

Northfield School Curriculum Statement

Date adopted	June 17
Signed by chair of finance and resourcing committee	
Member of staff responsible for monitoring	Deputy Headteacher
Review frequency	Biennial

Curriculum Statement

Northfield School's ethos is a child centred approach, designed to provide every student with the structure, security and success required to build confidence and self-esteem in preparation for adult life. Northfield School promotes excellence in all things to inspire and challenge our students so that they leave proud of their achievements.

We generally find that optimal learning conditions to maximise engagement for pupils with multiple barriers to learning include the following elements:

- the provision of an organised, carefully managed learning environment;
- the controlled use of the learning environment and display to support learning;
- adoption of a generic structure to core learning activities following a structured, systematic approach, where appropriate;
- minimising the number of things pupils are being asked to think about at any given time so as not to overload working memory and cognitive capacity;
- teaching based on careful formative assessment allowing lessons to build incrementally on prior knowledge;
- due consideration given to visual, auditory and kinaesthetic approaches to facilitate memory ;
- taking account of individual learning preferences/and appropriate levels of sensory stimulation;
- providing varied opportunities for overlearning, in recognition that practising little and often develops concentration, builds confidence, improves memory recall, and provides valuable feedback to teaching staff.

We deliberately plan for the rehearsal of skills and application of concepts in a range of contexts to facilitate learning. We try to avoid approaches that might lead to an over-reliance on knowledge or processes, at the expense of conceptual understanding. Capturing and maintaining an individual's interest and working within their attention span makes for effective and enjoyable learning and teaching.

Reward Systems:

Northfield School prides itself on the rewards programme that it offers to every student. It underpins the everyday behaviour, effort and attitude of the students. The privilege system supports and challenges students to achieve their best and in return there is a financial incentive and a tangible activity that they can earn at the end of each week.

Students are responsible for a daily report sheet that monitors their appropriate language, attitude to learning and quality of work in each lesson. It is possible to gain a maximum of 100 points per day and this equates to a possible 100p/£1 a day being earned by the students. Any money that the students earn is placed into a school bank account in their name. At the end of year 11 students will be presented with a cheque for the amount earned at the school's annual Prize Giving. On occasions it is possible that students will make a contribution from their bank account to support their own education such as school trips, music equipment or sports equipment.

Privilege Sessions

Friday afternoon of each week is when students take part in a privilege activity that they have earned through the week. The more points that a student earns allows them to have a higher choice of activity. Activities change throughout the year, these consist of:

- Go-Karts
- Radio-Controlled cars
- ICT
- Football
- Cooking
- Gaming room
- Music (Drumming/DJing)
- Lego
- Fitness
- Darts/Pool

For any student that breaks the school's Behaviour Code of Conduct there are incident points given. These points are weighted depending on the severity of the incident and are deducted from the student's overall points for the week impacting upon the financial and tangible rewards. We deliver a varied and stimulating personalised curriculum requiring a creative and flexible teaching approach responding to specific individual needs.

Grouping

Pupils are taught in groups of seven boys (at maximum) and benefit from the support of a Teacher and a Teaching Assistant.

Lower School

Teaching in the Lower-school (year 6, 7 and 8) is largely delivered by the pupil's tutor. We believe that this approach, similar to a primary school model in many respects enables pupils to develop strong and effective relationships with their teacher and teaching assistant, reduced stress and anxiety and supports good learning. Every class therefore covers a wide range of complex learning needs and requires a high degree of differentiated planning.

Tutors will teach:

- English
- Maths
- Science
- ICT
- Humanities
- Modern Foreign Languages

Our subject specialists will deliver:

- Cooking
- Art

- Physical Education
- Fitness
- Design & Technology
- PSHE
- Music

Upper School

Pupils in year 9, 10 and 11 are referred to as being in upper school. The curriculum across these years is very similar to that found in any secondary school, with subject specialists delivering in all subject areas. Our curriculum offer includes:

- English Literature (GCSE)
- English Language (GCSE &/or Functional Skills)
- Maths (GCSE &/or Functional Skills)
- Science (GCSE &/or Functional Skills)
- ICT (GCSE or equivalent)
- Religious Studies (GCSE)
- Physical Education (short-course GCSE)
- Art (GCSE)
- Cooking (BTEC)
- Fitness
- PSHE
- Music
- College Courses

...and a range of other vocational courses.

The curriculum offer is currently under review and will be strengthened through the adoption of more courses that are carefully matched against the individual pupils' prior learning and planned next steps. New for September 2017, is a construction BTEC that will be delivered through a partner organisation who will provide all the relevant resources with them on a visiting lorry.

Therapies and Additional Interventions:

In addition to the planned curriculum pupils may benefit from additional 1:1 learning support in English, reading, spelling, writing, numeracy and/or catch-up time. A range of therapies are also available, all pupils benefit from an initial emotional literacy support session, and from some this work may be sustained for a longer period. In addition, we offer Trauma therapy, mentoring, music therapy and occupational therapy.

Personalisation

Personalisation of the curriculum is primarily the responsibility of the class teacher who is charged with ensuring that the needs of all our pupils are met and that the work is suitable, challenging and demanding without being unobtainable.

For a number of pupils, one or our many partner organisations may form part of their programme, including TRAX, Path Hills, Hill End (supported work experience), one-eighty or a college placement for 1, 2 or 3 days per week in a wide variety of courses and a wide range of settings.

Careers Education

Our careers education programme draws from the **Careers Education and Guidance in England: A National Framework 11-19**. To improve the quality and consistency of career education programmes, there are recommended learning outcomes for each stage of the 11-19 age range.

Key Stage 3 Careers Guidance

In recognition of the need to provide young people with timely advice and support, the DfES has extended the duty on schools to deliver careers education down to Years 7 and 8, recognising the need for young people to develop career management skills earlier, so they are better prepared to take their first set of key decisions regarding work experience options for year 10 during the final term of Year 9.

Students in KS3 receive careers guidance via the PSHE scheme of work and spend increasing amounts of time as they progress through the three years studying career options.

Key Stage 4 Careers Guidance

The school recognises that externally accredited courses offer students qualifications which will assist them in accessing either further education or a career path however due to the size of the school and the number of staff available we are not able to offer options at KS4. Therefore all students have the opportunity to study English, Maths, and PE, to GCSE level, Science and PE Btec ,Sports Science and Land Studies to BTec level, ICT.

KS4 Careers Education

We have a duty to provide a planned programme of careers education through the curriculum to all young people in Years 10-11. This is designed to give them the skills they need to manage their own careers, and be able to:

- Investigate learning and career opportunities
- Make informed judgements about learning and career options
- Understand how these choices will help them to achieve their aspirations
- Enable them to successfully manage key transition points

Work Experience

All students are offered the opportunity to participate in work experience from year 9, please see the work experience policy for further details.