

Springwest Academy	
Person(s) Responsible:	Principal
Status:	Non - Statutory
Date Approved:	June 2017
Date of Review:	June 2020 - 3 years

At Springwest Academy, the governing body, the Principal and the staff have high expectations of students and challenge all to achieve. Passionate staff provide exciting learning environments in which students thrive. There is no better classroom than the one filled with inquisition; awash with a sea of questions from both staff and students, constantly seek to clarify, criticise and corroborate. Personal development and the wider curriculum exposes students to an extensive number of topics including mental health and society to politics. We seek to educate the 'whole' student so that he/she may aspire to, and achieve, the future they choose.

Academic Curriculum

Key Stage 3

It is vital that students make a strong and effective transition from Key Stage 2 to Key Stage 3. As such we work closely with a number of our feeder schools to ensure that our curriculum aims and objectives accurately meet the needs of our learners. We are committed to challenging students with new content whilst ensuring that we deepen understanding in areas that they have already been exposed to.

Alongside content delivery we also focus on a specific set of skills referred to as the Springwest Learner. We believe students must acquire these to be GCSE ready. Students are taught these skills through lessons tasks and activities in all subjects. They also form the basis of the Key Stage 3 reports and are discussed with parent/carers at our parental engagement events.

The Springwest Learner looks at the following four areas:

Independence

Self reliance is at the heart of deep learning. Students must be able to self-motivate to wrestle with challenges before seeking support. Even then the process of getting 'unstuck' must be driven by the student; reading through class notes and previous material and gaining support from peers are important first steps before seeking advice from the teacher. This should also be extended outside the class so that students are able to effectively plan, prepare and research from home without the support of their teacher.

Inquisitiveness

We all learn best when we question and critique information we are presented with. Students are encouraged to ask questions when they do understand as well as when they don't. Getting

into the the 'how', 'why', 'what if...' mindset helps students to make strong links between different topics and even different subjects.

Collaboration

Working effectively with others allows us to get the best out of everyone. Often some of the best learning can come from interactions with our peers. In order for this to be successful students must be able to communicate effectively and a large part of this is actively listening to and respecting the views of others. We challenge students to be articulate and argue their point to others in meaningful debate.

Reflection

Being able to critically analyse our own performance allows us to make positive changes to our learning. Whether this be engaging with the range of feedback offered by class teachers, evaluating our own work or setting personal targets for development it is important to think before we act.

By focusing on these skills students become resilient learners capable of adapting to change and the increasing academic demands.

A detailed version of our Springwest Learner 'Grid' can be found in the appendix.

The KS3 curriculum in Years 7 & 8 provides a broad and balanced range of subjects with a strong emphasis on developing literacy and numeracy. Each student receives 25 hours teaching during a normal school week. Students are taught English, Mathematics, Science, Modern Foreign Languages (French or Spanish), Geography, History, RE, and PE along with Creative Arts; this comprises of Drama, Dance & Music, Art, Design Technology and Food Technology some of which are taught on rotation. IT and PSHE are also taught on rotation.

Students are taught in both streamed and mixed ability teaching groups, with a strong emphasis on teacher led differentiation and wave 1 intervention for any student not be progressing as they should. Assessment data that is collect by the school is used to create RAP groups. These are students that are identified as being 'at risk' or vulnerable through underachievement in a number of subjects. Staff are then required to outline the intervention that is being put in place to support these students in catching up. PREP is set by English, Maths, Science, Modern Foreign Languages, Geography and History and will typically consist of either knowledge consolidation tasks or preparatory tasks for the subsequent lesson.

Departments assess pupils to test knowledge acquisition as well as skills development and report back to Senior Leaders 3 times a year. Results are moderated by department, especially where they relate to our Springwest Learner skills. From these discussions changes can be implemented within the curriculum to focus on those skills requiring further development. Alongside departmental assessment we run End of Year Examinations for students in June of each year. We believe that through exposing students to these demands from Year 7 we are better placed to teach not only revision and preparation strategies but also to look at how we can support students to deal with stress and anxiety brought on by examinations. To this end departments create their End of Year Examinations from assessments that the students have already seen, either direct copies of questions to test knowledge recall or adaptations to test skills development.

Key Stage 4

During Year 9 students transition to becoming *GCSE Ready*. In many subjects this can entail the teaching of GCSE content or further honing of our Springwest Learner skills to provide a foundation for effective Key Stage 4 learning. At this point students will 'opt' to specialise in one of our Creative Arts subjects in preparation for GCSE.

Year 10 and 11 students study a broad but academically rigorous curriculum. Nearly all students study English, Maths, Science and Modern Foreign Languages and at least one Humanity; these are not only vital subjects for securing a place in Higher Education but also for being highly functional within our global society. Additional subjects depend upon the pathway on which the student has been placed. PE is taught to all students with an increased emphasis on developing sporting interests that students will continue with after leaving us. In addition in Year 10 students study a vocational course from a range that provide essential and appropriate content and skills for all KS4 learners. A small group of high ability students take Statistics GCSE

- **NCFE LEVEL 2 CERTIFICATE IN HEALTH AND FITNESS:**

This qualification is designed for learners with an interest in any of the health and fitness contexts such as exercise, lifestyles and diet. Examples of units are: Principles of Health and Fitness and Develop a Personal Health and Fitness Programme. All but one unit is coursework based in all of the NCFE certificates.

- **NCFE LEVEL 2 CERTIFICATE IN FOOD AND COOKERY:**

This qualification is designed for learners who have an interest in food and cookery. It will provide learners with experience of using different cooking techniques and methods to enable them to use these within further education or apprenticeships. Examples of units are: Preparing to Cook and Exploring Balanced Diets.

- **NCFE LEVEL 2 CERTIFICATE IN ENGINEERING STUDIES:**

This qualification is designed for learners with an interest in engineering. It will provide learners with experience of using different tools and materials to enable them to use these within further education or apprenticeships. Units include Introduction to Engineering and Engineering Materials and their Properties

- **BTEC FIRST IN TRAVEL AND TOURISM:**

Students acquire essential skills such as business awareness, customer service and understanding destinations in the UK and worldwide. Units include UK Travel and Tourism Destinations and Factors Affecting Worldwide Travel & Tourism

- **GCSE Statistics**

Students studying statistics in Year 10 study a two year course which covers statistical techniques and concepts such as planning and data collection, processing, representing and analysing data, reasoning, interpreting and discussing results, and understanding probability. These fundamental statistical and lateral thinking skills are useful across all kinds of disciplines and

careers. GCSE Statistics could lead on to further study in Statistics at A-level or other related subjects such as Maths, Further Maths and the Social Sciences.

In Years 9, 10 and 11, students are generally set by ability or grouped according to their individual choice of study or pathway. Again, there is a strong emphasis on teacher led differentiation and wave 1 intervention for any student not be progressing as they should.

Outside of class students complete PREP in all examined subjects at Key Stage 4. There is an increased expectation that students spend more time on this work at outside of school as the quantity of work given will exceed the time allocated during timetabled PREP sessions. It is important that students form this habit in order to support the development of their study skills in preparation for external examinations. PREP tasks can take many different forms: consolidating classwork through further or extended questions, 'interleaving' tasks which ask the students to recall work covered a few weeks ago, 'flipped learning' tasks which prime the students with information ready for future teaching, the development of revision notes and study aids that summarise key topic areas or any other appropriate task the teacher sees fit.

It is important that students are assessed regularly so that they are given the opportunity to apply their class based understanding to the types of questions they will receive through external examinations. We believe that everybody benefits from this. The student has an opportunity to prepare for and experience the same type of questions they will see in their final examinations and it highlights for both the student and the teacher, areas of strength and weakness so that teaching may be adapted to better meet the learner's needs. It also provides the school with an opportunity to identify those groups not performing in line with expectations so that school wide intervention may be put into place. In addition to in class assessment there are also three periods of mock examinations, these take place in the June of Year 10 and the December and March of Year 11. At this point students experience the pressure of preparing for and sitting multiple exams in a short space of time.

Through incisive monitoring of assessment data the school carefully creates intervention groups. We first focus on the 'basics' (students not achieving good progression in English and/or Mathematics), then widen this to include Science, Modern Foreign Languages and Humanities. We also look carefully at the performance of key sub-groups within the school, for example White British, Pupil Premium, Most Able, etc. Senior leaders hold regular meetings to discuss the progress of these students and teachers are required to indicate the wave 1 interventions that have been put in place to support these students. Attendance is also monitored closely with separate intervention in place where we recognise this is impacting on learning. Some students may be timetabled specific intervention lessons for English, Mathematics and Science during Year 11. We also look at how periods of PREP can be used differently to further support the progression of these students.

Key Stage 5

Our Trust curriculum offer at Key Stage 5 is supported by Logic Studio School and nearby schools that are used through the Hounslow Consortium. This allows us to run a broad range of viable classes. Specific subject offerings do vary from year to year depending primarily on where we feel we have 'subject excellence'.

Students study a three courses for the duration of their two year programme of study. Through careful transition work students may opt to 'try' subjects for a short period at the beginning of Year 12. We also hold 'entry assessments' in the first three weeks of our courses to ensure that students are placed on suitable courses. There are a number of different pathways that students can select from to suit their academic ability.

Students sit interim assessments at 6 points throughout the year. These are designed to support students in preparing for terminal examinations by regularly requiring students to collate their notes and test their knowledge. Data from these assessments are used to create RAP groups which are shared with staff. In class intervention and high quality differentiation are key to ensuring that learners needs are met. Students underachieving across two or three subjects are assigned to additional study groups for further support.

All students attend school for the morning session, where students do not have timetabled lessons they have timetabled and supervised private study. This is to support the increase in independent work that is expected from students; for each hour of direct teaching the student receives they should be dedicating an hour of their time outside of class to consolidate and extend their understanding.

Further pastoral support, including CEIAG is delivered by Logic Studio School.

Literacy

By the time they leave Springwest, students should be confident in the four strands of communication: reading, writing, speaking and listening - as they are necessary skills for later life. With increasingly challenging expectations for reading - in the form of challenging texts - in many GCSEs as well as marks being awarded for spelling, punctuation and grammar, this is an academic necessity as well as an altruistic desire.

Outside of formal English lessons, where punctuation and grammar are taught in Key Stage 3 as a discrete subject in weekly lessons; students use form time to further develop their literacy, through silent reading and in some cases, literacy worksheets and games. In addition to this, students and staff of Key Stage 3 groups are expected to 'DEAR' - Drop Everything And Read - during one PREP session each week for twenty minutes. Throughout the corridors of the school, literacy boards support students with helpful hints and strategies as they walk to and from lessons. In this way, the importance of literacy is supported and championed throughout the school.

Staff of all subjects also take literacy into account when planning their units of work. This is bespoke for each department and is dependent on the literacy requirements of that particular subject. For example, vocabulary and spelling tests are an integral literacy requirement of MfL, whilst spelling of key terms and accurate use of subject terminology is reinforced in History through PREP tasks and lesson activities.

Numeracy

To support students with their numeracy and their mathematical confidence identified students take part in exciting and engaging activities during a form-time each week. Students practise their times

tables with engaging games and activities, helped by KS4 students who help them increase in confidence and speed. In form time, there is an emphasis on fun numeracy competitions and functional skills as forms compete to make the most progress and win a form trip.

At Springwest, exciting problem solving doesn't just stop when the lesson ends. Students at all points in the school enjoy taking part in the National Maths Challenge, and teams from the school travel into London to compete in the team challenges. We also host an annual Maths Feast at the school; an afternoon of interactive team challenges where students work together to solve a variety of problems against teams from other local schools. In addition to these exciting events, the Maths Department also run a problem solving trip to the British Museum where students work together to solve calculations written in hieroglyphs, find the distance a clock pendulum travels each year and discover the height of Egyptian statues when all but the giant stone arm has been lost in the desert.

Numeracy is important across the curriculum, and staff in all departments receive CPD on different methods and the importance of being positive role models for mathematics. We ensure that methods and approaches are consistent across different departments. The Head of Numeracy also makes sure that Teaching Assistants receive training and support that will allow them to best support students with their numeracy.

Pastoral Curriculum

Form Time

All students have 3 form time sessions per week. In addition students have a Year and a Whole Academy assembly. Form time is carefully planned out to ensure purposeful and relevant use of time. In Years 7 & 8 all students have a timetable of activities and sessions revolving around numeracy & literacy tasks, news and current affairs (usually in the form of a quiz). In Year 8 students also have a weekly PHSE slot complemented by the regular Red Day provision throughout the year. Form time is also used to ensure students are prepared for their learning with the correct equipment and perfect uniform. Tutors use the At Springwest we... expectations to reinforce this. The assembly programme is led by a member of SLT and provides a series of rich, diverse and well-coordinated assemblies. Many members of staff lead on Whole Academy assemblies. At KS4 there is more bespoke provision during form time, to take into account exam preparation, revision and subject specific intervention.

PSHE

The personal development and wellbeing of students always features as part of our academy key priorities. We believe that this is the bedrock of good mental and physical health. Consequently students can engage with their academic learning better. PHSE is currently delivered through 2 strands in Year 7. From September 2017 students will have a weekly PHSE lesson taught by the Year 7 tutor team. An example of the curriculum is the fiction text, 'GrangeEnders', which allows students to learn relevant adolescent issues in a contemporary and engaging manner. In addition to this Year 7 have Red Days throughout the year which allow students to explore PHSE topics in greater depth. In Year 8 & 9 PHSE is delivered through form time sessions c. every two weeks. These sessions are complemented by the assembly programme as well as the Red Day provision.

Sex and Relationship Education (SRE) focuses on the importance of stable and loving relationships including marriage for family life, as well as other relationships such as civil partnerships. SRE is about respect, love and care. SRE provides pupils with factual knowledge and an understanding of the influences on young people, encouraging them to be aware of the options open to them and to take charge of decisions about their own behaviour. Some Sex Education content is delivered through Science lessons at KS3.

Most Able Groups

As part of our school's commitment to ensure all students of all backgrounds and ability are sufficiently pushed to maximise their potentials, each year group has a Most Able group we refer to as 'Springwest Scholars'. This is identified by the Achievement Co-ordinator using a range of identification methods. These methods involve the use of assessment data as well as soft data gathered by the Achievement Co-ordinators themselves. The aims of these groups differ from year to year - from supporting students in taking the step to secondary in Year 7 to supporting students with key revision and exam skills and academic progression in Year 11.

The overarching aim of these groups is to enrich, extend, expose and inspire. In many exams, the top marks are awarded to students who can draw from a wealth of social, economic, political and cultural knowledge in order to inform their ideas. However, we are also aware that extra-curricular provision should be intrinsically linked to the learning students complete in lessons. Therefore, sessions put on for students often allow them to extend their knowledge outside of the classroom, whilst simultaneously developing their cultural capital. Students are also offered opportunities to participate in educational visits. Students are also exposed to University and Further Education in a number of formats through Key Stages 3 and 4, including opportunities to visit local universities and education providers.

CEIAG

We have a duty to secure independent careers guidance for all students from year 8-13. Careers guidance for young people should inspire and motivated them to fulfil their potential. We strive to help every pupil develop high aspirations and consider a broad and ambitious range of careers. We acknowledge that the one of the best ways to inspire every pupil is through the creation of real-life contacts with the world of work to help them better understand where different choices can take them in the future.

We build strong links with employers so that they can work with us to help boost young people's attitudes and self-belief as well as their employability skills. We inform pupils about the range of roles and opportunities available to them and we help them understand how to make this a reality.

We offer high quality work experience in that properly reflects individuals' studies and strengths. Students are allowed and are encouraged to find their own work experience placement. This take place in the summer of Year 10.

In Year 11 students receive a 1-2-1 interview with professions from all employment sectors. This gives students the opportunity to gain valuable experience in self-confidence and self-promotion. We make sure that students have broad access to advice on options available post-16. We bring in

apprenticeship providers to speak with students about the benefits of apprenticeships, the routes that are available and the qualifications that are needed.

We provide face-to-face advice and guidance from qualified and professional careers advisors. This builds confidence and motivation in students and allows them to ask appropriate questions that apply to their future.

We work with local authorities to identify vulnerable young people - including those with special educational needs and those at risk of not participating post-16, and the services that are available to support them.

Transition

Any periods of change can be challenging to deal with, where that change can affect future paths through education or into careers the change can be all the more daunting. It is for this reason that we pride ourselves on the support that is offered to students at these key points. We always put the student first and ensure that decisions that are made are best suited to individual needs.

There is an identified member of SLT responsible for the academic transition between Key Stage 2 and 3. We meet all parents of our prospective Year 7 students in the May of Year 6. We feel it important for parents to have had direct contact with us so that we may clearly outline our expectations and also listen carefully to concerns that students or parents may have. In addition our SENCO and ACO for Year 7 visit each of our feeder primary schools in June and July to build up key data on our students.

Students prepare to make GCSE choices during Year 9. In the Spring Term we hold an information evening for parents to outline key details that they must be aware of when supporting their child in taking these next steps. Following this all students and parents are offered 1-2-1 interviews with our Senior Leadership team in which they can further discuss the implications of their desired option choices. The school expects students to select courses that will appropriately challenge students to meet the highest academic expectations, as such we reserve the right to have the final decision on exactly which subjects any student will study. Pathways are then created depending on the unique needs of any particular year group.

During Year 10 and 11 students receive talks through assemblies and dedicated career days that start to get them thinking about their Post-16 options. We also hold a Year 11 Transition even in September to offer advice and guidance to parents on this matter. Students complete surveys in the Summer of Year 10 and the Autumn of Year 11 to indicate probable destinations. All students have a 1-2-1 interview with the Senior Leadership Team in October of Year 11 where reporting data is correlated to destination choice and further advice is given. We seek to retain as many students as we can where we feel our provision is best suited to their needs. Continued tracking of destination choices allows for staff to have meaningful and targeted meetings with students at regular intervals.

We know that the passion our staff have for teaching their subject can make the difference in students applying to higher education. Students are also encouraged into Wider Participation schemes such as 'National Collaborative Outreach Programme' (NCOP) as we firmly believe that university education should be the first choice for our most able learners. Our Sixth Form students are provided with a range of employer engagement activities and undergraduate preparation sessions by the pastoral team at Logic Studio School.

Celebrating Excellence and Progress

Students must be rewarded for their academic successes and our Behaviour Policy sets out clearly how staff do this. Alongside class teacher recognition regular rewards given out at Year assemblies to celebrate achievement and good attendance. In addition Curriculum and Senior Leaders regularly reward students for their current progress and effort. Every student in the school has the opportunity to gain bronze, silver or gold awards for positive reward points gathered through our PARS tracking system.

The school holds two annual Celebration of Success evenings; in January to celebrate KS3 progress and excellence in the Arts and in July to formally recognise the effort, achievement and progress of students across all Key Stages. Governor awards are given to celebrate students who have most especially demonstrated our values: Courage and Determination, Friendship and Equality, Inspiration and Excellence.

Additional Curriculum

The Academy has two Local Authority resourced Centres which provide specialist provision for students with physical disabilities and autism. In addition, the academy through its own resources caters for students with low levels of learning or who are vulnerable. Fundamental to the work of all departments is the consideration of the whole child facilitating the development of responsible, fulfilled adults who are able to contribute to and function independently in society.

All four departments use multiple approaches when delivering programmes because they enable teachers and TAs (teaching assistants) to respond to personal learning styles and preferences and a combination of approaches is more effective than single approaches alone. The use of intensive interaction and a 'multi-sensory' based approach to teaching is used. Responding to individual difference is crucial. Department staff liaise with other areas of SEN, pastoral staff, EAL staff, mainstream departments and external agencies/therapists to better inform the provision and planning of department support.

Class lessons are differentiated to meet the different cognitive levels as well as specific SEN within the classes. The amount and frequency of support depends upon the severity of need and the type of programme they will be completing.

Staff use data and knowledge of students to plan individual programmes which are reviewed at the end of each timetable block or intervention.

Students have access to a team of support, this includes Speech and Language Therapists, Physiotherapists Occupational Therapists. They focus on supporting physical development and independence across the school and all language and communication needs. We can also access other types of support from outside agencies when necessary. Programmes are delivered by therapists or TAs following the therapist's direction.

Key Stage 4 students for whom the full Key Stage 4 curriculum may be too challenging, are supported via the SEND Foundation Programme which enables them to sit an appropriate number of GCSEs/Entry Level Certificates with relevant support and to focus on other life skills in preparation for college, work and future life. Small group work also takes place with these students to address individual SEND needs, back up the GCSE/Entry Level work of the mainstream maths department and the skills required for the English GCSE/Entry Level and to guide students in study skills. Some students who follow the full complement of GCSEs but who may need some support, can access additional interventions.

ARC (Autistic Resource Centre)

We cater for students who have been assessed as being on the Autistic Spectrum, and would benefit from access to mainstream curriculum.

The curriculum for ARC students is modified to focus on communication, behaviour and social interaction. Emphasis is also given to developing life skills. All students have access to the full National Curriculum at Key Stage 3 and 4 and are included in mainstream lessons (access varies according to needs). All ASD students have access to specialised programmes tailored for them—this often includes lessons in small groups taught by a specialist teachers and TAs.

Withdrawal support

- Group programmes - Brain Gym
- 1:1 or small group programmes - literacy and numeracy
- Small group self-esteem programmes and social skills programmes
- 1:1 and group programmes - Anxiety management, yoga and relaxation
- 1:1 and group programmes- Study and revision skills and subject specific catch-up
- Group programmes- Model Me, Social Thinking and Language

The Centre (Centre for Students with a Physical Disability)

The Centre enables students with a wide range of often complex physical and sensory needs to access the mainstream curriculum with reasonable adjustments according to need. Students support by The Centre access withdrawal support programmes depending on the need for additional support/intervention. These programmes include, but are not limited to those below:

KS3, KS4 and KS5 withdrawal support

- 1:1 or small group programmes - literacy and numeracy
- 1: 1 Mentoring programmes delivered by past pupils
- Small group self-esteem programmes and social skills programmes
- 1:1 and group programmes- Study and revision skills and subject specific catch-up

Supportive Education Department

The department focuses on supporting students' with moderate, general and specific learning difficulties. The Supportive Education Department provides learning support for students at Key

Stage 3 and Key stage 4 and caters for a range of specific, general and moderate learning difficulties. Support is provided in a variety of different ways depending on need.

KS3 and KS4 withdrawal support (several blocks of support timetabled throughout the year)

Small group support for both numeracy and literacy needs focusing on IEP targets and/or underpinning the requirements of mainstream courses, eg GCSE maths and English.

- 1:1 specific programmes – Catch Up Literacy, Toe by Toe, Stairway to Spelling, High 5 Reading, Dyslexia support (may require continuous support), Lexia, paired reading.
- Small group targeted reading programmes – Smart Reading, Rapid Reading.
- Year 7 and 8 bottom sets English classes
- Highly differentiated to meet the range and concentration of needs in the class. As much as is appropriate, the students follow an adapted version of the mainstream English curriculum.

The Hub (provision for vulnerable students)

Most students supported by the Hub have a statement/EHCP relating to complex needs.

Hub provision is very much student led. In this way, programmes and support is flexible and directed by current and emerging needs of Hub students. Due to some of the emotional and communication difficulties and challenging behaviour of some students, provision can be disrupted in order to deal with immediate needs of a student in crisis. In this case, the least amount of disruption is managed by teachers and TAs in order to minimise impact on other students but also meet needs of student in crisis. Below outlines the types of programmes and support provided by the Hub.

KS3 and KS4 withdrawal support

- 1:1 fine motor skills and handwriting.
- Small group self-esteem programmes, social skills programmes, behaviour management, review of the week and target setting
- 1: 1 mentoring programmes

EAL

New arrivals in KS3 who are beginners in English attend six lessons a week to help them acquire language. The course focuses on key language needed for subjects across the curriculum, as well as high frequency vocabulary. Students also learn the grammar of the language to help develop their writing skill. In addition, they attend EAL PREP where they have access to reading books appropriate to their level of English. They are assessed by the National EAL Stages.

Early learners who are not beginners, but are new to the school and country, attend four lessons a week. The lessons focus on the writing skill to enable students to write at paragraph level, EAL Stage 2, and so attain greater access to the curriculum. Students working towards EAL Stage 3 have two lessons week to develop their writing skill to essay level. They also have a reading lesson with their reading age being assessed by the whole school reading tests. The number of EAL lessons is steadily reduced as they progress through the EAL Stages at KS3 in order to give them a phased access to

mainstream lessons and culture.

At KS4 the school has two EAL option classes according to the level of language ability. The criteria for selection is to cater for late arrivals in KS4 who are early learners, and also students who need extra English language input to secure the GCSE English language exam. In addition to teaching language skills needed for the new GCSE English Language exams, these classes take the accredited ESL IGCSE. It is accepted by many universities in the UK as an alternative English language examination for students who have English as their second language.

Detailed Subject Information

Each curriculum subject has given more detailed information of their offer in the section below.

English

KS3

All students have five lessons of English a week. Year seven are taught in mixed ability groups whereas year eight are set according to ability. Students focus on developing a critical response to texts as well developing their ability to write sustained, extended pieces of fiction and non-fiction writing. Oracy is embedded into each unit of work, with class teachers using questioning to clarify ideas and extend students' thinking. Students frequently use talk to generate and share ideas before beginning their own independent writing. One lesson per week has a specific SPAG focus. SPAG is embedded into units of work, giving students the opportunity to see and apply aspects of SPAG in context. This is supported by a weekly writing task (completed during the SPAG lesson) which students must proof-read before handing in to be marked. The Springwest Learner skills are embedded throughout each unit. Teachers model an inquisitive approach to text analysis and encourage students to 'ask questions' of texts increasingly as units of work progress. Through discussion and asking students to challenge the ideas of their peers, teachers encourage students to develop their own critical, independent voice. Teachers also give careful thought to how and when to provide scaffolding – and when to remove the scaffolds to enable students to develop their confidence and ability to tackle extended written tasks independently. Every unit is assessed with a GCSE style assessment which is marked according to GCSE Assessment Objectives – with criteria adapted for Key Stage Three students. Two pieces of prep are set per week. One is to be completed during the PREP session and the other is a reading homework, to be completed over the weekend.

KS4

Students are set according to ability. All Key Stage Four students have five periods of English per week. We follow the AQA specifications for Language and Literature. Although all students study the same set texts, careful thought is given to the pedagogical approach needed to challenge the most able. Students begin their GCSE course in year nine by developing familiarity with set texts and Language papers. In year ten, students develop their critical response. Lessons in year eleven are structured according to the principles of interleaving. Students have two Literature, two Language and one 'revision' lesson per week. As with Key Stage three, a weekly writing task supports students' ability to write developed responses in exam conditions, about which students receive regular feedback. Lessons begin with a 'five a day' starter which encourages recall and knowledge retention. As well as regular, informal feedback, students are assessed formally at the end of each unit of work,

and through two periods of mocks in each year. Two pieces of PREP are set per week. One is a flipped learning task to be completed during prep and the other is a revision task – to be completed over the weekend and tested during the Monday lesson.

Mathematics

KS3

Students in Year 7 receive 4 lessons of Maths each week, this then increases to 5 lessons in Year 8 and 9. Students are set, but half termly assessments allow students to move sets during the academic year, based on achievement and progress.

Students follow a spiral scheme of work called Stages. All areas of maths (number, geometry, algebra and statistics) are studied by each student every year, with topics increasing in depth and difficulty as students progress through the years. Students start Year 7 on Stage 2, 3 or 4 and move up a Stage each academic year.

Maths is a natural partner to inquisitive minds and we encourage all students to challenge themselves in lesson and in PREP with independent tasks and problem solving opportunities. We also believe that collaborating to solve problems helps our students develop their strategies and make dramatic progress. Using self-assessment, students are daily encouraged to reflect on their progress during lesson, as well as to reflect on regular feedback from the classroom teacher.

Students in Year 7, 8 and 9 receive two pieces of PREP a week: one piece to be completed during PREP session and one piece to be completed at home, on Mymaths.

KS4

Students in Year 10 and 11 receive 5 or 6 lessons of Maths each week. Students study the Edexcel 1MA1 specification and final decisions on entry into tiers (Higher or Foundation) are made after the Easter Mock in Year 11. Sets 1 and 2 follow a scheme aimed at the Higher paper, with other sets following a scheme that covers topics from both Tiers. Students in Set 1 also study a separate Statistics GCSE from Year 10.

As in lower school, students follow the Stage approach and all areas of maths (number, geometry, algebra and statistics) are studied with topics increasing in depth and difficulty as students progress through their GCSE course.

Students in Year 10 are assessed half termly, depending on their scheme of work, with a GCSE Mock at the end of the year. Year 11 have GCSE mocks at the end of the Autumn and Spring terms. Students in Year 10 and 11 receive two pieces of PREP a week: one focusing on revision and GCSE questions, the other an extension of a classwork topic.

KS5

At KS5, we offer Maths A-Level (Edexcel) to students with 6 periods a week of contact time, and an equivalent amount of time required for PREP. Students study Core modules as well as both Mechanics and Statistics. Assessments take place each half term.

Science

KS3

Students in Year 7 are taught three periods of Science each week in mixed ability groups. The year starts with an introduction to Science and safety and is followed by a broad curriculum, based on ten major themes in Science: Forces, Electromagnets, Energy, Waves, Matter, Reactions, Earth, Organisms, Ecosystem and Genes.

Students in Year 8 are taught four periods of Science a week in classes broadly arranged by ability. The curriculum builds on the major themes introduced in Year 7, increasing the complexity and introducing more abstract topics.

The Springwest Learner skills are integral to the KS3 Scheme of Work. Each unit of work has a Springwest Learner focus. This allows students to firstly familiarise themselves, then secure and finally master the skills that comprise the four key strands of Independence, Inquisitiveness, Reflection and Collaboration.

There is one formal summative assessment each half term which consists of a range of questions testing student's recall, understanding and application of Science topics. Students also sit an end of year Science test during the summer exam week. Students are informally assessed throughout the year by their teacher and good use is made of self and peer assessment through STAR activities. PREP is set once a week for both Year 7 and 8 and may consist of a learning task, such as a knowledge test, a skill based task such as numeracy practice or an application or extension task.

Students in Year 9 are taught four periods of Science a week in classes broadly arranged by ability. The year is dedicated to building a strong foundation and preparing students to be successful at GCSE. The students study three fundamental concepts in Science, Cell biology, Atomic structure and the Periodic table and Energy, with a focus on skills, understanding and the process of acquiring knowledge.

Students in Year 9 have a formal summative assessment every half term. Students also sit two end of year Science tests during the summer exam week. Students are informally assessed throughout the year by their teacher and good use is made of self and peer assessment through STAR activities. PREP is set once a week for Year 9 and may consist of a learning task, such as a knowledge test, a skill based task such as numeracy practice or an application or extension task.

KS4/5

Students in Year 10 and 11 are taught five periods of Science each week in classes arranged by ability. All students in sets 1 to 4 follow the AQA GCSE Science Trilogy Specification, students in set 5 are co-taught GCSE Science and AQA Entry level Science.

The Year 10 scheme of work covers Biology (Organisation, Infection and response, Bioenergetics, Homeostasis and response), Chemistry (Bonding, structure, and the properties of matter, Quantitative chemistry, Chemical changes, Energy changes, The rate and extent of chemical change) and Physics (Electricity, Particle model of matter, Atomic structure).

The Year 11 scheme of work covers Biology (Bioenergetics, Ecology), Chemistry (Quantitative chemistry, Chemical changes, Energy changes) and Physics (Particle model of matter, Atomic structure, Magnetism and electromagnetism).

Students in Year 10 have a formal summative assessment every half term. In the summer term of Year 10 students sit a GCSE mock examination in each of the three Science subjects. Students are

informally assessed throughout the year by their teacher and good use is made of self and peer assessment through STAR activities.

Students in Year 11 have a written test every four weeks formal summative assessment every half term. Year 11 have GCSE mock examinations at the end of the Autumn and Spring terms. PREP is set twice a week for Year 10 and 11 and consists of knowledge test and a task to secure, apply and extend the topics covered in class.

Geography

KS3

At KS3, students receive 2 lessons of Geography per week. In Years 7 and 8, classes are taught in mixed ability form groups whilst in Year 9 they are streamed based on ability. In Geography at Springwest, we offer topics that are contemporary and we incorporate many geographical skills into our topics, especially map work, graphical and numerical skills and analysis as well as fieldwork.

Year 7 study topics on Geographical Skills, China and Climate Change. In Year 8, the topics include Rainforests, Development and Rivers. In Year 9 we teach a water-downed GCSE course to prepare our students for the demands expected them at KS4. The topics include Coasts, Urban Geography and Natural Hazards.

There are two assessments for each Geographic topic. The first undertaken half-way through the unit, the second, a more formal assessment, is undertaken at the end of the topic, All assessments are tracked throughout the year and reported to parents every term. Each Springwest learner skill is used throughout each topic and are assessed and tracked.

Students receive PREP once every week, which summarises and consolidates the students' learning of the week.

KS4

At KS4, students receive 4 lessons of Geography per week, which are taught in mixed ability groups. Students at Springwest follow the new 9-1 Edexcel B Specification. There are three components investigate that cover the two aspects of Global Geographic Issues, UK Geography and fieldwork. Fieldwork is compulsory for the new GCSE specification and our students are expected to do two different one-day fieldwork experiences throughout the two years.

At the end of each topic, students are assessed using a past paper from the topic just covered. All assessments are tracked throughout the year and reported to parents every term.

Students receive PREP twice every week, which summarises and consolidates the students' learning, with a series of past GCSE questions that need to be answered.

History

KS3

At KS3, students have 2 lessons a week. Year 7 and 8 are taught in their form groups; mixed ability classes. Conversely, students in year 9 are streamed based on ability.

In Year 7 and 8 and indeed across all teaching in the History department, the development of Historical skills is a core focus. In Year 7 students study British History and the changing nature of monarchy in the British Isles. Our guiding themes in year 8 are the development of Empire and equality around the world.

Each Springwest Learner skill is assessed in isolation and each student is given a current level by their class teacher each half term or following end of term examinations. Students are also required to reflect personally on their progress in the Springwest Learner after each assessment.

At KS3 students receive one PREP sheet each week completed during PREP time.

KS4

At KS4 students have 4 lessons of History a week. History follows the Edexcel exam board and teach topics on Anglo-Saxon and Norman England, Medicine Through Time, Weimar and Nazi Germany, and Superpower relations and the Cold War, 1941-1991.

In Years 10 and 11 students are assessed regularly both on exam technique and knowledge requirements. This is achieved through a combination of mock exams, and knowledge tests. Students are set a 1 hour PREP task once a week at GCSE level. This could be a mixture of reading and comprehension, exam style questions or facts to learn in order to prepare for knowledge tests.

KS5

Students have 6 lessons per week. A-Level History follow the Edexcel exam board. In Years 12 and 13 students will sit regular exam style assessments either in class or in formal mock exams. In addition they may sit regular knowledge tests. Students are set PREP tasks twice a week at A-Level. This could be a mixture of academic reading, exam style questions and knowledge tests. A-Level students are expected to be doing 2 and a half hours extra work each week.

Religious Education

KS3

Students receive one lesson of Religious Education per week. At KS3 students study the 6 major world religions linked to different themes. In Year 7, students study Christianity with the theme of love and focus on the life of Jesus where they have an opportunity to discuss ideas about love as shown in Corinthians. Judaism with a theme of leadership, Judaism covers the stories of Abraham, Moses and Esther and what made them good leaders. Hinduism related to the soul Hinduism involves the study of concepts relating to the soul, such as Moksha, Atman and reincarnation. This topic involves a discussion on What is the soul? And Do we have a soul?

KS4

At KS4 we teach the AQA Religious Studies A syllabus, they receive 4 lessons a week. Students are required to study the beliefs and practices of both Christianity and Islam in the first year of their course and will then study thematic studies as the second part of their course. During the final year of this course they required to study four units: Relationships and families; Religion and life; Religion, peace and conflict; and Religion crime a KS4.

Modern Foreign Languages

KS3

Students are taught either French or Spanish on entry to Year 7. A language is allocated to each form at random & students study that language throughout KS3 and into KS4 as an option. Students in Years 7, 8 and 9 have 3 language lessons per week. In Year 8 students are put into sets according to their ability, based on both Year 7 assessments and classwork, however students may move between sets as the academic year progresses. Prep is set once a week, the focus of which is independent learning, either to reinforce classwork or prepare them for the next stage of the course.

Currently teachers base much of their teaching on Pearson's Activteach materials (Studio & Viva), across the four skills of Listening, Reading, Speaking & Writing, and in both languages. Alongside these, many materials developed by teachers in the department are regularly used. In Years 8 & 9 we are able to use both levels of Activteach to differentiate activities for particular sets and students. Students are assessed at the end of each module.

The Springwest Learner Skills are promoted throughout lessons. Learners are expected to be independent when approaching a variety of tasks and note down, research and learn key vocabulary. Teachers actively promote independent revision skills across the Key Stage. Curiosity about languages is encouraged, as well as an interest in the languages spoken around them by their peers. The promotion of literacy is integral to all lessons and we see our role as important in supporting strong literacy across the school. Activities are often collaborative and students support and assess each other where appropriate, reflecting on their strengths & weaknesses across the skills. Students of all levels are expected to view challenge positively, as suited to their stage & ability.

KS4

Students in Year 10 and 11 have 4 language lessons per week and continue with the language studied at KS3. Summer 2018 will see our students sitting Edexcel 9-1 GCSE in French & Spanish for the first time. Lessons focus on the 4 skills required at GCSE (see above) and are assessed at the end of each module. As at KS3, teachers use Pearson's materials for both French and Spanish, Viva and Studio, for the basis of our KS4 curriculum and use in-house materials in conjunction with this.

Students are loosely set where timetabling and option choices allow, however groups contain a range of abilities who will eventually sit either Foundation or Higher papers at the end of the course. Prep is set twice a week and usually one of these is allocated to vocabulary learning. Mocks take place at the end of Year 10 and in Year 11 in December & March.

Art

KS3 Art & Design is part of a rotation with Resistant Materials and Food Technology. Students have 3 periods a week in Year 7 and 2 periods a week in Year 8 and 9. The course attempts to ensure that when students reach the end of Year 9 they have experienced a wide range of materials, processes and techniques which will ensure they are engaged, inspired and challenged. This helps to equip pupils with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

The Springwest Learner Skills are embedded through the content that is taught. Students mainly focus on the individual elements of exploring their particular ideas and recording their personal

experiences, while collaboratively exploring great artists and understand the historical and cultural development of the subject. As pupils progress, they should be able to think critically, reflecting and developing a more rigorous understanding of the subject. Assessment throughout the project are measured in a variety of ways including peer, self and formal teacher assessment. Final Assessments take place at the end of each rotation and are holistically assessed which culminate in a final assessed piece of work against the Springwest Learner strands. Students do not receive explicit PREP from Art and Design, but are able to access their work during lunchtimes or after school for further development.

KS4/5 students are able to select from 2 different visual arts pathways; Fine Art or Photography. At KS4 students have 3 periods each week for Year 10 and 4 for Year 11, and at KS5 they have 5 periods per week. There are two main exam boards that are used, AQA and EDXCEL. Each of these boards specifications directly support progression to further and higher education in Art and Design and related subjects, as well as providing all students with a platform to inspire a lifelong interest in, and enjoyment of Art and Design. GCSE Art and Photography provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature. The courses are divided into 2 units (Unit 1: Portfolio of Work Controlled Assessment, 60 per cent and Unit 2: Externally Set Task 40 per cent). These two units enable students to develop their ability to build creative skills through learning and doing, to develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures. Prep is set in Art on a rolling program and normally consists of observational drawing tasks or artist research. Photography Students do not receive explicit PREP but are able to access and extend their work through their Google accounts in their own time.

Dance

KS3

Students in Year 7 and Year 8 receive 1 lesson of Dance a week, this is taught in form groups. Students are assessed in line with the Springwest Academy Learner Skills each half term, ensuring they are sufficiently challenged throughout the year. The practical, theoretical and contextual study of dance as an art form contributes to pupils' artistic, physical, aesthetic, cultural, and social development. Students follow varying units of work across year 7 and 8 beginning with an introduction to the ingredients of dance; action, space, dynamics and relationships as well as looking at professional choreographers.

Across the two years, the complexity of the units increase alongside the need for students to recognise and achieve the highest quality in the three strands of Performance, Composition and Appreciation. The units within the scheme are taught in sequence, and are designed to offer a broad, balanced and progressive dance experience. Students are regularly tested within their lessons to be collaborative, inquisitive and independent and through regular formative and summative assessments, reflective learners.

In year 9 students can opt to choose Dance, in which they then partake in 1 double lesson a week. The content covered across the year for this cohort is a version of the current AQA GCSE Dance specification. During this year there is opportunity to revisit and consolidate existing knowledge, skills and understanding, as well as embark upon new, more advanced challenges with half termly

assessments in line with the new GCSE Dance grading.

KS4

Students in Year 10 receive 3 lessons of GCSE Dance each week. In Year 11 students receive 4 lessons of Dance each week. Students study the AQA GCSE Dance specification. The AQA specification recognises the role of dance in young people's lives and students will study a range of dance styles and style fusions. The study of the anthology of professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging practical tasks. The written assessment in this specification is clear, well-structured and easy for students to understand. Students will experience a variety of question styles, which include multiple choice, short and extended answers.

Students must complete two assessment components; Component 1: Performance and choreography (internally marked and externally moderated) and Component 2: Dance appreciation (written exam).

Students in Year 10 and 11 receive two pieces of PREP a week: one focusing on the questions relating to the anthology of professional works, the other a practical PREP whereby students will be expected to participate in whole group or one-to-one extracurricular sessions supported by the teacher.

KS5 Performing Arts

Students are offered the opportunity to study the Extended Certificate BTEC in Performing Arts which is taught alongside the Drama Department. The course is designed for learners who are interested in learning about the performing arts sector as a whole as well as looking at practical aspects of Drama and Dance. It is designed to allow the students the ability to learn independently, to research actively and methodically and also to have the ability to give presentations and be active group members. Students study four different units across the two year course, these range from investigating various practitioners works, to specific Dance/Drama skills such as 'Contemporary Dance' to 'Acting Styles'. Two of the units are internally assessed and two are externally assessed by Pearson. The units are decided yearly for the specific cohort meaning the course really is tailored to the students' needs and strengths.

Drama

KS3 Drama

Students in Year 7 and 8 have one lesson of Drama a week which is taught in form groups. The topics studied range from acting skills and techniques to issue based topics where Drama is used as a tool to explore a theme or issue. The Springwest Learner skills are embedded throughout the content, but come naturally with some of the transferable skills we aim to teach throughout the course. These range from confidence building exercises to presentation skills.

In Year 9, students opt to take two Creative Arts subjects and they then have a double lesson a week in these two choices. In Year 9 the topics studied mirror the GCSE specification with students studying a script, creating devised pieces and completing written tasks in preparation for the written exam at KS4. Across all of the KS3 Drama Curriculum, students are daily encouraged to self-assess and evaluate their own work and that of others, as well as reflecting on feedback from the class teacher.

KS4 Drama

In Year 10 and 11 students have 3 lessons of Drama a week and we follow the Edexcel specification. The course is made up of 3 components; a devising project, the performance of a script to a visiting examiner and a written exam based on a play studied and a piece of live theatre the students will have seen. Students are assessed half termly depending on the scheme of work and have a mock practical and written exam at the end of the Autumn and Spring terms. Students achieve two pieces of PREP a week. One reflecting on the practical sessions (which form part of their assessed log) and one based on exam skills. The course is designed to cover a wide range of theatre aspects as well as engage in a range of texts both classic and modern. The 3 components also develop a multitude of skills including collaboration, communication and an understanding of how to amend and refine work in order to make a smooth transition to the next level of study.

KS5 Performing Arts

Students are offered the opportunity to study the Extended Certificate BTEC in Performing Arts which is taught alongside the Dance Department. The course is designed for learners who are interested in learning about the performing arts sector as a whole as well as looking at practical aspects of Drama and Dance. It is designed to allow the students the ability to learn independently, to research actively and methodically and also to have the ability to give presentations and be active group members. Students study four different units across the two year course, these range from investigating various practitioners works, to specific Dance/Drama skills such as 'Contemporary Dance' to 'Acting Styles'. Two of the units are internally assessed and two are externally assessed by Pearson. The units are decided yearly for the specific cohort meaning the course really is tailored to the students' needs and strengths.

Early Years

The Early Years Department offers the NCFE CACHE Level 2 Award in Child Development and Care at Key Stage 4. Students in year 10 and 11 receive 4 lessons each week. This qualification provides the opportunity to gain a vocational qualification that gives a basic introduction to working in the early years sector alongside a GCSE. It includes the knowledge and understanding of child development and their well-being necessary for working with children in a variety of settings. Students learn the importance of observing children, planning routines, safeguarding children, the role of the practitioner, theorists and other approaches to care and learning. The classroom environment enables students to be active in their own learning, discovering the benefits of children learning through play and enabling them to reflect on their own practice to meet the individual needs of young children. Students also have the opportunity to visit some of the early years settings on site to support them with their professional practice and gain a real insight into working with staff and young children.

Students are issued with a Google email addresses and learn how to use G-Suite Apps such as Gmail, Classroom, Docs, Sheets and Slides. Students use the 'share' facility on Google and weekly questions are set similar to those in the final exam to develop student's problem solving ability. Assessments take place regularly to ensure all students can apply their learning to children's holistic development and focus on both theoretical and practical understanding. Students complete two graded assessment tasks, and a multiple choice exam paper in year 11. Students receive weekly PREP to support prior learning and 'flipped learning' tasks to prepare them for a new topic. Prior to the mocks in year 10 and final exam in year 11 students use their personal revision note book with past tests and key question terminology to support them with revision.

Technology

KS3

In Design Technology students receive 3 lessons per week in year 7 for 4 weeks and 2 lessons per week in year 8 for four weeks. Students in Design Technology are taught in mixed ability groups. In year 9 students can choose to study Design Technology and receive 2 lessons per week for the whole academic year.

At key stage 3 students begin with an introduction to the workshop where they will learn health and safety aspects along with an introduction to the tools and machinery which they will use throughout the year. This is then followed by a design and make project developing students creative and practical skills along with their understanding of the design process.

In Design Technology the Springwest Learner skills are vital to the design cycle from investigating and analysing through to designing, creating and evaluating. Students are actively encouraged to be inquisitive in Design Technology by asking question to analyse the topics being taught or simply by exploring the properties of materials by manipulating and shaping the materials to create their product. Throughout the lesson and project students are expected to demonstrate the Springwest learner skills through problem solving, working together as well as independently and by evaluating their work as they progress.

KS4

Students in key stage 4 receive 3 lessons of technology per week in year 10 and 11. Students are taught in mixed ability groups and are working towards the NCFE Level 2 Certificate in Engineering Studies. This qualification focuses on an applied study of the engineering sector and learners will gain a broad knowledge and understanding of the working sector by learning through hands on experiences and through content which is directly related to those experiences. Throughout the course students will develop a broad understanding of the engineering sector, skills and qualities to become an engineer, use of tools and equipment as well as developing skills that are essential for the modern work place such as communication, independent working and a positive attitude.

The course consists of 4 units coving a range of creative and practical skills and each unit is awarded a pass, merit or distinction criteria. Students are assessed on a 2 week cycle with a formal assessment taking place at the end of each unit in the form of a coursework portfolio for unit 1, 3 and 4. Unit 2 consists of an externally set assignment graded by NCFE.

Students at key stage 4 receive prep once a week to support their learning in the relevant units they are studying.

Information Technology

Students in Year 7 receive 1 lesson of IT each week that is taught to mixed ability groups. The course begins with an introduction and familiarisation with the Academies network so that they are able to make use of the facilities either during lessons, lunch or other supervised periods. Students are issued with a Google email addresses and learn how to use G-Suite Apps such as Gmail, Classroom,

Docs, Sheets and Slides. Alongside this students are also taught the importance of digital awareness and how to keep themselves safe online.

The Springwest Learner skills are embedded through the content that is taught. Students learn how to use the 'share' facility on Google. This allows them to collaborate on documents with each other both in small peer to peer groups and as a class. They learn how to reflect on their own work and that of others through the use of 'comments' within G-Suite. The internet is a great source of information but students must be able to ask the 'right' questions and be able to critique responses they find. We link this to the skill of inquisitiveness and develop student's problem solving ability.

Assessments take place each term and focus on both theoretical and practical understanding. As such assessments contain multiple choice questions as well as an online assignment. The online assessment could be to create a specific type of document and submit attached it to an email for example.

Students do not receive explicit PREP from IT but are able to access and extend their work in their own time.

Physical Education

KS3

Students in KS3 (Yr7-8) receive 3 lessons each week taught in ability groups which are generally single sex classes. The aim of the curriculum is to engage students and develop their confidence in a range of team and individual sports. They have the opportunity to develop these sports further through the extra-curricular programme held during PE PREP. At KS3 there is a real focus on the development of skills and tactics, evaluation of performance and leadership.

Students are regularly provided with opportunities to work both independently and collaboratively and reflect on their performance routinely in a range of situations. Students develop their inquisitiveness through questioning and their participation in problem solving activities. Assessment is based on the Springwest learner areas and is conducted half termly.

KS4

All students will continue to participate in core Physical Education until the end of KS4 and receive 3 lessons in Year 9 and 2 lessons in Year 10 and 11. Students have more scope to choose their activities and try alternative sports and activities. Students develop previously learnt skills and tactics and there is an increased focus on developing life-long participation in sport and physical activity. The opportunity to attend PE prep continues in Years 9 and 10. Assessment is based around a range of criteria, which include students' ability to take on different roles in PE, understanding of the importance of a healthy lifestyle and participation and effort.

At KS4, students have the opportunity to opt for a GCSE PE following the AQA syllabus. The AQA GCSE PE course is now assessed as 60% Theory and 40% practical. Theory topics include: health, fitness and wellbeing, anatomy and physiology, sport psychology, socio-cultural influences, movement analysis and physical training units. Final assessment is based on 3 sports for the practical section and 2 x 75 minute theory exams. Prep is given to the students once a week with an expectation that they also compete for school teams.

