



**THE ARNEWOOD
SCHOOL**

Working Together - Shaping Tomorrow

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THE ARNEWOOD SCHOOL CURRICULUM STRUCTURE

Our mission is to work with parents and the local community to provide a broad curriculum and a creative approach to learning. This should enable all pupils to fulfil their unique potential and make the world a better place through their informed choices and actions.

Our curriculum meets the requirements of national guidelines and explicitly intends to create:

- Scholarly, literate and numerate
- Safe, resilient and reflective
- Independent, collaborative and creative
- Passionate about learning and ambitious with a deep-rooted desire to achieve
- Outward looking, tolerant and understanding of their place in the wider world

Transition from Key stage 2:

Prior to starting at Arnewood School, The Year 7 team complete a positive transition experience. This involves the Head of Year visiting feeder schools to gain information on the transitioning pupils. This allows balanced tutor groups to then be built. New pupils are also invited to visit The Arnewood School. There are three occasions when students visit the school. Once for transition evening, to meet their tutor and the Year 7 team. Then a further two induction days, which allow the pupils to experience two days in the life of an Arnewood student. This allows pupils to gain familiarity of the school site and the structure of a typical school day.

Key stage 3 (Year 7 and 8):

On entry pupils in Year 7 are placed in tutor groups that are led by a team of tutors and Head of Year devoted to ensuring a smooth transition from KS2 to KS3. Pupils meet with their tutors twice every day to develop relationships and support pupil's pastoral need, this is the start of their journey to be safe, resilient and reflective.

Pupils are placed on 1 of 3 pathways designed to support the literacy needs as they arrive in KS3. We use a range of indicators to identify the best pathway for each student that includes their KS2 raw scores, CATs test scores, reading ages and



information derived from direct conversations between our year 7 head of year and the student's year 6 teacher. The majority of pupils are placed on pathway 1 with pupils that require additional support are placed on pathway 2 or 3 dependant on their unique literacy needs. Pupils are able to move between the pathways based on their progress through the KS3 curriculum. Pathway 1 pupils study 2 modern foreign languages (French and German), pathway 2 pupils study 1 modern foreign language (French) whilst pathway 3 pupils study a combination of French and literacy (2:1). The aim of pathway 3 is to rapidly improve literacy skill and support students understanding of the wider curriculum. Pupil's pathways are determined by assessments within the first half term of their entry year, with ongoing assessments informing movement between pathways.

Key stage 3	Total 50	6	6	8/6	6/8	8	2	4	4	6
	Pathway 1	French (3) and German (3)	Maths	English	Science	History, Geography, RS and PSHE	IT	PE	Technology	Drama (2), Art (2), Music (2)
	Pathway 2	French								
	Pathway 3	French/German (2) Literacy (4)								

Transition from KS3 to KS4:

The curriculum creates opportunities to develop skills from KS3 into examination subjects in KS4. Pupils study a core group of subjects including examined and non-examined subject in KS4, during year 8 pupils also select 4 exam option subjects to study in further depth. The options process consists of 1:1 mentoring with form tutors, head of year and members senior leadership team. The process of selecting GCSE options is supported by extensive online resources on firefly detailing qualifications content, course requirements, future/follow on KS5 subjects and career prospects. Parents/carers and pupils are expected to attend an information evening to discuss their options and gain specialist information from our teaching staff.

Key stage 4:

The 3 pathways of the curriculum continues from KS3, pupils are able to move from their KS3 pathway when entering KS4 (this is discussed through the mentoring process between pupils, tutors, parent/carers and senior staff). All pupils study a core curriculum that includes Maths, English, Science, PE and specialist PHSE and RS lessons. Dedicated PSHE, Rs and PE lessons create our strong curricular emphasis on students personal, social, religious and health education supports our objective of producing safe, tolerant, independent and healthy individuals.

Key Stage 4				
Core curriculum	Total 50	Pathway 1	Pathway 2	Pathway 3
	7	Maths and option for additional GCES further Maths	Maths	
	8	English Literature and Language		
	10	Science Core		
	2	PSHE and Religious Studies		
	3	PE		
Options	5	History, Geography or MFL		
	5	Computer Science, Triple Science or option subject	Hairdressing, Health and Social Care, Construction or option subject	
	2	Option subject		Literacy or option subject
	2	Option Subject		

Pathway 1 and 2 enable pupils to achieve the EBacc status, with pathways 1 including subjects that require a higher mathematical aptitude and pathway 2 including courses with a more vocational nature. Both pathways contain predominately the same options subjects. Pathway 3 also gives the opportunity to study the EBacc, although pupils have the opportunity to study additional literacy and numeracy (in place of 1 option subject) to support the access to their other examination subjects. These pupils will study 8 GCSE subjects rather than 9.

Options subjects consist of; 3D Design, Art and Design, Childcare, Drama, French, Geography, German, Health and social care, Food technology, History, ICT, I-media, Media studies, Music, PE GCSE, Philosophy and Ethics.

KS5 transition:

A wide range of courses are available to facilitate pupil progression into Key Stage 5. Pupils are asked to select between 3 to 5 subjects from A Level, BTEC and Cambridge Technical qualifications with the opportunity to specialise more at the end of Year 12.

Options subjects at Key Stage 5 are: - Business Studies, Photography, BTEC Sport (Diploma), Physics, Chemistry, Biology, English Language, English Literature, Computer Science, BTEC CGI (Extended Certificate), Physical Education, Psychology, Government and Politics, Theatre Studies, Product design, Law, Extended project (EPQ), Music, BTEC Health and Social Care (Diploma), Mathematics, Further Mathematics, History, Geography, Religious Studies, BTEC Construction (Extended Certificate), Art, Media studies, Cambridge Technical in IT, French and German.

Pupils in Yr 11 are mentored by tutors from September with the specific focus on further education and their future aspiration. Additional research on careers takes place within the PHSE curriculum in Yr 11. Pupils participate in a number of careers activities, including Open evenings, assemblies, subject specific taster days, a careers fair and sixth form mentoring of year 11. Alongside this pupils and parent/carers are given presentations developing knowledge on the options and support available to guide them. This information is provided both in person and through the well-resourced [Arnewood Sixth website](#)

Pupils that apply to Arnewood Sixth are interviewed and mentored by a member of the Senior Leadership team. The focus for these interviews is around appropriate course and career aspiration. Pupils are triaged to the school's careers adviser if a plan B is required. Pupils that have not applied to Arnewood Sixth are mentored by their tutor and where appropriate supported by the career's advisor.

Extra Curricular:

Pupils have an extensive extra-curricular programme that is led by a designated co-ordinator. Activities vary between each key stage and term of the academic year however the aim is to further inspire and extend the learning that takes place within the curriculum. There are opportunities for pupils to showcase their skills and attributes to the wider community for example; in the school production or through local, regional and national competitions within Science (IET Faraday Challenge or British Physics Olympiad), Maths challenge or sports as a selection of example.

Pastoral support:

All pupils are placed into tutor groups with specialised teams dedicated to each year group. Each year team has a Head of Year and student welfare co-ordinator devoted to ensuring all pupils are supported with their individual needs throughout each key stage. Tutors meet with their groups every day to develop relationships and support pupil's pastoral need, this develops positive ethos where pupil learn to be safe, resilient and reflective. Tutors support pupils through each transition between key stages and mentor future aspirations.

Assessment and reporting:

Assessment is conducted regularly at Arnewood, through regular formative assessment during lessons, and summative assessment at identified points throughout the year. Heads of Centre determine the regularity and timing of the assessments, which are used to assess the student's progress and support interventions to improve progress.

All year groups undergo formal examinations, which are held once a year in conditions similar to those expected for national examinations. These are scheduled by the school and marked and moderated to ensure consistent marking and grading.

Students in year 7, 8, 9, 11, and 12 all receive three reports home a year, year 10 receive four and year 13 receive two. Each report contains an assessment grade indicating the grade the teacher believes the student will attain at the end of their key stage based on their current progress, which is informed by the summative assessment. Each year group also has a progress evening that allows the teacher to speak to the child's parents to give focussed feedback to improve performance.