

LCS Curriculum - September 2025

Our School Aims are:

Learning

- Deliver an excellent quality of teaching and learning which fosters an ethos of lifelong learning
- Provide a relevant and accessible curriculum which meets the needs of our diverse community

Caring

- Develop a caring and supportive environment where everyone feels safe and valued
- Cultivate a comprehensive ethos that encourages inclusion

Succeeding

- Deliver academic excellence to achieve the highest standards
- Celebrate achievement in all its forms within and beyond the curriculum

All students at Littleover Community School follow a broad and balanced curriculum in all years. Our curriculum allows students to develop the knowledge and skills required to succeed in the adult world now and in the future.

It is our intention that all students at Littleover Community School should:

- enjoy learning and appreciate the value of learning and achieving qualifications
- be confident, self-assured and self-motivated, responsible citizens ready to make a positive contribution to their local community and society
- understand that their learning will continue throughout adult life in order to play an active part in society
- recognise right and wrong
- show appreciation and respect for each other and their differences
- access and build their knowledge and understanding of our shared cultural heritage

Through taught lessons, tutor time activities, careers education days and extra-curricular activities, students at Littleover Community School should develop:

- a broad range of substantive knowledge
- an understanding of a wide range of academic disciplines
- strong numeracy and literacy skills (both written and spoken), which they can use appropriately in a broad range of situations
- a range of practical skills and procedural knowledge
- essential employability skills for life and work, including: independence, resilience, teamwork, the confidence to take on challenges, adaptability.

All students follow a broad range of subjects from Year 7 to 11 to support these aims.

Key Stage 3

- We place a strong emphasis on the importance of English and Maths throughout KS3 and 4, with great emphasis on students achieving at least their target grade in order to maximise opportunities in KS4 and Post-16
- In KS3 (Years 7, 8, and 9), all students also study Science, Technology, Humanities, Languages, Creative Arts, Computing, PSHE and PE
- All students study French in Year 7 and over 90% also study a second language (Spanish or German) in Years 8 and 9
- PSHE is taught by a team of specialist staff and includes Citizenship, Careers Education, and Sex and Relationships Education
- Creative Arts includes Art, Drama and Music, taught as discrete subjects by specialist teachers. All students study all three subjects to the end of Year 9.
- Humanities includes Geography, History and Religious Education taught as discrete subjects. All students study History, Geography and Religious Education to the end of Year 9.
- Technology in KS3 is taught in smaller groups to allow for practical work. It is taught in the 'material areas' of Resistant Materials, Graphics, Engineering, Textiles, and Food.
- The table below shows the number of lessons per fortnight and how students are grouped in each year in Key Stage 3.

Subject	Number of lessons in Year 7	Groupings in Year 7	Number of lessons in Year 8	Groupings in Year 8	Number of lessons in Year 9	Groupings in Year 9
English	7	All subjects are taught in all-ability tutor groups, except Maths (sets), Technology (smaller groups) and PE (single sex groups)	6	Maths and the 2 nd Language are taught in sets. Technology in smaller groups, PE is single sex groups. All other subjects are in new all-ability teaching groups	6	Maths, Languages, and English are taught in sets. Technology in smaller groups, PE in single sex groups. All other subjects in new all-ability teaching groups
Maths	7		6		6	
Science	6		6		6	
French	4		3		4	
2 nd Language	-		4		3	
History	3		3		3	
Geography	3		3		3	
RE	2		2		2	
Technology	4		4		4	
Computing	2		2		2	
Art	2		2		2	
Music	2		2		2	
Drama	2		1		2	
PE	4		4		3	
PSHE	2		2		2	

Key Stage 4

- There is still a strong emphasis on English, Maths and Science. Students choose four other options subjects.
- Our taught curriculum is focused on academic excellence as the vast majority of our students and their parents are highly aspirational and understand the importance of good qualifications in academic subjects.
- Taking into consideration the prior attainment of LCS students and the high aspirations of the students and their parents, we feel the EBacc is appropriate for the majority of our students. Virtually all students study a Humanities subject and approx. 80% study a Language at GCSE.

- All our courses lead to a GCSE or equivalent qualification, with the exception of core PE, PSHE and Key Skills. All KS4 students also study PSHE in which they cover matters concerning careers, health, RSE, Citizenship, and Religious Studies. Core PE lessons encourage students to keep fit and healthy and find physical activities they may pursue when they leave school.
- All our students access the curriculum with success; our highest attaining students follow a course of 11 GCSEs (including Triple Science, Maths, Further Maths, English Language and English Literature). All students achieve at least 8 GCSEs (including Maths, English Lang, English Lit, Combined Science - Trilogy).
- Approximately 20% of students study OCR National Health and Social Care, OCR National Sports Science, or BTEC Digital Information Technology instead of a modern foreign language. Non-examined assessment (NEA) makes these courses more accessible for some students. Some students also find these courses more motivating as the content is relevant to their possible future career choices.
- In very rare cases, (<1% of the cohort) students are entered for the Entry level English and Maths courses alongside their GCSE.

The Options Process and Pathways

Pathway L	Pathway C Approx. 15% of cohort	Pathway S Approx 2% of cohort
French, German or Spanish	Health and Social Care Or, Sports Science Or, Digital Information Technology	Health and Social Care Or, Sports Science Or, Digital Information Technology
History or Geography	3 other subjects (including History / Geography if students wish to study these)	Key Skills
2 other subjects		2 other subjects (including History / Geography if students wish to study these)

The other subjects include:

Art and Design (Fine Art) Business Computer Science Design and Technology (Specialising in <u>ONE</u> of: Design Engineering, Fashion and Textiles, Graphic Products or Resistant Materials) Drama Food Preparation & Nutrition French (<i>for those who wish to study two languages</i>)	Geography History Digital Information Technology Media Studies Music PE-Sports Science Religious Studies Sociology Triple Science (<i>for students with an aptitude for Science who are not in Set 1</i>)
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December Year 9

- Communication with parents to confirm their child's 'Pathway'.
- Recommendations are made based on ability in English, Maths and Languages plus students' own wishes/aspirations.
- Students who may struggle with Languages are recommended to follow Pathway C and students who we feel would struggle with the demands of nine GCSEs are recommended to follow Pathway S.



- However, all students may study a language at GCSE if they wish; the final decision is left with students and parents, who are fully involved in the decision process through meetings, telephone calls, emails, Parents' Evening appointments and the Options Evening Meeting.
- A small number of students choose subjects for two pathways and delay their final decision until later in the year.

January Year 9

- Options assembly with Year 9 students
- Information in lessons, taster lessons for new subjects
- Information for parents through Options Evening, Parents' Evening, Year 9 reports
- Careers and choices guidance in PSHE lessons
- Complete the options form

February Year 9

- Checking process, decisions on the number of groups for each subject

March Year 9

- Options choices confirmed to parents and students, with the possibility of swaps through to late September of Year 10.

The Sixth Form

- Most students choose 3 A-levels.
- Each subject has ten taught periods per fortnight and two Independent Study lessons, in which students complete work set by the teacher.
- Approximately 10% of students take a fourth A-level and another 30% study an AS (or equivalent) subject for one year. This includes the EPQ which allows students to investigate a topic of particular interest to them in detail.
- All students also follow a programme of enrichment and tutor period activities.
- Subjects offered:
English Language, English Literature, Media Studies
Maths, Further Maths
Biology, Chemistry, Physics, Geology
History, Geography, Philosophy and Ethics, Psychology, Sociology
Product Design, Textiles
Computing, Economics
French, German, Spanish
Art, Music, Drama
PE
- In the 'Additional block' students can choose from Biology AS, Chemistry AS, Further Maths (AS/A2), Politics AS, EPQ or additional Independent Study time.

Form Time Activities

In all year groups, Years 7 to 13, there is a varied programme of tutor time activities which are designed to broaden students' experiences, including: reading, current affairs and discussion items, inter-form quizzes and sports competitions, year group assemblies.

Extra-Curricular Activities

Students are provided with many opportunities to broaden their experiences or to specialise in aspects of the curriculum that particularly interest them. Students are encouraged to attend clubs and these are well advertised to promote wider participation. Careers education lessons emphasise the employability skills developed throughout the whole curriculum and a variety of 'drop-down' full day activities provide students with further opportunities to explore employability skills and qualities.

SEND Provision at LCS

Littleover Community School adopts the definition of special educational needs, which appears in the **'Special Educational Needs Code of Practice' (2014)** "A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. If the student needs different or

additional educational provision to that generally provided for his/her peers, then that educational provision is deemed special educational provision.”

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age.

Special education provision means:

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age.

The Code of Practice identifies four areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. However, support for students with English as an additional Language (EAL) is available through the Learning Support Department. Littleover Community School will have due regard for the Special Needs Code of Practice 2014 when carrying out our duties towards all students with special educational needs, and ensure that parents/carers are notified when SEND provision is being made for their child.

For more details of SEND provision at LCS, please see the SEND Policy on the website.

Equal Opportunities at LCS

The Equality Act (2010) states that it is unlawful for a school to discriminate against a student, prospective student or adult (protected characteristics) by treating them less favourably because of their:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation

At Littleover Community School we aim to ensure that our policies and curriculum are concerned with the rights of all people to justice and equality of opportunity. All members of our community are entitled to be treated with dignity and respect. We aim to foster positive attitudes to counter anti-social behaviour which intentionally or unintentionally works against individuals or groups and to eliminate discriminatory practices which may threaten equality of opportunity.

The school recognises the diversity of its students, staff and governors; we believe this is one of our greatest strengths. The Equal Opportunities Policy should influence every aspect of school life. It is hoped that the values and attitudes fostered in school will be carried forward into the wider community. We acknowledge that the curriculum

should be constructed to reflect diversity in terms of content and resources and, where possible, extra-curricular activities should reflect the interests of the whole school community and be accessible to all.

For more details please see the Equal Opportunities policy on the school website.

Managing the school curriculum

Reviewing Schemes of Work:

These are reviewed by Heads of Subject annually; some years this results in whole modules of work being replaced or rewritten and some years it may result in a change in emphasis in a small number of lessons. These reviews are to ensure the curriculum content fits in with the department's intent, builds in progression and is appropriately sequenced.

Monitoring the implementation of SoW:

As part of our programme of work scrutiny and lesson observations, Heads of Subject check that teachers are following and interpreting the SoW correctly. SoW are discussed in department meetings to ensure teachers understand how to achieve the learning objectives.

Updating staff knowledge and awareness:

There are regular department meetings, time on INSET days, and time gained following the departure of exam classes in the summer which is used for updating staff knowledge and understanding of SoW. There is an annual programme of CPD to enhance their classroom practice and knowledge.

When recruiting new teachers, we place great importance on subject knowledge and aim to recruit specialists. Recruitment has not impacted on the curriculum we offer.

Accountability and Monitoring:

Bi-annual Curriculum Review led by the SMT link and Curriculum Coordinator takes place. This process can involve lesson visits, work scrutiny, staff and student voice, meetings with curriculum leads. This informs department improvement work. Fortnightly link meetings are also used to review student progress.

Assessment:

There is a programme of formal assessment in each subject which is mapped out on G4S at the start of each year. This includes formal exams, classroom tests and formally assessed 'end of module' work which encourage students to learn their work regularly and provide evidence of each students' working level for parents and teachers. The frequency and type of assessments vary from subject to subject, depending on the amount and type of content covered.



Narrowing gaps

The school's aim is that every student fulfils their potential regardless of starting point. Close attention is paid to the progress of Pupil Premium students (PP), Looked After Children (LAC) and students with Special Educational Needs and Disabilities (SEND).

We monitor students' progress regularly so that we can identify those who are not making the progress that we expect. Heads of Year and SMT are involved in this process after each set of reports (twice a year for each year group).

Interventions used to narrow gaps include:

- adaptive teaching drawing on high-quality assessment for learning
- the Graduated Response
- TAs supporting students in lessons
- targeted academic interventions in English and Maths including systematic synthetic phonics, reciprocal reading, and Maths intervention
- 6th Form Buddy Reading and reading groups led by the School Librarian
- Homework Clubs / Computer rooms staffed by TAs open at lunchtimes
- Smaller teaching groups in KS4, often with a TA as well as the teacher, for students with low prior attainment
- Rolls Royce Maths tutoring
- Being 'on report' to a HoY or member of SMT
- A small number of students in Year 8 and 9 have Study Support instead of choosing a second language. These students are selected on the basis of their performance in English and Maths. However, if parents and these students decide they wish to study a second language are allowed to do so.
- A small number of KS4 students follow eight GCSE courses instead of nine so they can spend additional time developing English and Maths skills. This decision is made in discussion with students and parents

See also:

[Appendix 1 Preparing Students for Life in Modern Britain](#)

[Appendix 2 Grouping and setting in each year group and subject](#)

[Appendix 3 Curriculum Summary for each year group](#)

Appendix 1: Preparing students for life in modern Britain

Fundamental British values are taught as part of the PSHE course throughout Years 7 to 11 and in the Tutor Programme in the Sixth Form. They are also promoted in the following ways throughout all years at LCS:

- Weekly assemblies led by SMT, HoY, tutor groups
- An active School Council made up of year group representatives, elected from tutor group representatives, who are elected by members of their tutor group.
- Mock elections in PSHE and the Year12/13 tutor programme.
- A strong history of fund raising for charities, predominantly initiated and led by students.
- An annual Act of Remembrance on November 11th.
- A planned programme of tutor time activities for each year group, including discussion work on topical issues, current affairs, competitions etc
- Sixth form ambassadors and Year 10 mentors running form time activities for whole tutor groups and small groups/ individuals.
- An extensive programme of trips and educational visits, with both curriculum and social aims, locally, within Britain and abroad.
- Year 12 & 13 students who have been or who are preparing to take part in the Child Africa Project in Uganda disseminate information through assemblies and plan fund raising events.
- Regular student surveys including questions about Equal Opportunities and bullying.
- Immediate follow-up of issues raised by students and parents regarding bullying etc, resulting in very high parental satisfaction levels on Parent and Student Questionnaires.

Employability Skills

We place strong emphasis on ensuring students are suitably qualified and equipped with the skills required for the world of work. Our success is proved by our exceptional NEET figure, 0%. Contributory factors include:

- A broad, balanced curriculum which places emphasis on the development of skills and knowledge.
- Regular work on Careers in the PSHE programme of study, which includes modules on 'Employability' in Years 7-11 and 'Labour Market Information' in Years 9-11.
- Work Experience for all students in September/October of Year 11.
- Detailed preparation for interviews, CV writing, filling in application forms and putting together a record of Achievement.
- A mock interview evening for all Year 11 students, with outside employers in November.
- Regular careers talks by local employers and LCS Alumni members.
- Visits to and participation in competitions run by local industries.
- Career Mark Gold.
- Careers Interviews and guidance, every lunchtime with PSHE teachers and once a week with external advisors in school.
- Individual guidance on subject choices, where required for Year 9 students choosing their options and Year 11/12/13 students choosing A-level and University courses
- Options Post-16 evening for parents providing information on the routes available after Year 11.
- High take up rates for the DoE programme, developing independence, resilience team work and long term commitment to projects.

Life Skills

Much of our tutor programme, our curriculum as well as our daily expectations helps students develop the skills and attitudes necessary to lead happy, safe, healthy lives.

The following contribute to this:

- A comprehensive PSHE programme, including Relationships and Sex Education, healthy eating, drugs, alcohol, money management, politics, health and hygiene,
- All students study Food Technology during Key Stage 3 and learn basic skills, hygiene and healthy eating.
- A culture of 'Reading for Pleasure' through form time activities and the English department's use of the Library and the Reading Passport scheme.
- A wide range of extra-curricular activities in Art, Music, Drama and Dance including regular concerts, productions, theatre visits, visiting artists and sculptors, bands, competitions.
- Numerous sports opportunities, for students in school teams and for many others.
- Inter-form sports competitions organised by Heads of Year in pm registration time.
- Transition support for Year 7 students with weak social skills, low levels of confidence or a poor understanding of classroom expectations with our Behaviour Support staff.
- Counselling and guidance for students with poor organisational skills, behavioural issues, emotional issues, conflict resolution skills.
- A dedicated safeguarding and well-being team of staff to support students who require individual advice
- The use of homework diaries, revision timetables etc which train students in managing their time and identifying priorities.
- High take-up rates for the Duke of Edinburgh programme, developing independence, team work and survival skills.
- High take up rates for volunteering opportunities in the Sixth Form

Appendix 2 – How students are grouped in each year

Year group	Subject	Grouping
Year 7	Maths	Sets from beginning of October
	All other subjects	Mixed attainment tutor groups
Year 8	Maths	Sets 1 to 5
	Second Language	Sets
	All other subjects	Mixed attainment groups, numbered 8.1 to 8.10, with some students from each tutor group in each teaching group.
Year 9	Maths	Sets
	English	Sets
	French & Second Language	Sets
	All other subjects	Mixed attainment groups, numbered 9.1 to 9.10 (different groupings to Year 8)
Year 10 & 11	Maths	Sets
	English	Two sets for students with high prior attainment. Two sets for students with low prior attainment. All other students in mixed attainment groups.
	Science	Two sets for students with high prior attainment (Triples). Mixed middle classes two sets for students with low prior attainment (Combined Science). 1 mixed middle class do extra lessons in an option block to cover the Triple Science curriculum.
	Languages	Sets
	All other subjects	Mixed attainment groups

Appendix 3 – Summary of Curriculum for each year group

Year 7 & 8 Curriculum

Timetabled Curriculum

Subject and number of lessons Per fortnight	Year 7	Year 8
English	7	6
Maths	7	6
Science	6	6
French	4	3
History	3	3
Geography	3	3
RE	2	2
Technology	4	4
Art	2	2
Music	2	2
Drama	2	1
Computing	2	2
PSHE & Citizenship	2	2
PE	4	4
Second Language	0	4

Extra-Curricular Activities

Sports Clubs – Football, netball, badminton, cross country, gymnastics, rounders, athletics, trampolining

Music lessons with peripatetic teachers on keyboard, drums, guitar, voice, brass, woodwind, string instruments. Urban choir, brass group.

Art club	Drama club
Revelation group	Lego Technic Club
Homework clubs	Book club
Creative writing club	Computer club
Craft club	Board games club
Reading weeks	

Trips – Students have the opportunity to go on a wide range of trips such as pantomimes and residential.

SMSC Development and British Values

Form time activities - team building, organisational skills, form assemblies
 Assembly themes - Well-Being, Safety, Inclusion, Resilience, Tolerance & Mutual Respect, Democracy, Individual rights and equality
 Charity events
 School Council – form reps, Year Council, School Council and sub committees
 Counselling and mentoring schemes

Competitions

BBC News Report
 Maths Challenge
 Creative Writing & Poetry
 STEM project- design an eco-hotel
 French Spelling Bee
 Inter-form quizzes
 Inter-form sports
 Faraday competition

Special events

Young Performers' Evenings End of term assemblies and prizes
 Whole school Drama / Musical production
 Animal Man's visit in Science lessons
 Visiting authors on World Book and National Poetry day

Careers education and opportunities

Year 7 Enterprise Challenge day Careers talks
 Year 8 STEM careers activity day Year 8 Creative Arts careers activity day
 PSHE lessons on roles in the work environment, the labour market, employability skills and careers planning.

Year 9 Curriculum

Timetabled Curriculum

Subject and no' of lessons per fortnight	No. of Lessons	Sets, S, Mixed groups M
English	6	S
Maths	6	S
Science	6	M
French	4	S
History	3	M
Geography	3	M
RE	2	M
Technology	4	M
Art	2	M
Music	2	M
Drama	2	M
Computing	2	M
PSHE & Citizenship	2	M
PE	3	S
2 nd Lang or Study support	3	S

Extra-Curricular Activities

Sports Clubs – Football, netball, badminton, cross country, gymnastics, rounders, athletics, trampolining, cricket

Music lessons with peripatetic teachers on keyboard, drums, guitar, voice, brass, woodwind, string instruments. Urban choir, brass group.

DoE Bronze award – weekly meetings, practice expeditions/day walk, skills, service and hobby sections.

Art club	Drama club
Revelation group	Debating club
Homework clubs	Book club
Creative writing club	Textiles club

Competitions

BBC News Report	iRail challenge
Maths Challenge	Creative Writing & Poetry
Inter-form quizzes	Inter-form sports
Faraday competition	Big Bang Event

SMSC Development and British Values

Form time activities - team building, quiz, form assemblies
 Assembly themes - Well-Being, Safety, Inclusion, Resilience, Tolerance & Mutual Respect, Democracy, Individual rights and equality
 Visiting speakers -transport police, drugs awareness
 Charity events
 School Council – Form reps, Year Council, School Council and sub committees
 Guides on Open Day, Parents' Evening helpers
 DoE Bronze award

Special events

Young Performers' Evening and Music Festival
 End of term assemblies and prizes
 Whole school Drama / Musical production
 Year 9 Enterprise Challenge day
 Sports Day

Careers Education and Opportunities

PSHE/Careers module on options choices, researching careers and options Post-16, using the options booklet, employability skills
 Lunchtime careers talks
 Options Information evening and assembly
 Enterprise Challenge
 STEM activity day

Years 10 & 11 Curriculum

Timetabled Curriculum

Subject	No. of periods Year 10 (11)	Sets or mixed
English	7 (8)	S
Maths	8 *	S
Science	10 *	S
Language or St Supp	5	S
Hist/Geog	5	M
Option	5	M
Option	5	M
PSHE	3 (2)	M
PE	2	M

*Triple Science students have 12 Science, 6 Maths

Option choices:

Art Music Drama Media Studies
 Business Computing ICT Sports Science
 Technology (Res Mat, Engineering, Textiles, Graphics)
 Food & Nutrition
 Religious Studies, Sociology, History, Geography
 Health and Social Care
 Languages - French, Spanish, German

Extra-Curricular Activities

Sports Clubs – Football, netball, table tennis, badminton, fitness, cross country, rounders, athletics, cricket

Music – lessons with peripatetic teachers
 Bands, singing groups

DoE Bronze/Silver Award – skills, hobbies, service, weekly meetings to prepare for day walks and expeditions.

Debating club Computer club
 Sunrise Club DoE Bronze/Silver
 Homework clubs NCS Summer Year 11
 Technology workshop sessions
 Variety of revision lessons

Visits and Field trips

Geography field trip to Burbage Brook and Salford Quays
 History visit to Belgium war graves
 History visit to Munich
 Business Studies visit to Cadbury World
 Media and Technology visits to Harry Potter World
 Art visit to London Galleries
 Drama – theatre trips
 English visit to see performance at RSC
 Good Food Show
 Maths Inspiration Talks
 Geography trip to Iceland
 Physics taster day at Nott University

SMSC and British Values

Assemblies – topical issues, revision and target setting.
 Form time activities- discussion articles, quiz,
 Inter-form competitions
 Visiting speakers – police, drugs awareness, citizenship themes
 Leading form time activities for and mentoring Year 7 students
 Leading Charity Week
 NCS Programme at tend of Year 11

Careers Education and Opportunities

Work experience, including finding and preparing for placement Careers talks Skills Festival
 CV workshops with employers Mock Interview with employer
 Post-16 Information evening and PSHE/Careers workshops covering apprenticeships, college courses and Sixth Form
 Employability Skills activity day
 Careers interviews Opportunities to research careers and courses in Careers Library at lunchtimes using specialist software

Years 12 & 13 Curriculum

Timetabled Curriculum

Subject	No. of periods
Option A	12
Option B	12
Option C	12
Additional Block	10
Tutor Period/assembly	2
Enrichment	2

Subjects offered:

English Lang, English Lit, Media Studies
 Maths, F Maths, Biology, Chemistry, Physics, Geology
 History, Geography, Psychology
 Sociology, Religious Studies
 Computer Science, Economics, PE
 French, German, Spanish
 Art, Music, Drama
 Product Design, Textiles

In the Additional Block, students choose from:

Biology A level, Further Maths A level
 Politics AS, Core Maths Level 3 Certificate, the Extended Project Qualification, or extra Study time.

Enrichment

In the scheduled Enrichment time students choose from:

Gold DoE Award
 Preparing for July's Child Africa volunteer work in Uganda
 School Newsletter Sport
 Student kitchen /cooking Debating
 Personal Finance Creative Writing
 Young Enterprise Sign Language
 Competitions

Many students take part in additional enrichment activities over the year, including:

Mentoring younger students
 6th Form Ambassadors
 Volunteering in the Library
 The Engineering Education Scheme
 Young Engineers Competitions
 Maths Team Challenge Competitions
 Chemistry Top of the bench competition

Work Experience

Most students arrange some work experience, either a whole week, or a weekly slot over Year 12. Some students do volunteer work at the hospital or local schools.

SMSC and British Values

Team building activity at Wild Park
 Leading fund raising activities for the Uganda Project
 Assemblies and tutor period work on revision skills, learning styles, organisational skills, current affairs, democracy.
 NCS assemblies and October NCS programme
 Lessons from Auschwitz, working with the Holocaust Education Trust
 School Council, sub committees and form reps
 Driver Safety Day, talks by Police, Fire, Ambulance
 Personal finance and budgeting

Visits and Field trips (depending on subjects chosen)

BBC Studio Tour London Art Galleries
 Geography fieldwork in Lake District and Birmingham
 History visit to Houses of Parliament
 Revision conferences for Economics, Sociology
 Biology fieldwork at Cavedale, N Derbys
 Geology fieldwork in Anglesey, Welsh Borders and Isle of Arran

Careers Education and Opportunities

Post-18 opportunities covered in assemblies, visiting speakers and tutor periods, including: Apprenticeships (eg RR), Year in Industry, Gap Year, University applications, CV workshops, support with personal statements and using Unifrog, mock interviews.
 Speakers from local universities covering student finance and super-curricular activities
 Visit to local UCAS fair
 Work experience