



WESTFIELD ACADEMY – Curriculum Information

Vision Statement

Westfield Academy recognizes each child's natural and unique abilities. The potential of each child is celebrated by providing a comprehensive, rigorous, and individualised curriculum designed to meet the needs of each student. Children are taught to strive to meet their individual goals. Our teachers assist each child to understand how they learn. We aim to develop a sense of the value and power of education. They provide rich and varied opportunities to engage students in the learning process. The curriculum is child centred. It emphasizes the learning process, the physical wellbeing, effective communication, creativity, and the scientific method. We are dedicated to preparing students for success in an ever-changing world by creating and nurturing a community of life-long learners and responsible citizens.

In Year 7 & 8 all students have started working on a Literacy program 1 hour per week. This is accomplished at the KS3 level by teaching children to read well, to express their thoughts through speaking and writing, to work with numbers and mathematical operations, to investigate, to inquire, and to solve problems not only in Maths but across the Curriculum in ICT, Languages and Sports.

At KS3 all children are offered experiences in Technology, Music, Physical Education, Modern Foreign Languages, Arts, Math, Science and RE.

Westfield Academy has a fully comprehensive intake and this is reflected in the choices we offer our students. At KS4, we have now extended our curriculum to a 3 year KS4. Students as able to make informed decisions regarding their options from a wide range of choices, the options are diverse in range to suit our students, they ranges from Horticulture and Beauty to Triple Science.

Year 7

YEAR 7 CURRICULUM GUIDE

The school week consists of 25 lessons of 60 minutes each). In Year 7 these 25 lessons are divided as shown, the (I) set have 15 lessons of integrated studies which incorporates extra support in Maths, English & Science.

SUBJECT	QCA recommended number of hours	Westfield Academy
English	3hrs	4
Maths	3hrs	3
Science	3hrs	3
ICT	1hr	1
DT	1.5hrs	2
Sport	1.5hrs	2
History	1.5hrs	1
Geography	1.5hrs	1
MFL	1.5hrs	3
Art	1 hour	1
Music	1 hour	1
Drama		1
RE	1.5hrs	1
Literacy		1

Sets & Subjects

SET	Subjects
R	Art, Design & Technology, Drama, English, French, Geography, History, ICT, Literacy, Mathematics, Music, Physical Education, Religious Education, Science
O	Art, Design & Technology, Drama, English, French, Geography, History, ICT, Literacy, Mathematics, Music, Physical Education, Religious Education, Science
Y	Art, Design & Technology, Drama, English, French, Geography, History, ICT, Literacy, Mathematics, Music, Physical Education, Religious Education, Science
G	Art, Design & Technology, Drama, English, French, Geography, History, ICT, Literacy, Mathematics, Music, Physical Education, Religious Education, Science
B	Art, Design & Technology, Drama, English, French, Geography, History, ICT, Literacy, Mathematics, Music, Physical Education, Religious Education, Science
I	Art, Design & Technology, English, Mathematics, Music, Physical Education, Science

Year 8

YEAR 8 CURRICULUM GUIDE

The school week consists of 25 lessons of 60 minutes each. In Year 8 these 25 lessons are divided as shown, the (I) set have 2 lessons of integrated studies which incorporates extra support in Maths, English & Science.

SUBJECT	QCA recommended number of hours	Westfield Academy
English	3hrs	4
Maths	3hrs	3
Science	3hrs	3
ICT	1hr	2
DT	1.5hrs	2
Sport	1.5hrs	2
History	1.5hrs	1
Geography	1.5hrs	1
MFL	1.5hrs	2
Art	1 hour	1
Music	1 hour	1
Drama		1
RE	1.5hrs	1
Literacy		1

Sets & Subjects

SET	Subjects
R	Art, Design & Technology, Drama, English, French, Geography History, ICT, Literacy, Mathematics, Music, Physical Education, Religious Education, Science, Spanish
O	Art, Design & Technology, Drama, English, French, Geography History, ICT, Literacy, Mathematics, Music, Physical Education, Religious Education, Science, Spanish
Y	Art, Design & Technology, Drama, English, French, Geography History, ICT, Literacy, Mathematics, Music, Physical Education, Religious Education, Science, Spanish
G	Art, Design & Technology, Drama, English, French, Geography History, ICT, Literacy, Mathematics, Music, Physical Education, Religious Education, Science, Spanish
B	Art, Design & Technology, Drama, English, French, Geography History, ICT, Literacy, Mathematics, Music, Physical Education, Religious Education, Science, Spanish
I	Art, Design & Technology, Drama, English, Geography History, ICT, Literacy, Mathematics, Music, Physical Education, Religious Education, Science

Year 9



YEAR 9 CURRICULUM GUIDE

The school week consists of 25 lessons of 60 minutes each. In Year 9 students begin studying towards their GCSE qualifications. These are set up into compulsory GCSEs and 2 option subjects.

SUBJECT	QCA recommended number of hours	Westfield Academy
English	3hrs	4
Maths	3hrs	4
Science	3hrs	4
Sport	1.5hrs	2
History/Geography	1.5hrs	3
RE	1.5hrs	2
2 Options		6hrs

Sets & Subjects

SET	Core Subjects	Optional Subjects
R	English, Mathematics, Physical Education, Religious Education, Double Science	Triple Science, Art, Graphics, Resistant Materials, Hospitality, Drama, Music, French, Spanish, Geography or History, ICT, Computer Science, Business Studies, Sport, PE, Beauty
O	English, Mathematics, Physical Education, Religious Education, Double Science	Triple Science, Art, Graphics, Resistant Materials, Hospitality, Drama, Music, French, Spanish, Geography or History, ICT, Computer Science, Business Studies, Sport, PE, Beauty
Y	English, Mathematics, Physical Education, Religious Education, Double Science	Art, Graphics, Resistant Materials, Hospitality, Drama, Music, French, Spanish, Geography or History, ICT, Computer Science, Business Studies, Sport, PE, Beauty
G	English, Mathematics, Physical Education, Religious Education, Double Science	Art, Graphics, Resistant Materials, Hospitality, Drama, Music, French, Spanish, Geography or History, ICT, Computer Science, Business Studies, Sport, PE, Beauty
B	English, Mathematics, Physical Education, Religious Education, Double Science	Art, Graphics, Resistant Materials, Hospitality, Drama, Music, French, Spanish, Geography or History, ICT, Computer Science, Business Studies, Sport, PE, Beauty
I	English, Mathematics, Physical Education, Religious Education, Single Science	Beauty, Horticulture, ICT, Resistant Materials, Sport, Construction, Hospitality, ECDL

Year 10

YEAR 10 CURRICULUM GUIDE

The school week consists of 25 lessons of 60 minutes each. In Year 10 these 25 lessons are divided as shown:

SUBJECT	QCA recommended number of hours	Westfield Academy
English	3hrs	4hrs
Maths	3hrs	4hrs
Science Double	3hrs	5hrs
RE		3hrs
2 Options		6hrs
Sport		3hrs

Sets & Subjects

SET	Core Subjects	Optional Subjects
R	English, Mathematics, Physical Education, Religious Education, Double Science	Triple Science, Art, Graphics, Resistant Materials, Drama, Music, French, Spanish, Geography or History, ICT, Business Studies, Sport, Beauty, Hospitality
O	English, Mathematics, Physical Education, Religious Education, Double Science	Triple Science, Art, Graphics, Resistant Materials, Drama, Music, French, Spanish, Geography or History, ICT, Business Studies, Sport, Beauty, Hospitality
Y	English, Mathematics, Physical Education, Religious Education, Double Science	Art, Graphics, Resistant Materials, Drama, Music, French, Spanish, Geography or History, ICT, Business Studies, Sport, Beauty, Hospitality
G	English, Mathematics, Physical Education, Religious Education, Double Science	Art, Graphics, Resistant Materials, Drama, Music, French, Spanish, Geography or History, ICT, Business Studies, Sport, Beauty, Hospitality
B	English, Mathematics, Physical Education, Religious Education, Double Science	Art, Graphics, Resistant Materials, Drama, Music, French, Spanish, Geography or History, ICT, Business Studies, Sport, Beauty, Hospitality
I	English, Mathematics, Physical Education, Religious Education, Double Science	Beauty, Horticulture, ICT, Engineering, Sport, Construction, Hospitality

Year 11

YEAR 11 CURRICULUM GUIDE

The school week consists of 25 lessons of 60 minutes each. In Year 11 these 25 lessons are divided as shown, the B & I sets have extra Maths, English & RE:

SUBJECT	QCA recommended number of hours	Westfield Academy
English	3hrs	4hrs
Maths	3hrs	3hrs
Science Double	3hrs	5hrs
RE		3hrs
Business		2hrs
2 Options		6hrs
Sport		2hrs

Sets & Subjects

SET	Subjects
R	Business, English, Mathematics, Core Physical Education, Religious Education, Science Triple, plus 2 options
O	Business, English, Mathematics, Core Physical Education, Religious Education, Science Triple, plus 2 options
Y	Business, English, Mathematics, Core Physical Education, Religious Education, Science Double, plus 2 options
G	Business, English, Mathematics, Core Physical Education, Religious Education, Science Double, plus 2 options
B	Business, English, Mathematics, Core Physical Education, Religious Education, Additional Applied Science, plus 2 options
I	Business, English, Mathematics, Core Physical Education, Religious Education, Additional Applied Science, plus 2 options

Options

Art	Latin
Beauty	Music
Drama	PE
Food	Resistant Materials
Geography	Spanish
Graphics	BTEC Sport
History	BTEC Engineering
IT	BTEC IT

Westfield Academy endeavors to produce mature, caring, respectful, well-educated young people with a strong sense of responsibility and citizenship. Students learn from the example provided by each other, by staff, by the way in which the Academy is run, and the quality of relationships between its members.

Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weakness, and their willingness to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They will have the opportunity to;

- Foster their own inner lives and non-material wellbeing
- Sustain their self-esteem in the learning experience
- Develop their capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection
- Discuss their beliefs, feelings, values and response to personal experiences
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life

Pupils' moral development involves students acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They will have the opportunities to:

- Reflect on the consequences of their actions, learn how to forgive themselves and others, which are attitudes they need to make moral, responsible decisions and act on them
- Recognise the unique value of each individual
- Recognise the challenge of life today and the role they play in it
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrongs
- Show respect for the environment

Pupils' social development involves students acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global) and an ability to relate to others and to work with others for the common good. They will have opportunities to:

- Display a sense of belonging and an increasing willingness to participate
- Make an active contribution to the democratic process in each of their communities
- Develop an understanding of individual and group identity
- Learn about service in the school and wider community
- Begin to understand the place they have within society and the role they need to play
- Understand the changing nature of society and how this is an opportunity not a threat

- Develop their compassion for others in society
- Take initiative on wider social issues and establish ways they can help on an individual, local, national and global scale

Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They will have the opportunity to;

- Recognise the values and richness of cultural diversity in Britain and how these influence individuals and society
- Recognise world faiths and beliefs and the impact they have on our culture
- Develop an understanding of Britain's' local, national, European and global dimensions
- Broaden their perspective on different communities and cultures within the local area
- Interact with different cultures/lifestyles and explore their advantages and disadvantages

Student voice

Student Voice at Westfield Academy provides all students with the opportunity to 'have a say' in how the school is run. Student elections take place at the beginning of the school year to choose the members of Student Voice, who will represent their fellow students within their own year group for the academic year. Reps will attend regular meetings as a group and with the Principal, discussing the issues that are affecting them as students with the aim of coming to positive outcomes. Student Voice also implements a mentoring program involving KS3 and KS4 students and publishes the school's own student newspaper publication every half-term, alongside the regular use of other media platforms such as Twitter.

Student Voice allows students to play a bigger role in the school's decision making processes and gets their opinions heard. The mentoring program creates better student relationships, raising confidence of younger students and gives greater responsibility to older students. Student media helps to improve communication within the school about what happens within it and gives the opportunity for students to enhance literacy skill and creativity skills in the process.

Pupil Premium focus groups

Pupils that receive pupil premium are targeted in these sessions that are led by Directors of Learning. We believe that this is an important opportunity for pupils to develop trust and relationships with their Director of learning. These sessions are used as either a reward or time for mentoring/reflection. Activities include trampolining, development of life skills, Fitness sessions, Boxing sessions, Football sessions and study/revision sessions. They take place every week with pupils rotating accordance to need and performance.

'In my role as Year 8 DoL, I run a pupil premium group. The group is aimed at students who are predominantly on FSMs. The students are then selected using the following criteria: issues with: attendance, behaviour, peers or home. The sessions have varied significantly over the



year and have included football, Rounder's, quizzes, 1:1 conversations with myself and playing computer games. Recently, I have split the group into a boys and girls group which has been successful because I can target the activities more specifically to their interests. The students involved look forward to the sessions and always say that it's one of their favourite parts of school. I have also found that students are more likely to approach me with their problems in this setting too so issues can be dealt with more effectively.'

C.Benge (Year 8 Director of Learning)

Summer camp

The focus of the program was focused around building confidence, self-esteem and resilience. The summer program also helped students build and develop life skills such as tolerance, responsibility and teamwork.

Aims - Students to have a structured 5 day program during their summer holidays · Students to develop life skills in a safe and controlled environment · Students to engage in positive activities that supports their learning

Outcomes - For parents to have access to affordable and structured activities · For students to learn transferable life skills that they can apply in school and their home life · For students to successfully re-integrate back into school after the summer holidays

In order to run the program, we asked for financial support from our local support agencies. This is so that we were able to offer the program at a reduced and affordable price to parents. We would like to thank the following agencies for supporting our program;

- Thriving Families (£600)
- Nigel Bell (Hertfordshire County Council for Vicarage/Hollywell) (£500)
- Watford Community Housing Trust (£500)
- Everyone Active – Watford Central Leisure Centre (Reduced activity costs)
- Watford Football Club (x10 tickets)

The students took part in the following activities

- Two 8 mile hikes from Watford to Harefield and Harefield to Watford
- Rock Climbing
- Raft Building
- Rope Swing
- Cooking (BBQ, Pasta dish & cooked breakfast)
- Bonfire
- High Ropes
- Football
- Tent Building

Summer school



The Summer school is structured for year 7 pupils to ensure a smooth transition to secondary school. The week focuses on English, maths and science and allows student to understand the ranges and differences in work standards from primary to secondary. Work is marked daily offering the teachers the opportunity to bridge gaps in learning and identify areas for development. It also allows students to move around the building and give them time alone to familiarise themselves with their new surroundings.

The Program is fully funded for pupils that receive Pupil premium and is open to other pupils at a minimum cost. All pupils receive a Westfield Academy bag that contains all stationary necessary to succeed at the Academy.

Pupils also receive Breakfast, Lunch and Dinner in planned sessions that mirror the school day. The range of activities offered ensures that pupils understand the value of belonging to the Academy and the expectations of being a member.

Concerns boxes

It is important that our students feel as though they are listened to and that they can see an immediate response to issues that are causing them concern.

To aid this we have installed red concerns boxes for the students to bring to our attention any issues that they have, these could range from concerns about their peers to teaching.

- There are four concerns boxes they are positioned outside the:
 - Upper school office – students KS3
 - Lower School office – students KS4.
 - 6th form office – students KS5.
 - Student reception – Students - All
- Students complete a concerns form, which are kept in a wallet on the wall next to the box.
- Boxes are to be emptied daily, in the morning by Jan Smith.
- All concerns are logged with the date received and an acknowledgement is sent to the student within 24 hours.

Rewards

The Vivo Miles System is central to our rewards system which is aimed at promoting good behaviour as well as inspiring and motivating students to learn. These will be recorded as our positive referrals on Go 4 Schools

In addition Students will find that in their planners is a stamp rewards system, this is now a separate system and will be used for a fast and easy way to congratulate a pupil on their progress or positive behaviour. Form tutors will need to keep record of their forms planners and report their progress to their Director of Learning. Certificates will go out at the end of each term for their achievements and parents will be able to see their progress.

Assemblies

Pupils receive two assemblies in a school week. One is led by a senior leader and the other is led by the Director of learning. Senior leader assemblies at Westfield are focused to provide all pupils with the opportunity to develop themselves, their beliefs and their decision making skills. There is a planned calendar of weekly themes that focus on all areas of SMSC. Director of learning assemblies are focused on rewarding pupils and publically recognising success. Assemblies at the Academy are synchronised with the school calendar and offer the opportunity to ensure that pupils are aware of current events and activities.

Assembly themes
Welcome Back
Achievement and Standards
Inspiration
School Community
Student Voice
About Me
Black History Month
Diversity
Anti- Bullying Week
Working with Others
Support
Resourcefulness
Reciprocity
Respect
Christmas
Resilience
Self Control
E - Safety
PE Week
Literacy Week
Numeracy Week
Maturity
RE Week

Healthy Eating Week
Drug and Alcohol Abuse
Managing Social Media
Watford Community
Easter Week
Careers Week / Looking into the Future
Numeracy Week
Being reflective
Staying Safe
Welcome to the Next Year Group.
Responsibility
Charity Week
Westfield Week
Build up to Sports Day
Ending My Year

Tutor Time

Tutor time at Westfield academy mirrors these assembly themes. Directors of learning create age relevant activities that are designed to encourage pupils to develop and prepare themselves for adult life. Pupils complete activities during tutor time that encourage the thought and discussion of relevant themes. It is here that pupils receive the opportunity to contribute ideas and beliefs to detailed class discussions/debate.

Year 11 Charity weeks

Our Year 11 Charity week allows student to choose a charity and compete against each other as to who can raise the most money for that charity. Sometimes these are focused on special charities to the school or individual students. Students fundraise in various ways, producing some fantastic results. Last year students raised over £1000 each for their charities.

The event raised awareness for the following Charities:

- RSPCA
- Peace hospice
- Children in need
- British heart foundation
- Breast cancer
- Cancer awareness
- Save the children
- Make a wish foundation
- Great Ormond Street Hospital

Construction

The Academy also provides targeted pupils with the opportunity to learn construction skills as part of their education. Pupils learn basic skills during this bespoke program but also gain key life skills such as being able to meet deadlines, working with others and developing the physical appearance of the school community. Both pupils in Key stage 3 and 4 are invited and participate on a weekly basis.

Greenhouse

Starting in September 2014, Westfield Academy are pleased to announce its new and exciting partnership with Greenhouse Charity to deliver a full time Table Tennis Program as part of the academy's day to day timetable.

This exciting new partnership will see a full time Greenhouse Head Table Tennis coach being based in the academy delivering a variety of fun and challenging activities. As well as specific targeted cohorts of students, the table tennis program will see the introduction of breakfast, lunchtime and after school clubs, as well as training sessions for those interested in entering events and competitions.

The table tennis program will be a fully inclusive program with a large proportion of the program open to all. The program will commence in September with plenty of taster sessions for students to come and have a go.

External Agencies

At the end of the academic year the 10s took part in a series of workshops ran by Thrive Homes. These sessions covered essential skills to do with careers, CV writing, apprenticeships, managing budgets and interview skills which will motivate and encourage the students as they make their transition into Year 11. The students worked in mixed groups, actively engaging in the sessions together. The feedback regarding the behaviour and enthusiasm of the students was fantastic as all tutors were thoroughly impressed. Thrive Homes and Watford and Three Rivers Trust also offered three paid summer placements which the students had to apply for. Out of the 145 applications, 9 students were shortlisted and invited to arrive to school dressed professionally for their formal interviews on Thursday 10th July. Thrive Homes said the standard was incredibly high which made it an extremely difficult decision; however the three successful candidates were selected and enjoyed an excellent week of paid work experience during the holidays.

Anti bullying

Anti-bullying week takes place 3 times a year and incorporates the whole school. The weeks focus on working with those considered to be involved in bullying incidents and those who have been victims of bullying before, helping them to build bridges and raise awareness of Bullying . Our older students work with our younger students as mentors.

This is re enforced by a detailed tutor program and assemblies to support. As a result bullying at Westfield is "rare". (Ofsted 2012)

Boys Club

The boys club meets once a week and consists of several boys who's behaviour has been identified as a potential issue and targeted. The club has a military theme and during the weekly 'relaxed' session the boys are taught the core values of Discipline, Integrity, Respect and Tolerance. These values are discussed and put into everyday context and videos are shown to support this. If the boys experience any issues during the week they will in the first instance try to control themselves however if they feel this may not be achievable they ask permission to see their mentor for advice before things get out of hand. All the boys are on a voluntary report card and are given continuous support through the week. If the boys maintain a clean report card with no negative behaviour they are rewarded with a Military themed educational trip.

The past year has seen an improvement in the boys behaviour and provides most with the emotional support that they need, they feel confident speaking to their Mentor about feelings and issues. This Term a new lower school group has been created and this too will continue with the same ethos.

SMSC across the Curriculum

Modern Foreign Languages

Spiritual, Moral, Social and cultural focuses play an important part of Language education. In languages we currently teach French, Spanish, German and Latin. As part of language learning at Westfield pupils learn about relationships and their interactions with others and in addition about cultural similarities and differences. In lessons pupils are often asked to be able to consider different cultures and reflect on their responses.

Through language learning pupils are able to explore and discover global events and festivals and learn about lifestyles and global problems and changes also. Therefore language lessons provide pupils with an understanding of the global world around them.

Spiritual: In languages we discover and learn about important parts of religious festivals that take place currently or in the past. Pupils discover how Christmas and Easter are celebrated in France and Spain. Pupils can therefore reflect on religious beliefs and practices through these topics. In Latin pupils learn about ancient civilisations and their beliefs and these are discussed and debated in lessons.

Moral: Pupils study and reflect on healthy lifestyles and exercise both in KS3 and in more detail at KS4 and as a result pupils consider what constitutes a healthy way of life and pupils think about their own personal choices. In covering the topic of families in KS3 and in KS4 pupils reflect on families and are introduced to the reality that there are many single parent families and everyone has differing backgrounds. In Latin pupils consider the moral values held under the Roman Empire students develop awareness and formulate opinions on situations. Inside and outside the classroom pupils have a chance to appreciate relationships, values, and environmental impact of our actions.

Social: In languages pupils regularly participate in activities which aid pupils' capacity to work well with others and on their own. As part of language learning pupils work in pairs and sometimes in groups which help build pupils self-esteem and communication and listening skills. Language learning also encompasses learning about other societies and this can be discussed in a safe a collaborative environment. Our Trips abroad provide pupils with an opportunity to liaise with people from other countries and therefore the trips enrich relationships and broaden ideas.

Cultural: Language learning develops pupils understanding of their own culture and they are able to develop an understanding of those of some European Countries and the cultural diversity within these countries. Pupils are also given opportunities to work with authentic materials from Countries including France and Spain. Pupils are also provided with opportunities to liaise with native speakers through our lessons and contact with Foreign Language Assistants.

Religious Education

In Religious Education our curriculum is rooted in SMSC.

KS3 focuses on different religions, what people believe and why. We try to develop understanding and appreciating of our own beliefs and those of others which links into their values and cultures.

Issues such as life after death and big questions such as 'why are we here' are discussed and students encouraged to understand their own beliefs and opinions on these matters.

Rights and responsibilities are studied in view of us as citizens within the society, towards friends and family, and towards our religion for those who believe.

KS4 includes issues such as multiculturalism, prejudice, relationships, where do we get our attitudes towards right and wrong from.

KS5 includes topics on ethics, abortion, how religious people express themselves.

KS5 allows students to express themselves on prominent ethical and societal pressures

The local agreed syllabus allows us to incorporate our school environment into our teaching.

History

Year 10s will be visiting concentration camps in Poland to further understand the nature of what occurred during Nazi occupation.

Year 11s visit the old Watford workhouse to understand how people used to live and were treated.

KS5 includes studies on political leaders and their impact on lives and cultures, while KS3 focuses on the main events that shaped our country and its culture.

Geography

KS4 includes fieldtrips that necessitate teamwork and open-minded questioning of a geographical situation such as physical developments in Stratford linked to the Olympics and their impact on the lives of those around.

KS5 includes the studies of different environments such as coastal, all deepening understanding of different ways of living within the country.

In KS3 along with physical processes, the focus is on understanding different cultures and countries such as China, India and Brazil, as well as social issues such as crime and the impact of development and globalisation.

English

In Year 7, we look at themes of love and friendship through a variety of discussion based approaches. The students are encouraged to share their answers in a supportive environment designed to ensure that they are not afraid to get the wrong answer. Students will look at poetry, prose and drama pieces to broaden their knowledge and understanding of the way in which the world works and how this can benefit them.

In Year 8, students study poetry, prose and dramatic pieces that allow them to express

themselves in a variety of forms. The students are encouraged to participate in discussions, paired and team work and share their responses in a variety of ways to ensure that they feel confident and secure in their work. Students look at work from different cultures that they can apply to their own understanding whilst broadening their knowledge of how others live and learn.

In Year 9, students study poetry, prose and dramatic pieces that help them to develop the skill of empathy and understanding of how and why others lived the way they did. Through discussion based pieces, students can express their beliefs of how and why wars took place and the emotional responses this brings. Students also consider other people's cultures and cultural beliefs and how this can affect them. Students participate in discussions in pairs and in groups in order to build upon their interpersonal skills.

At KS4, students study a variety of texts designed to help them understand the way in which the world works and affects them. Students participate in speaking and listening exercises where they can show case their skills of speaking with others in a safe and nurturing environment.

At KS5, students study a variety of texts that allow them to make discussions and question the world around them. The students are encouraged to apply their own beliefs and situations to the world around them and also specifically at the work they are undertaking.

Throughout English, students are encouraged to participate in discussions, group and paired work and are given the opportunity to share their thoughts in a safe and nurturing environment. Students are free to make mistakes and know that they will be supported into getting it right.

Science

Year 7 Topics: Reproduction - scientific explanations from conception to birth. This topic includes the menstrual cycle and puberty.

Year 8 Topics: Keeping Healthy - includes how to maintain a healthy lifestyle and to eat balanced diet with the impacts that maintaining/ not maintaining either can have. The module incorporates what a health check is and its benefits. In relation to current lifestyle habits, the importance of a healthy heart and the importance of fitness and training for a healthy body are also key to this topic.

Studying Disease - Diseases caused by bacteria, fungi and viruses that are present in the world today, and diseases that have been eradicated as a result of groundbreaking medical techniques and medical breakthroughs. Highlighted in this module is how disease spreads and how diseases can be prevented. Sexually transmitted disease is also covered in a scientific way, explaining how such diseases can be prevented and can be treated. Biological warfare is discussed, and the impact of this. Vaccination is key in this area, so that students are made aware of the vaccinations that they have, or are currently receiving.

Life and Death - this is a module that covers the scientific and non- ethical side of life and death - how animals live, die and the impact / maintenance on ecosystems of as a result of both.

As with all KS3 topics, learning progression is monitored throughout the lessons both formatively, and summatively in an end of topic test.

Year 9 Topics: Drugs and Behaviour- definition of a drug - both legal and illegal. The effects that drugs have on behaviour and mood. Drugs covered range from cigarettes, alcohol to cannabis and heroin- addiction and withdrawal from each.

Year 10 Topics: you and your genes - aside from the science being inheritance of characteristics, students also learn about inherited diseases such as cystic fibrosis, down's syndrome and Huntington's disorder. Ethical decisions behind the benefits and disadvantages of pre-implantation genetic diagnosis, genetic testing, genetic screening and cloning are discussed in some detail.

Keeping healthy - much of an extension from KS3 work - maintaining a healthy lifestyle and implications of not doing so.

Life on earth - evolution is covered, creationism is not

Year 11 Topics: Growth and development - much of an extension of yr10 work, where stem cell cloning is covered in greater detail

Brain and mind - the impact of drugs on the nervous system, including the effects of alcohol, serotonin and ecstasy. Work at KS4 is assessed formatively within lesson time and summative as an end of topic test.

Business and ICT

KS3 ICT – Units and activities based on subjects such as environmental impacts of tourism, animal testing, cyber bullying, internet threats, endangered animals and world citizens.

KS4 ICT –Featuring topics such as, online threats, future technologies, money.

KS4 Business – Featuring topics such as, finance and personal finance, customer service

KS5 IT – featuring topics such as, communication skills.

KS5 Business - Featuring topics such as, communication skills, equal opportunities, understanding finance.

KS5 Media – Featuring topics such as, negative and positive representations of different groups of people, equality, capitalism vs. Marxism and other ideologies, awareness adverts (smoking, drink driving, drugs etc.), moral panics and feminism.

Mathematics

With various projects, mini investigations and activities built into lessons, SMSC, (Spiritual, Moral, Social and Cultural) is being delivered through high quality lessons.

All maths's lessons have paired seating, developing the social aspect of SMSC.

Projects outside of a classroom consist of:

- A year 8 math's challenge where pupils are involved in a quiz competing against pupils from other school in the surrounding area.
- Year 7 Christmas Moths challenge where other local schools are invited to participate.
- Revision mornings for year 11 pupils, building on their current knowledge, as well as

developing self-confidence whilst preparing them for public examinations.

Spiritual Development in Mathematics

Developing deep thinking and questioning the way in which the world works promotes the spiritual growth of students. During Maths lessons, pupils are always encouraged to delve deeper into their understanding of Mathematics and how it relates to the world around them. The skills of analysing data are taught from Year 7 to Year 11 that enable students to make sense of vast amounts of data available in the modern world around them. Sixth Form students are able to extend this knowledge through the study of Statistics. Sequences, patterns, measures and ultimately the entire study of Mathematics was created to make more sense of the world around us and we enable each of our students to use Maths as a tool to explore it more fully.

Moral Development in Mathematics; The moral development of pupils is an important thread running through the entire mathematics syllabus. In all year's groups students spend the end of lessons reviewing what they have learned and, where relevant, to use Maths in real life contexts, applying and exploring the skills required to solve various problems.

Social Development in Mathematics; Problem solving skills and teamwork are fundamental to Mathematics, through creative thinking, discussion, explaining and presenting ideas. Students are always encouraged to develop their Mathematical reasoning skills, communicating with others and explaining concepts to each other. Self and peer reviewing are very important to enable pupils to have an accurate grasp of where they are and how they need to improve. Working together in pairs or groups and supporting others is a key part of Maths lessons.

Cultural Development in Mathematics; Mathematics is a universal language with a myriad of cultural inputs throughout the ages. At Westfield Academy we encourage the teaching of various approaches to Mathematics including the Chinese lattice method for multiplication. We also explore the Mathematics applied in different cultures such as Rangoli patterns, symmetry, tessellations and Islamic geometric patterns. The ability to use exchange rates for foreign travel are also important life skills students will learn.

Monitoring and review; SMSC is a fixed item on our Faculty meeting agenda. Through this we can determine the effectiveness of the program and if need be adapt it so that it meets the development of every child. During these discussions if new resources are required which cannot be allocated internally they will be purchased. Resources that are developed by individual teachers to meet the specific needs of learners are shared.

Art

In KS3 art, students look at wide range of artists from different backgrounds and various themes. In year 8 in particular, one project is based on Cesar Manrique a Spanish artist and they also do a cultural mask project focusing on African, Venetian and Egyptian masks. In year 9, students look at the theme conflict, they discuss current affairs and focus on aspects of war and peace.

At KS4 and KS5, students work more independently based on themes that relates to them. Students look at cultures, religions and self image. Issues such as bullying, peer pressure and fitting in also can become a focus for many students.

Physical Education

During the range of activities that students participate in, whether core PE lessons, BTEC Sport lessons, exam subjects or extra-curricular PE sessions students develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. Students are consistently encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their experiences.

Moral Development in PE; PE in general teaches students about code of conduct, etiquette, handshake before and after matches, applauding the opposition, fair play, unwritten rules and sportsmanship. In every lesson students abide by the rules and regulations, gaining a good understanding of rules of sport and the importance of infringements such as penalties and red cards allow students to understand the consequences of their actions which in turn helps students apply this understanding to their own lives.

The concepts of self-discipline to excel are essential. Students are taught that the only way you can achieve in sport to a high standard is if you work hard and if you can discipline yourself to train and apply yourself.

Year 10 & 11

Moral dilemmas in sport are always hitting the headlines. In GCSE PE, level two BTEC Sport, students investigate into deviance issues in sport such as the use of performance enhancing drugs and match fixing.

Social Development in PE; Students in PE use of a range of social skills in different contexts. These include; working and socialising with pupils from different religious, ethnic and socio-economic backgrounds, the willingness to participate in a variety of social setting, cooperating well with others and being able to resolve conflicts effectively, an interest in, and understanding of, the way communities and societies function at a variety of levels.

In lessons; many practical lessons provide students with the chance to lead warm-ups, skill practices and officiate games to enhance social skills.

Sports teams and activities; Sports activities and teams ran at lunchtime and after-school focuses upon developing pupils social skills such as meeting new people, communicating with others and how to communicate with adults i.e. referees.

Team captains are integral to our sports teams, liaising with everyone in the team and often having to speak and work with the opposing teams from all over the country. Pupils not only play against other schools within the Region but also nationally

Cultural Development in PE; The PE department encourages a willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Careers Advice & Guidance Provision at Westfield Academy

Connexions Personal Advisors work with students in the school on two days a week. All students in years 9 through to 13 can access this service through break and lunch time drop-ins and booked 1:1 hour appointments.

The focus of their work with students is mostly careers advice and planning to achieve their goals, they also support with applications and CV development. Appointments are booked for those students we feel need guidance and support at transition from year 11 in particular but any student can request to work with one of our Connexions advisors directly at one of the drop-in sessions in Student Reception. Connexions also provide support at our key information evenings, year 9 options evening, 6th Form Open evening and GCSE and A' Level Results days in the summer.