Music syllabus.

Assessment

Key Stage 3 students are assessed at the end of each unit. At GCSE, they are assessed in line with the Eduqas specification: 30% performing (solo and ensemble), 30% Composition and 40% Appraising, focusing on eight questions based on four areas of study and two set works.

Inclusion

Students are set tasks that challenge them at a level that matches their abilities. All students have the opportunity to take instrumental lessons and participate in extracurricular musical activities. More able students are given the opportunity to 'direct' groups or act as music leaders / mentors in the case of the Musical Futures band project or the school band.

Enrichment

There is a vibrant extra-curricular culture in music. There are many clubs including: singing groups, school band, samba band and music tech club all of which are well attended. Music performances are planned throughout the year, including our annual carol concert, "Forest Rocks" band night, the inter-school Drum-Off and the Summer Concert. Many students receive extra instrumental lessons from peripatetic tutors including those from West Sussex Music.

We have put on some fantastic shows in conjunction with Millais including: 'Les Miserables', 'Grease', 'Billy Elliot', 'Joseph', 'We Will Rock You', 'Oliver' and 'Bugsy Malone'.

Personal Development Curriculum (formerly Citizenship/ PSHE)

Curriculum

The curriculum at Key Stage 3 and Key Stage 4 covers a wide range of engaging and relevant issues which have a direct impact on the lives of students. Issues range from animal rights to human rights, globalisation to political parties and drug/alcohol education to financial planning. A range of teaching styles is provided which allow students to discuss, critique and reflect on issues.

Assessment

The Personal Development Curriculum is not assessed.

Inclusion

A range of learning styles has been taken into account when planning resources and lessons for Personal Development Curriculum. Focus is placed on Thinking Skills and discussion which allows everyone to participate and contribute at their own level.

Enrichment

We have a wide variety of external groups who enrich and support the learning through lessons and as part of our Challenge Day programme. These include the Police Community Liaison Officer, Drug Youth Workers, Fire and Rescue Service, Health professionals, ethical businesses, charities, community groups and local business representatives.

PiXL Edge

Curriculum

At The Forest School, we feel as a family we must educate our learners for life so that they are able to leave The Forest School as well-rounded individual members of the community and citizens of modern-day Britain. With this in mind, we run the PiXL Edge programme with our Year 7 and 8 students.

The aim of this programme is to develop and accredit students with those personal attributes essential for employability and life. We want our students to strive to be the best they can be. The LORIC programme will allow them to develop and be accredited for five key attributes that have been chosen for their formative qualities in character development as well as their desirability by employers. These attributes, known as LORIC, are:

- Leadership
- Organisation
- Resilience
- Initiative
- Communication

The PiXL Edge is a framework for schools to develop and accredit in students those personal attributes essential for employability and life.

More specifically, the PiXL Edge will enable students to create a portfolio of experiences that will help support their applications when applying for Sixth Form college, apprenticeships schemes, university applications and full time employment

Assessment

To achieve the PIXL Apprentice Level students will have 2 years to attain 10 credits over the 5 key attributes. Activities can be completed both in and out of school. Progress on the scheme will be managed by students themselves using specially designed on-line application, with tutors and Academic Progress Leaders providing an oversight and awarding credits towards achieving the qualification.

Examples of activities could include:

- Lead a warm-up in PE (Leadership)
- Organise a fundraising activity in your tutor group (Organisation)
- Prepare and deliver a 2-minute talk on a topic of your choice (Communication)
- Volunteer as a Student Council member (Initiative)
- Achieve 97% attendance or above (Resilience)

Inclusion

Each individual student will have a key attribute that they naturally gravitate towards. There may be some that do not feel quite so natural, or ones that students might have to work at a little bit harder than others – but each one is completely achievable for everyone. Students, guided by tutors can choose from a range of activities and manage their own progress at their own pace to work towards the accreditation at each level.

Enrichment

The activities can be many and varied and can be undertaken in normal lessons, in extra-curricular clubs or outside school. There are 2 opportunities for all students to complete activities towards their LORIC attributes on two breakout days, one in year 7 and one in year 8. Many of the students will also be able to reflect on things that they are already doing outside of school such as sports clubs, Scouts, performing arts to name a few examples.

Physical Education

Curriculum

At Key Stage 3 students follow a varied programme that covers a range of activities including athletics, dance, gymnastics and a range of individual and team games. At Key Stage 4, students follow a core programme with the emphasis on developing our 'sporting excellence for all' and our 'sport for life' philosophies. Activities include alternative sports, health based PE and individual and team games.

A number of students choose to study an examination qualification in PE. Students will be guided to follow the exam qualification the PE team consider most appropriate for the individual. The qualification will be either the Cambridge National Sport Studies qualification or GCSE PE (AQA).

Assessment

Students are assessed at Key Stage 3 and Key Stage 4 using the 'Hands, Head, Heart' mastery criteria. For those who study the Sport Studies qualification, assessment will be against the four different unit criteria provided by the exam board (OCR). One unit is an external exam, whilst the other three units are assignment based. Students who take the GCSE PE qualification, practical ability is assessed in three activities and one written analysis and evaluation. Two written examinations are sat at the end of the

course to determine a student's knowledge and understanding of the theory specification.

Inclusion

Lessons are taught in mixed ability groups. A number of strategies are used to ensure all students are challenged and experience success. Differentiated objectives are provided to help challenge students achieve their individual best in every lessons.

Lesson delivery is also differentiated by:

- Grouping – allowing students to work with peers of similar ability
- Task – allowing all students to participate in the lesson
- Resources – equipment and facilities are modified to meet individual needs

Enrichment

There is a strong commitment to extra-curricular sport. We offer three levels to our provision. This includes:

Level 1 - recreational activities with the emphasis on participation (e.g. badminton & table tennis)

Level 2 – competitive inter-community competitions in a range of activities (e.g. athletics & cross country)

Level 3 competitive fixtures against other schools in a range of activities at district, county and national level (e.g. football, rugby & swimming)

Religion & Worldviews

Curriculum

The Scheme of Work at both Key Stage 3 and Key Stage 4 is aimed at giving students a better understanding of different worldviews so that we build more cohesive communities & promote respect and empathy, which are important in our increasingly diverse society. Students are provided with the opportunity to develop, share & justify their own informed opinions and ensure they have respect & tolerance for the views/beliefs of others. The new curriculum is intended to improve engagement & perception of Religion & Worldviews and encourage students to continue at GCSE.

At Key Stage 3 (Years 7-9), students follow a series of units based on the QCA non-statutory national framework exploring the main areas of study: Religions and worldwide views (Christianity, Islam & Humanism) and Themes (ethics, philosophy, religion & science and global issues). Sequencing of topics is based on the maturity of themes & complexity of language.

At Key Stage 4 (Years 10 & 11), students study for the full course GCSE - AQA specification A. Two units are studied with 5 lessons per fortnight. *Component 1: The study of religion* covers Christianity and Islam. *Component 2: Thematic studies* covers topics including arguments for/against the existence of God, evil & suffering, science & religion, euthanasia, human rights, war & peace etc.

Assessment

At Key Stage 3, assessment of student attainment & progress is conducted on a termly basis. These are based on end of unit questions, of increasing complexity, designed to assess a variety of skills. Students are encouraged to take an active role in assessing their own work (self-assessment) and that of others (peer assessment). Homework is a diverse mix of research, extending vocabulary, use of online resources

etc. & is focused on developing student's opinions on a variety of topics e.g. animal rights, in preparation for class debates.

At Key Stage 4, there are two final, single tier examinations (1hr 45mins each) taken in Year 11 and no coursework. Assessments throughout the year are designed to help familiarise students with the exam format, mark schemes and to monitor attainment & progress – these are based on past exam papers. Homework centres on the consolidation of class learning using a variety of online & text based resources.

Inclusion

The Religion & Worldviews curriculum matches the needs and interests all learners. All students, regardless of ability, have ample opportunity to make excellent progress. Lessons are suitably differentiated and teachers are aware of students requiring additional support and therefore plan accordingly.

Enrichment

- Talks given by The Lighthouse Project

Science

Curriculum

At key stage 3 students follow a series of modules based on the Key stage 3 national curriculum. We strongly believe that students should be active when studying science and aim to include investigation and enquiry wherever possible, as well as promoting the acquisition of basic skills. Students explore key topics in all three science disciplines in more depth in year 9 to form a strong foundation for GCSE study.

There are two GCSE pathways offered by the Science department. Trilogy (combined science (consists of study of Biology, Chemistry and Physics and results in two GCSEs in Science being awarded. Triple science can be taken as an option and consists of extended study in Biology, Chemistry and Physics resulting in the award of three GCSEs one for each of the science disciplines.

Assessment

At key stage three students are assessed at the end of each topic using formative tests which include keywords, core questions and application of knowledge.

Throughout each module of work students are also taught practical skills and will complete practical write ups of experiments. At key stage 4 there are regular written assessments throughout the course of study. Students are also expected to complete regular homework assignments. All exams are sat at the end of year 11. Students following the triple science course will have 6 papers of 1 hour 45 minutes each and students following the trilogy science course will have 6 papers of 1 hour 15 minutes each.

Inclusion

In order to meet the needs of every student lessons are differentiated to ensure each student can reach their full potential and that all students are stretched and challenged in their science work. We run a science clinic where students can attend and seek help with homework tasks, work from lessons or complete revision with the guidance and support of a science teacher. After each assessment an individualised feedback sheet is produced that allows students and teachers to identify areas of weakness and build on these in subsequent lessons.

Enrichment

There is a STEM club that runs for key stage three and enables students to study areas of STEM that may not be in the curriculum and to further develop their interest in STEM subjects. We also enter students into science competitions and offer talks and activities based on the wider world of science, not just the content that is covered by the curriculum.

Sociology

Curriculum

Sociology allows students to analysis the structure and organisation of British society, and explore the social behaviours of different social groups. Studying the work of key sociologists and different sociological perspectives, students are encouraged to develop their own sociological imagination and the ability to reflect on social phenomena critically. This subject will develop students understanding of class, ethnicity and gender and the role of powerful institutions play in constructing the way we experience and engage with the social world.

Sociology is offered at GCSE only and we follow the AQA (9-1) syllabus. It is an increasingly popular option at GCSE and the course covers Families, Education, Crime and Deviance, and Social Stratification. Students will also learn Social Theory and Research Methods to apply to each of these areas.

Students have Sociology five times a fortnight and taught in a classroom where all views are considered to encourage respectful debate. Teaching and learning will involve a range of strategies, including low stake recapping activities, questioning, scaffolding difficult tasks, and independent practice. Activities will vary from reading social text, discussing and debating certain issues, independent and collaborative writing.

Assessment

Formative and summative assessment are used to track and monitor the progress of students and these occur regularly throughout the course with more formal assessments happening at the end of each unit. Self and peer assessment encourage students to identify areas of improvement and reflect on the progress they have made.

Inclusion

Tasks and feedback are differentiated according the students' ability and tasks are scaffolding to ensure everyone starts from their individual starting point. All members of the sociology team recognise that every student is different and go to great lengths to plan lessons that enable all students to succeed in their learning.

Technology & Engineering

Curriculum

Design and Technology challenges students to use creativity and imagination to design and make products that solve relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Students acquire a broad range of subject knowledge and discover links to other curriculums, such as mathematics, science, engineering, computing and art. Students learn how to take risks, becoming resourceful, innovative and enterprising. Through analysis of past and present design and technologies they develop a critical understanding of its impact on daily life and the wider world.

Key Stage 3 (KS3) Curriculums

Students rotate throughout the year and are challenged by several projects that introduce different disciplines within Technology. These develop skill and knowledge of design, working with wood/metals/plastics, Computer Aided Design (CAD), electronics, systems and control, textiles and food. This helps build a strong foundation and skill set and also gives students confidence when choosing which path to follow at Key Stage 4 (KS4).

Design & technology: Through a variety of creative and practical activities, students will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.

Assessment

Throughout KS3 students are assessed against four different teaching strategies and student responses to these strategies are used to assess progress towards Design & Technology Capability. These teaching strategies are:

- Making – Pre-designed products. Key features of progress will be the increasing range of tools, materials and equipment that is learned and used.
- Designing – Looking at a product that uses a new or emerging technology, as a starting point. Key features of progress will be the sophistication with which this is explored, communicated and justified.
- Developing and making – Developing and making a product for a specific stakeholder / context. Key features of progress will be the openness of the task and the complexity and range of design decisions made.
- Evaluation – where key features of progress will be the understanding of the D & T activity on human development, both historically and present day.

Food and Nutrition: As part of their work with food, students will learn how to cook and apply the principles of nutrition and healthy eating. This course aims at instilling a love of cooking in students that will benefit their future creativity within the kitchen.

Assessment

At KS3 there will be a focus on three important learning areas and staff use student responses to these areas to assess progress in Food and Nutrition. These learning areas are:

- Nutrition and Health – The relationship between health and diet. Key features of progress will be increasing understanding about food as a source of energy and nutrients and how these contribute to health lifestyles.
- Where Food Comes From – The sources of food ingredients and how various factors affect demand and availability. Key features of progress will be student understanding of factors affecting our food choices.
- Food Preparation and Cooking – How to store and prepare food for eating. Key features of progress will be student understanding of the consequences of poor food standards and ability to use processes and techniques to minimise risk. They will also be judged on the quality of dishes they prepare.

KS4 Curriculums

The Technology department have a range of courses to choose from, which includes:

- GCSE Design and Technology: enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. Students are to use creativity and imagination to design

and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

- GCSE Engineering: requires students to develop subject knowledge, skills and understanding that allow them to solve engineering problems in an informed way. The use of new technologies, materials and processes in addition to established engineering practices are learned and students are to put theory into practice, solving engineering problems through the application of mathematical principles and computer modelling / simulation to produce carefully considered manufactured outcomes which showcase essential practical skills.
- GCSE Food Preparation and Nutrition: equips students with the knowledge, understanding and skills required to cook and apply principles of food science, nutrition and healthy eating.

Assessment

At KS4 a structured assessment programme is followed using exam board criteria with an assessment at least every half term. Students receive individual grades and comments to help improve work and ensure they are familiar with the required standards. PPE examinations each year give students experience and builds confidence for exam performance. These courses require the completion of two units, which include a Non-Exam Assessment (NEA) and examination papers; which are set at the end of the course.

Inclusion

Due to the nature of Design and Technology, all levels of ability are carefully catered for. More able students are challenged with extended projects and encouraged to design and manufacture high quality products. At KS3, the curriculum is structured to allow all students to access content.

At KS4 there is support with both the NEA and exam preparation. The NEA is differentiated to allow students to explore their own interests, plus there are timetabled TAs working within the department to deliver support for students with additional learning needs.

Google Apps used by the school are employed across both key stages to allow access to guidance and extension materials in and out of the classroom.

Enrichment

Design & Technology offers a wide range of after school clubs including the popular Cookery Club, Artisans Club and an open Design & Technology Club for students to pursue individual projects or continue with their project work. Greenpower has proved successful with the team racing the electric-powered car at Goodwood and Dunsfold for several years now.

Industrial visits and external guest speakers are arranged for KS4 students to help them understand the commercial context of their work and to promote technology-related career paths. Opportunities could also be available to gain work experience in related industries at the end of Year 10. Regular after-school enrichment and NEA support sessions are also available for all KS4 students.

Careers and Work Related Learning

We aim to provide careers education, information, advice and guidance to give students the skills, knowledge and attitudes which will enable them to make a confident and successful transition into the most appropriate work, education or training when they leave the school and beyond.

Careers Related Education is embedded into our Personal Development Curriculum, Challenge Days and Tutor-Time programme for all year groups. Employability skills are integrated into all curriculum subjects. We use the ACEG Framework for Careers and work-related education as a basis for planning and review of our careers education. Students are supported to develop skills such as CV writing and interview techniques.

Careers Information, Advice and Guidance is tailored to specific year groups:

Years 8 & 9: Students are initially encouraged and guided into researching career paths and choices as part of the KS4 subject option process. They are registered on fasttomato.com, a careers guidance website to which the school subscribes. This provides personalised, impartial, engaging and high quality careers information, advice and guidance. Year 9 students will also attend a Careers Speed Networking Event in school.

Year 10: All students are given the opportunity to go on a week-long work placement. We aim to give each student a new and valuable experience in the world of work. A brief period of Work Experience serves to develop life and employability skills outside the familiarity of the school environment and gives students a valuable insight into the world of work. All of our Year 10s are also given the opportunity to attend relevant external careers events. A range of external employers and training providers will also deliver talks and activities to students in school. All students will be provided with information regarding apprenticeships.

Year 11: The focus is on providing support and information regarding post-16 opportunities, applications and subject choice. Individual or group interviews are available for all students with our Work Related Learning Co-ordinator. Post-16 institutions' Open Days are publicised with external visits and talks arranged as appropriate. We also offer a Post-16 Information Evening in the autumn term.

Visits and Activities are offered throughout the year and have recently included visits to British Airways Engineering at Gatwick, visits from the Royal Electrical and Mechanical Engineering Corps, trips to universities including Oxford, Cambridge and Portsmouth, visits to local sixth forms and mock interviews with real employers.

Facilities/Resources are in the Library where there is an area dedicated to Careers Information. The Careers Coordinator, Beth Mulligan, is available there to support students at break, tutor and lunch times. She holds a drop-in Careers Clinic every Wednesday.

Inclusion: Specialist Careers Advisors offer 1-1 support and information for students with learning difficulties. Our alternative provision curriculum includes additional support in developing employability skills. More able and talented students are provided with appropriate opportunities to accelerate their work-related skills.

Inclusion

The Inclusion team aims to meet the needs of all students in a positive and proactive way in order to develop their learning. We value the differences each student brings and work effortlessly to support those experiencing learning, emotional, sensory/physical or communication difficulties. Our work also includes supporting our more able and talented learners as well as testing for access arrangements for exams too in order to provide our students with the best possible chance of achieving success.

In-Class Support

Teaching assistance is available across all curriculum areas and year groups to support students, specifically those with EHCPs (Education, Health and Care Plans). Students requiring specialist programmes are sometimes withdrawn from class to receive support for social and learning needs. Small group support is available for students with a specific cognition difficulty such as dyslexia. Emotional wellbeing support can be accessed from a range of sources including the school-based team of learning mentors and school counsellor.

Homework Club

The inclusion department runs homework club after school every day. Teaching assistants and resources are available to assist students in all year groups with their homework. This provision takes place in the library and BEC to ensure all students also have access to a PC. All students are welcome

Literacy Café and Early Morning Spelling Club

Students who wish to improve their literacy skills can come along to work on their reading, reading comprehension, spelling and writing skills at the weekly after school or morning club with the school's literacy tutor.

Social Skills (Chill Club)

This takes place at lunchtime in the Inclusion Department and offers students the opportunity to socialise, interact and forge friendships in a quiet space for a smaller number of people who maybe find the more unstructured parts of the day difficult to manage. Social skills courses are also offered to small groups of Year 7-9 students to improve their Social Communication skills, which will involve the use of Lego Therapy.

More-Able and Talented Provision

A regularly updated More-Able and Talented register is in place. Challenging tasks are set in class to meet the need of the More-Able and Talented and where appropriate, subject classes are set according to ability. More-Able and talented students are encouraged to attend enrichment courses, workshops, masterclasses and university visits organized by the school. In addition, there is a wide variety of further enrichment activities that take place within curriculum areas, from Rotary Young Chef competition to UKMT Maths Challenges.

BTEC in Work Skills

The school offers this BTEC Qualification to help provide a greater range of options for our students choosing their options at KS4. This course offers students the opportunity to undertake a series of challenges to help them develop their life skills. Examples of these challenges are listed below:

- Using a CV & covering letter to apply for a job
- Applying for jobs
- Achieving success at interview

- Managing your own money
- Developing resilience for work

This qualification has been developed to ensure that the knowledge, skills and understanding it provides are relevant, current and useful for learners and potential employers

The course has a practical basis and is non-examination based. Students will be required to compile a portfolio of evidence to demonstrate their achievements. All pupil portfolios are internally assessed and a sample of pupil portfolios and presentations are externally verified by the exam board Edexcel.

New Forester's Transition Group

During the Summer Term, a group of Year 6 students are invited to attend a series of additional induction sessions at The Forest School to help them settle more easily into secondary school life. Our transition coordinator visits all primary schools during the summer term prior to transition to ensure any additional educational needs are met. Our Director of Inclusion will also conduct his own visits to the primary school as well as attending all Year 6 Annual Reviews.

The Woodland Project

The Woodland Project is another KS4 option subject which provides a greater range and more unique option for our students. This course delivers and practises some of the skills associated with 'Forest Schools' to teach basic bushcraft activities such as fire management, tool safety, tool maintenance, shelter building and whittling. This course is certificated through AQA and involves the students completing a number of practical challenges that test their bush craft skills. The Woodland Project mainly focuses on developing our students' self-esteem, self-confidence, independence, resilience, risk management, social development and so much more.