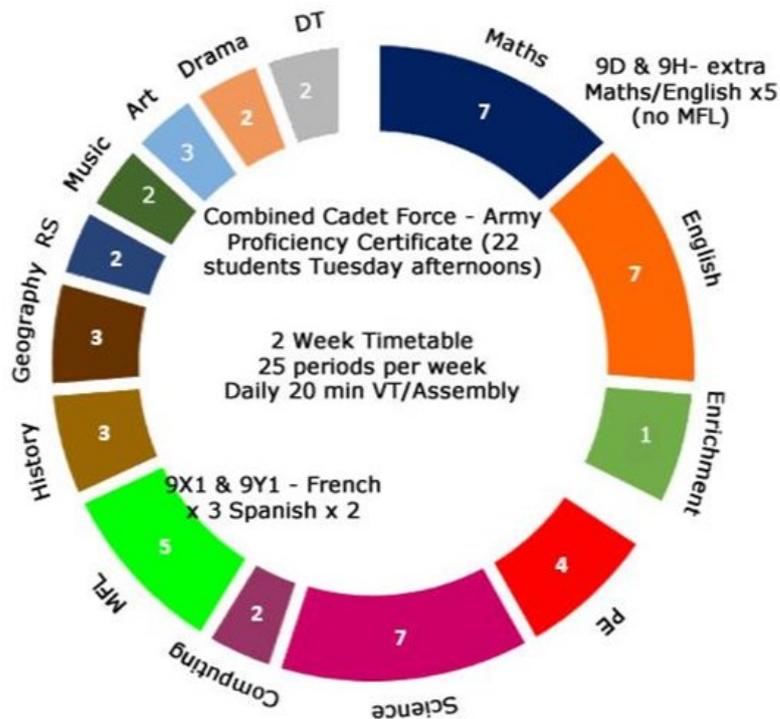
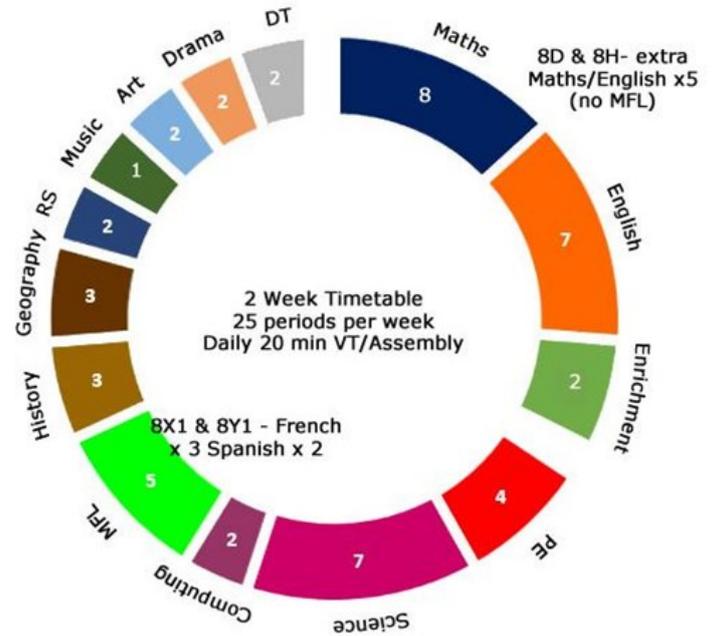
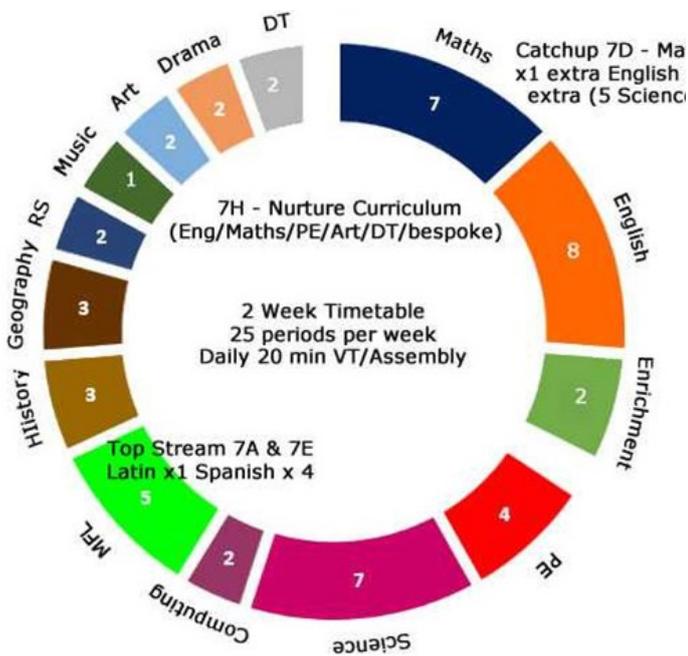


# Key Stage 3 Differentiated Curriculum Diagram



## **Key Stage 3: A Tailored Curriculum**

Our curriculum has been carefully planned from Year 7 to ensure it is fully differentiated based on students needs. Our rationale is simple, push the most able and focus carefully tailored support on our least able.

### **Streaming**

In Years 7, 8 and 9 we have created a top stream of students and base stream on each half of the year. The top stream groups contain our most academically talented students based on Key Stage 2 entry. In these lessons you will see our teachers delivering fast paced lessons filled with challenge tasks that will stretch the performance of the most able. There will be a real emphasis on all students achieving the gold level success criteria. The top stream students in Year 7 are studying Latin alongside Spanish. Latin is the language of law, government, logic, theology and science. Top set languages students in Year 8 and 9 are studying two languages. The base stream groups contain our least academically able students. These students are taught in much smaller classes where our Teaching Assistant support can be maximized. In these lessons you will see an emphasis on basic numeracy and literacy skills. Tasks will be carefully scaffolded and modelled. Writing frames will be used regularly.

A small number of our students do not study a language. We use this curriculum time to strengthen their numeracy and literacy so that they may access the curriculum more effectively

### **Nurture Curriculum**

Within the Year 7 base stream, a small group of students follow an alternative nurture curriculum for twenty two out of their fifty lessons. These students have been selected based on prior attainment data from the junior schools and also from information shared. All students within this cohort have not met the expected standard at Key Stage 2. They all have a combination of complex social and educational needs. The students in the nurture group have been in nurture provision at junior school, where they have not been in mainstream classes but in small classes with a maximum of seven students. Students in the nurture group are attending English and Maths as they are in small teaching groups with TA support. Additionally, students are kept active and creative by attending PE, Art and Design Technology lessons, with their peers. The nurture lessons are delivered by a small specialist team of teachers. The students in this nurture group are being given intensive support in order to improve their writing, looking at using different vocabulary and sentence structures. Extra maths sessions are focused on mastery of the four basic operations – addition, subtraction, multiplication and division. To ensure they are experiencing a broad curriculum, the nurture students are also studying a geography and history unit looking at basic skills such as coordinates, map reading and analyzing sources. Bespoke sessions give guidance and help with social and friendship issues, whilst a carefully planned menu of Personal Social Health Education lessons focus on addressing their specific needs including thinking skills, learning to learn and creative therapy.

### **English and Maths Catch-up**

Targeted students that are not yet Secondary ready but whose needs are not as extreme as those in the nurture group receive an extra english and maths lesson each within their curriculum, replacing two science lessons. These lessons are delivered by specialist subject teachers. We use progress tests at the end of the autumn and spring term to monitor the impact of this extra provision. The aim of this is to get as many students up to secondary ready level by the time they reach Year 8.

### **Personal Development and Well-Being**

At Westbourne we highly value students personal development and health. At Key Stage 3 we have dedicated a large amount of curriculum time to delivering a comprehensive programme of enrichment and religious education.

The Enrichment programme encapsulates Personal, Social and Health education, British values and careers education and wrap around our STAR system (Safe, Thoughtful, Accountable, Respectful). We are also catering for students with an interest in the armed forces by providing a Combined Cadet Force programme.

All students in KS3 study Religious Education. All students in Years 7 and 8 receive two hours of enrichment time within their curriculum. Our Year 9 students receive one hour of enrichment time within their curriculum. Students in KS3 experience a set of themed days where the normal curriculum is suspended so that the students can receive a fully immersive experience.

## **THRIVE**

This programme is running in collaboration with County Inclusive Support Services. A Teaching Assistant has been trained to deliver sessions designed to improve social skills, mental health and emotional well being.

## **Entry Level Certificate in Science**

The lower set science groups in both halves of Year 9 are studying for an entry level certificate in science. They will complete this course in Year 10. They will also sit the double science award at the end of Year 11. This entry level course is designed to build the confidence and self esteem of students that have struggled with Science in Year 7 and 8.

## **Combined Cadet Force**

Twenty two Year 9 students are studying for an Army Proficiency Certificate with the Combined Cadet Force. This course takes place on a period 5 every Tuesday and promotes discipline, problem solving, communication and team work. These students showed an interest in the armed forces.