



The purpose of this policy is to ensure that students at Northwood School are provided with quality learning experiences that lead to consistently high levels of achievement. This policy provides a common language and understanding of what makes high quality teaching and learning at Northwood.

Curriculum intent:

At Northwood School, we aim to provide a curriculum which:

- Is built upon an ethos of ambition and achievement for all its students
- Is as rigorous, enriching and broad as possible to allow students to deepen their knowledge in each subject
- Provides students with a multitude of opportunities to acquire, **engage** with and master the priority knowledge and essential skills for each subject
- Is well designed, sequenced and accessible to provide all students with a thorough foundation for future aspirations
- Empowers students to foster their own **independence** and exceed their own expectations by cultivating skills and developing new ones
- Endeavours to support and develop the students' ability to **co - operate** and communicate with others so that they are prepared their future careers

- Cultivates the development of students' confidence and **resilience** with the aim of allowing students to forge their desired futures
- Inspires students to take **pride** in their learning and instil an **enthusiasm** for lifelong learning

Northwood School offers students the opportunity to complete 10 GCSEs (3 free choices in addition to the EBacc). We are incredibly proud to provide this comprehensive educational experience to our students, allowing them to acquire valuable qualifications in various subjects.

The majority of students will have the opportunity to study for the English Baccalaureate.

English Baccalaureate

The EBacc is a measure that recognises high academic achievement. For a student to reach this measure, GCSE grades 9 - 5 need to be achieved in:

- Mathematics
- English
- Science (2 GCSEs) or 1 Science GCSE and Computer Science GCSE
- Humanities (History or Geography)
- Modern Foreign Language (French or Spanish)

The rationale for the EBacc

*A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with **greater opportunities** in further education and increases the likelihood that a pupil will stay on in full-time education.*

By studying the EBacc, it:

- Provides students with opportunities to be stretched and challenged
- Opens doors to more degrees
- Enables students to acquire the necessary skills for a variety of pathways
- Provides students with opportunities to develop the skills to compete with other high educational performers in a global economy

Organisation of the curriculum

The school week is divided into 25 sessions. There are 5 sessions per day and 6 sessions for Y11. The school operates on a two-week timetable.

At Key Stage 3 (KS3), the curriculum complies with the requirements of the National Curriculum and is currently organised as follows:

	ENG	MATHS	SCI	TECH	CS	RE	GG	HI	MFL	ART	DA/DC	MUSIC	PE	
YEAR 7	8	6	6	4	2	2	4	4	4	2	2	2	4	50
YEAR 8	7	7	6	4	2	2	4	4	4	2	2	2	4	50
YEAR 9	8	8	7	3	2	2	4	4	4	2	1	1	4	50

Throughout KS3, students will study one language, either French or Spanish, from Y7 to create a strong foundation and develop the core knowledge and skills needed to further enhance their linguistic skills.

In Year 9, students engage in a rich and rigorous curriculum that will prepare them for the transition into KS4. The careers theme for Year 9 is to 'inform' our young people about future pathways that align with their personal aspirations. The curriculum has been designed to add further richness to each subject's curriculum,

to widen students' horizons, provide opportunities to study subjects in more detail, develop their love of learning and enable them to begin to personalise their own curriculum in advance of taking their GCSE options in Year 10.

Key Stage 4

The KS4 core curriculum comprises: English, Maths, Science, Humanities, Modern Foreign Language and PE . In addition, students have three option choices. The vast majority of students (at least 80%) are directed to study at least one Modern Foreign Language (French or Spanish) as one of their options and students select history or geography as another option in order to achieve the English Baccalaureate. The curriculum is currently organised as follows:

	ENG	MATHS	SCI	MFL	HUMS	OPT	OPT	OPT	PE	
Year 10	8	8	8	6	6	4	4	4	2	50
Year 11	9	9	9	7	7	5	5	5	2	58

- The curriculum, including options courses, are reviewed in the Autumn Term every year to ensure that the courses offered continue to meet the needs of each particular year group and their successful progression to the next stage of their education.
- The options system is currently organised on a free choice basis, after students have been given guidance on MFL and Humanities, with blocks constructed to enable the maximum number of pupils to be placed on their preferred courses.
- Selection by prior attainment forms no part of the options placement process at KS4. However, guidance around which pathway is most suitable for students (including, for example, the decision about whether to study Combined or Triple Science) is made in consultation with staff based on the student's achievement in that subject area.
- SEND focus
- Additionally, bespoke pathways are created for selected students in consultation with parents and students.
- We offer 16 GCSE and 3 BTEC courses. The specific qualifications on offer are available on the school website.

Key Stage 5:

- Similar to KS4, the availability of courses is dependent on sufficient student interest to make the course viable. However, endeavour to run subjects even if the uptake is small.
- The curriculum is reviewed annually to ensure that courses remain appropriate and meet the needs and aspirations of students and enable progression to students' destinations.
- Entry to the Sixth Form is dependent on students meeting the entry criteria outlined in the Northwood prospectus.
- The core curriculum of 3 (or sometimes 4) A levels or vocational qualifications (e.g. BTEC) is complemented with a compulsory programme of Personal Development, the Northwood Diploma and a range of optional enrichment courses.
- The KS5 curriculum offer is available on the school website

Curriculum mapping:

Subject leaders have mapped the curriculum for their subject at all key stages to ensure that it is coherently planned. It is mapped to embody our school's curriculum intent statement so that students have opportunities to study topics in depth so that knowledge and skills are mastered. Furthermore, it is sequenced to enable students to learn the curriculum well, providing and building on priority knowledge and skills for future learning and progression. Curriculum maps are available on the school's website.

Mastering Learning:

At Northwood, we are really proud of our mastering learning programme.

This is a programme which is delivered to all students (year 7-13) by the Quality of Education Team to ensure students are equipped to be masters of their own learning.

For 2023/4, the programme took the following format:

Year 7-10	Year 11	Year 12	Year 13
Themes: • Showing Up (Attendance) • Being coachable (Feedforward) • Being Organised (y7/8), AI (Y9/10) • Advocating for yourself • Revision and Retrieval • Mental Health	Themes: • Effective Revision: Cognitive Load • Effective use of Exam practice • Effective use of PPE Feedforward	Full transition programme including: • Note Taking & Using your spec (induction) • Independence • Organisation (folder checks) • Organisation • Finding your Goal • Wider Reading	A series of bespoke sessions delivered by the sixth form team on how to effectively prepare for exams.

Our year 10 students also take part in the 150 Challenge, which runs from April -June each year. This is a programme designed to instil our students with the relevant revision skills to master core content (150 facts) from their core subjects (Maths, English, Science). Students take part in an intensive programme during the whole of summer 1 and then sit a formal test during summer 2. This provides excellent preparation for their first set of Pre Public Examinations (PPEs) in the summer term.

Curriculum Enrichment:

At Northwood, we strive for every student to be involved in extracurricular activities and there is a rich offer for students at all key stages. Participation is monitored to enable review of the effectiveness of the provision.

The supra curriculum (including Extended Learning Challenge) is part of our enrichment offer.

The supra curriculum is designed to provide students with opportunities to go beyond the classroom with their studies. Underpinning the supra curriculum is the importance of student independence. Students can opt in to participate in the supra curriculum.

The supra curriculum consists of a range of activities that link to subject areas. These activities range from listening to podcasts to visiting museums.

Our enrichment offer can be found on the school's [website](#).

Grouping arrangements:

- Northwood School believes that individual departments should have discretion to choose their grouping arrangements as long as all students' progress and that the whole school value of 'Achievement through support' and the school's curriculum intent is maintained.
- The majority of subjects are taught in mixed prior attainment groups at all key stages. Where subjects employ some grouping by prior attainment (e.g. Mathematics, Science, MFL and PE), subjects must have clear procedures for placing students in different groups and must review student placement regularly. Any changes to groups made throughout the academic year should be communicated to parents.
- Selection of groups is based on a variety of sources, including:
 - Prior and current attainment
 - External assessment data
 - Teacher assessment
- Student behaviour is not a criterion for selection. Requests for students to be moved "down" groups should be thoroughly discussed with a focus on the impact on the student's motivation and learning. All teaching groups must be designed to maximise learning outcomes.
- All stakeholders: students, teachers, and LSAs should be involved in the process determining effective groupings where they exist.
- While numerical codes (e.g. Set 1 - Set 8) are attached to groups for purposes of timetabling, it is preferable that they are not referred to as 'top' or 'bottom' sets in order to support student motivation.

• Higher groups will invariably have larger numbers of students than lower groups. In English and Maths, nurture groups follow the same curriculum as their peers. However, due to the smaller class sizes students receive additional support within these subjects.

• Ideally, teachers should teach a balance of 'sets' and no single teacher should have a timetable skewed with either 'higher' groups or "lower" groups.

• Teachers should recognise that 'set' groups are not comparable and still remain mixed prior attainment groups. Adaptation remains crucial if learners are to maximise their potential and adaptation must also occur by task and not solely by outcome. This occurs by using:

- ❖ A range of teaching strategies based on knowledge of students' prior learning, with reference to the Teacher Top Tips and the use of the student's Individual Education Plan (IEP)

- ❖ A range of inclusion strategies such as differentiated resources, within class groupings, in-class support, extension activities for all students including high prior attainers

• It must be remembered that students gain a sense of personal improvement by being exposed to regular feedback within the same group rather than by moving sets. In light of the fact that Northwood hopes to develop both self-esteem and attainment of all students, departments will:

➤ Review their teaching groups on a termly basis (particularly after end of unit assessments have been recorded), taking action to support groups or individuals if attainment is below expectations.

➤ Plan opportunities for students to move sets, informing parents / carers in order to strengthen the homeschool partnership as well as other appropriate external agencies who may be supporting a student.

The Northwood Way (Curriculum implementation):

Northwood's approach to implementing quality first teaching is rooted in educational research and theory. There are eight pillars that define the Northwood Way. The explanation of the eight pillars is organised into 3 parts:

- The approach
- The rationale
- The strategies

The pillars are:

1. Retrieval

To develop student schemas and address misconceptions

Retrieval may take the form of Do Now tasks or questioning.

2. Explicit instruction

To impart knowledge by sequencing knowledge

Explicit instruction involves the clarity of exposition using complementary strategies, such as dual coding.

3. Scaffolding

To build student knowledge and understanding

Tasks or exposition may be scaffolded by employing the following strategies:

- Pre teaching vocabulary
- Questioning
- Sentence starters/ discussion stems
- Relevant challenge activities to stretch learning

4. Modelling

To narrate and/or demonstrate the thinking of an expert

Teachers will model both the process and the product.

5. Practise for mastery

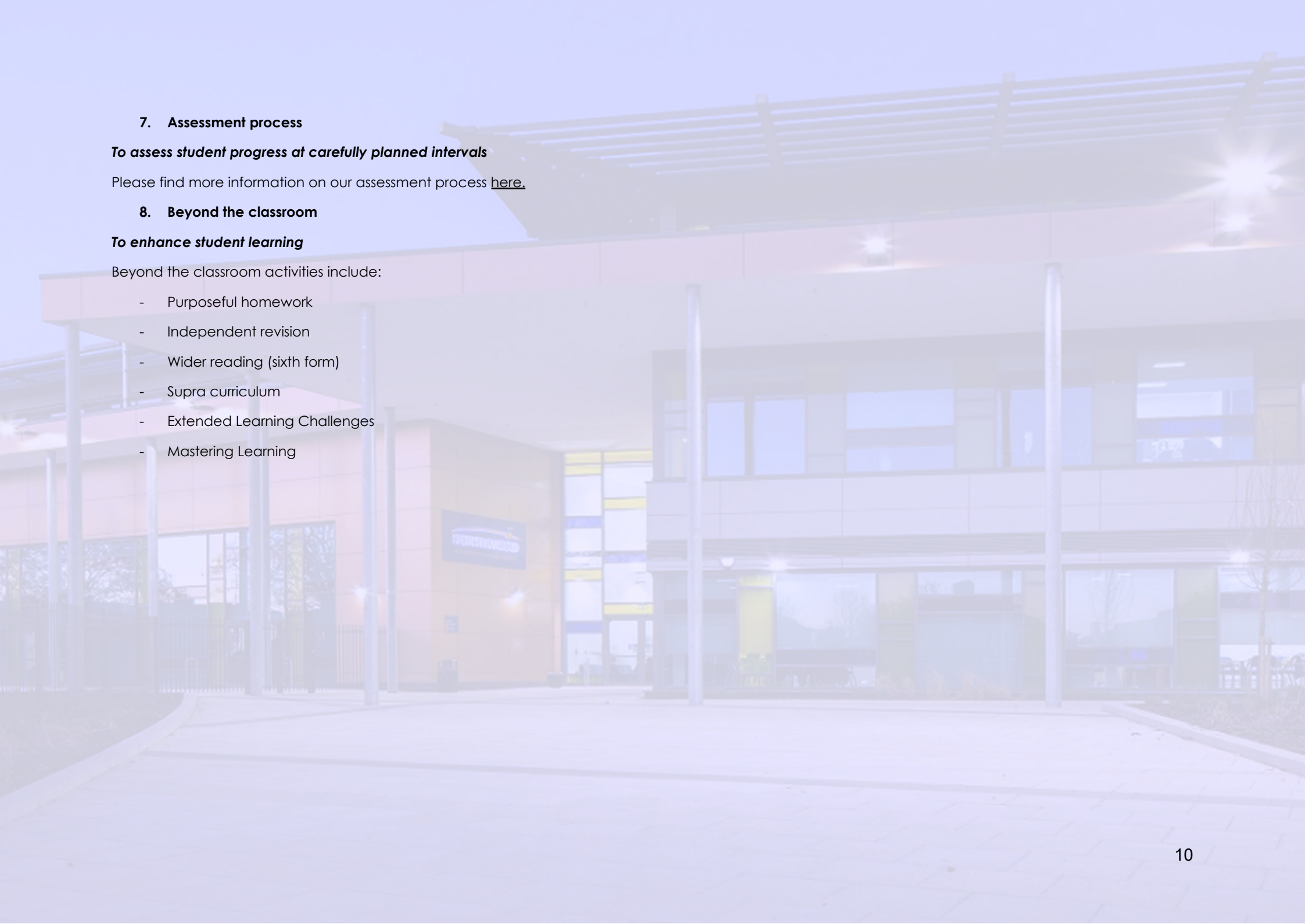
To enable students to implement new knowledge and/or skill

These tasks may involve writing, reading, performing, designing or making.

6. Assessment for Learning (AfL)

To respond, in a flexible way, to students' work

The teacher's response may be written or verbal. Strategies used may range from pair work to the effective use of mini whiteboards.



7. Assessment process

To assess student progress at carefully planned intervals

Please find more information on our assessment process [here](#).

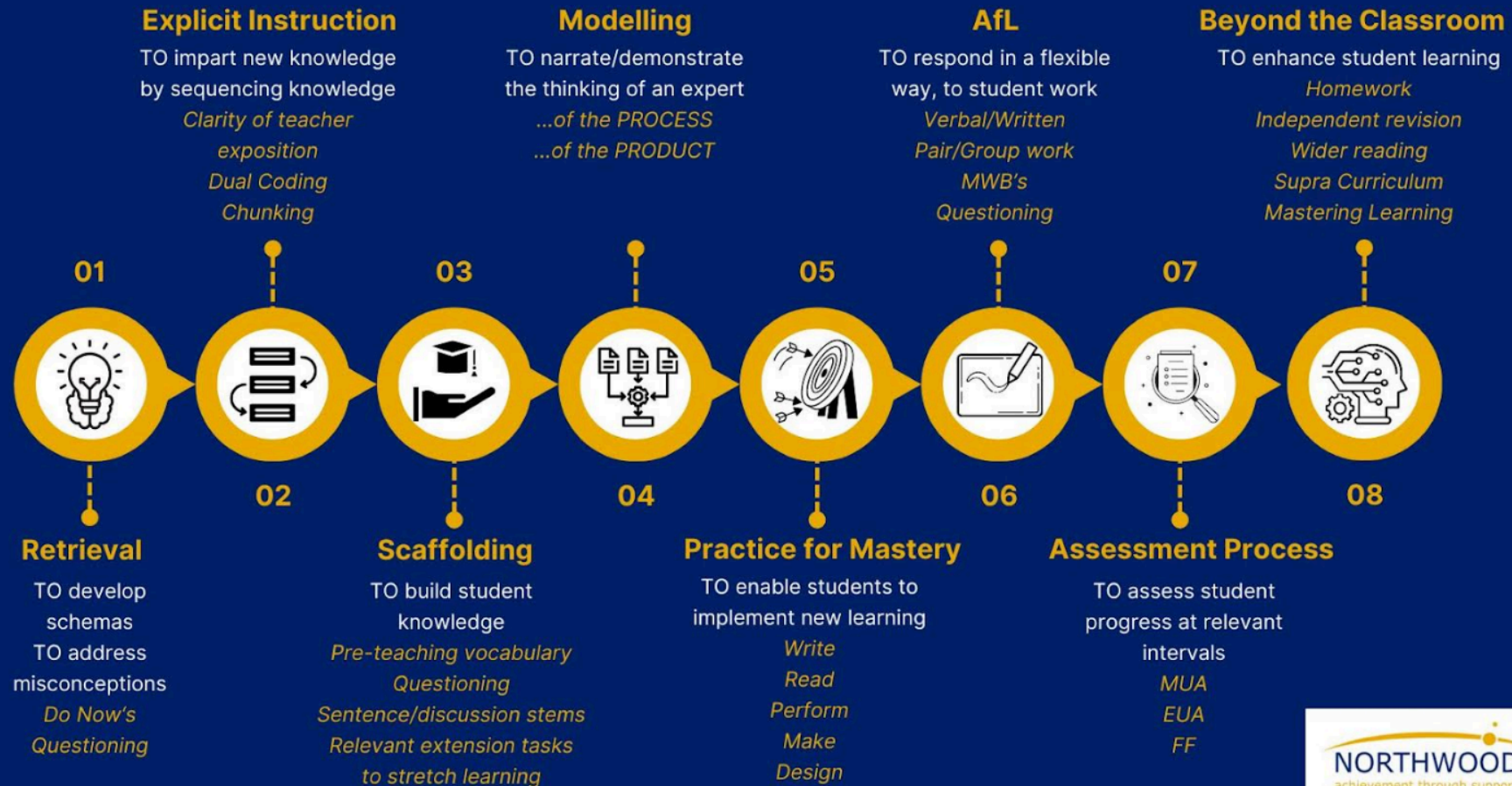
8. Beyond the classroom

To enhance student learning

Beyond the classroom activities include:

- Purposeful homework
- Independent revision
- Wider reading (sixth form)
- Supra curriculum
- Extended Learning Challenges
- Mastering Learning

The Northwood Way



Expectations of teachers:

1. All teachers are expected to plan and deliver lessons in line with the departmental schemes of work. Teachers are expected to adapt any shared departmental resources to cater for the needs of their students. This will enable students of differing abilities to make progress. Teachers should use data on their students (e.g. Disadvantaged, SEN, current reading ages, currently working at) to inform them when planning.
2. Teachers should include a wide range of strategies within their lessons to maximise student engagement and progress. Such activities can include, but are not limited to, paired discussions; group work; modelling; role play; investigations and problem solving; independent work; practical work; videos and animations. All student activities should be purposeful and allow students to make progress towards achieving the lesson objectives, which should be clearly shared with students each lesson. Teachers should include regular opportunities for students to revisit previous topics in order to help them memorise the large quantities of information they are being taught.
3. When relevant and appropriate, teachers should refer to the Northwood's values of resilience, engagement, cooperation, and independence, pride and enthusiasm within their lessons.
4. When relevant and appropriate, teachers should include opportunities for students to develop their literacy and numeracy skills (further guidance can be found in the relevant policies).
5. Teachers should employ adaptive teaching strategies in their lessons to allow all students to make progress. This can be achieved by including support and challenge within lessons and assessing student progress throughout the lesson and adapting teaching appropriately. Pupils of all abilities should be challenged within lessons. Teachers are also expected to support SEND students which will involve, but not be limited to, being fully aware of the specific details of their SEND students (these will be shared by the SEND department) and liaising with LSAs to plan the support assistant's input into the lessons in advance.
6. Teachers should make students aware of what they need to know through sharing learning objectives, specification points and/or success criteria.
7. Feedback at Northwood comes in three main phases: continuous, mid-unit (formative/developmental) and end of unit (summative/graded). Students will be expected to act on all of this feedback as quickly as possible, through 'Feed Forward' in green pen, this is to make areas of improvement and correction clear to both the student and teacher. Please see the Feedback policy for further information.

8. Teachers are expected to build strong student/teacher relationships and create positive environments in their classrooms through effective classroom management. This includes following the school's behaviour policy and departmental policies when setting sanctions and rewards (see relevant policies for further details). Timely contact home is expected to ensure that parents are informed of any concerns (especially before key events such as parents evenings). Teachers should revise their seating plans accordingly to maximise engagement and positive behaviour.
9. Teachers are expected to set purposeful homework for all classes they teach on Satchel. Further details can be found in the Homework Policy.
10. Teachers are expected to participate in the school's CPD programme. This includes attending whole-school and departmental CPD sessions and sharing good practice at these sessions or during co-planning. Teachers are encouraged to continually reflect on their practice and to try out and evaluate any emerging ideas shared during CPD and observe other practitioners.
11. Teachers should continually reflect on their practice in order to improve their effectiveness. Teachers should reflect on the Teacher's Standards and are accountable for achieving the highest possible standard of learning and conduct.

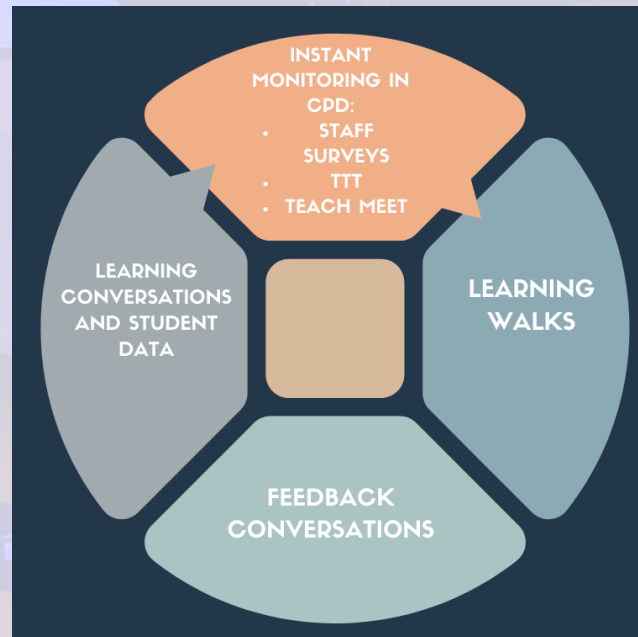
Expectation of the students:

1. We expect students to arrive on time to lessons and have positive attitudes to learning and improving. Students are expected to be actively involved in these processes by responding to teacher feedback in a positive way and acting on this feedback to maximise their learning. Students are expected to take pride in their work and achievements.
2. We expect students to follow their teachers' instructions at the first time of asking.
3. We expect students to work with their teachers to achieve a positive learning environment in the classroom. This will mean that any poor behaviour by other students should not be tolerated and students should not indicate that they support this type of behaviour in any way.
4. We expect students to bring recommended writing materials, books and any specialist equipment they have been asked to use or prepare for their lessons.
5. We expect students to complete any homework set to the best of their ability.

6. We expect all students to extend their learning by taking part in wider learning opportunities, including at least one regular extracurricular activity per term.
7. We expect students to continue their wider learning by using the facilities available to them at school.

Leadership within the curriculum

- Subject leaders have responsibility for strategic leadership and direction of specific subject areas. These responsibilities include: curriculum mapping, organisation and regular review of schemes of learning, monitoring and evaluating the work of the subject area, supporting any non-specialist teachers, providing efficient resource management for the area and ensuring that the subject curriculum meets the needs of all pupils. Each Subject Leader is managed by a member of LG.
- In relation to implementation, this includes supporting the Head of Department's in the development of subject knowledge and effective long term learning strategies in line with the eight pillars defined in the 'Northwood Way'
- Monitoring of the curriculum and its effectiveness on pupil learning takes place throughout the year using a variety of self-evaluation tools such as lesson observations, curriculum reviews, internal and external progress data and book looks.
- To support HoDs in monitoring the development of their subject's curriculum, we facilitate two **curriculum reviews** per academic year. These reviews provide HoDs with an opportunity to reflect, assess and evaluate the development of their subject's curriculum.
- Specified members of the Leadership Group (LG) have responsibility for oversight of the whole-school intent, implementation and impact of the curriculum.
- In relation to curriculum intent, this includes reviewing the curriculum offer, the organisation of the timetable, placement of students, delivery of CEIAG, viability of courses and making recommendations as to new courses
- In relation to impact, this involves students' knowledge of the curriculum, achievement and outcomes in national assessments as well as their progression to future pathways.
- • The Curriculum Committee of the Governing Body monitors the effectiveness of the Curriculum



The above graphic outlines how the Quality of Education team monitors the impact of CPD on the implementation of the curriculum.