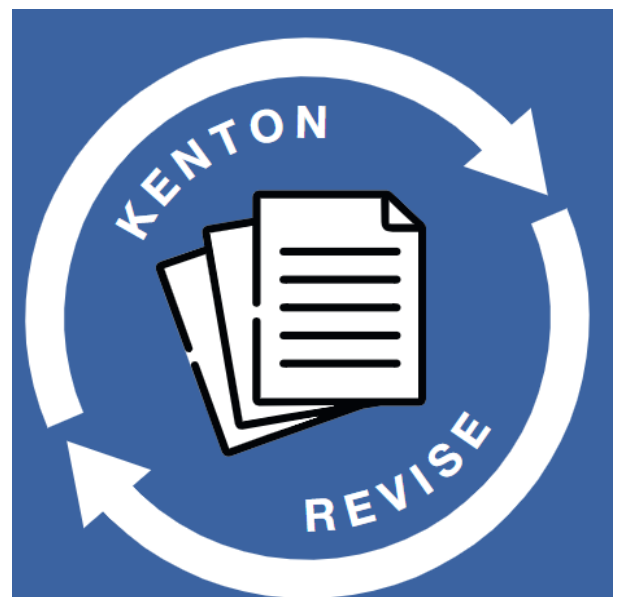




The Kenton School Curriculum

2021/2022



Contents

Mission Statement	3
Intent	3
Implementation.....	5
Key Stage 3 Overview.....	5
Key Stage 4 Overview.....	6
Post-16 (Key Stage 5) Overview	7
Assessment and feedback.....	7
Wider Learning	8
How students learn at Kenton	9
Kenton Learning Cycle	9
Teaching of vocabulary	10
Drop everything and read (DEAR).....	10
Homework	10
Kenton Revise	10
Kenton Learning Zone	11
Impact	12

Mission Statement

Outstanding teaching and learning for all students, so that knowledge is embedded and disadvantage is not a barrier to learning. All students reach their potential, so that they are well placed for life beyond school. Ensuring confident, happy and resilient students, who treat others with compassion and respect.

Intent

Kenton School, in delivering to its motto “All Different, All Equal” aims to offer a broad and balanced curriculum that is ambitious, coherently planned and appropriately sequenced. Our curriculum builds on the knowledge and skills taught by our primary colleagues at Key Stage 2. We expect all departments to teach all elements of the National Curriculum in their subject area to all of our students and to take opportunities to go beyond the National Curriculum to broaden students’ experience and understanding. Physical and Religious Education are taught in years 7 to 11 and built upon in all years by a comprehensive Personal Development and Personal, Social, Health and Economic education programme which includes age-appropriate Relationships and Sex education.

Our school is comprehensive and diverse. Our curriculum leaders plan to meet the needs of all students by identifying the core knowledge students need to learn and developing a detailed and expertly taught curriculum plan. “All Different, All Equal” is evident in our planning for all pupils supporting those with high prior attainment and those with SEND equally.

Leaders ensure that the elements of the national curriculum and exam specifications are well sequenced so that topics are covered in depth and there is a progressive accumulation of knowledge. We believe that a strong knowledge base, built alongside cultural capital, is essential to support student understanding and appreciation of the worlds of arts, literature and science. Fluency and rapid recall of that knowledge frees up cognitive load to facilitate higher order thinking.

We recognise the research demonstrating the relationship between vocabulary and both educational and life outcomes. As such, we explicitly and systematically teach Tier 2 vocabulary in form and Tier 3 vocabulary in lessons. We value reading, providing opportunities to do so in lessons and ensuring that all students read a book in form each term as part of a community Drop Everything And Read experience.

Our curriculum is taught by subject experts who, when appropriate, make links between different aspects of their subject to deepen student understanding. The core knowledge students need to learn is identified in knowledge organisers. Systems are in place to ensure that that knowledge is learnt by students and not subsequently forgotten.

Students with lower-than-expected standard Key Stage 2 scores on entry are targeted for “catch-up” including a range of literacy and numeracy interventions, which assist in raising skill levels and self-esteem.

We want all our students to achieve good examination results, whilst also developing intrigue, independence, creativity, resilience and individual talents. Our goal is to ensure that all students have the knowledge and skills required of the next stage in their education and that they are well prepared to be positive contributors in their local and global communities.

The Kenton curriculum ensures that pupils have the necessary subject knowledge and personal qualities, such as self-reliance and resilience, to access Higher Education or the world of training and work through apprenticeships. As part of a rounded and quality offer where students study a broad range of academic

subjects and are encouraged to complete the EBacc suite of qualifications, we have also provided opportunities to develop personal interests through a comprehensive range of academic and vocational option choices in Key Stage 4 and in our Sixth Form. These choices are available to all our students.

Our curriculum provides many opportunities both within and beyond the classroom to further develop cultural capital and readiness for work. This is especially important given the high levels of social deprivation and unemployment both locally and regionally, which are significantly above national norms.

We are mindful of our local context at each stage of our curriculum development. Our children come from a variety of wards across Newcastle upon Tyne, where 26% of all neighbourhoods are in the bottom 10% for national deprivation (Index of Multiple Deprivation, Oct 2019).

Given our aim to ensure that our students become well rounded citizens, well placed for their life beyond school, our curriculum is designed to overcome barriers that are presented to many of our students in the local community. The increased challenges that children face in areas of deprivation mean that it is imperative that they also achieve good academic outcomes.

We have designed a curriculum intended to support students in overcoming the poverty cycle, raise aspirations for our students and ultimately reduce deprivation in Newcastle. Our city also has lots of opportunities; it is a city with two hugely successful universities, an international airport within view of our school building, and a thriving quaternary industry. It is a gateway city for refugees and international new arrivals, so now has a rich mix of cultures and communities. Newcastle needs a large labour force as the city continues to expand. There is a bright future ahead for our students whether they stay in Newcastle or travel further afield. Our students are exposed to a wide range of subjects and careers advice which will support them in finding their place and role in this growing and vibrant community.

Implementation

All departments are required to teach a curriculum that is appropriately challenging for all. All Heads of Department follow a diligent process for deciding core knowledge and required vocabulary and for planning a sequence of learning to build understanding for students and provide clarity for teachers. They produce curriculum maps that are regularly reviewed in conjunction with the Vice Principal responsible for curriculum. When designing the curriculum, Heads of Department work closely with their teams to best make use of their subject expertise and to pass that expertise on to students along with “a feel” for what it is like to be an expert in that subject.

At Kenton School we look at curriculum planning as providing a learning journey building on Key Stage 2, carrying on to Post 16 and preparing for a life of learning after that. A well sequenced curriculum which progressively builds knowledge, skills and vocabulary over time is important for all students to succeed, but particularly for those students from a disadvantaged background.

Key Stage 3 Overview

Students have a broad and engaging Key Stage 3 in Years 7 to 9 which builds on the Key Stage 2 National Curriculum and the work our feeder schools have undertaken. We aim to develop cultural capital and a love for learning so that students can make informed decisions about the subjects they wish to take in Key Stage 4.

Curriculum time across a 50-hour fortnight is divided as follows.

Subject	Year 7	Year 8	Year 9
English Language and Literature	10	10	10
Maths and Computer Science	10	10	10
Science	8	8	8
French	4	4	4
History	3	3	3
Geography	3	3	3
Religious education	2	2	2
Physical education	3	3	3
Music	2	2	2*
Art	2	2	2*
Technology	3	3	3

*Music, arts and performing arts are taught on a carousel in Year 9 to provide students with the broadest arts experience possible before choosing specialisms in Key Stage 4.

Technology is taught in a carousel in Years 7, 8 and 9 to allow all pupils the chance to experience each area within design and technology and cooking and nutrition. This broad experience allows students to choose a specialism subject in Year 10, should they wish to do so.

Students with lower-than-expected standard Key Stage 2 scores on entry are targeted for “catch-up” including a range of literacy and numeracy interventions, which assist in raising skill levels and self-esteem. In collaboration with primary school colleagues, a small cohort of students is identified to be part of Acceleration classes on entry to the school in Year 7. These are students identified as needing additional support to have a successful transition to secondary school. Except for some students who have additional language interventions rather than studying French, these students access the same offer as all other students but are supported by smaller class sizes, greater differentiation, intensive Learning Assistant

support and consistency in terms of location and teachers. We aim to support these students so many of them can fully integrate with other classes as their secondary school career progresses.

Students' reading ages are assessed and Lexia is used alongside other reading opportunities to develop reading fluency to age-appropriate levels. An hour of DEAR time each week and other reading initiatives develop a love of reading among our students.

Key Stage 4 Overview

During Key Stage 4 the knowledge and skills established at Key Stage 3 are revisited and built upon, meaning there is depth to both student thinking and their understanding of each of the subjects they take.

Students make decisions about their Level 2 choices during Year 9 in order to start Key Stage 4 in Year 10. Academic subjects in the EBacc are at the heart of our Key Stage 4 offer. In Humanities, students must choose History or Geography, with some opting to study both. All students can choose to continue studying French and, reflecting the increasingly multicultural school population and the opportunities for travel from the airport on our doorstep, we are keen to increase the number of young people who opt to study a modern foreign language. All students study at least dual science and all, with appropriate advice and guidance, are given the option to study triple science.

Our curriculum options offer a broad range of both academic and vocational subjects. At Key Stage 4, students choose from a suite of over 20 Level 2 qualification subjects, which give them the opportunity to study some subjects in specialist workshop style environments. Parents and students tell us they value these opportunities, often citing them as a key reason for choosing Kenton School. This opportunity to provide students with such diverse choice is a unique benefit of being a large school.

The school is recognised as a beacon of excellence for Art. The offer of a full suite of Art subjects has enabled students to develop fully this creative element of study. The vast majority of students choose to complete an Art GCSE but this is not compulsory. Our commitment to diversity and creativity led to us being nominated for the TES Creative School of the Year award in 2019-20, where we were placed as the leading state school in the country.

Curriculum time across a 50-hour fortnight is divided as follows in Years 10 and 11.

Subject	Year 10 and 11
English Language	4
English Literature	4
Maths	10
Science	8
Geography or History	5
Religious education	2*
Physical education	3
Art option	4
Option A	5
Option B	5

*Some students have an additional hour each of English Language & Literature instead of RE

Students with lower than "expected standard" Key Stage 2 scores on entry are supported at Key Stage 3 and into Key Stage 4 through access to Entry Level and Level One courses where this is beneficial.

Post-16 Overview

A fully comprehensive Post-16 curriculum runs at Kenton. We provide a range of courses from Level 2 (GCSE equivalent) opportunities to A Levels in traditional subjects. There is a balance of both academic and vocational subjects on offer, and students are allowed to combine the two. We also teach re-take GCSE English and maths successfully, in line with national requirements.

Students with special educational needs are encouraged to remain at Kenton into the sixth form provided that this is their best option and to access the best support possible. We have a bespoke programme that offers students the chance to work on a range of social and employability skills to prepare them for independent life beyond school. The Young Enterprise scheme has been instrumental in raising confidence and providing students with experiences beyond the classroom.

All subjects have defined entry requirements to help to ensure success and retention. We include subjects that are studied at GCSE as a pathway to either work-related learning or, more commonly, university progression.

Assessment and feedback

Students are regularly assessed in class through retrieval activities, questioning and low-stakes quizzes in order for teachers to address misconceptions and plan next steps in learning. Formative feedback is provided after key pieces of work either individually or using a whole class feedback sheet.

At Key Stage 3 we measure the extent to which students have learnt the core declarative and procedural knowledge our teachers have identified in their departmental curriculum. Progress is defined as understanding, retention and ability to apply that core knowledge. Following two (Y7/8) or three (Y9) formal assessments each year, parents receive a report indicating whether their child is making progress indicative of success in Year 11. KS3 assessments are cumulative, covering both recently taught knowledge and knowledge from earlier in the course.

Question Level Analysis of assessments is one form of evidence used to inform topics to be revisited in retrieval activities, to identify topics for targeted interventions and for future curriculum refinement.

During three Assessment Weeks across the year in Year 10 students sit tests designed to prepare them for their final GCSE examinations and to measure their progress towards these. These papers assess their learning so far and students are given a “working at” GCSE grade as well as a predicted grade for the end of the course. The third Assessment Week in Year 10 is a Pre-Public Examination assessing all content covered on the course so far.

Year 11 complete Pre-Public Examinations in December and March. These are important steppingstones towards the final examinations and students are supported to master elements of the course in the build-up to each of these PPEs. Question Level Analysis of PPEs informs teacher planning, and “next steps” information is provided to students as well as foci for targeted intervention. Subjects provide other informal short-tests and extended response opportunities as part of their ongoing revision planning.

Year 12 and Year 13 follow the same assessment pattern as Years 10 and 11 with assessments used to check that key knowledge is being successfully understood and retained and that students are aware of the exam requirements. Again, “next steps” information is provided to students to guide them in the next steps in their learning.

Wider Learning

The development of well-rounded, responsible citizens is as important to us as examination success. Spiritual, moral, social and cultural (SMSC) aspects of life permeate the entire curriculum and life at school. PSHE is delivered through an hour of form time each week and through half-termly Personal Development Days addressing the themes of

- CEIAG and aspirations
- Healthy body, minds and relationships including the compulsory elements of Relationships and Sex education
- Tolerance and respect
- SMSC
- Financial literacy (including student loans, pay slips and credit cards for 6th form)
- Democracy and law

Delivery through dedicated days allows experts to visit the school and work with more groups of students than would be possible having single PSHE lessons in the timetable. Personal Development Day lessons are planned to address specific local issues, such as those identified by NHS England and from our termly safeguarding review.

Life choices and deprivation have a direct impact on life expectancy, which is significantly lower than the national average in many of the wards we serve. Our curriculum supports students in making better life choices. Deprivation is strongly associated with higher levels of obesity, physical inactivity, unhealthy diet, smoking and poor blood pressure control. All these factors lower life expectancy. Our curriculum has considered this carefully and by providing physical education and high quality Personal Development education throughout their time at school our students will be able to make better life choices which will have a positive impact on their health and ultimately the communities in which they live.

Mental health is equally as important to us and our careful planning of mental health education in the curriculum and the high levels of pastoral support around it ensure that our students find strategies to cope with stress and mental health problems. The impact from the Personal Development sessions and the strong mental health and well-being messages that thread through everything we do at Kenton helps to protect and support our students as they develop in to young adults, prepare for the stresses of examinations and take the next steps in to higher education or places of work.

Students in Key Stage 3 complete the Kenton Aspire programme which provides an opportunity for students to develop and reflect on the key LORIC employability skills (leadership, organisation, resilience, initiative, communication).

The school provides high quality and impartial careers education, information, advice and guidance and seven of the eight Gatsby benchmarks are currently recognised as being achieved. Careers education starts when students first visit the school in Year 6 and continues through to Sixth Form; it is an essential part of Personal Development. All students in Year 11 have an independent careers interview to guide them as to the best route for them after Year 11.

Sixth form students access the PIXL Futures programme, which gives expert and current advice on apprenticeships, university and employment. Our aim is that students leave us at the end of Year 13 as well-rounded, compassionate, aspirational and high-achieving students fully prepared for the next phase of their lives in education, work or training.

We are committed to providing a rich diet of learning opportunity that extends beyond the classroom. Numerous opportunities are promoted and overseen by our School Experience Coordinator. All students have the opportunity to participate in a number of clubs and sporting activities, which run before school, at lunch break and after school. Teaching and Associate staff organise a wide variety of trips and visits during the year, from places of local interest to destinations much further afield. In recent years, Kenton students have visited Russia, China and Tanzania, for example.

Our student leaders in Year 13 are the Presidents of their Students' Union, which is active in informing decision-making processes within the school including in recent years, the decision to change to a blazer and tie based uniform.

How students learn at Kenton

Kenton Learning Cycle

The Kenton Learning Cycle (KLC) helps students identify the part of the lesson they are in and the learning behaviours associated with it. This structure supports all students with their learning, especially those coming from a disadvantaged background or those with SEND. The cycle provides a framework for teachers to plan lessons although they are free to have multiple new learning and application episodes. We communicate with families so they understand the KLC, our teaching and learning strategies and how they can best support learners at home.

Retrieval

All lessons start with a retrieval activity. This written activity is typically in the form of a few short questions which encourage students to recall previously learnt knowledge, both from a recent lesson and from further back. These questions will often make a link between previously acquired knowledge and the lesson's new learning. Retrieval activities are completed in silence and without looking back at work in books. It is the "struggle to remember" and regular revisiting of core knowledge that consolidates memories and helps students beat what Ebbinghaus calls "the forgetting curve".

Creating connections between pre-existing knowledge and new learning strengthens students' understanding of the subject. Teachers explicitly make these links in learning and to careers or aspects of personal development by explaining "why this, why now?".

New Learning

In the new learning part of the lesson the teacher, as the subject expert, passes on the core knowledge identified in the subject's curriculum. Teachers model using a I-We-You structure and to directly address misconceptions. Students should be engaged listeners and ready to respond to questioning.

Application

During this part of the lesson students work individually or in groups to apply their new learning, using the models provided as examples, and avoiding the identified misconceptions. Scaffolding of support enables all students to make progress in the lesson.

Review

In the final part of the lesson students complete an activity which reinforces and returns to the core knowledge intended to be learnt in that lesson. This activity can often be used by teachers as a feedback opportunity to refine their plans for the next lesson in a sequence.

Any time assessment

Questioning can occur at any point in the lesson to check and strengthen student understanding. Three key strategies are used by teachers and made clear to students:

- Cold calling – students are asked not to put their hand up but to be ready to answer if asked. Questions are built upon and bounced from one student to another to develop deep understanding.
- Show me on 1 – mini white boards are used to allow the whole class to answer at once. All students are given time to write their response and then hold up their board at the same time after a verbal countdown. The teacher can then check every student and address misconceptions or build on interesting ideas.
- “Say it again but better” or “Say it how you’d write it” prompts encourage students to use technical language and build their academic language skills.

Teaching of vocabulary

Vocabulary is explicitly taught across the school. Tier 2 language, that is words that are common in written language but less so in spoken language, is taught in form time in the context of addressing PSHE topics. Broadening the range of Tier 2 language that students have encountered means they can be more confident and successful when reading a large range of different materials or sources, or when writing in different styles themselves.

Tier 3 language refers to subject specific words and is taught in a structured way in every subject across the school. Understanding these words is important for exam success and for fostering a deeper understanding of, and appreciation for, a subject.

Drop everything and read (DEAR)

Twice a week form is dedicated to Drop Everything and Read time (DEAR). During DEAR the form tutor reads a book to their class as the class reads along in their own copy of the book. The teacher pauses at key moments to ask planned questions in order to clarify context or key words.

DEAR is designed to foster a love of reading through a shared year group experience. By hearing their tutor read students also hear the expression and intonation that is essential for language learning and vocabulary acquisition but that is missing when our only exposure to language is the written form. Each year group reads books selected for them and reads them at the same speed. The books each year group reads have been carefully chosen by English teachers as being appropriate for their age and as being culturally enriching, exposing students to powerful contextual understanding. As such, DEAR is an important part of our Personal Development provision.

Homework

Homework is set by all departments and is accessed via the Kenton Learning Zone. Online homework has the benefits of students’ work being marked immediately, them learning from their mistakes or being able to “have another go”. Teachers are able to see students’ responses and plan feedback in lessons. These online homework activities are designed to revisit prior learning, consolidate memories and reduce the impact of the forgetting curve.

Kenton Revise

We recognised that students received a lot of information on how to revise, either from their subject teachers or from visiting speakers. It was felt that this could lead to confusion and that students would benefit from being explicitly taught a fewer number of strategies that educational research shows are successful strategies.

The Kenton Revise strategies complement our focus on retrieval as a key part of the learning cycle, are taught within lessons and are then shared for future reference on the Kenton Learning Zone. Teachers from different departments direct students as to which strategies are most effective in their subject. Students are taught the science of memory and how to avoid forgetting. Strategies currently taught to students are

- Effective use of flashcards
- How to use past papers and mark schemes
- Using knowledge organisers to test and to reduce and explode information

Kenton Learning Zone

The Kenton Learning Zone (KLZ) was developed as a response to the Covid lockdown of 2020 and the need to have an online platform through which students could access the resources necessary for learning remotely. During that time the KLZ allowed students to access the lessons they would have had in school “on demand”. Lesson PowerPoints were enhanced with narration and videos from Kenton School teachers or from experts elsewhere. During periods of lockdown or self-isolation the essential features of the Kenton Learning Cycle were visible in Kenton Learning Zone lessons ensuring familiarity and accessibility for students.

The latest incarnation of the KLZ provides lesson resources for students to revisit lessons they found challenging, to revise, or to deepen their understanding. Learning journeys are available indicating the topics being taught over what is a seven year journey in many subjects. Knowledge organisers detail the core knowledge to be learnt in each unit of work. Past papers and sample assessments are also available for students.

The KLZ is being continually developed to make increasing use of the technology available. It is already an essential part of day-to-day blended learning at Kenton School as well as providing a platform for periods of remote learning.

Impact

The impact of our curriculum offer on student outcomes and personal development is reviewed and reported on regularly in Years 7 to 13. Impact is measured against all statutory measures and national standards. Academic performance within each year group is carefully monitored to ensure that students are making the requisite progress and that the impact of teaching and intervention is as it should be. This monitoring informs school improvement priorities.

We have a number of aims and expectations of what our curriculum will achieve:

- We expect all subjects to balance the need to prepare pupils for examinations with the development of skills and a broader understanding of how the subject fits into the wider world.
- We expect to see year on year improvements in the progress made by pupils in all subjects at all key stages.
- We aim to support all of our learners to be able to read at age-appropriate levels and to develop a love of reading for its own sake.
- We aim to ensure that the diverse curriculum offer that we have strived to protect, enthuses and inspires young people to attend school regularly and reach their academic potential.
- We aim to foster a love for learning reflected in positive Attitude to Learning ratings for all of our students.
- Whilst we welcome many of our students into the school's Sixth Form at the end of Year 11, we understand that some pupils, following independent advice and guidance, will choose to further their studies or work-related training elsewhere.
- We want all of our pupils, including those from the most Disadvantaged backgrounds or with SEND, to be in education, employment or training when they leave us, either at the end of Year 11 or year 13.
- We aspire for all Kenton pupils to be inspired by their education (inside and outside of the classroom) at school and to seek out and follow a career in a field for which they hold a passion.
- We aim to recruit and retain the best available subject specialist teachers.

