

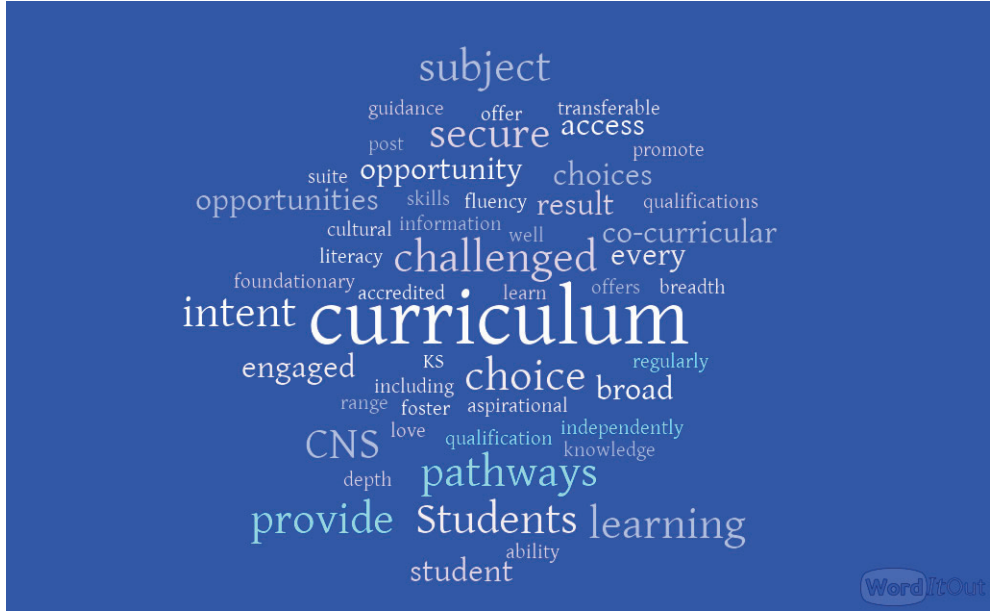
Curriculum Intent, Implementation & Impact at CNS

	Intent	Implementation	Impact
KS3	<p>At CNS the intent is to provide every student with the opportunity to access and be challenged by a 3-year KS3 curriculum which offers breadth and depth. This will foster a love of learning so that they have the foundation knowledge and cultural literacy to be secure in their choice of KS4 pathways. At all key stages the curriculum will promote subject fluency as well as transferable learning skills including the ability to learn independently.</p>	<p>Groups within groups planning is crucial to implementation of learning at CNS; a disadvantage first approach is applied to all aspects of T&L. Subjects use a variety of summative and formative assessments each term to assess student progress and plan future lessons.</p> <p>A specific nurture curriculum is offered in Yr7 to 9 that further promotes relationships, literacy, numeracy and cultural capital.</p> <p>Behaviours for learning are recognised in lessons using the school's rewards system and reinforced by our PPP expectations (Polite, Prepared, Punctual).</p> <p>GL and PASS are also used to track progress and student engagement over the Key Stage.</p>	<p>Assessment is based on our own progression grids (beginning to beyond). The expectation is that all students should be at least 'secure' in their learning by Yr9 and to achieve grades 5 or higher at GCSE, students should be 'confident'. We aim for all students to be able to access 9 subjects at KS4.</p> <p>Attendance aims to be above 95% in all lessons with positive behaviours and attitudes to learning displayed at all times.</p> <p>Students feel that they belong to the community by taking part in the excellent range of extra and co-curricular opportunities.</p>
KS4	<p>At CNS the intent of our KS4 curriculum is to provide every student with the opportunity to access and be challenged by a broad suite of qualifications and co-curricular opportunities. Students will be engaged in their learning as a result of their subject and qualification choices and to be secure in their choice of ambitious KS5 pathways.</p>	<p>We offer predominantly GCSE qualifications with 5 out of 31 courses being equivalencies. We promote a breadth of curriculum with preference blocking guiding students to a broad and challenging curriculum offer. MFL is offered as a twilight subject to promote student uptake to EBacc. All students sit philosophy and ethics (RS). Further challenge is created for all students, through accredited and non-credited co-curricular offer such as DoFE.</p>	<p>Assessment is based on external exam board specifications. The aim is that all students should have access to achieve at least 8 level 2 qualifications, the majority taking 9. To meet 6th form entry requirements, students need to achieve 5 grades at 9-5, including English and Maths at 9-4. We aim for all students to have the skills to be in education, employment or training post-16.</p>
KS5	<p>At CNS the intent of our KS5 curriculum is to provide a predominantly A-level, level 3, curriculum offer. Students will be challenged by a broad range of 34 subject choices and accredited co-curricular opportunities. Students will be regularly engaged in post-18 information and guidance through VESPA and tutoring and as a result be aspirational and secure in their choice of KS5 pathways.</p>	<p>The KS5 curriculum is established and qualifications are embedded in teaching and learning. Guided learning hours are intentionally high to ensure a depth and breadth of learning. Personalisation and flexibility are built into the curriculum to suit students' evolving needs. The majority of students are encouraged to take 3 A-levels and an EPQ or Core Maths. New AAQs are being planned for 2025-6. Our semester assessment model is firmly embedded and positively impacts on reliability, validity and usefulness of assessment data.</p>	<p>Assessment is based on external specifications. The aim is that all students should have access to achieve at least 3 level 3 qualifications. Students will be working towards aspirational targets and post-18 pathways including elite courses and occupations. About 75% of our students apply to universities each year and more are looking at the increasing number of competitive apprenticeships on offer.</p>

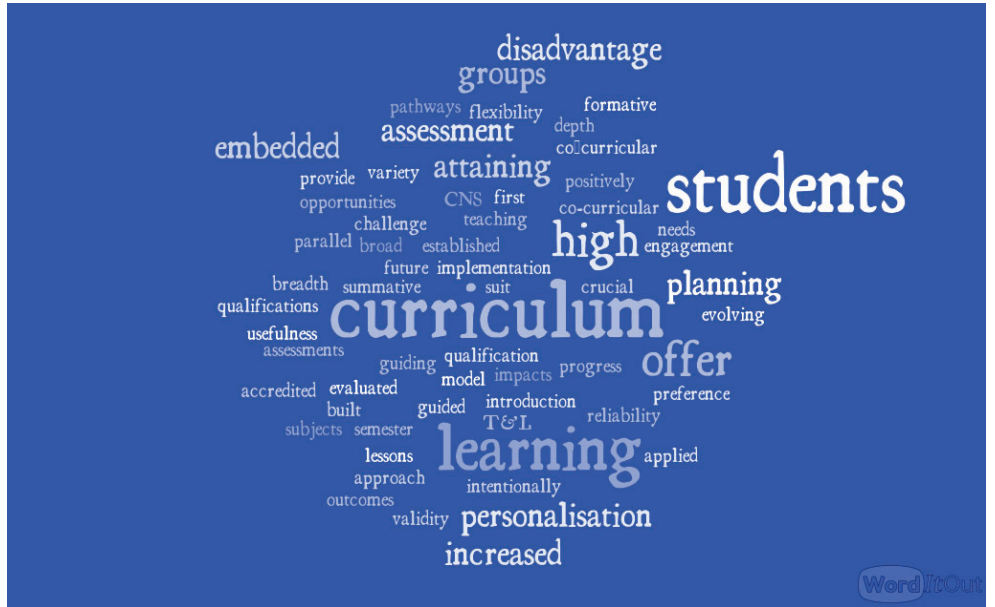


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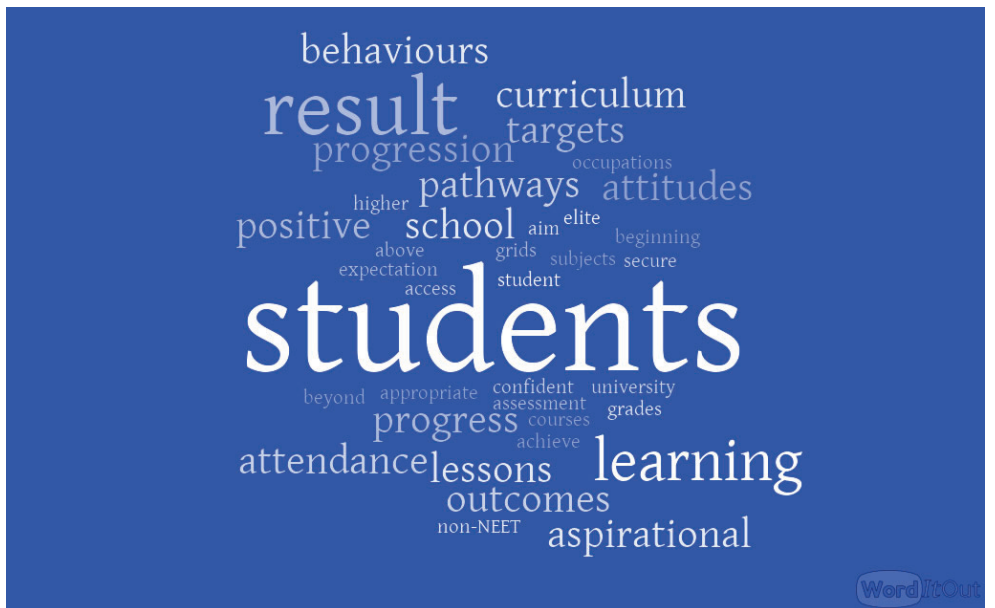
INTENT



IMPLEMENTATION



IMPACT



KS3 Rationale:

We teach a broad 3 year KS3 and follow the national curriculum in all subjects.

KS3 Variation:

A nurture curriculum is in place in MFL for ~5% of the cohort in Yr7 and 8. All students still complete one language to enable a full curriculum and the standard offer going into Yr9. Yr7s with low reading and numeracy benefit from weekly 6th form tutoring sessions. At KS3, a nurture curriculum in English, Maths, Science and Humanities are all taught by only 1 teacher with an adapted curriculum and assessment model to promote success. These lessons are timetabled first to ensure experienced teachers and the same classrooms maintain consistency and relationships.

KS4 Rationale:

We teach a broad 2-year KS4 where 97% of students start with a full package of 9 GCSEs or equivalents. Subjects are able to select their own exam boards based on strengths of the course and teaching staff.

All students have access to triple science, a language and humanities. High attainers are encouraged to consider the EBacc, but no one is forced to. With the inclusion of Spanish in 2019 and twilight MFL offer from 2022, the uptake of the Ebacc is increasing.

Roughly 3% of students are offered an alternative course for their third preference. ASDAN is chosen to provide students the cultural capital, literacy and numeracy skills needed for the core curriculum and life skills.

KS5 Rationale:

We are an A-level heavy school, in line with the local offer of the City College and sister OAT schools.

Every student is expected to take an equivalent of 3 A-levels. A minority take 4 A-levels. We recommend that students take 3 A-levels plus either the EPQ (about 100 students sign up to this each year), Core Maths or Duke of Edinburgh Award.

All students in Yr12 have to take part in VESPA (study skills) lessons. This aims to develop their Vision, Efforts, Systems, Practice and Attitude.

All of Yr12 are also made to sign up to at least one co-curricular offer (there are 32 different activities on offer).

6th formers have 2 form times per week, including an assembly once a fortnight.

Curriculum Plan - 2024-25

7 East	7 East Nurture & 6th Gp	7 West	7 West Nurture & 6th Gp	8 East	8 East Nurture & 6th Gp	8 West	8 West Nurture & 6th Gp	9 East	9 East Nurture & 6th Gp	9 West	9 West Nurture & 6th Gp	10 East	10 West	11 East	11 West
MA - 5 (7 hours)		MA - 5 (7 hours)	MA - 1 x 6th Gp (7 hours)	MA - 5 (7 hours)		MA - 5 (7 hours)	MA - 1 (7 hours)	MA - 5 (7 hours)		MA - 5 (7 hours)		MA - 5 (8 hours)	MA - 5 (8 hours)	MA - 5 (8 hours)	MA - 5 (8 hours)
EN - 5 (7 hours)		EN - 5 (7 hours)	EN - 1 (7 hours)	EN - 5 (7 hours)		EN - 5 (7 hours)	EN - 1 (7 hours)	EN - 5 (7 hours)		EN - 5 (7 hours)	EN - 1 (7 hours)	EN - 5 (9 hours)	EN - 5 (9 hours)	EN - 5 (9 hours)	EN - 4 (9 hours)
PSHE - 5		PSHE - 5	PSHE - 1	PSHE - 4	PSHE - 1	PSHE - 5	PSHE - 1	PSHE - 5		PSHE - 5	PSHE - 1				
SC - 5 (6 hours)		SC - 5 (6 hours)		SC - 5 (6 hours)		SC - 5 (6 hours)		SC - 5 (6 hours)		SC - 5 (6 hours)					
DT - 6 (3 hours)		DT - 6 (3 hours)		DT - 6 (3 hours)		DT - 6 (3 hours)		DT - 6 (4 hours)		DT - 6 (4 hours)					
PE - 6		PE - 6		PE - 6		PE - 6		PE - 6		PE - 6					
MFL - 5 (4 hours - 2 languages)		MFL - 5 (4 hours - 2 languages)		MFL - 5 (3 hours - 1 language)		MFL - 5 (3 hours - 1 language)		MFL - 5 (4 hours - 1 language)		MFL - 5 (4 hours - 1 language)					
GE - 4		HUM - 1		GE - 4		HUM - 1		GE - 5		GE - 5					
HI - 4		HI - 4		HI - 4		HI - 4		Hi - 5		Hi - 5					
PRE - 4 (3 hours)		PRE - 4 (3 hours)		PRE - 4 (2 hrs)		PRE - 4 (2 hrs)		PRE - 5 (3 hours)		PRE - 5 (3 hours)					
CS - 5		CS - 5		CS - 5		CS - 5		CS - 5		CS - 5					
AR - 5		AR - 5		AR - 5		AR - 5		AR - 5		AR - 5					
DR - 5		DR - 5		DR - 5		DR - 5		DR - 5		DR - 5					
MU - 5		MU - 5		MU - 5		MU - 5		MU - 5		MU - 5					
												Opt A		Opt A	
												Opt B		Opt B	
												Opt C (For some this will be ASDAN)		Opt C	

Internal Assessment Approach and Data

Key Stage 3		Key Stage 4		Key Stage 5	
Model used	Variety (OAT and in faculty)	Semester Model	<ul style="list-style-type: none"> Baselines (out of 25) % - first 4 weeks Topic Tests in class – every 4-6 weeks Mid-Year 10 Exams – Jan Yr10 End of Year 10 exams – June Yr10 Yr11 Mock Exams – Nov Yr11 Yr11 Pre-Public Exams – Feb Yr11 	Semester Model	<ul style="list-style-type: none"> Baselines (out of 25) % - first 4 weeks Mid-Semester Exams – Dec Yr12, June Yr12 End of Semester Exams – Mar Yr12, Sept Yr13 Yr13 Mocks – Jan Yr13
Types of assessments and timeframes	<ul style="list-style-type: none"> Baseline CATs – transition End of Topic Tests – every 4-6 weeks Yr9 Core Exams – End of Yr9 GL assessments – Yr7 and Yr9 	GCSE grading 9-1		A-Level grading A*-E	
Grading used	80-120 CATs Progress Descriptors (6 scale: Beginning to Beyond) GL assessment scores				
Data Informs ...	<ul style="list-style-type: none"> CATs inform seating plans, SEND intervention, reading ages for classroom teachers. Topic Tests feed into online mark books which accumulate through the year to give a present performance descriptor. This is reported to parents in three summary reports over the year and one full report. Yr9 core exams inform grouping for GCSEs. 	<ul style="list-style-type: none"> Baselines are used by faculties to help inform in class interventions. Topic tests are used formatively to inform in class planning and class feedback. Yr10 and 11 exams are analysed via Quixote (OAT analysis tool) and data is used to update intervention groups, setting and P6 targeting. 	<ul style="list-style-type: none"> Baselines are used by 6th form and tutors. Under 50% average triggers in intervention study workshop 1. Semester and mock exams inform workshops 2 and 3 plus the 6 intervention model. 		
Interventions	Yr7 Tutoring in Literacy and Numeracy with Yr12 and 13 students. ALF – tutoring. SEND Target groups (20 from each year group) – data driven, selected by House Leaders, built into QA exercises and lesson planning.	P6s led by Faculties. Target groups (20 from year 10 and 50 from Yr11) – data driven, selected by House Leaders, built into QA exercises, lesson planning and P6 invitations. Form Time Programme used to deliver revision skills/practice in Y10 and Subject Interventions in Y11. Targeted parents' evening – Yr11 Mentoring from SLT and HILs	<p>VESPA – timetabled study skills programme.</p> <p>6 model intervention (Pastoral, Faculty x2 (high/low), Tutoring, Head of Year, Support Plans / Contracts)</p> <p>My Tutor – funding through catch up (last year)</p> <p>Targeted parents' evenings – Yr12 and 13</p>		
Benefits	Mixed model gives a lot of useful and different information.	Clear, regular formal assessments across the 2 years. Mix of formative and summative to help students reflect and progress. Increase in accuracy in forecasting over last 2 years. Students are well prepared for final exams.	Clear, regular formal assessments across the 2 years. Bigger focus on summative assessment with study skill workshops to help students reflect more independently. Students are well prepared for final exams. Accuracy in forecasting.		

Co-Curricular Programme at CNS

Our extensive co-curricular programme is an integral part of our whole curriculum offer. The CNS programme consists of over 50 clubs, subject enrichment activities, visits, social action and charity events, as well as a broad student leadership scheme. This curriculum supports the development of the physical, mental, spiritual, cultural and intellectual health of our students, in a joined-up approach to enhance their subject curriculum.

Our powerful co-curricular offer enhances the broad, balanced and enriching programme of education.

The whole range of thriving clubs and activities provides our students with the opportunity to further their existing interests or to discover completely new ones. In our school aims we describe how we want to develop in every student the skills, aptitudes and abilities required to become emotionally resilient and confident young people. We want to encourage in every child a sense of commitment, to value high achievement, to be prepared to adapt and to innovate.

These co-curricular activities offer students opportunities:

- For learning the value of teamwork, individual and group responsibility, physical strength and endurance, competition, diversity, and a sense of culture and community.
- To apply academic skills in a real-world context and are thus considered part of a balanced education.
- To widen their appreciation of cultures, views, opinions and attitudes.
- To make choices in terms of what they want to do, or not as the case may be, which can be educational.
- Through our charity work and social action events our aim is to develop a caring community within the school by encouraging commitment, courtesy, co-operation, tolerance and compassion towards one another whilst understanding that everyone is a member of a wider community.

We strive to ensure that all students, especially those facing any disadvantage or barrier to learning, feel a sense of belonging and connectivity to the CNS community and its inclusive ethos. Our wider curriculum will address the diverse needs of all the students. It will develop our students' self-esteem and confidence through the encouragement and reward of resilience, leadership, communication, engagement and progress.

Our programme includes:

- Character development across the curriculum and in PSHE
- Duke of Edinburgh Scheme (Bronze to Gold) –With an aim to increase participation rates of disadvantaged students
- Arts Mark Award
- Partnership links with Guildhall School of Music and Drama and Norwich City Football Club
- OAT #Iwill social action and House charity participation
- Clubs
- Sporting events
- Charities events
- Social action groups and events
- Trips and Visits
- Student leadership and student voice