

ELA Curriculum Statement

Empower, Learn, Achieve.

The principles of this policy are underpinned by our whole school ethos and values. We want everyone to be happy and successful, to have an excellent, positive experience at the ELA and to leave feeling they have absolutely achieved their full potential.

At the Enterprise Learning Alliance (ELA) we recognise that pupils who attend the school exhibit a wide range of both emotional and educational needs, which by their very nature can impinge negatively upon their progress.

The intent is always to provide them with the highest quality provision.

The ELA provides a curriculum which is enriched by a range of planned activities and experiences to enhance learning and personal development so that all young people:

- Learn new skills and expand their knowledge in a wide range of contexts and subjects
- Are Empowered to build their cultural and educational character to enhance positive destinations
- Achieve the best possible outcomes in a wide range of qualifications to open up multiple destination pathways.

The ELA curriculum seeks to promote the following values:

- Education as an important and on-going process, which enriches the lives of all members of the community and through this, the society in which they live and to which they contribute.
- Education as a route to the spiritual, moral, social, cultural, physical and mental development, and thus the well-being, of the individual.
- Education as a route to equality of opportunity for all.
- Education should also reaffirm our commitment to the virtues of truth, justice, honesty, tolerance, trust, respect and a sense of duty.

The implementation of the curriculum therefore, is flexible, inclusive and offers continuity, coherence and progression.

The ELA curriculum motivates and provides challenge for all young people whatever their ability and promotes achievement for all with the desired impact of a positive destination for all pupils.

It is important that schools referring pupils to their AP/PRU support the curriculum offer and where appropriate, work with the PRU to ensure smooth reintegration and transition.

The curriculum offer:

Key Stage 3

Key stage 3 provision at the ELA provides short term respite and reintegration support. Therefore, the Key stage 3 curriculum not only provides a core offer of English, mathematics and P.E, but focuses on additional learning and intervention to promote personal development and wellbeing skills. A minimum of 3 further subjects are delivered with the support of the local schools to ensure successful transition and reintegration.

Key Stage 4

Whilst pupils attending the (ELA) are not considered less academically able, it is recognised that their learning, prior to the point of them being referred, is likely to have been significantly disrupted. Therefore the ELA focus on the following:

- Percentage of pupils staying in education or employment after key stage 4 (destination)
- Percentage of pupils achieving the threshold in English and mathematics
- Progress, from key stage 2.
- Progress, from key stage 2, towards their identified destination pathway

The Enterprise Learning Alliance curriculum consists of three Knowledge Pillars

Enterprise Learning Alliance Curriculum Intent

The ELA curriculum motivates and provides challenge for all young people whatever their ability and promotes achievement for all with the desired impact of a positive destination for all pupils.

Knowledge
Pillar 1

EMPOWER

SMSC
Curriculum
Strand

Knowledge
Pillar 2

LEARN

Vocational
Curriculum
Strand

Knowledge
Pillar 3

ACHIEVE

Core
Curriculum

Strand

Mathematics

English

Science

Below are the qualifications the Enterprise Learning Alliance offer in each knowledge pillar. Each pupil will have an individualised pathway.

English Language/Literature

English Language AQA/GCSE Level 1-9/QANCode

English Literature AQA/GCSE Level 1-9/QANCode

This qualification fits into the overall curriculum intent of the ELA by:

When pupils leave the Enterprise Learning Alliance we want them to be confident speakers, effective writers and enthusiastic readers who have developed and continue to show a love of learning. As a teaching team we strive to challenge and support our pupils from their various starting points to reduce the barriers that literacy may pose.

The Enterprise Learning Alliance is committed to supporting the spiritual, moral, social and cultural development of all of our pupils across KS3 and KS4. These opportunities will be developed to meet the needs of all pupils and consider contextual factors such as demographical area. An overview of how SMSC is mapped into our curriculum is evidenced as part of the medium term plans.

Key Stage 3 Curriculum

The KS3 English curriculum at the Enterprise Learning Alliance is varied, challenging, and centred on creativity. From entry, pupils are encouraged to become confident speakers, effective writers, and enthusiastic readers through the study of poetry, non-fiction and fiction texts.

At the Enterprise Learning Alliance we foster a reading culture through the use of high quality texts and a number of centre specific initiatives to develop students to be confident and enthusiastic readers.

The Scheme of Work is developed around thematic links underpinned by skills to develop communication, reading and writing. Teachers plan to meet the needs of learners starting with what pupils already know and what they need to develop. Topics provide both continuity and progression for pupils.

KS4 English

GCSE English Language and English Literature

The Enterprise Learning Alliance offer ALL students in KS4 the opportunity to take the AQA GCSE English Language and the Spoken Language endorsement. The school is able to offer additional qualification in Step Up to English and English Literature which are considered taking into consideration the student's ability, prior attainment and progress, interest and wants of the student and post 16 options. Students and parents views will play a part in any decision made.

English Literature

English Literature covers a wide range of themes through three key texts and a poetry collection. Pupils should expect to be challenged and work hard if they want to succeed.

The school covers set texts but will attempt to accommodate pupils who have previously studied alternative texts for the benefit of the pupil. Students need to recognise that their study of English Literature will require independent study and taking additional extra curricula opportunities to catch up where applicable.

Course Content:

English Language is covered through a number of themes across the two year course which may change dependent on the interests of the cohort. Previous themes have included:

- Crime and Punishment
- Oppression and Free Speech
- Supernatural
- Leisure and Travel

The Scheme of Work allows students to engage in a wide range of texts tailored to be interesting and engaging as well as preparing students for the comparative element of the exam in Paper 2.

English Literature

As a school we cover the following texts:

- *Romeo and Juliet*
- *The Curious Incident of the Dog in the Night-Time*
- *The Strange Case of Dr Jekyll and Mr Hyde/A Christmas Carol*
- Poetry: Power and conflict

Course Assessment

Students will undertake two examinations for English Language:

Paper 1: Explorations in Creative Reading and Writing: duration 1 hour 45 minutes and 50% of the GCSE

What will be assessed?

- Section A Reading: one literature fiction text
- Section B Writing: descriptive or narrative writing

Paper 2: Writers' Viewpoints and Perspectives: duration 1 hour and 45 minutes and 50% of the GCSE

What will be assessed?

- **Section A Reading:** one non-fiction text and one literary non-fiction text
- **Section B Writing:** writing to present a viewpoint

AQA GCSE English Language Proforma

In addition, to the two exams students will undertake a **Spoken Language Endorsement** on a topic of their choice.

Students will undertake two exams for Literature:

Paper 1: Shakespeare and the 19th-century novel duration: 1hour 45 minutes and 40% of GCSE

Students will be given an extract to write about in detail and then relate to the rest of the play.

What will be assessed?

- *Romeo and Juliet*
- *The Strange Case of Dr Jekyll and Mr Hyde*

Paper 2: Modern texts and poetry: duration 2 hours 15 minutes and 60% of the GCSE

The paper is divided into three sections:

- **Section A Modern texts:** *The Curious Incident of the Dog in the Night-Time* (play script)
- **Section B Poetry:** students will answer one comparative question on one named poem printed on the paper and one other poem from the cluster Power and conflict. Students will study all 15 poems in cluster
- **Section C Unseen poetry:** Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem They should be able to compare key features such as their content, theme, structure and use of language

Parental Support:

You can support your child in the following ways:

- Encouraging them to read widely
- Supporting an improvement in vocabulary
- Making sure they are in their lessons and on time
- Purchasing revision booklets. The class teacher will be able to support here
- Ensure your child takes every opportunity for extra support

Mathematics

EDEXEL/GCSE Level 1-9/QANCode

This qualification fits into the overall curriculum intent of the ELA by:

Mathematics is an essential part of a balanced curriculum that is both well matched and challenging to learner's needs. All learners should become fluent in the fundamentals of mathematics and should be able to reason mathematically and solve problems by the application of their mathematical understanding. We endeavour to ensure that children develop an enthusiastic and creative attitude towards mathematics that will stay with them throughout their lives.

Key Stage 3 Mathematics

The Key Stage 3 curriculum has been designed to secure and deepen pupils understanding and confidence with number work and calculations. Develop understanding of shape and space with 3D shapes and angle rules. Pupils are introduced to algebra and progress into graphs and transformations. They will be taught to represent, summaries, and compare data sets.

The curriculum at Key Stage 3 is tailored to ensure that every student has the opportunity to reach their potential and provides them with a solid foundation to start their GCSE qualification. The curriculum follows 3 tiered pathways. PI for lower ability mathematics students, where there is a focus on arithmetic skills and an opportunity for these students to have extra numeracy lessons. Theta is a pathway for middle ability students and Delta for higher ability. Student performance is reviewed regularly and used to support each student to reach the next step in their journey.

KS4

The Key Stage 4 curriculum will give students the opportunity to:

Become fluent in the fundamentals of mathematics, through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.

Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and preserving in seeking solutions.

Can communicate, justify, argue and prove using mathematical vocabulary.

Develop their character, including resilience, confidence and independence, so that they contribute positively to the life of the school, their local community and the wider environment

Course Content:

Maths is covered through a number of topics across the two year course. The topics are as followed 1. Number 2. Algebra 3. Ratio, proportion and rates of change 4. Geometry and measures 5. Probability 6. Statistics

The Scheme of Work allows students to engage in all topics within the curriculum giving them the knowledge and skills to complete 3 exam papers.

Course Assessment

Pupils will complete 3 exam papers

Paper 1, non-calculate paper 1 hour 30 minutes, 33.33% of the total GCSE.

What will be assessed?

1. Number 2. Algebra 3. Ratio, proportion and rates of change 4. Geometry and measures 5. Probability 6. Statistics

80 marks available

Paper 2, Calculate paper 1 hour 30 minutes, 33.33% of the total GCSE..

What will be assessed?

1. Number 2. Algebra 3. Ratio, proportion and rates of change 4. Geometry and measures 5. Probability 6. Statistics

80 marks available

Paper 3, Calculate paper 1 hour 30 minutes, 33.33% of the total GCSE..

What will be assessed?

1. Number 2. Algebra 3. Ratio, proportion and rates of change 4. Geometry and measures 5. Probability 6. Statistics

80 marks available

Parental Support:

You can support your child in the following ways:

- Encouraging them to read widely and develop their vocabulary
- Encouraging them to complete work that is sent home for revision
- Supporting an improvement in numeracy
- Making sure they are in their lessons and on time
- Purchasing revision booklets. The class teacher will be able to support here
- Ensure your child takes every opportunity for extra support

DRAFT

Science

Biology AQA/GCSE Level 1-9/QAN Code: 601/8752/9

This qualification fits into the overall curriculum intent of the ELA by:

Students will be able to describe biological processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely.

They will build up an extended specialist vocabulary.

They will also apply their mathematical knowledge to their understanding of biology, including collecting, presenting and analysing data.

The social and economic implications of biology are important and students will learn these and be able to make informed decisions about their own health and the health of the wider community.

Course Content:

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology
8. Key ideas

Course Assessment

Two written examinations (Foundation and Higher Tier) 1 hour 45 minutes each 100 marks and 50 % of GCSE
Paper 1 Topics 1 – 4: Paper 2 Topics 5 – 7:
Questions are multiple choice, structured, closed short answer and open response.

Parental Support:

- Encourage them to read widely and develop their vocabulary
- Encourage debate on current biological issues i.e. the moral issues around genetic engineering, the pros and cons of medicines (like statins) and the sustainability of intensive farming
- Making sure they are in their lessons and on time
- Use BBC bitesize to enhance knowledge and understanding
- Purchasing revision booklets. The class teacher will be able to support here
- Ensure your child takes every opportunity for extra support

Science

Applied Science BTEC Level 1/QAN Code 501/0075/0

This qualification fits into the overall curriculum intent of the ELA by:

This qualification is to support students' progression to the next level of learning by developing their knowledge and skills in Applied Science, which will support further study. In addition, the practical nature of the qualification will suit students who are returning or re-engaging with learning and need to consolidate their learning, social and employability skills before considering entering work.

Course Content: All the content of the qualification, relates directly to the skills, knowledge and understanding needed to support students in progressing to further study in the Applied Science sector. Students can choose from a broad range of optional units providing an introduction to Applied Science. There are 14 optional units. The units cover a range of topics including; working in the sector, forensics, cosmetics, scientific observations, physics and healthier living.

Course Assessment: Centre devised assessment (internal assessment) which is sampled and verified externally. The portfolio-based approach to assessment will also support the development of communication skills such as extended writing and drafting, critical skills of analysis, team-working, working from a prescribed brief, working to deadlines, presenting information effectively, accurately completing tasks and processes and study skills such as research and time management.

Parental Support:

- Making sure they are in their lessons and on time
- Ensure your child takes every opportunity for extra support

Science

Applied Science BTEC Level 1-2/QAN Code: 600/6318/X

This qualification fits into the overall curriculum intent of the ELA by:

- inspire and enthuse learners to consider a career in the science sector
- give learners the opportunity to gain a broad understanding and knowledge of, and skills in, the science sector e.g. practical & investigative skills and knowledge of areas of biology, chemistry and physics
- support progression to a more specialised level 3 vocational or academic Science course or an apprenticeship
- give learners the potential opportunity, , to enter employment within a wide range of junior job roles across the science sector, such as laboratory technician.

Course Content:

Unit 1	Principles of Science
Unit 2	Chemistry and our Earth
Unit 3	Energy and our Universe
Unit 4	Biology and our Environment
Unit 5	Applications of Chemical Substances
Unit 6	Applications of Physical Science
Unit 7	Health Applications of Life Science
Unit 8	Scientific Skills

Course Assessment: There are eight mandatory units in this qualification, units 1 and 8 are externally assessed (examination papers set by the awarding body Pearsons) and six units are internally assessed (a sample of which will be externally verified)

Parental Support:

- Making sure they are in their lessons and on time
- Ensure your child takes every opportunity for extra support

Art

AQA/GCSE Level 1-9/QAN Code

This qualification fits into the overall curriculum intent of the ELA by:

The Enterprise Learning Alliance is committed to supporting the spiritual, moral, social and cultural development of all of our students. It is our vision to engage every pupil in a culturally enriched art programme that enables them to explore the artworld, discovering traditional and modern artforms, whilst investigating personal ideas through discussion and the development of art.

Upon leaving the school, we aim for students to have the confidence to continue on their art journey, through the continued sharing of ideas, independent exploration into the creative realm and actively identifying creative opportunities for themselves to engage in, all of which will contribute to the further development of their artistry.

Key Stage 3 Art and Design

The KS3 Art and Design curriculum at the Enterprise Learning Alliance is fun, challenging and centred on creativity. From entry, pupils are encouraged to become keen explorers, confident communicators and enthusiastic creators through the investigation of traditional and modern art forms.

Because the Enterprise Learning Alliance expects KS3 students to return to mainstream settings the curriculum is designed to be flexible and can accommodate a student's short or long stay in centre. This is achieved through delivering a series of workshops and hosting regular group and individual tutorials throughout the academic year for individuals to drop in and out of.

The Scheme of Work was prepared alongside the GCSE Art qualification planning therefore the curriculum has embedded knowledge and expectations into every lesson, preparing students for a natural pathway to KS4.

Key Stage 4 GCSE Fine Art

The Enterprise Learning Alliance offer all KS4 students the option of choosing AQA GCSE Fine Art as a qualification.

Fine art practice is defined here as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance.

Due to its popularity GCSE Art has a good success rate in the school. Students whom choose the subject are engaged in a rigorous programme of study that challenges their understanding and perception of Art and will **Empower** them to develop both their thinking and creativity.

Typically, individuals perceive Art as being reliant on an ability to draw, putting an automatic barrier up should they view themselves as having an inability. Through exposure to varying artforms delivered through a selection of workshops hosted both internally and externally, students will begin to realise that *Art is not only about being able to draw*, instead they start to appreciate and

Learn about other art practices such as photography, painting, design, print making, sculpting amongst others.

Students are expected to engage in all art workshops to contribute towards the development of basic core skills. These skills will be utilised to develop a personalised project that reflects both the students understanding of their chosen medium and theme.

If students commit fully to the demands and pressures of this course, they have an opportunity to leave having had an enriched and fulfilling experience, which will continue to shape and influence them as they grow on their creative journey and help them **Achieve** later in life.

Arts Award

The school also offers an additional qualification in Art. Arts Award is a BTEC equivalent course that enables lower-lever learners an opportunity to achieve a qualification in the subject whilst still providing a platform for them to progress onto an Arts course at college.

Please Note: this qualification is currently only taught at Southwood. During 2020/21 there are plans for additional staff to begin training to become Arts Award Advisors, which will result in the qualification becoming more widely available.

Course Content:

Key Stage 3 Art and Design

KS3 students are expected to return to mainstream settings therefore the time spent in centre varies for each learner. Typically, as a result there is an obvious contrast between skill sets. Teachers plan to meet the needs of learners starting by identifying what pupils already know and what they need to develop. This is assessed by the completion of a baseline assessment.

The curriculum has a flexibility and promotes inclusivity, leading to the development of core skills and the production of immediate art. The AQA GCSE Art specification continually informs the KS3 Art curriculum taught at the school. The specification has enabled us to adapt the curriculum so that individuals can drop in and out of lessons and tasks, thus catering for the varying skills of our learners whilst preparing them for their GCSEs.

The course is age appropriate and engagement will better prepare the younger cohort for the pathway they are about to embark on and give them a basic foundation of art skills to develop when they join KS4. Students will investigate traditional and modern art forms and will be given opportunities to the explore the following areas:

- drawing
- painting
- sculpture
- photography
- printmaking
- mixed media

Key Stage 4 GCSE Fine Art

GCSE Art is a two-year course comprised of two components. Component one is the 'Portfolio One' submission which is worth 60% of the overall grade and component two is the 'Externally Set Task' worth 40%. Both components have the same four Assessment Objectives for students to integrate into their studies. These are **AO1 Develop**, **AO2 Explore**, **AO3 Record** and **AO4 Present**.

Portfolio One

Each student must select and present a portfolio representative of their course of study. The portfolio must include both

- 1) A selection of work created in response to a variety of activities such as media testing, skills-based workshops, response to gallery, museum or site visits, independent study and evidence of the student's specific role in any group work undertaken.
- 2) A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.

Whilst engaging in the delivery of component one students will be introduced to various art forms and techniques, which may include but are not limited to the following:

- drawing
- painting
- sculpture
- installation
- lens-/light-based media
- photography and the moving image
- printmaking
- mixed media
- land art

Work selected for the portfolio should be presented in an appropriate format and could include mounted work, sketchbooks, visual journals, design sheets, design proposals, models, storyboards, video and photographic or digital presentations. There is no restriction on the scale of work, media or materials used.

The work submitted for this component will be marked as a whole. Students should carefully select, organise and present their portfolio and must ensure that it provides evidence of meeting all four Assessment Objectives.

They must identify and acknowledge sources which are not their own and provide evidence of drawing activity and written annotation.

Externally Set Task

The Externally Set Task is a 10-hour practical examination. During the second year of study from January onwards, students will be issued an exam paper by AQA with seven different starting points. Students must select and respond to one starting point.

The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.

The extended creative response will evidence a student's ability to draw together different areas of knowledge, skill and/or understanding from their initial engagement in component one, through the development of preparatory work in support of their selected starting point for component two and their realisation of intentions in the 10-hours of supervised time.

Students must ensure that the total submission for component two evidences coverage of all four Assessment Objectives and evidence of both drawing activity and written annotation. Students must identify and acknowledge sources which are not their own.

A preparation period is given in advance of the supervised exam time. It is during this period prior that students will consider their chosen starting point and develop an idea, which will then form into a proposal for an outcome.

If a student has engaged fully during the preparation period, they should know exactly what outcome they will generate during the 10-hour examination.

For more information about this component please read onto 'Course Assessment.'

Course Assessment

Key Stage 3 Art and Design

There is no formal examination for KS3 in this subject. Learners complete an informal baseline assessment upon entry to determine their working at levels. Coursework is marked and assessed periodically.

Key Stage 4 GCSE Fine Art

Students will undertake one examination for GCSE Art. The Externally Set Task is a 10-hour practical exam worth 40% of their GCSE.

Supervised time – 10 hours

- Following the preparatory period, students must undertake 10 hours of unaided focused study, under supervision.
- The first two hours of supervised time must be consecutive. Schools may timetable supervised sessions for the remaining eight hours at their own discretion.
- Students may refer to their preparatory work during the supervised time but must not add to it or amend it during the examination or between sessions.

- Work produced in the supervised time must be clearly identified as such.
- Only the preparatory work and the work produced within the 10 hours of supervised time can be submitted as assessment evidence for this component.

Students must not have access to the internet during the 10 hours of supervised time.

All work submitted for this component will be marked as a whole. Students may produce a single outcome or a series of work when realising their intentions. Outcomes may be evidenced in any two-dimensional, three-dimensional, digital or non-digital format. There is no restriction on scale of work, media or materials used.

Parental Support

You can support your child in the following ways:

- Encouraging them to read widely and develop their vocabulary
- Support the school's Attendance Policy and ensure your child attends every lesson
- Encourage them to engage in all areas of study, *including vocational subjects*
- Openly discuss their artwork to promote the development of ideas
- Ensure your child takes every opportunity for extra support. For instance, by promoting the attendance to after-school twilight sessions.

KS3 Project

This qualification fits into the overall curriculum intent of the ELA by:

Project provides opportunities for pupils to expand their knowledge through a wide range of topics covering; life throughout time, geographical study, creative arts and SMSC.

The schemes of work is centered around thematic links which develop wider knowledge and are underpinned by skills needed to enhance positive destinations predominantly communication, reading, writing, study skills and SMSC.

Teachers plan to meet the needs of learners through on going formative assessment whilst fostering a love of learning. Due to the nature of KS3 being a fluid intake, assessment is key to ensure that pupils build on existing knowledge where appropriate and lay firm foundations where new learning takes place.

Through a broad and balanced Project curriculum, students are empowered to choose KS4 options when they return to school as lessons act as taster sessions for subject in KS4 and beyond. This potentially increases the opportunities for pupils to achieve a wider range of qualifications and positive outcomes.

Reading is seen as a pivotal tool to ensure pupils reach their full potential therefore a great emphasis is placed upon the development of reading across the scheme of work in conjunction with vocabulary and writing. When pupils leave the Enterprise Learning Alliance we want them to be confident speakers, effective writers and enthusiastic readers.

Course Content:

The course content for Project incorporates a number of traditionally humanity subjects

Students develop their understanding of life through time to have an understanding of how modern society has been shaped through topics including:

- The Romans and how they invaded Britain
- Medieval England
- Slavery in America & England including coverage of the transatlantic slave trade.
- Charles the 1st and civil war
- Crime and Punishment through the years including WW1

This is not an exclusive list and will be adapted to fit the interests and needs of the pupils.

Topics are methodically chosen and ordered for a number of reasons including:

- Allowing pupils to recall and build upon their knowledge from KS2 to answer 'big' questions to understand how modern society has been formed.
- Interesting and engaging topics to support students to develop the characteristics of effective learners
- Allow opportunities to develop wider curriculum knowledge to support students to choose options at KS4 and beyond
- Supporting the development of reading, writing and spoken language

Projects through planning and delivery seeks to support students' social, moral, spiritual and cultural development. Over the course of the academic year Projects aim to support SMSC indicators:

Spiritual

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views

Social

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the '[British values](#)' of democracy, the rule of law, liberty, respect and tolerance.

Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity

Course Assessment:

In Project, the learning is assessed at the beginning and end of each topic using teacher designed assessment tools. Assessment is a key part in the triangulation of assessment, planning and delivery due to the fluid nature of KS3 intake.

Parental Support:

You can support your child in the following ways:

- Encouraging them to read widely
- Supporting them to improve their vocabulary
- Purchasing revision booklets. The class teacher will be able to support here
- Support the school's Attendance Policy and ensure your child attends every lesson and on time
- Encourage them to engage in all areas of study.
- Openly discuss their learning, encouraging enthusiasm on what they have learnt
- Encourage them to do the work in their own time if the work was unable to be completed in the lesson.
- Ensure your child takes every opportunity for extra support. For instance, by promoting the attendance to after-school twilight sessions.
- Taking them to visit local landmarks or places of historical interest to develop their understanding of their local area