

<p>Cultural capital and local context</p>	<p>At BBIH, Art instils creative ambition through cultural and historical references, looking at Art historical progression and practical experiments.</p> <p>Examples: Students are often asked to give their own personal input into their outcomes: in key stage 3, students complete an identity project, in which several major art influences inspire them to respond to portraiture in a personal way, investigating their own identities and personality, including their culture and heritage.</p>
<p>Ambitious</p>	<p>Art lessons within BBIH use subject specific language which is embedded throughout the curriculum, and leads key stage 3 students into full independent practice at key stage 4. All students are expected to use subject specific language to analyse works of Art.</p> <p>Example: Projects CAN BE self-directed in key stage 4, students pick artists entirely independently from their own understanding of movements and methods in Art, craft and design.</p>
<p>Logically structured</p>	<p>The department leads with a knowledge based curriculum, enabling students to contextualise their practice. In key stage 3 we implement skills which lead logically into NCFE structured schemes of work, in key stage 4 we promote independent practice to enable self- determining creativity.</p> <p>Example: In year 9, the department run schemes of work which give students a preview of GCSE/NCFE Art. The schemes use language and structure tasks which apply the exam board's assessment objectives, the mark scheme applies the language from these objectives.</p>
<p>Intelligent assessment</p>	<p>The department has imbedded assessment language from the exam board throughout all key stages, and assessment is formally given in the middle of projects. Written feedback given for students to move forward in continuing work, as opposed to feeding back to completed work. Summative assessment is provided in peer, self and verbal assessment in lessons throughout all key stages.</p> <p>Example: In key stage 3 assessment slips use AQA Art and design specification language linked to their current projects and tasks.</p>
<p>Breadth and Depth</p>	<p>The Art department offers Art at key stage 3 and 4 (NCFE LEVEL 1) and provide a range of experimental techniques throughout key stage 3 to learn from. Throughout key stage 3 students will experience a variety of 2D and 3D Art mediums.</p> <p>Example: SOW embed a broad range of skills and experiences of art in all key stages with all years starting with a skills heavy introduction project to the year, this is delivered through the topic natural forms, where they experiment with many mediums including, mixed media drawing and painting.</p>
<p>Retention</p>	<p>We offer a variety ways to revise and retain knowledge throughout the curriculum. The department uses plenaries, starter questions, teacher lead questioning and a variety of written activities to solidify key learning points and words.</p> <p>Example: : In key stage 3 the use of key words is promoted in questioning and in written answers. Short activities such as starter questions in key stage 3 test prior knowledge learned in previous lessons. In key stage 4 we offer check lists which are self-regulating to aid students with the structure of their coursework. Teachers complete example books for student reference during exam units for key stage 4.</p>
<p>Equality</p>	<p>We provide an opportunity for all students to succeed in Art. The teacher has the relevant data and experience to offer an equal opportunities curriculum to all our students.</p> <p>Example: Our classroom is designed to show key words and has literacy support posters. All students have the opportunity for free Art trips yearly to inspire their work at NCFE level. Our schemes of work are differentiated and planned to be inclusive of all students. Enrichment and intervention is offered weekly by the Art department on top of our curriculum.</p>

<p>Cultural capital and local context</p>	<p>At BBIH we have industry experienced teachers which are able to give them the real experience of a real working kitchen and help them become successful in catering. This also prepares them for the next steps to move on in catering.</p> <p>Example: In catering lessons, we promote and encourage the making of multicultural dishes from different communities and countries. Topics like budget cooking and developing recipes and meals to meet a specific nutritional need or lifestyle choice are all aspects of cultural capital.</p>
<p>Ambitious</p>	<p>It will provide learners with experience of using different cooking skills and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food. Throughout the delivery of this qualification, the following core areas and transferable skills should be evident: • planning • research skills • communication • problem solving skills • health and safety.</p> <p>Example: Students in both KS3 and KS4 are often challenged to plan and make their own acceptable dishes to suit specific briefs, where high and medium level skills and decorative techniques are encouraged.</p>
<p>Logically structured</p>	<p>The components of courses are organised to build the students' skills in the kitchen. The course begins by introducing students to working safely and hygienically in the kitchen before moving on to basic kitchen skills.</p> <p>Example: Basic cooking skills are taught in Year 9 which are developed throughout the year and are designed to ensure that students have the skills to undertake the KS4 course.</p>
<p>Intelligent assessment</p>	<p>We are a coursework based subject, they will be assessed in various ways this will consist of word documents, PowerPoints, booklets, posters and handouts. They will also be assessed on various dishes which they will be observed on, they will also create their own photographic portfolio as evidence of their practical work.</p> <p>Example: Assessments are designed to ensure that students become competent in the kitchen and have the knowledge to understand how to work safely and efficiently work in the kitchen.</p>
<p>Breadth and Depth</p>	<p>All students have hands on experience in working in a kitchen as they serve lunches at school also providing food for breakfast club and making a yearly Christmas lunch for the school. Students are introduced to a wide variety of cookery skills that help them to build a solid base of knowledge for further study.</p> <p>Example: In both KS3 and KS4, learners are encouraged to make connections between theory and practice so that they are able to apply their understanding of nutrition to practical cooking.</p>
<p>Retention</p>	<p>Our students at BBIH have lessons which are split up into theory and practical as this is repetitive this helps our students retain the information they need in order to succeed in this course. They also learn different cookery skills throughout which are transferrable giving them the advanced knowledge when learning something new.</p> <p>Example: Lesson starters and plenaries – recap of previous lessons as starters, as well quick fire questions as plenaries.</p>
<p>Equality</p>	<p>Teachers have access to packs that allow them to understand the needs of students in their classes. This helps teachers to design and adapt lessons so that each student is able to succeed in the kitchen.</p> <p>Example: All lessons are designed so that each learner can be successful and make an appropriate amount of progress for their abilities.</p>

Computing/IT CALIBRE Curriculum

<p>Cultural capital and local context</p>	<p>Instilling a sense of enthusiasm surrounding Computing/IT and an encouragement to research, develop, experiment, create and think independently. Computing/IT lessons will encourage students to consider the use of IT resources; including life online, and how they play a part in the modern world, quality of thinking rather than quantity. Students should gain the confidence to be creators rather than just users of technology.</p> <p>Example: E-Safety and Social Networking develops to include the types of activities undertaken at particular ages. Focus on the safe use of the Internet and raising the dangers of grooming and meeting strangers.</p>
<p>Ambitious</p>	<p>All Computing/IT lessons contain challenging tasks, which offer the chance to consider high order thinking, extended writing and development activities.</p> <p>Example: In both classwork and homework tasks are developed to encourage extended written responses. Minimum word count set for homework tasks, with key vocabulary expected to be used.</p>
<p>Logically structured</p>	<p>Across KS3 we teach topics that build upon previous experiences to help enhance understanding. We deliver a well-thought out and structured, adapted curriculum, tailored to the needs of students. There is a clear transition between key stages. Across KS3 we teach topics that build upon previous experiences to help enhance understanding and helps filling gaps in pupils' knowledge and, move across the mainstream. In KS4 we deliver vocational IT by making students competent and independent with secure digital literacy skills.</p> <p>Example: KS3 Computer Science. KS4 IT User Skills qualification. Specification sections flow to bring concepts together</p>
<p>Intelligent assessment</p>	<p>Assessments are embedded in the curriculum and carried out at key points throughout the year.</p> <p>Example: At key stage 3 formal assessments are done at the end of each term and at KS4 submission of IT portfolios. Students are regularly assessed during lessons to check and revise prior knowledge.</p>
<p>Breadth and Depth</p>	<p>Teachers plan sequences of lessons, seamlessly linking different topics and making cross-curricular links where appropriate. Students are encouraged to develop their understanding of the key concepts of computational thinking and the use of algorithms. We mapped our KS3 curriculum to ensure that students have the opportunity to cover E-safety, graphical and text-based coding, and computer systems. This work is related to real world situations to build an understanding of how computers are used in the modern world.</p> <p>Example: KS3 include HTML, Scratch and python projects that are open ended so that students can develop their own ideas.</p>
<p>Retention</p>	<p>KS3 students are encouraged to keep a list of key words which are referred to constantly. We also award marks for the correct use of computing terminology within assessments. Students are encouraged to use the correct Computing/IT terminology and reasoning in lessons. Regular homework is set for purposeful practice to aid retention.</p> <p>Example: End of topic tests are used to encourage active recall. Starters are used regularly to revisit past topics. Summer exams include content covered in the entire year.</p>
<p>Equality</p>	<p>We provide an opportunity for all students to succeed in different key stages. This is supported through our setting system which allows students to access the curriculum according to their ability. All students have the opportunity to improve on their weaknesses and move across sets. Each teacher has access to relevant student passports and seating plan.</p>

	<p>Example: We encourage all students to participate in class discussions. All teachers differentiate work to ensure all students can access the content covered in lessons. KS3 HTML guide supports students in the development of basic webpages, but also includes extension tasks to develop more complex outcomes. There is planned and targeted intervention for KS4 IT.</p>
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<p>Cultural capital and local context</p>	<p>Being able to communicate in English is vital for students to integrate and make progress beyond their time in BBIH. Therefore, a huge emphasis is put on learning English. However, students also are able to access other areas of the curriculum that allows them to develop an understanding of the wider world and how it affects them.</p> <p>Example: Although still developing English, students do PSHE lessons. This means they have the opportunity to develop personal skills and understanding that will be of great benefit as they integrate into the English speaking environment they are now part of.</p>
<p>Ambitious</p>	<p>Although the main aim for this pathway is competency in English and developing maths skills, a range of other courses are available. As a result students are challenged not only to learn English but also to learn English in a variety of contexts.</p> <p>Example: Students take several courses that widen their exposure to new subject and English in a different context, including science and sport.</p>
<p>Logically structured</p>	<p>Lessons are designed with English development as the main aim. Therefore, all lessons will be structure to develop the English language and communication skills. A focus will be put on all 4 skills of reading, writing, listening and speaking. Over time courses are structured to improve each of these skills</p> <p>Example: For complete beginners of English, lessons start with the very basics. The English alphabet, how to write simple sentences and when to use capital letters, before moving on to more complicated aspects of grammar.</p>
<p>Intelligent assessment</p>	<p>Assessment is carried out to ensure that students are progressing in English and maths. At various points in the year students learning of these 2 subjects will be done to ensure that they are progress and developing these vital skills. As students develop their English and begin to access other subjects assessment will be used to support students' understanding and development in these subjects.</p> <p>Example: Regular checks of vocabulary and sentence building are done to ensure that students can clearly communicate their ideas.</p>
<p>Breadth and Depth</p>	<p>Students will have the opportunity to access a range of subjects. Although the primary focus will be on ensuring basic maths and English skills are developed, students will still get exposure to a variety of different subjects and experience English in different contexts.</p> <p>Example: Students will be studying subjects such as sport, science and employability skills. All of which all students to broaden their exposure the numeracy and literacy tasks.</p>
<p>Retention</p>	<p>Each lesson will start with a re-cap of the previous learning and assessments are always designed to follow teaching to allow students to regularly use what they have been taught. The focus will always be on developing English vocabulary and grammar skills, which will constantly be reinforced and practised.</p> <p>Example: In each lesson a 'Do Now' activity will be the first thing students do. This will allow them to re-cap prior learning and each lesson will finish off with a plenary that allows students to sum up and re-cap what they have learnt in the lesson.</p>
<p>Equality</p>	<p>The aim is to provide an opportunity for all students to succeed in the development of their maths and English skills. Lessons are adapted to suit the students' individual needs.</p> <p>Example: Teachers use their understanding of each student to ensure that everyone can be successful in lessons. They design lessons to support understanding of English so that students can feel involved in the learning as much as possible.</p>

<p>Cultural capital and local context</p>	<p>The English department offers a unique personalised curriculum that allows students with an interrupted educational background the opportunity to catch up with their peers. Teachers are committed to ensuring they are fully equipped with the knowledge and skills needed to succeed following either a fast-track GCSE or Functional Skills pathway.</p> <p>All students are valued and challenged to become critical thinkers.</p> <p>Example: in persuasive/argument writing lessons, students are not only encouraged to participate with key political debates that are current and relevant today but are also given the historical background knowledge needed to understand the basis of political decisions. E.g. what is meant by left wing and right wing.</p>
<p>Ambitious</p>	<p>All students study and analyse a range of challenging literary texts, including 19th century Literature. Lessons focus on understanding key terminology and emphasise explicit vocabulary teaching as well as including a range of challenge tasks and secondary material to promote higher order thinking.</p> <p>Example: Assessments provide appropriate stretch and challenge whilst ensuring, as far as possible, that the assessment and texts are accessible to the full range of students.</p>
<p>Logically structured</p>	<p>Our curriculum is designed to further progression by leading students to develop an appreciation of writers craft; language, form and structure; as well as transferable skills that they can apply in their own writing.</p> <p>Example: We have developed the use of GCSE English Language workbooks to ensure students can look back over their learning and quickly refer to past lessons. This helps to prompt students in their understanding of new concepts and ideas.</p>
<p>Intelligent assessment</p>	<p>On arrival, new students are assessed to determine their current level and by the end of the school year, all students have the opportunity to earn GCSEs or Level 1 and 2 qualifications accredited by AQA or Edexcel.</p> <p>Students of all abilities must develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.</p> <p>Example: Using the assessment objectives for English Language, assessments are structured to meet the criteria for various reading, writing and speaking and listening skills. Throughout lessons, there are opportunities for live feedback to formative assessments, as well as dedicated feedback lessons following summative assessments to ensure that pupils know what is needed to make good academic progress.</p>
<p>Breadth and Depth</p>	<p>The English curriculum focuses on a wide variety of both fiction and non-fiction texts that represent a multitude of cultural beliefs and backgrounds. Giving students access to different texts in a range of formats equips them with the skills to be critical readers and writers both in the classroom and beyond.</p> <p>Example: The demands of the curriculum not only enables students to use English in the practical sense, but also develops their ability to think innovatively and work independently.</p>
<p>Retention</p>	<p>Knowledge is embedded to ensure successful recall and retrieval methods. Students are encouraged to keep a vocabulary bank of key terminology and embed ambitious vocabulary within essays and assessments.</p>

	<p>Example: Some teachers have memorable acronyms for paragraph structure and evaluation (PEED and PETAL structures).</p>
Equality	<p>English and literacy is about equipping students to learn effectively and succeed in all subjects, and is the responsibility of all teachers, not just English teachers. All classes are mixed ability and allow pupils to access the same curriculum with support from highly skilled specialists that can personalise support and differentiate by outcome, whilst also fostering positive and open relationships with students in their classroom.</p> <p>Example: On lesson slides, there are always sentence starters, as well as challenge tasks, that allow students to easily access written tasks whilst also stretching and challenging learners. Intervention for students run throughout the year.</p>

<p>Cultural capital and local context</p>	<p>In Finance, students develop an understanding of the key skills and qualities required by successful with finances. Students have an understanding of the current key skills that need to be understood in finance as interest rates and the impact they can have on finances. The content is designed to engage students with topics relevant to today's society.</p> <p>Example: Students learn about banking and how a person's finances can be affected by security issues and scams.</p>
<p>Ambitious</p>	<p>Students have an understanding of a wide variety of topics related to finance. This helps to give them a clear picture about what is involved in the financial world, how it works and what are the risks involved.</p> <p>Example: Students spend time developing not only how finances are affected by various factors but what the consequences of these issues could be.</p>
<p>Logically structured</p>	<p>The syllabus is sequenced in order to promote a holistic approach of the subject, whereby the basics of money is taught before moving on to more demanding aspects, such as Phishing and what insurance is.</p> <p>Example: Students are taught how money is made, how to know if it is genuine and how to avoid fraud.</p>
<p>Intelligent assessment</p>	<p>A range of formative are conducted during lessons to ensure that students are understanding. This is an on-line course and students are also given feedback during this on-line work. When teachers are confident that students are ready they will sit these tests.</p> <p>Example: All units are taken on-line. Students are supported with their understanding to ensure that they are ready to complete each of the unit tests.</p>
<p>Breadth and Depth</p>	<p>The curriculum explores a range of financial services and concepts that are essential to finances. This can range from the basics of where sources of income arises and to how bank branches operate.</p> <p>Example: Students have the opportunity to a range of topics throughout the course which culminates in looking at ways of improving your chances of employability in the sector and what careers are available.</p>
<p>Retention</p>	<p>Key words and exam- style questions are incorporated within each lesson to develop students' understanding of key terminology and to develop confidence in answering exam questions</p> <p>Example: To allow students to remember key terminology and concepts there is regular reviews and practise incorporated into the syllabus to ensure students and constantly checked and reminded about what they have learnt.</p>
<p>Equality</p>	<p>All students are given the opportunity to succeed irrespective of their ability or socioeconomic background. We also create an inclusive working environment where students feel comfortable to work as a team, ask the teacher questions and ultimately progress.</p> <p>Example: Teachers have class packs, which contain individual student data, such as SEN, EAL etc and seating plans. All teachers look at IEPs and seating plans are arranged so that pupils have the best advantage.</p>

<p>Cultural capital and local context</p>	<p>Geography is one of the best subjects for developing cultural understanding and a knowledge of current affairs. We believe that all students should be able to relate to Geography as a subject, and be able to discuss a range of Physical and Human Geography topics.</p> <p>Example: Units at KS3 reflect a broad range of topics that consider a wide range of topics that are relevant to the world that students live in. This includes the study of waste generated in the world and how we can live more sustainably.</p>
<p>Ambitious</p>	<p>All of our lessons are designed to stretch and challenge students of all previous Geography experiences and levels of ability. We believe that there are a set of core topics that students need to understand to excel at GCSE and A-Level, and that these should be complemented by areas that the students will encounter in their everyday lives.</p> <p>Example: students are always encouraged to tackle extension activities in their lessons, and to develop their understanding as much as possible.</p>
<p>Logically structured</p>	<p>Geography is a subject where a logical direction of study is very important. For example, there are a range of skills and concepts that students need to grasp before they can understand how different features on the Earth's surface can be analysed. We believe that a well-planned curriculum helps to accelerate learning, because it allows students to apply previous learning and think analytically.</p> <p>Example: Our Key Stage 3 programme builds the skills and needed to excel at GCSE. We also cover key topics, such as Development and populations, so that students have core knowledge to refer back to when studying Case Studies at KS4.</p>
<p>Intelligent assessment</p>	<p>Our Geography Department has a framework for assessments that incorporates all of the question styles that will be encountered at GCSE. We also mark our assessments using a simplified version of the Assessment Objectives used by the Edexcel exam board</p> <p>Example: We design assessments that promote the Assessment Objectives from a GCSE specification</p>
<p>Breadth and Depth</p>	<p>Geography is a unique subject in the way that it incorporates topics from science, politics, maths and philosophy. We have developed a Key Stage 3 curriculum core requirements of the National Curriculum, whilst making good use of current examples and contemporary sources.</p> <p>Example: At key stage 3 we teach the traditional Physical topics (Rivers and Glaciation), but also include the Human topics that have become more prevalent in Geographical research at University (Development and Population). We alternate topics in a way that uses core knowledge to enhance depth.</p>
<p>Retention</p>	<p>In Geography lessons we assist all students in the recall of Geographical evidence, and knowledge is embedded to ensure successful recall and retrieval. Our lessons regularly include an element of evaluation, explaining why students are learning specific things and how these are important in developing understanding.</p> <p>Example: Whenever we are teaching a new topic, we ensure that our introduction refers back to previous learning. We also embed recap activities on a lesson-by-lesson basis, enabling students to build a stream of understanding.</p>
<p>Equality</p>	<p>We provide an opportunity for all students to succeed in Geography; we believe that all students have the capability to be great Geographers. Teachers have a class pack with relevant student information and an annotated seating plan, so that the needs of all students can be taken into account when planning and designing lessons.</p> <p>Example: All Geography lessons start with a set of learning objectives and success criterias – students understand what they should get out of the lesson and what success “looks like”. Teachers use current examples wherever possible, and students are all encouraged to think for themselves and take ownership of their learning</p>

<p>Cultural capital and local context</p>	<p>Health and Social Care is about helping students understand the various areas that make up the Health and Social Care sector through introducing them to different terminology and job roles that compile the vast sector. Students are provided with opportunities to learn about different Health and Social Care Services including those within Redbridge. This subject encourages learners to build upon their empathy skills and acknowledge their own principles and values that help them employ it to the community.</p> <p>Example: Students learn about a variety of different issues within Health and social care, including care values, Equality and Diversity, Communication in Health and Social Care and Protection and Safeguarding. These topics provide students with knowledge and understanding of working in the sector and any other professional establishment.</p>
<p>Ambitious</p>	<p>All Health and Social Care lessons are ambitious in terms of the learning outcomes for students. Lessons also provide an appropriate range of opportunities and experiences to allow students to succeed in the next stage of their education or training. All lessons aim to stretch and challenge students, further developing higher level thinking skills.</p> <p>Example: Students are offered a wide variety of additional opportunities that complement the delivery of the subject via school trips and talks from guest speakers.</p>
<p>Logically structured</p>	<p>The structure of the course is logically sequenced. Students are able to build upon their knowledge unit by unit and activities support the individual needs of the students.</p> <p>Example: Students are first introduced to what Health and Social Care is and the range of service provision and roles. This sets the foundation to what they learn next which includes the purpose of these provisions and examples of who would access these.</p>
<p>Intelligent assessment</p>	<p>Students are encouraged to develop a range of skills throughout their Health and Social Care lessons, from oracy, discussion, debate, question and answer and critical thinking skills.</p> <p>Example: Students participate in a variety of activities such as projects, presentations, group discussions, quizzes and coursework writing to evidence their progress and learning. Students are assessed using a range of different methods and complete a portfolio of work throughout the course which builds their knowledge and understanding of the subject.</p>
<p>Breadth and Depth</p>	<p>To continue in teaching a broad, balanced and relevant Health and Social Care qualification, the content of lessons delivered are reviewed regularly and updated as required, whilst working collaboratively with others.</p> <p>Example: Subjects Leads work with students, key staff and the awarding body to maintain high standards in delivery. Teachers keep up to date with the ever-changing policies, procedures and legislation.</p>
<p>Retention</p>	<p>All students are provided with the efficient guided learning hours to complete the course and are taught the essential study skills to be successful.</p>
<p>Equality</p>	<p>All students are given the opportunity to succeed in Health and Social Care. The nature of this subject means that all students are encouraged to participate in discussion and share their opinions whilst learning that everyone is entitled to their own point of view. TA's are given support within the classroom to best support students who are most vulnerable and students are given personalised support by teachers who foster positive and open relationships in their classroom.</p> <p>Example: Lessons are planned to ensure all students can access the information and learn from the content being delivered. The class teacher will encourage students to contribute, whilst supporting their individual needs and abilities. Students are encouraged to proof read work and weekly catch up classes are availability for students who have missed work due to absence.</p>

<p>Cultural capital and local context</p>	<p>Teaching a sense of enthusiasm surrounding History and an encouragement to research and think independently. Students will gain confidence in their approach to gathering and presenting knowledge.</p> <p>Example: Students are encouraged to critically think, analyse and evaluate evidence and engage in conversations surrounding controversial topics such as civil rights in America, the Middle East and major events in the 20th Century. Pupils draw the link with second order concepts and how certain events in the past dictate the change that we see today.</p>
<p>Ambitious</p>	<p>All History lessons contain challenging activities adapted to the needs of the students which offer the chance to consider higher order thinking, through discussions and collaborative learning. For such tasks success criteria are given to students to enable them to progress. Similarly, GCSE terminology is present in KS3 lessons and students are challenged via the analysis of second order concept as well as using historical skillsets to investigate and answer the line of enquiry.</p> <p>Example: A range of topics are taught in the year 9 curriculum to ensure that students build a wide range of knowledge and relevant skills that prepares them for study at KS4.</p>
<p>Logically structured</p>	<p>We teach a broad curriculum in KS3 which gives students the opportunity to see the big picture across time gives students the opportunity to relate historical events through time and location.</p> <p>Example: The KS3 content enables students to grasp the fundamental concepts and the historical skillset required before doing the GCSE course. Literacy is embedded at KS3 to enable students to structure longer answer questions.</p>
<p>Intelligent assessment</p>	<p>The department embeds the use of examinable command words within our curriculum across all key stages such as “describe” and “explain. Students are taught the difference between these command words and what is expected in their answer. The curriculum is planned with the next key stage in mind to ensure smooth transition across the key stages, building on previous historical knowledge and skills. Our assessment framework is consistent across each key stage.</p> <p>Example: We design assessments at all ages that promote the Assessment Objectives from a GCSE Edexcel specification</p>
<p>Breadth and Depth</p>	<p>In the History department we think it is imperative to allow students to develop their understanding of the second order concepts. We map our KS3 curriculum to ensure that students have the opportunity to cover an overall view of important key historical events but also to ensure that the study of concepts is embedded through the curriculum.</p> <p>Example: We have included a range of topics at Key Stage 3 that develop an understanding of a wide range of topics.</p>
<p>Retention</p>	<p>KS3 students are encouraged to use a list of key words which are referred to constantly. We also award marks for correct historical terminology within assessments. In History lessons we teach all students revision skills and assist them in the recall of historical evidence, and knowledge is embedded to ensure successful recall and retrieval.</p> <p>Example: Whenever we are teaching a new topic, we ensure that our introduction refers back to previous learning. We also embed recap activities on a lesson-by-lesson basis, enabling students to build a stream of understanding.</p>
<p>Equality</p>	<p>The History teachers are familiar with which students have a student passport, enabling them to differentiate accordingly. Seating plans are used and TA's are deployed effectively as they are provided with support sheets if necessary. There are also interventions for KS4 students to help them catch up.</p> <p>Example: Every lesson will have relevant support available students. Each student's need is understood allowing teaching to provide the appropriate support for each student.</p>

Mathematics CALIBRE Curriculum

<p>Cultural capital and local context</p>	<p>Promoting a sense of curiosity surrounding Mathematics, encouraging students to develop mathematical skills that can be used in real life contexts. Mathematical thinking is important for learners so that they can learn to tackle problems logically and systematically.</p> <p>Example: Students learn about leading mathematicians who have made a large impact on the subject, for example Pythagoras. This gives them an insight to the different people and cultures who have contributed to the evolution of mathematics. Enhancing numeracy skills to aid in daily life such as calculating best buys when shopping locally.</p>
<p>Ambitious</p>	<p>All students are challenged and stretched to reach their potential.</p> <p>Example: Students are given the opportunity to apply to colleges, sixth forms, apprenticeships or enter workplace through the support of careers advice and CV building workshops to continue their study or enter field of work for better lifestyle.</p>
<p>Logically structured</p>	<p>We deliver a well-thought out and structured, adapted curriculum, tailored to the needs of students. There is a clear transition between key stages.</p> <p>Example: At key stage 3 topics are categorised by grade and at key stage 4 themes are ordered according to the national Edexcel GCSE exams.</p>
<p>Intelligent assessment</p>	<p>Assessments are embedded in the curriculum and carried out at key points throughout the year. Throughout the courses 'do now' tasks at the start of lessons are used to re-cap and revise prior learning.</p> <p>Example:</p> <ol style="list-style-type: none"> 1) At key stage 3 formal assessments are done at the end of each term. 2) Students are regular assessed during lessons to check and revise prior knowledge 3) Mock exams are taken.
<p>Breadth and Depth</p>	<p>Teachers plan sequences of lessons, seamlessly linking different topics and making cross-curricular links where appropriate. Students are encouraged to explore their mathematics to develop a deeper understanding so that they understand why and how methods work.</p> <p>Example: Practical examples and investigations are used to explore ideas. For example, students are taught that angles in a triangle add to 180 degrees. They are taught why this is the case by drawing triangles, cutting out the angles and rearranging them to form a straight line.</p>
<p>Retention</p>	<p>Schemes of work are designed so that topics are revisited to reinforce understanding. Students are encouraged to use the correct mathematical terminology and reasoning in lessons. Regular homework is set on MyMaths or Showmyhomework for purposeful practice to aid retention.</p> <p>Example:</p> <ol style="list-style-type: none"> 1) Short regular assessments are used to encourage active recall. 2) Starters are used regularly to revisit past topics. 3) Summer exams include content covered in the entire year.
<p>Equality</p>	<p>We provide an opportunity for all students to succeed in Mathematics. This is supported through our setting system which allows students to access the curriculum according to their ability. All students have the opportunity to improve on their weaknesses and move across sets.</p> <p>Example:</p> <ol style="list-style-type: none"> 1) We encourage all students to participate in class discussions. 2) All teachers differentiate work to ensure all students can access the content covered in lessons. 3) There is planned and targeted intervention for all from the start of the academic year.

<p>Cultural capital and local context</p>	<p>Promote language learning as a valuable, rewarding and enjoyable experience. Foster a positive attitude towards language learning and to their respective cultures. Enlighten students about everyday life, customs and traditions in the countries where the department’s languages are spoken. Develop further cultural awareness through a programme of visits for all Key Stages</p> <p>Example: Students learn about different food, traditions and life in Spain.</p>
<p>Ambitious</p>	<p>All MFL lessons contain challenge tasks which offer the chance to consider high order thinking and allow the students to manipulate the grammar rules to produce independent work. Target language communication is aided by using the target language as much as possible in lessons. GCSE and A’ Level terminology is embedded in KS3 lessons and assessment tasks reflect the style and challenge of the GCSE and A’ Level exams.</p> <p>Example: working with others eg discussion in which students take turns to talk and listen, listening to authentic audio and watching video clips for gist or detail is done. Students are encouraged continuously to use the Spanish that they are taught.</p>
<p>Logically structured</p>	<p>MFL’s curriculum intent at KS3 is to give students the opportunity to develop a good basic grasp of Spanish. The KS3 themes are chronologically taught and extended and deepened to the 5 GCSE themes at KS4. Students are expected to adapt previous learning. Tasks reflect the GCSE style with identical instructions.</p> <p>Example: Speaking assessments include picture description as well as general questions. Writing assessments include two way translations as well as a free writing text.</p>
<p>Intelligent assessment</p>	<p>The department has embedded transitional language into all KS3 lessons which allows students to practise assessment skills. KS3 assessment tasks reflect the GCSE exam.</p> <p>Example: There are 4 assessments at KS3 for each data capture which reflect the assessment at GCSE. Listening and speaking are done. Speaking assessments include different types of activity as well as general questions. Writing assessments include two way translations as well as a free writing text .</p>
<p>Breadth and Depth</p>	<p>Students are encouraged to increase their vocabulary and deepen their understanding of grammar. Authentic and up to date resources are used as often as possible to enable students to see the language is alive and over the course of the year a wide variety of grammar points are taught so that students have the basic requirements to communicate in Spanish.</p> <p>Example: New grammar is regularly introduced and this is supplemented with vocabulary in order to build the students’ acquisition of new words.</p>
<p>Retention</p>	<p>Informal assessment takes place as a starter each lesson to build on prior learning. Oral feedback is given during the lesson when students practise new learning so that students can make further progress.</p> <p>Example: Work activities are modelled by the teacher before the students practise. Student pronunciation is corrected before students have more attempts to practise. Students are given memory strategies and games are used as a fun way to retain new vocabulary.</p>
<p>Equality</p>	<p>We provide an opportunity for all students to succeed in MFL, regardless of prior ability. The teacher has a class pack with relevant student passports and an annotated seating plan.</p> <p>Example: Lessons are adapted based on student needs. Students are provided with materials that help them develop their understanding of how the language works so that they can begin to work in the language more independently.</p>

<p>Cultural capital and local context</p>	<p>Developing a passion for sport and physical activity and encouraging pupils to partake in such activities. P.E lessons will cater for sports and activities that pupils have an outside interest in or prior learning in, as well as provide opportunities to experience new sports and activities. Students will develop confidence through teamwork and increased proficiency within the set out curriculum.</p> <p>Example: All KS3 Students will take part in a range of structured PE lessons as they explore different sports. Such as Football, Handball, Badminton, Athletics and Cricket.</p> <p>KS4 Students will develop their knowledge from KS3 and put skills and techniques into match/ game situations</p>
<p>Ambitious</p>	<p>P.E lessons use an array of challenge tasks that contain various levels to challenge all types of learner. Throughout KS3, terminology is promoted within all lessons, practical and theory leading into KS4 curriculum offer that inspire and promote critical thinking and self-assessment. To add, within PE we promote an array of varied co-curricular opportunities to advance and build upon the curriculum offer.</p> <p>Example: We regularly offer sporting competitions to allow pupils to engage in high level competitive situations; for example, district athletics, basketball, netball and local authority incentives. Display boards which illustrate industry opportunities and career pathways and achievements through Physical education, are regularly presented.</p>
<p>Logically structured</p>	<p>A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. Our curriculum provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p> <p>We deliver a broad curriculum dependant on weather and areas available across KS3 and KS4. By offering a broad curriculum pupils gain knowledge and can demonstrate how to lead healthy, active lives.</p> <p>Example: Our curriculum at KS3 prepares our pupils for NCFE Sports Course by the inclusion of theoretical keywords and help understanding for KS4.</p>
<p>Intelligent assessment</p>	<p>The department has embedded language into all KS3 lessons which allows students to practise assessment skills. This gives pupils a good idea of where they are in relation to the lessons success criteria. The levels in which we give are Bronze, Silver, Gold, Platinum & Diamond, these correspond to pupils flight paths, 1-5, which allow us to deem whether the pupil is making below expected, expected or above expected progress.</p> <p>NCFE Sports structure has been examined to inform the planning of KS3 assessments.</p> <p>Example: Currently, we have 2 methods of assessment;</p> <ol style="list-style-type: none"> 1) Assessment within the lesson in which a pupil can identify what level they are working at. This gives a clear understanding on pupils' strengths and weaknesses. 2) An end of block assessment, informing progress made in line with flight paths.
<p>Breadth and Depth</p>	<p>Within the PE department it is essential that pupils have access to a curriculum designed to reflect a balance both in the kind of activity and in the processes involved in becoming more skilful, more efficient and more fluent within physical education. We aim to ensure that the curriculum covers an array of physical and theoretical aspects which have cross curricular and transferable skills to link to further opportunities and positive health and wellbeing.</p> <p>Example: a curriculum that focuses on not only on participation for all but competitive situations and leadership opportunities such as sports leaders/ prefects and teams. To add, the curriculum sequence and co-curricular clubs build upon fundamentals taught in KS3 into more analytical and comprehensive skills within the KS4 curriculum.</p>

Retention	<p>Throughout KS3/4 pupils are encouraged to reflect and build upon previously learned skills through repetition, self-assessment and feedback. Pupils often utilise game situations to demonstrate their knowledge and understanding of learned skills in a competitive and simulated situations.</p> <p>Within KS4, exam course knowledge is embedded through the use of recall and retrieval via mini tests, set key terminology, work/ revision booklets and set pieces of coursework including practical assessment and interviews.</p> <p>Example: Pupils often use the theory lesson content to develop practical performance.</p>
Equality	<p>We provide an opportunity for all students to obtain a full, diverse physical education experience. Differentiation opportunities are provided where necessary for high and low achievers alike, allowing for all pupils to learn to the best of their ability and reach their academic potential within physical education.</p> <p>Example: All classes throughout KS3 and KS4 are set, therefore, lower ability and higher ability classes are available for pupil's progress at differing rates and learn and develop skills that are relevant to their current level. Further to that, differentiated learnings groups are evident within the subsequent classes. Amendments to tasks are observed and support to aid learning is provided where necessary.</p>

<p>Cultural capital and local context</p>	<p>PSHE enables our pupils to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of becoming young adults. Students are provided with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. They are encouraged to develop their sense of self-worth by developing competencies and by playing a positive role in contributing to school life and the wider community.</p> <p>Example: Students learn about a variety of different current issues within PSHE that are present in Redbridge and have a personal impact on their day to day lives and communities. Students are able to develop their understanding of their world and the impact personal decisions can make on their lives as well as developing critical thinking skills.</p>
<p>-Ambitious</p>	<p>All PSHE lessons are ambitious in terms of the learning outcomes for students. Students are provided with opportunities to broaden their horizons through a range of personal, social, health, economic, SRE and cultural lessons. These lessons also provide an appropriate range of opportunities and experiences to allow students to succeed in the next stage of their education or training. All lessons aim to stretch and challenge students, further developing higher level thinking skills.</p> <p>Example: Students are offered a wide variety of additional opportunities that complement the delivery of the core curriculum via school assemblies, workshops and talks from guest speakers.</p>
<p>Logically structured</p>	<p>Students are provided with a broad balanced curriculum that is accessible to all, that covers all the relevant statutory requirements. In KS4, students are able to build upon the knowledge developed in KS3 with the added advantage of having a fluid curriculum that is responsive to the needs of the students addressing current issues when they arise.</p> <p>Example: Students are provided with specialist workshops including, Knife crime, Stop and Search, Dangers of N20- Laughing gas, Girls and Women engagement, Careers, Construction and Managing your finances.</p>
<p>Intelligent assessment</p>	<p>Students are encouraged to develop a range of skills throughout their PSHE lessons, from oracy, discussion, debate, to critical thinking skills.</p> <p>Example: Students participate in a variety of activities such as presentations, group discussions, quizzes and writing to evidence their progress and learning.</p> <p>The implementation of assessment in PSHE is still up for debate, we are following the PSHE Association guidance closely and will amend as and when advised.</p>
<p>Breadth and Depth</p>	<p>To continue in teaching a broad, balanced and relevant PSHE curriculum, the content of lessons delivered is reviewed regularly and updated as required, whilst working collaboratively with key staff, students, guidance from the PSHE association, The national curriculum and Redbridge.</p> <p>Example: We are constantly reviewing our curriculum to meet the requirements set out by statutory changes to Keeping Children Safe in Education and RSE curriculum.</p>
<p>Retention</p>	<p>As per the statutory requirements, all students across the key stages have regular PSHE lessons. These lessons ensure that they are equipped with the necessary awareness to navigate through their lives.</p>
<p>Equality</p>	<p>All students are given the opportunity to succeed in PSHE. The nature of this subject means that all students are encouraged to participate in discussion and share their opinions whilst learning that everyone is entitled to their own point of view. TA's are given support within the classroom to best support students who are most vulnerable and students are given personalised support by teachers who foster positive and open relationships in their classroom.</p> <p>Example: Lessons are planned to ensure all students can access the information and learn from the content being delivered. The class teacher will encourage students to contribute, whilst supporting their individual needs and abilities.</p>

<p>Cultural capital and local context</p>	<p>Instilling a sense of enthusiasm surrounding Science and an encouragement to research and think independently. Students will gain confidence in their approach to gathering and presenting knowledge.</p> <p>Example: Students are encouraged to engage in debates surrounding some controversial topics such as evolution, using embryos in stem cell research, the origins of the universe and the particle model. Students are also set tasks around topics such as contraception and present their ideas.</p>
<p>Ambitious</p>	<p>All Science lessons contain challenge tasks which offer the chance to consider higher order thinking, through discussions and collaborative learning. For such tasks success criteria are given to students to enable them to progress. Similarly, GCSE terminology is present in KS3 lessons and students are challenged via the analysis of Scientific conceptual thinking as well as the scientific method of enquiry.</p> <p>Example: In KS3 and KS4, students are given glossaries and topic sheets outlining the key areas of the specification. Practical work is carried out regularly.</p>
<p>Logically structured</p>	<p>We teach a chronological curriculum in KS3 which gives students the opportunity to see the big picture across time. In KS4 we teach the topics according to question difficulty. This allows us to build towards some of the more challenging aspects of the GCSE throughout the year.</p> <p>Example: The KS3 content enables students to grasp the fundamental concepts in Science before doing the GCSE course. Literacy is embedded at KS3 and KS4 to enable students to structure longer answer questions.</p>
<p>Intelligent assessment</p>	<p>The department embeds the use of examinable command words within our curriculum across all key stages such as “describe” and “explain. Students are taught the difference between these command words and what is expected in their answer. Each key stage of the curriculum is planned with the next key stage in mind to ensure smooth transition across the key stages, building on previous scientific knowledge. Our assessment framework is consistent across each key stage and each Science specialism. For example, all year groups complete</p> <ul style="list-style-type: none"> • End of Unit Tests • Teacher Assessments <p>End of unit tests are designed to model the GCSE structure of 40% AO1 questions, 40% AO2 questions and 20% AO3 questions. This ensures students are confident and familiar with exam questions by the time they reach KS4.</p> <p>Each year group will also complete an “End of Year Exam”. This assessment enables us to differentiate higher/foundations students and triple/combined scientists.</p>
<p>Breadth and Depth</p>	<p>In the Science department we think it is imperative to allow students to develop their understanding of the key scientific concepts. We map our KS3 curriculum to ensure that students have the opportunity to cover an overall view of important scientific events but also to ensure that the study of concepts is embedded through the curriculum.</p> <p>Example: Scientific concepts are taught through models and practical work. QWC is reinforced in 6 mark questions and key scientific literacy skills are used throughout.</p>
<p>Retention</p>	<p>KS3 students are given glossaries at the beginning of every unit, which they constantly refer to during lessons throughout the unit. Students are encouraged to use these key words in answering exam style questions. Exams in Y8, Y10 and Y11 cover material from 2 or more years so pupils do not forget the science they have been taught previously.</p> <p>Example: We have memorable acronyms for important scientific concept, for example, OILRIG. Students are tested on previous lesson knowledge through engaging activities, where misconceptions are also addressed. Key concepts are reiterated through diagnostic marking and feedback. Lessons end with a different range of plenaries to assess understanding at the end and to consolidate knowledge.</p>
<p>Equality</p>	<p>The science teachers are familiar with which students have a student passport, enabling them to differentiate accordingly. Seating plans are used and TA’s are deployed effectively as they are provided with support sheets if necessary. There are also interventions for KS4 students to help them catch up.</p> <p>Example: All students are encouraged to participate in lessons. Work is adapted to suit the abilities of all students, regardless of the their prior knowledge in science.</p>