



Teaching, Learning and Curriculum @Perschore High School

Introduction:

This teaching, learning and curriculum policy is intended to guide the practices and procedures of teachers at Perschore High School. The policy is intended to provide a framework for the development of a shared understanding of effective teaching and learning and curriculum content.

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Aims and Objectives:

1. To develop a culture for learning which has mutual relationships at its core where teachers, other adults and students **help each other to work hard and be kind**. We encourage individuals to play their part in a kind and caring society.
2. To encourage people to develop proactive habits, to take ownership of learning and to plan for their own future which they look forward to and develop confidence their confidence to become part of the teams that they will belong to for the rest of their lives.
3. To provide high-quality education that meets the needs of all children from helping them to read fluently and effectively so that they access learning forever, right through to extending their ambitious horizons to achieve more than they, at first, felt capable of.
4. To provide a safe, supportive, and stimulating learning environment where children are explicitly taught and supported to develop excellent learning behaviours.
5. To develop knowledge, thinking skills towards mastery and the ability to communicate understanding with confidence, fluency and pride.
6. To help people to embed new learning into long term memory and to learn how to focus efforts into the learning process, understanding how and why their dedicated practice helps learning over time.



Teaching and Learning Strategies @Pershire High School

Teaching@Pershire is a framework for developing our pedagogy. Our CPD programme links directly to the framework as does our Performance Management / Appraisal process. All teachers must have at least one of key development objectives linked to development of pedagogy in the school.



There are 4 key areas for development within the framework:

1. Climate for learning

Teachers should work hard to be kind to students, understand their challenges, barriers and manage their classroom effectively with calm consistency and first attention to best conduct. Teachers should have high expectations but also demonstrate deliberate attention to children’s wellbeing and make sure that children are welcomed and remain physically and psychologically safe in their classrooms and other learning environments. Teachers should always encourage and model helping each other to work hard and be kind.

Making sure that teachers ascertain what it is that students already know and can do helps to create the hooks to learning that might allow connections between prior and new learning.

2. Quality Instruction

- Connecting learning is crucial. Through a continual process of building upon the foundations of what learners already know.
- Presenting new information through as many sense pathways as possible, whilst being mindful of cognitive load supports memory retention and the connection to prior learning. Focussing instruction on what it is that needs to be remembered is important.
- Explaining tasks carefully and checking that students really know what they need to do in order to be successful.

3. Adaptive teaching to activate deeper thinking:

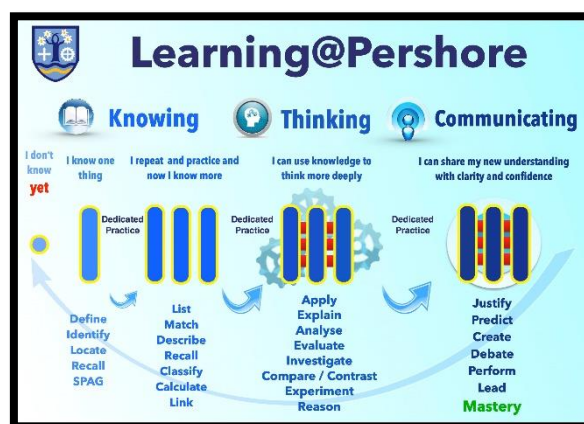


- Supporting learning through efficient modelling of the learning process is beneficial to learners. Thinking out loud as teachers take students through problems (I do) whilst identifying key steps and making learners aware of common misconceptions.
- Scaffolding learning (we do) for students by breaking content down into small chunks or providing frameworks that learners can use to help
- Student should have time to think more deeply about content via tasks created in the classroom. This deeper thinking is important if memory is to be strong. Independent practice (you do) should allow mistakes and misconceptions to be discussed, improved and refined.
- Teachers should use formative assessment to support learning and provide feedback to students. Checking understanding at every opportunity to ensure no one is left behind. Help, through positive reinforcement, students to identify their strengths and weaknesses and to improve their own motivation, work level and understanding.
- Subject specific key terminology should be explained and understood. Learners should have opportunity to discuss these terms and explain them for others and for more challenging oracy based tasks. Teachers should help develop numeracy where appropriate to support children wider skills for learning and life.

4. Securing Learning:

- Consolidation of learning through revisiting, rehearsing and retrieval practice is essential for learners to progress. Homework, low stakes testing, mind mapping, redrafting, quizzing are all elements that might contribute to a more deeply embedded memory of new and existing information.
- Opportunity to think about meaning is a key aspect of developing strong memory around a topic or idea and students should have time to reflect and think.
- Regular 'cumulative' assessment points will identify where progress is being made and where learning needs to be revisited until students build confidence and fluency in their knowledge, ready to apply their knowledge, understanding and skills to good effect.

Teachers can use our student centred learning tool Learning@Pershire (based around SOLO taxonomy) to help ascertain student's position in their learning, develop depth of understanding and motivate/encourage learners that they are 'dedicated practice' away from being able to know more and do more with their increased knowledge. We believe that building confidence in the learning process and being transparent about the process itself is crucial.





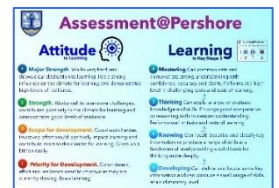
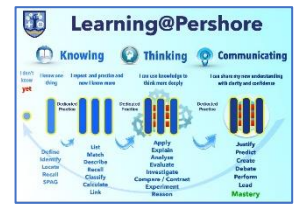
Assessment and Feedback for Learning @ Perschore High School

Rationale:

Students need to really clear about the knowledge and skills that they are trying to acquire and the success criteria for progress in their learning. Teachers need to have time to ascertain where children are in their learning, provide feedback effectively and plan learning accordingly to help students move forward with confidence.

Key points regarding implementation strategies:

- Students should be critically clear about what they need to learn (success criteria).** Personalised learning checklists, knowledge hierarchies, subject journeys and knowledge organisers might all be part of ensuring that learners know exactly what they need to know and be able to do. Departments have autonomy in the methods they use to share the success criteria but consistency within the department is essential in case of student movement between groups. The learning@perschore framework is a tool to help students visualise depth of learning needed alongside the breadth of the content covered.
- Student work will be consistently and regularly* reviewed or assessed as an integral process in learning.** This could be via the teacher’s direct assessment of student work. It could equally be done through class activities that engage learners in the review process. Teachers should identify and communicate errors, misconceptions, and improvements to be made linked to the success criteria. More general feedback or that linked to literacy, numeracy and oracy can also be included where appropriate or required. *The *regularity* will depend on the subject, hours taught within the timetable and year group of the learners. Each department will establish published protocols about the regularity and monitor the adherence to their protocol.
- All learners should receive feedback about their learning.** This can be done through teacher assessment activities and direct feedback to students through verbal or written feedback, via self and peer assessment activities or guided by the teacher. It will be clearly seen as dedicated ‘*Improvement and Correction Time*’ (IACT). Students should make a record of the feedback points identified by the teacher so that they can use the guidance at the time, and later when they review and revise their learning. Immediate feedback from computer-based instruction – online assessments and tests is a credible form of feedback providing that students can act upon the feedback and it informs their learning.
- All learners should respond to the feedback in GREEN pen where possible.** This is to enable learners to clearly see where they made improvements based on the feedback. Evidence of the green pen corrections and redrafting of work will show that feedback and student work upon that feedback has occurred on a regular basis. In practical subjects, departments will adapt this strategy to suit making sure that students have opportunity to respond to feedback after it has been provided.
- Teachers will assess and inform, regarding students’ progress in learning, through summative assessment and feedback to students and home.** See Assessment and Progress Policy. Assessment@Perschore for Key Stage 3 explains the ‘grades’ issued. (At Key Stage 4 and 5 student examination linked grades replace the Learning in Key Stage 3 grade.)



De-implementation (ie. removed)

- There is no requirement for teachers to provide individual written feedback on student books if points 1 to 5 above are addressed.** Teachers can, of course, mark and write on books to provide individual feedback to students if they wish to and feel that it is the best way to provide feedback to support learning. At times it might be. There is no fundamental requirement to do so.





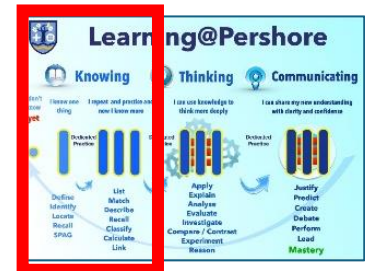
Home Learning / Homework policy

Rationale:

For memory to be strengthened and recall of knowledge to be automatic, independent practice, repetition and thinking about the meaning of what has been learned in lessons is essential. A process of consolidation is required to help that new information to 'stick' (to be encoded into long term memory) ready for later use and in order for further learning to be linked to what is already known.

Key points regarding implementation strategies:

1. **Students should be critically clear about the knowledge or key skills that need to learn and home learning tasks should focus on this.** Personalised learning checklists, knowledge hierarchies, subject journeys and knowledge organisers might all be part of ensuring that learners know exactly what they need to know and be able to do. The 'knowing' section of the Learning@Pershire Framework is the fundamental basis of further and deeper learning and are what Home Learning tasks will focus upon where possible and appropriate.



2. **Home learning at Pershire High School intends to support memory consolidation.** Teachers will set a range of tasks that help students to revisit the knowledge and skills that are essential for progress in the subject. Tasks should be simple and finite. These might include but are not limited to:
- **Repetition / revision / rehearsal**
 - key definitions of subject specific knowledge, words, facts and ideas – when students invest time in learning key information it enhances their ability to learn more and to learn more deeply.
 - The use of knowledge hierarchies, knowledge organisers or personalised learning checklists will help students to maintain a keen focus and connection to what they need to know well to progress in the subject
 - **Retrieval activities through low stakes testing** – this might be either electronic through online platform such as Seneca, Sparx, Educake or other online testing software
 - Online software provides immediate feedback and diagnostic information for the teacher which helps planning to address misconceptions.
 - **In practical subjects** this might also be **practising core skills where possible** to establish a strong, powerful underpinning for future learning.
3. **Teachers will publish the tasks with associated resources** so that it is clear what is expected and when the work needs to be completed. The time frame for completion should be reasonable.
4. **Teachers will recognise and reward**, where appropriate, students who continue to complete home learning tasks on time and to the best of their ability. Of course, the big reward is much better learning over time, for the student. This will be reflected in summative assessment and progress checks. Students who do not dedicate practice time to their studies away from the classroom will be unable to achieve the highest attitude to learning grades and their learning grades will inevitably be affected.

De-implementation (ie. removed)

1. **The completion of home learning tasks is important** and is also out of the direct control of the teacher. We expect students to complete tasks and encourage parents to support home learning. Teachers or departmental staff will let parents know when students are persistently failing to complete the tasks set.
2. **Teachers will not waste valuable time chasing up work and issuing sanctions** for work that has not been completed at home but we will make a record of none completion on against students' names.





Curriculum statement @Pershire High School

Intent:

The overarching curriculum at Pershire High School aims to provide a broad and balanced education that equips students with the knowledge, skills, and understanding to succeed in life. Our curriculum is designed to prepare students for the challenges of the future, and to provide them with the awareness and values needed to become responsible and active citizens.

Implementation:

Our curriculum is delivered through a range of subjects and topics, including English, mathematics, science, humanities, arts, languages, and physical education. We use a range of teaching methods, including teacher-led instruction, group work, independent research, and self-directed learning.

Our teaching approaches are designed to be inclusive and student-centred, and to encourage students to take an active role in their own learning. We aim to provide opportunities for students to develop their creativity and innovation, and to work collaboratively to solve problems and develop solutions to real-world challenges.

We use a range of assessment methods, including formative and summative assessment, to monitor students' progress and provide feedback on their learning. We also provide opportunities for students to reflect on their learning and set goals for future development.

Our Learning@Pershire framework outlines the learning process and shows that with dedicated practice students can build upon their knowledge and think more deeply about what they are learning. Understanding the learning process prepares students well for whatever they might learn at school and in the future as a lifelong learner.

Impact:

Our curriculum aims to have a positive impact on students in a range of different ways, including:

- Promoting intellectual, personal, and social development.
- Encouraging students to become confident, independent, and reflective learners.
- Developing students' knowledge and understanding of the world, and their place in it.
- Developing students' creativity, innovation, and problem-solving skills.
- Promoting emotional intelligence and wellbeing.
- Promoting equality, diversity, and inclusion.
- Preparing students for further education, employment, and adult life.



Art @Persore High School

Intent:

The Art and Design curriculum at Persore High sets out to creatively raise student's self-awareness, their sense of cultural identity and promote the mobility of their ideas and feelings. Our provision enables students varied opportunities to develop their visual literacy, to explore different methods and processes, respond to artists from the past and make links to contemporary practice. Guided by our threshold concepts, we aim to help students recognise that Art has its own vocabulary, that it is not fixed in meaning and that it engages head, hands and heart. It is a subject that celebrates mistakes and has the ability to enrich, challenge and inspire students to make things happen for themselves as culturally aware and engaged citizens.

Implementation:

Our Art curriculum has a spiral structure that enables students to build on prior learning with increasing technical and conceptual maturity. The curriculum is organised around a series of interlinked thematic projects that explore different art forms, techniques, styles, and media. All our projects are underpinned by the introduction of thematically relevant artists and their historical and cultural contexts. We pride ourselves on the range of resources and materials we generate to catalyse students' creativity; we also make good use of art books, online resources, and visits to museums and galleries, to support students' learning.

Our teaching method often begins with teacher led workshops to introduce students to new ways of working and approaching thematic content; as projects develop they are designed to be interactive and students are strongly encouraged and supported to take an active role in their own creative learning. We place a big emphasis on practical workshops to provide haptic learning experiences as we believe students need to experience something to really learn it and to incorporate the information into their long-term memory.

We promote the accumulation of knowledge and skills through modelling of good working habits; often in sketchbooks – a place where students can document their experiences, record their attempts to practice techniques, investigate artists, review and refine work and act on feedback. Students are encouraged to contribute to the wider creative life of the school via extracurricular art activities, such as art clubs, exhibitions, and competitions, in order to develop their skills and creativity outside of the classroom.

Impact:

Our Art curriculum aims to have a positive impact on students in a range of different ways, including:

- Developing students' visual literacy to enable them to observe, comprehend and appreciate the visually evolving world that surrounds them through exposure to Art and Design past and present.
- Developing students' visual curiosity and identity through visual forms of communication and expression in a wide range of media and techniques.
- Promote the mobilisation of students' ideas, feelings and concepts making use of artistic language to sequentially make thoughts visible to others.
- Fostering an appreciation of the diversity of artistic expression across different cultures, and of the importance of art in promoting cultural understanding, social cohesion, and acceptance.
- Encouraging students' to critically reflect on their own creative work and to develop their problem-solving skills as a means of improving their work, and to develop an appreciation of the work of others across the creative arts.





Business Studies @Perschore High School

Intent:

The Business Studies curriculum in UK schools is designed to equip students with a solid foundation in the principles and practices of business. The curriculum aims to develop critical thinking, problem solving, and decision-making skills, as well as an understanding of the wider economic, social, and political landscape in which businesses operate. The overarching goal is to prepare students for higher education in business or related fields, and to foster a lifelong interest in the subject.

Implementation:

The Business Studies curriculum is delivered through a combination of classroom lectures, group discussions, practical exercises and case studies. Students will have the opportunity to explore a wide range of topics including marketing, finance, operations management, human resources, and ethics. The curriculum also includes an emphasis on real-world applications, with students learning about the challenges and opportunities facing businesses in today's global economy.

Impact:

The Business Studies curriculum aims to have a positive impact on students' academic and personal development. By the end of the course, students should have a solid understanding of the core concepts, theories, and practices in business. The curriculum also aims to develop students' critical thinking, problem solving, and decision-making skills, which will be invaluable in higher education and in a wide range of careers. In addition, the curriculum aims to inspire a lifelong interest in business and entrepreneurship, and to encourage students to think creatively and innovatively about the challenges facing businesses in the 21st century.





Child Development @Pershire High School

Intent:

The Child Development curriculum in UK schools is designed to provide students with a comprehensive understanding of child development from birth to the age of five. The curriculum aims to develop students' knowledge and understanding of the physical, cognitive, social, and emotional development of children, as well as the factors that influence their development. The overarching goal is to provide students with the necessary knowledge and skills to make informed decisions about caring for children and to prepare them for future careers in childcare or related fields.

Implementation:

The Child Development curriculum is delivered through a combination of classroom teachings, practical activities, and real-life case studies. Students will explore a wide range of topics, including prenatal development, nutrition, health and safety, play and learning, and the role of parents and caregivers in supporting children's development. The curriculum also includes opportunities for students to observe and interact with children of different ages, allowing them to apply their theoretical knowledge in a practical setting.

Impact:

The Child Development curriculum aims to have a positive impact on students' academic and personal development. By the end of the course, students should have a deep understanding of the stages and milestones of child development. The curriculum also aims to develop students' empathy, communication, and problem-solving skills, which are essential for working with children. The practical elements of the curriculum, such as observing and interacting with children, aim to enhance students' understanding and provide them with real-life experiences. The curriculum also aims to promote students' understanding of the importance of providing a safe, nurturing, and stimulating environment for children's development. Finally, the curriculum aims to prepare students for future careers in childcare or related fields, and to inspire a lifelong interest in understanding and supporting children's development. Personal, Social and Health Education.





Computer Science & Media Studies @Pershire High School

Intent:

The Computer Science & Media Studies Department is committed to providing a comprehensive and engaging curriculum that equips our students with the knowledge, skills, and attitudes necessary to thrive in a rapidly evolving digital world. We aim to foster a deep understanding of computer science concepts, computational thinking, and digital literacy, while promoting creativity, critical thinking, and ethical awareness. Through our curriculum, we inspire a lifelong passion for learning and technology, enabling responsible digital citizens and well-prepared future professionals.

Implementation:

- **Broad and Balanced Curriculum:** Our curriculum is designed to offer a balance between theoretical understanding and practical application. Our curriculum includes a wide range of knowledge and skills; programming, algorithms, data structures, website creation, cybersecurity, image manipulation, and ethics in computing.
- **Progressive Learning Pathway:** We cater for all abilities and backgrounds. Learning progresses logically, building on foundational concepts and gradually introducing more complex topics. This ensures that all students can access the subject, and excel over time.
- **Active Learning:** We prioritize active learning methodologies, including hands-on programming, problem-solving exercises, group discussions, and project-based assessments. This approach fosters engagement, critical thinking, and collaboration among students.
- **Real-world Relevance:** We emphasize the real-world applications of computer science and media, connecting classroom learning to practical scenarios and industry trends. This enhances understanding of how computer science impacts various aspects of society and the job market.
- **Inclusive Practice:** Our curriculum is inclusive and caters to diverse learning needs. We provide differentiated materials and support for students with special educational needs, ensuring that every student can make progress.
- **Assessment for Learning:** Assessment is ongoing and varied, including formative and summative assessments. We use a range of methods such as coding projects, written examinations, presentations, and peer assessments to gauge students' progress accurately.

Impact:

- **Achievement:** students will gain a deep understanding of computer science and media principles and skills, evidenced by consistently high examination results and project outcomes.
- **Engagement:** Students are actively engaged in their learning, regularly participating in hands-on activities, projects, and discussions. Their enthusiasm for the subject is reflected in their positive attitudes and willingness to explore beyond the curriculum.
- **Skills Development:** Students develop a wide range of technical skills, including programming, problem-solving, and data analysis. They also cultivate essential soft skills such as teamwork, communication, and time management.
- **Digital Citizenship:** Our curriculum fosters ethical awareness and responsible digital citizenship. Students are equipped to navigate the digital landscape responsibly, understand privacy issues, and critically evaluate the impact of technology on society.
- **Progression:** Graduates of our Computer Science or Media Studies programs are well-prepared for further education and future careers in fields related to technology. They demonstrate a strong foundation that allows them to adapt to new technologies and pursue specialized areas of interest.
- **Confidence:** Students leave our department with a sense of accomplishment and readiness to positively contribute in the digital society.





Drama @Persore High School

Intent:

Our Drama curriculum at Persore High School aims to foster creativity, critical thinking, and self-expression in students, allowing them to explore the world through the lens of theatrical arts. We intend to develop their confidence, communication skills, and empathy while nurturing a deep appreciation for diverse cultures and storytelling traditions. By engaging in Drama, students will cultivate teamwork, resilience, and adaptability, preparing them for success both on stage and in their personal lives.

Implementation:

Our Drama curriculum is designed to be inclusive and accessible to all students, regardless of their background or abilities. Through a well-balanced blend of practical workshops, theoretical knowledge, and live performances, students will learn about various theatrical techniques, character development, script analysis, and stagecraft. We encourage active participation and provide ample opportunities for students to collaborate, create, and perform in a supportive and nurturing environment. We leverage technology and multimedia resources to enhance learning experiences and broaden students' exposure to different theatrical forms and cultures.

Impact:

Upon completing our Drama curriculum, students will demonstrate increased confidence in public speaking and presentation skills. They will exhibit a deeper understanding of storytelling, character development, and dramatic structure. Through team projects and performances, students will have honed their collaboration and communication abilities, building strong interpersonal skills. Our Drama curriculum will foster empathy and tolerance, promoting an understanding of diverse perspectives and cultures. Students will carry these valuable skills beyond the Drama classroom, benefiting their academic pursuits and future careers while enriching their personal lives with a lifelong appreciation for the arts.





English @Perschore High School

Intent:

The English curriculum at Perschore aims to develop students' language and literacy skills, as well as their love of literature. Our curriculum is designed to provide students with the opportunity to develop their speaking, listening, reading, and writing skills, as well as their critical and analytical thinking skills.

Implementation:

Our English curriculum is delivered through a range of topics, including literature from different cultures and historical periods, language study, creative writing, and non-fiction writing. We use a range of teaching methods, including teacher-led instruction, group work, independent research, and self-directed learning.

We aim to provide students with a variety of literary experiences, including reading novels, plays, poetry, and non-fiction, as well as watching film adaptations and live performances. We encourage students to develop their critical and analytical skills through close reading, analytical writing, and class discussion.

We also provide students with opportunities to develop their writing skills, including creative writing, non-fiction writing, and essay writing. We aim to develop students' ability to write for different purposes and audiences, and to use a range of literary techniques to create impact and engagement.

Impact:

Our English curriculum aims to have a positive impact on students in a range of different ways, including:

- Developing students' language and literacy skills, enabling them to communicate effectively in a range of contexts.
- Developing students' appreciation and understanding of a range of literary texts, including those from different cultures and historical periods.
- Developing students' ability to read critically and analytically, and to evaluate the effectiveness of different literary techniques.
- Developing students' ability to write effectively for different purposes and audiences, using a range of literary techniques.
- Developing students' ability to speak and listen effectively, and to participate confidently in group discussions and presentations.

Through our English curriculum, we aim to inspire students to become lifelong readers and learners, as well as to develop the skills they need to succeed in further education, employment, and adult life.





Food and Nutrition @Pershire High School

Intent:

Our curriculum for Food and Nutrition is designed to provide students with a comprehensive understanding of the principles of nutrition, food science, and practical cooking skills. Our intent is to equip students with the knowledge and skills necessary to make informed and healthy food choices, develop their culinary abilities, and prepare them for a lifetime of responsible and enjoyable eating habits.

Implementation:

- **Comprehensive Nutrition Education:** We offer a rigorous curriculum that covers the essential aspects of nutrition, including macronutrients, micronutrients, dietary guidelines, and the impact of food choices on health.
- **Food Science Understanding:** Our curriculum delves into the science behind food preparation, preservation, and cooking techniques. Students explore the chemical and physical changes that occur during cooking and how they affect the final product.
- **Practical Cooking Skills:** We emphasize hands-on learning experiences through practical cooking sessions. Students learn to follow recipes, use kitchen equipment safely, and apply cooking techniques to create a variety of nutritious and appealing dishes.
- **Menu Planning and Balanced Diets:** Students learn to plan balanced meals that cater to different dietary needs. They gain insight into menu planning, portion control, and how to accommodate special dietary requirements.
- **Food Hygiene and Safety:** A crucial aspect of our curriculum is teaching students about food safety, hygiene, and proper kitchen practices. We instill habits that ensure the preparation of safe and hygienic meals.
- **Culinary Creativity:** We encourage students to experiment with ingredients, flavors, and presentation techniques, fostering their creativity in the kitchen and promoting a positive relationship with food.
- **Critical Thinking and Problem-Solving:** Students are challenged to analyse food labels, evaluate nutrition claims, and make informed choices based on evidence. They develop critical thinking skills that extend beyond the classroom.
- **Cultural and Global Awareness:** Our curriculum explores diverse food cultures and traditions from around the world, promoting an appreciation for culinary diversity and encouraging cross-cultural understanding.

Impact:

- **Knowledgeable and Informed Choices:** Graduates of our program are equipped with a solid understanding of nutrition and food science. They can make informed choices about their diets, promoting their own health and well-being.
- **Practical Cooking Proficiency:** Students gain practical cooking skills that empower them to prepare nourishing meals independently, fostering self-sufficiency and confidence in the kitchen.
- **Healthier Lifestyles:** By understanding the importance of balanced diets and healthy eating habits, students are more likely to adopt and maintain healthier lifestyles throughout their lives.
- **Culinary Exploration and Creativity:** Our curriculum encourages students to explore their culinary interests, fostering a lifelong appreciation for cooking and culinary experimentation.
- **Safety and Responsibility:** Graduates are well-versed in food safety practices, ensuring the preparation of safe meals and contributing to the well-being of their families and communities.
- **Holistic Development:** Through critical thinking, problem-solving, and cultural exploration, our curriculum contributes to students' holistic development as informed and responsible individuals.

In conclusion Food and Nutrition curriculum is designed to impart essential knowledge, skills, and values that prepare students for a lifetime of healthy eating, culinary enjoyment, and responsible food choices.





Geography @Pershire High School

Intent:

At the heart of our Geography curriculum is a commitment to creating informed and globally aware citizens who are able to engage critically with the complex and interconnected world around them. We wish for students to be enthusiastic and curious about Geography, and to see the links between their own lives and the processes and systems around them. We believe that Geography plays a vital role in helping young people understand the social, economic, and environmental issues facing the world today, and in developing the skills and knowledge they need to contribute positively to their communities and to the wider world.

Implementation:

Our Geography curriculum is structured around our **9 'threshold concepts'**, the key ideas that provide a foundation for Geographical learning. Our curriculum embeds and develops these concepts as a student progresses through KS3-5; Processes, Perspectives, Patterns, Interactions, Change, Sustainability, Scale, Place & Space, and Enquiry. We incorporate these within a series of engaging units that cover a range of topics and themes, from physical geography (such as 'Exploring Ecosystems', 'Wondering about Weather' & 'Humans vs Nature') to human geography (such as 'Pershire to Peru', 'Going Global' & 'Apocalypse Now?'). These units are designed to build on students' prior knowledge and understanding, and to provide opportunities for them to develop their skills in a range of different ways, including through research, fieldwork, and data analysis.

Our teaching approaches are designed to be engaging and interactive, and to encourage students to take an active role in their own learning. We use a range of interesting resources and materials, including decision making exercises, online resources, maps, textbooks and visual aids, to support students in their learning and to help them make connections between different topics and themes.

We also place a strong emphasis on practical fieldwork, and provide opportunities for students to explore and investigate the local geography, as well as to participate in wider field trips and expeditions linked to themes studied within the classroom.

Impact:

Our Geography curriculum aims to have a positive impact on students in a range of different ways, including:

- Developing knowledge and understanding of the physical and human geography of the UK and the wider world, as well as the key processes and systems that shape them.
- Building skills in interpretation, analysis, and evaluation of geographical data and information, including the use of maps, graphs, and other visual representations.
- Encouraging critical thinking and reflection, and helping students to understand the social, economic, and environmental factors that influence decisions and actions at local, national, and global levels.
- Promoting awareness of the interdependence of different places and communities and developing an appreciation of the diversity of cultures and perspectives that exist within and across them.
- Fostering a sense of curiosity and wonder about the world, and encouraging students to ask questions and seek answers about the processes and systems that shape it.
- Developing the skills and knowledge students need to contribute positively to their communities and to the wider world, and to engage with the challenges and opportunities of a rapidly changing global society.





History @Pershire High School

Intent:

The History curriculum at our school is designed to provide students with a deep and enriching understanding of the past, and to help them develop the skills and knowledge they need to become informed and critical citizens of the world. Our curriculum aims to foster a love of history and to encourage students to be curious about the world around them. We believe that history is a vital subject that plays an important role in helping students understand the complex and interconnected nature of the world today.

Implementation:

Our History curriculum is organised into a series of units that cover a range of topics and themes, from ancient civilisations to modern political movements. These units are designed to build on students' prior knowledge and understanding, and to provide opportunities for them to develop their skills in a range of different ways, including through research, analysis, and interpretation of primary and secondary sources.

Our teaching approaches are designed to be engaging and interactive, and to encourage students to take an active role in their own learning. We use a range of resources and materials, including textbooks, online resources, documentaries, and visual aids, to support students in their learning and to help them make connections between different topics and themes.

We also place a strong emphasis on experiential learning, and provide opportunities for students to participate in historical re-enactments, field trips, and other practical activities that help them engage with the past in a meaningful way.

Impact:

Our History curriculum aims to have a positive impact on students in a range of different ways, including:

- Developing a deep and nuanced understanding of the past, and the key events, people, and ideas that have shaped the world we live in today.
- Building skills in source analysis and interpretation and encouraging students to think critically about the past and its impact on the present.
- Encouraging students to engage with different perspectives on historical events and issues, and to develop an understanding of how historical narratives are constructed.
- Promoting an appreciation of the diversity of human experience across time and space and encouraging students to develop empathy and understanding for people from different cultures and backgrounds.
- Fostering a love of history and a lifelong commitment to learning about the past and its impact on the present.
- Developing the skills and knowledge students need to become informed and critical citizens of the world, and to engage with the complex and interconnected nature of the world today.





Mathematics @Perschore High School

Intent:

The Mathematics curriculum at our secondary school aims to develop students' problem-solving skills, mathematical fluency, and ability to reason and communicate mathematically. Our curriculum is designed to provide students with the opportunity to develop a deep understanding of mathematical concepts and to apply this knowledge to a range of situations.

Implementation:

Our Mathematics curriculum is delivered through a range of topics, including number, algebra, geometry, statistics, and probability. Topics are revisited as part of our spiral curriculum, giving students the opportunity to review prior learning and develop their understanding further. Lessons involve recall activities, demonstration, explanation, discussion, and independent work.

We aim to provide students with a variety of mathematical experiences, including problem-solving questions and real-world applications. We encourage students to develop their mathematical reasoning and communication skills through discussion, explanation, and justification.

Impact:

Our Mathematics curriculum aims to have a positive impact on students in a range of different ways, including:

- Developing students' mathematical fluency, enabling them to perform mathematical operations accurately and efficiently.
- Developing students' understanding of mathematical concepts, including number, algebra, geometry, and statistics.
- Developing students' problem-solving skills, enabling them to apply mathematical concepts to real-world situations and to reason and communicate mathematically.
- Developing students' ability to use mathematical tools and technology effectively.
- Encouraging students to develop a positive attitude towards mathematics and to appreciate its value in everyday life.

Through our Mathematics curriculum, we aim to prepare students for further study and employment in fields that require mathematical skills, as well as to develop the skills they need to succeed in adult life.





Modern Foreign Languages @Perschore High School

Intent:

The Modern Foreign Languages curriculum at our school is designed to provide students with the opportunity to develop their language skills in French whilst also fostering an appreciation of French culture and French way of life. Our curriculum aims to provide students with the tools they need to communicate effectively in a globalised world, and to encourage them to develop a love of language and an interest in a different culture.

Implementation:

Our teaching approaches are designed to be engaging and interactive, and to encourage students to take an active role in their own learning. We use a range of resources and materials, including textbooks, online resources, and authentic materials.

From Key Stage 3, students build a strong foundation in vocabulary, grammar, and pronunciation, while also developing the ability to express themselves in authentic contexts. They are introduced to Francophone cultures, broadening their horizons and deepening their appreciation of diversity.

At GCSE, learners consolidate and extend their knowledge through engaging themes such as identity and culture, local and global areas of interest, and current and future study and employment. The course develops all four skills—listening, speaking, reading, and writing—ensuring students can use French for real communication while preparing them for further study.

At A-level, students refine their fluency and accuracy, engaging critically with French-speaking societies through the study of film, literature, and current affairs. The curriculum fosters independent learning, analytical thinking, and the ability to debate complex issues in the target language.

Impact:

Through our teaching of French we look to support the development of key skills such as problem-solving, critical thinking, and creativity, which are transferable to other subjects and to life beyond school.

Across all key stages, our aim is not only to secure strong academic outcomes, but also to instil a lifelong love of languages and an appreciation of the role they play in shaping global citizenship.





Music @Pershire High School

Intent:

The Music curriculum at our school is designed to provide students with opportunities to explore and develop their musical skills, knowledge and understanding. Our curriculum is intended to develop students' appreciation and enjoyment of music, and to enable them to understand the role of music in society and culture. We believe that the study of music can help students to develop their creativity, self-expression, and cultural awareness, and to become more engaged and well-rounded citizens.

Implementation:

Our Music curriculum is organised around a series of thematic units that explore different musical genres, styles and traditions, and their historical and cultural contexts. We use a range of resources and materials, including music textbooks, online resources, and visits to concerts and music venues, to support students' learning.

Our teaching approaches are designed to be interactive and student-centred, and to encourage students to take an active role in their own learning. We use a variety of teaching methods, including practical instrumental and vocal workshops, class discussions, peer feedback sessions, and independent research and reflection.

We also encourage students to participate in extracurricular music activities, such as music clubs, concerts, and competitions, in order to develop their skills and creativity outside of the classroom.

Impact:

Our Music curriculum aims to have a positive impact on students in a range of different ways, including:

- Developing knowledge and understanding of music theory, notation, and composition.
- Encouraging musical skills and performance through practical exercises and workshops.
- Developing understanding of the role of music in different historical, cultural and social contexts.
- Fostering an appreciation of the diversity of musical expression across different cultures, and of the importance of music in promoting cultural understanding and social cohesion.
- Encouraging students to engage with a range of musical genres and styles, and to develop their own musical preferences and interests.
- Developing creativity, self-expression, and cultural awareness, and enabling students to become more engaged and well-rounded citizens.





Personal, Social and Health Education @Perschore High School

Intent:

The Personal, Social, Health and Economic (PSHE) curriculum at our secondary school aims to provide students with the knowledge, skills and understanding they need to lead healthy, safe and fulfilling lives. Our curriculum is designed to support the personal, social, emotional and academic development of our students, and to equip them with the knowledge and skills they need to navigate the challenges they may encounter in their lives.

Implementation:

Our PSHE curriculum is delivered through a range of topics, including mental health and well-being, relationships and sex education, drugs education, financial management, and employability skills. We use a range of teaching methods, including teacher-led instruction, group work, and student-led discussion.

We aim to provide students with accurate and up-to-date information about a range of issues related to their personal, social, health and economic well-being. We encourage students to develop their critical thinking skills, to challenge stereotypes, and to develop empathy and understanding for the experiences of others.

We also work closely with external agencies to provide additional support and guidance to students, including mental health services, drug and alcohol support services, and financial management experts.

Impact:

Our PSHE curriculum aims to have a positive impact on students in a range of different ways, including:

- Supporting students' mental and emotional well-being, promoting resilience and coping strategies.
- Providing accurate and up-to-date information about healthy lifestyles and substance abuse, enabling students to make informed decisions about their own health and well-being.
- Developing students' understanding of relationships and promoting positive attitudes towards others.
- Providing information about staying safe, both in real life and online.
- Developing students' understanding of financial management and employability skills.

Through our PSHE curriculum, we aim to support the personal, social, emotional and academic development of our students, and to equip them with the knowledge and skills they need to lead healthy, safe and fulfilling lives.





Physical Education @Perschore High School

Intent:

The Physical Education (PE) curriculum at our school aims to provide students with the knowledge, skills, and understanding to lead healthy and active lifestyles. Our curriculum is intended to help students develop a positive attitude towards physical activity and exercise, and to understand the importance of physical fitness for their overall health and wellbeing. We believe that through participation in a range of physical activities, students can develop their physical, emotional, social, and cognitive capabilities.

Implementation:

Our PE curriculum is delivered through a range of activities, including team sports, individual sports, dance, gymnastics, athletics, and outdoor activities. We use a variety of teaching methods, including practical sessions, group discussions, and independent research and reflection.

We encourage students to participate in extracurricular sports activities, such as sports clubs, teams, and competitions, to develop their skills and interests outside of the classroom. We also use technology, such as heart rate monitors and fitness apps along with fitness tests, to track students' progress and encourage them to set personal fitness goals. Our teaching approaches are designed to be inclusive and student-centred, and to encourage students to take an active role in their own learning. We aim to provide opportunities for students to develop their leadership, communication, and problem-solving skills through group activities and team sports.

Where students choose to study examined theory lessons will be taught in a classroom, and assignments will be completed on computers in an IT room. Theory lessons which lend themselves to practical sessions, will be taught in a practical nature, and then recapped in the classroom.

Impact:

Our PE curriculum aims to have a positive impact on students in a range of different ways, including:

- Developing students' physical fitness, coordination, and motor skills.
- Developing students' understanding of the principles of fitness and the importance of regular exercise.
- Developing students' knowledge and understanding of the rules, tactics, and strategies involved in a range of sports and games.
- Encouraging students to work collaboratively and develop their social and communication skills through team sports and group activities.
- Fostering a positive attitude towards physical activity and exercise, and encouraging students to make choices that promote their health and wellbeing.
- Developing leadership, communication, and problem-solving skills through group activities and team sports.

Where students choose to study examined PE the specification includes:

- Developing students understanding of Applying the Principles of Training.
- Improve students' knowledge and understanding of reducing the risk of sports injuries and dealing with common medical conditions.
- Nutrition and the impact on sports performance.





Relationships and Sex Education @Pershire High School

Intent:

The Relationships and Sex Education (RSE) curriculum at our secondary school aims to provide students with a comprehensive understanding of healthy relationships, sexual health, and consent. Our curriculum is designed to promote positive attitudes towards personal relationships and sex, and to equip students with the knowledge and skills they need to make informed decisions about their own sexual health and well-being.

Implementation:

Our RSE curriculum is delivered through a range of topics, including personal safety, healthy relationships, sexual health, and gender identity. We use a range of teaching methods, including teacher-led instruction, group work, and student-led discussion.

We aim to provide students with accurate and up-to-date information about sexual health and relationships, using resources that are appropriate for their age and level of understanding. We encourage students to ask questions and to discuss sensitive issues in a safe and supportive environment.

We also work closely with external agencies to provide additional support and guidance to students, including sexual health clinics and mental health services.

Impact:

Our RSE curriculum aims to have a positive impact on students in a range of different ways, including:

- Developing students' understanding of healthy relationships, promoting respect, empathy, and consent.
- Providing accurate and up-to-date information about sexual health and contraception, enabling students to make informed decisions about their own sexual health and well-being.
- Promoting acceptance and inclusion of all individuals, including those with diverse gender identities and sexual orientations.
- Equipping students with the skills they need to make informed decisions about their own sexual health and well-being.
- Providing a safe and supportive environment where students can discuss sensitive issues.

Through our RSE curriculum, we aim to empower students to make informed decisions about their own sexual health and well-being, to promote positive attitudes towards relationships and sex, and to promote acceptance and inclusion of all individuals.



Religious Studies @Persore High School

Intent:

The Religion and Philosophy curriculum at our school is designed to provide students with a broad and deep understanding of the major religious and philosophical traditions of the world. Our curriculum is intended to develop students' critical thinking skills and their ability to engage with complex ethical and moral issues. We believe that the study of Religion and Philosophy can help students to become more reflective, empathetic, and engaged citizens, and to develop a deeper sense of their place in the world.

Our curriculum aims to:

- Develop students' knowledge and understanding of the major religious and philosophical traditions of the world, including their historical, cultural, and social contexts.
- Encourage students to engage critically with complex ethical and moral issues, and to develop their own perspectives on these issues.
- Support the development of key skills such as critical thinking, analysis, and evaluation.
- Foster an appreciation of the diversity of human experience and the importance of empathy and understanding in a multicultural society.
- Encourage students to reflect on their own beliefs and values, and to develop a deeper sense of their place in the world.

Implementation:

Our Religious Studies curriculum is organised around a series of thematic units that explore different religious and philosophical traditions and their relevance to contemporary issues. We use a range of resources and materials, including texts, videos, and online resources, to support students' learning. For each year of Key Stage 3, we use a golden thread, linking the units together. For example, year 7's 'origin and belonging' thread, in which students explore topics such as "How diverse is our world?" investigating the impact of worldviews on how we continue our religious studies journey together. Year 8's golden thread of "Living faith" allows students to delve deeper into the lived experiences of religious believers such as our unit on "What can Sikhi teachings on equality and service teach humanity?". This knowledge is then applied to year 9 content, in which students are asked to be critically reflective in their application of knowledge to the golden thread of "Ethics and morality".

Our teaching approaches are designed to be interactive and engaging. Encouraging students to see the impact that knowledge of religion and non-religious traditions can have on their sense of the world around them. We use disciplinary knowledge through the ways of knowing such as theology, social sciences and philosophy to ensure students are familiar with distinctions of the different ways to learn through Religious Studies

Impact:

Our Religious Studies curriculum aims to have a positive impact on students in a range of different ways, including:

- Developing knowledge and understanding of the major religious and philosophical traditions of the world, and their relevance to contemporary issues.
- Encouraging critical engagement with complex ethical and moral issues, and the development of students' own perspectives on these issues.
- Fostering an appreciation of the diversity of human experience, and the importance of empathy and understanding in a multicultural society.
- Encouraging students to reflect on their own beliefs and values, and to develop a deeper sense of their place in the world.





Science @Persore High School

Intent:

We believe that students at Persore High School deserve a broad Science curriculum that is rich in skills and knowledge and is challenging yet accessible to all. It will provide our students with a deep understanding of scientific concepts and principles, as well as the skills they need to apply this knowledge to real-world situations. Science lessons should ignite curiosity and encourage students to be creative and problem solve.

Implementation:

Our curriculum is delivered through a range of different units of study in biology, chemistry, and physics. We use a range of teaching methods including teacher led instruction, practical work, group work and independent research.

All new learning in Science is based on prior learning and links made both within Science and with other subject disciplines. Misconceptions are identified and challenged.

Disciplinary knowledge is mapped and clearly identified in lessons. We provide students with opportunities to use scientific tools and technology, including microscopes, data loggers, and computer simulations. We aim to develop students' ability to use these tools effectively and appropriately.

Student understanding and progress is checked through low stakes testing, hinge point questions and end of year and unit tests. Students regularly practice knowledge retrieval and retention of knowledge is encouraged, through the use of 'thinking hard' activities.

Impact:

Our science curriculum aims to have a positive impact on students in a range of different ways, including:

- Developing students' understanding of scientific concepts and principles, enabling them to apply this knowledge to real-world situations.
- Developing students' scientific literacy, enabling them to understand the scientific process and to critically evaluate scientific information.
- Developing students' practical and investigative skills, enabling them to design and carry out experiments, analyse data, and communicate findings.
- Encouraging students to work collaboratively and independently, developing their communication and problem-solving skills.
- Preparing students for further study and employment in scientific fields, as well as developing the skills they need to succeed in adult life.

Through our science curriculum, we aim to inspire students to be curious about the world around them, to develop a love of learning, and to make informed decisions based on scientific evidence. As a result, Persore students will be able to understand the uses and implications of science today and be better prepared to use their transferable skills for either future learning or to enter the workplace.





Technology @Perschore High School

Intent:

We passionately believe in creating and delivering a stimulating curriculum, principally built around practical experiences where pupils explore a range of materials, tools, equipment and methods. We want students to have the opportunity to explore topics (such as nutrition) that they can apply outside of the classroom, enabling them to be healthy, sustainable and conscientious people.

We encourage students to take responsibility for their learning, whilst also encouraging them to take creative risks. STEAM opportunities are provided including clubs and regional/national events/visits and competitions, allowing students to apply learning outside of the classroom, in collaboration with a wider peer group.

Implementation:

Our teaching approaches are designed to be practical and hands-on, encouraging students to take an active role in their own learning. The Technology curriculum is organised into a series of themed based learning experiences, supporting students to develop relevant knowledge and skills. Through provision mapping, teaching staff identify prior learning directing appropriate teaching methods. Projects are designed to progress from core requirement onwards, being attainable for all, through setting clear achievable expectations to encourage all pupils to aspire in making the most of enrichment opportunities.

Students are exposed to a range of materials and equipment, including workshops, online resources, interactive tools such as CAD/CAM software and robots responding to external stimuli.

Gifted Technology students are not necessarily defined by Maths, Science sets nor do their outcomes benefit from being grouped by SEND, PP, or gender.

KS3 groups are a blend of SEN, PP, Gender, KS2 performance data whilst acknowledging and minimising groupings that are detrimental to best learning.

A strong emphasis is placed upon collaboration encouraging pupils to work collaboratively deepening their teamwork, communication, and project management skills.

Impact:

Our Technology curriculum aims to have a positive impact on students in a range of different ways, including:

- Confident broad, balanced thinkers (innovators) encouraging curiosity, with pupils asking, 'what if?'
- Providing the knowledge and practical skills necessary to bring ideas to life.
- Enabling pupils to create high quality, desirable products.
- Making productive mistakes, encouraging students to be proud of their ambition and recognising the positives gained from their experiences.
- Fostering an appreciation of the role of design and technology in society and encouraging students to think critically about the impact of technology on the world around them.
- Providing opportunities for students to develop their independence and ability to work successfully as a team member, being an effective communicator of ideas.





A Level Economics @Perschore High School

Intent:

The A-Level Economics curriculum in UK schools is designed to provide students with a deep understanding of the principles and concepts that underpin the modern economy. The curriculum aims to develop critical thinking, problem-solving, and analytical skills, as well as an appreciation of the wider social, political, and ethical implications of economic decision-making. The overarching goal is to prepare students for higher education or careers in economics or related fields, and to foster a lifelong interest in the subject.

Implementation:

The A-Level Economics curriculum is delivered through a combination of classroom lectures, group discussions, practical exercises, and case studies. Students will have the opportunity to explore a wide range of topics, including microeconomics, macroeconomics, international economics, and development economics. The curriculum also includes an emphasis on real-world applications, with students learning about the challenges and opportunities facing the global economy.

Impact:

The A-Level Economics curriculum aims to have a positive impact on students' academic and personal development. By the end of the course, students should have a deep understanding of the core principles, theories, and concepts in economics. The curriculum also aims to develop students' critical thinking, problem-solving, and analytical skills, which will be invaluable in higher education and in a wide range of careers. In addition, the curriculum aims to inspire a lifelong interest in economics and to encourage students to think creatively and innovatively about the challenges facing the global economy. Finally, the curriculum aims to equip students with the knowledge and skills to be active and informed citizens, able to engage with economic issues and debates in a meaningful and informed way.





A Level Photography @Perschore High School

Intent:

Our A Level Photography curriculum is designed with a clear intent to cultivate a deep appreciation for the art of photography while nurturing the technical and creative skills required for success in this dynamic field. Grounded in the exploration of diverse photographic styles and techniques, our curriculum aims to inspire a lifelong passion for visual storytelling and artistic expression.

Implementation:

The implementation of our curriculum is characterized by a blend of theoretical knowledge and hands-on practical experiences. Students will engage in a comprehensive study of photographic history, contemporary trends, and critical theories, providing a solid foundation for their creative endeavors. Practical sessions will be centered around mastering various photographic techniques, utilizing cutting-edge equipment, and exploring both traditional and digital processes. Guest lectures from renowned photographers and field trips to relevant exhibitions will complement classroom learning, offering students exposure to the broader photographic community.

Impact:

The impact of our A Level Photography curriculum is reflected in students who emerge not only as technically proficient photographers but also as critical thinkers and visual storytellers. With an enhanced understanding of the historical and contemporary context of photography, students will demonstrate the ability to create compelling narratives through their work. The curriculum aims to foster a sense of artistic identity, encouraging students to find their unique voice within the realm of photography. The measurable impact will be evident in portfolios showcasing technical excellence, creative innovation, and a profound understanding of the power of visual communication. Our graduates will be well-prepared to pursue further studies or embark on successful careers in the diverse and evolving field of photography.





A Level Psychology @Persore High School

Intent:

The AQA Psychology curriculum at Persore High School is ambitious and challenging and is designed to provide students with a comprehensive understanding of the human mind and behaviour. The department is committed to developing psychologists of the future, providing all students with the knowledge and cultural capital they need to succeed in life beyond KS5. Our curriculum will ensure that students will enjoy challenge and will show thought and resilience when faced with application questions. The curriculum aims to develop critical thinking, analytical skills, and knowledge of research methods. Our curriculum empowers students to have a greater appreciation and awareness of Psychology related issues in the world around them. We want to develop accomplished readers, writers and orators who have the skills to critically and confidently engage with the world around them. The aim is to prepare students for higher education and life beyond Sixth Form, but more importantly, it is to foster a lifelong love of the subject.

Implementation:

The AQA Psychology curriculum at A Level is planned and sequenced ensuring that topics are revisited with opportunities for interleaving and spaced practice. Lessons focus on the development of skills of analysis and evaluation, through discussion and evaluative writing. Research methods is embedded in every unit, students learn how to design and conduct experiments using a range of different approaches and analyse data using both quantitative and qualitative research methods. Content is delivered through classroom practice, group discussions, practical experiments and research projects. Regular assessments and practical opportunities ensure that knowledge is applied and that areas of additional need are identified. Students will have the opportunity to explore a range of topics including social influence, memory, attachment, psychopathology, biopsychology, and forensic psychology. We want all our students to develop a passion for the subject and students are provided with many opportunities to explore the subject outside the classroom, through phobia workshops, interviewing ex-offenders and by attending talks. Students are also encouraged to 'read, watch and feedback.'

Impact:

The AQA Psychology curriculum at A Level aims to have a positive impact on students' academic and personal development. We want our students to talk and think like psychologists. They will be scientifically literate and will be able to articulate their knowledge and thinking in many different ways. Our students will be curious and will understand how theory is applied to real life and the wider world. They will be outstanding scientists who are able to complete an experiment from beginning to end. They will be able to plan practicals and make adjustments where necessary. They will be skilled in using range of research methods and will be able to select the correct method for the relevant research questions. Student voice, recruitment, retention and destinations are important measures of impact at A Level alongside the consistently strong results achieved by our students in both internal and external assessments.

