



# North Cestrian School

## NCS Vision

We have a non-stop pursuit of excellent teaching and learning so that all pupils gain the very best qualifications which they are capable of achieving.

By every means possible we cultivate a Growth Mindset in all our pupils so they recognise the need for

- hard work – genuine effort to achieve carefully planned, ambitious goals;
- fairness – provision of opportunity irrespective of personal situation; and
- honesty – to develop the cycle of self-reflection and self-improvement

We embed, instruct and achieve cultural enrichment and personal sophistication, equipping pupils with the character traits to enter the adult world that will enable them to thrive and go on to lead rich and fulfilling lives as global citizens.

## NCS Curriculum Intent

The North Cestrian curriculum equips pupils with the knowledge, skills and experiences to empower them to learn effectively, seek cultural enrichment and develop the character traits to lead rich and fulfilling lives as healthy, educated global citizens.

Via the **Cestrian ABC**, we challenge and support all pupils to take every opportunity to improve themselves, regardless of gender, race, first language, physical or intellectual ability. We aim to cultivate a positive attitude to learning and a growth mindset through the school's values of hard work, fairness and honesty. Pupils are encouraged to read for knowledge, pleasure and to develop a rich vocabulary to improve both their Cestrian ABC and future success.

- A. Cestrian Academic** uses retrieval practice and reflective learning to develop independent and curious learners, aware of their own strengths and next steps. Responsive approaches to teaching and learning enable all pupils to gain the very best qualifications of which they are capable and allows access to their choices for further education and employment.
- B. Cestrian Behaviour** promotes a positive attitude to learning that enables a calm, safe, purposeful learning environment where all pupils feel happy to contribute and be heard.
- C. Cestrian Character** develops and rewards mindful, well rounded young people who can connect themselves, our school and community to a diverse and ever-changing world. Through character building, pupils discover, demonstrate and pursue their talents and ambitions.



# NCS Pedagogical Foundations

1. **Teaching and learning is based upon Rosenshine's Principles of Instruction and utilises cognitive science principles. These pedagogies are delivered through the school's values of fairness, hard work and honesty and the Cestrian Way ABC.**
2. A prep quiz that informs the teacher and learner how well the fundamentals of knowledge are known ahead of the application, including spelling. Accountability for prep embeds the importance of retrieval practice from the long-term memory, not from the short term memory by looking at prep in advance of the quiz.
3. Relevant prior learning should be highlighted and retrieved wherever there is need for connection (consolidation, knowledge building, further understanding). This strengthens retrieval and builds understanding.
4. Strategic use of questioning (written / verbal) throughout the lesson (SLANT) to check for understanding, good literacy, and reinforce retrieval
5. Checking for understanding against the overarching 'Can You?' (desired outcome) of the lesson is the main independent assessment opportunity. This retrieval is supported by the introduction of knowledge and its modelled application and embedding literacy strategies.
6. Teachers use responsive planning and adaptation, at an appropriate level of challenge, to allow pupils to demonstrate progress. Teachers apply Rosenshine's Principles and Cognitive Science principles to meet the needs of all learners.
7. Teachers explicitly promote the Cestrian Way via the use the common language and routines. There is frequent and relevant reference to ABC (recorded appropriately) through activities within and outside the classroom to enable pupils to be safe and thrive.
8. Teachers enable pupils to learn from mistakes (knowledge, skills and literacy) and develop a growth mindset by use of purple-pen (written and verbal reflection) to mark, correct and annotate answers. Teachers check quality of reflection and impact on future improvement.
9. Teachers will look for opportunities to help pupils develop their character through curriculum design and pedagogy.



# English

The vision for English at North Cestrian is that all pupils can experience a vibrant, inspiring, and relevant curriculum that prepares them to lead a rich and fulfilling life. The skills we build and the knowledge pupils learn through our curriculum design should enable pupils to achieve and progress in English and across their wider curriculum studies.

Positive, respectful relationships are developed through explicit communications strategies and a nurturing and enthusiastic staff. We want our pupils to remember their English lessons fondly and understand how they helped develop their individual strengths.

Through effective inclusive teaching and learning in the classroom alongside a range of enriching extra-curricular offerings, we hope to cultivate a love of English, a high level of skill, creativity, imagination and understanding of how English leads to accessing greater success in life.

We aim to allow pupils to explore, discuss and formulate views without judgement and explore relatable topics that are personal to them. Pupils should become critical readers, questioning what is in front of them. There should be flexibility and space to have organic discussion which develops understanding and sparks interest. Topics and texts studied provide strong groundwork of cultural capital which is furthered through extra-curricular activity and enrichment.

We hope to foster a community of readers with a love of books.

Staff in the department are valued, and well supported. Wellbeing and manageable workload is at the forefront of how the department is managed with the aim that happy teachers who are able to operate effectively and as professionals will ultimately achieve better outcomes for pupils. Regular training and CPD that is tailored to the needs of staff is provided and encouraged in order to maintain excellence in our team.



# Maths & Business

Through a well-planned, engaging curriculum that offers different pathways, pupils can explore Mathematics deeply and broadly, developing rich and secure subject knowledge by following a prescribed and detailed SOW that builds on previous topics, where we retrieve, affirm and build on the knowledge and understanding as we progress through the curriculum.

All pupils should be able to become fluent in the fundamentals of mathematics, through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

We also want to enable pupils to confidently reason mathematically, solve problems by applying their mathematics and communicate, justify, argue and prove using mathematical vocabulary.

Pupils understanding what they are doing well and how they need to improve is at the heart of our practice. We believe this is what will enable them to make excellent progress from their starting point.

Classrooms will be positive purposeful learning environments, with positive relationships and a culture of high standards of behaviour and academic expectations and outcomes.

Through lessons in Mathematics, pupils should be able to develop their character, including being able to learn from mistakes, resilience, and resourcefulness, so that they contribute positively to the life of the school, their local community and the wider environment

**The vision sounds simple: To get it right in the classroom (every classroom) so that there is Excellent teaching and learning in all lessons and excellent progress for all.**

**Intent: Our Business curriculum will give students the opportunity to:**

1. Follow a knowledge based curriculum with regular feedback to allow pupils to develop their knowledge and skills, in order to think about the interdependent nature of business.
2. To be critical and have the confidence to apply theory and knowledge to different contexts to display their analytical and critical thinking skills to make judgements
3. Communicate, justify, argue and evaluate using quantitative and qualitative material.
4. Empower students to develop life skills to be more aware of the impacts on consumers, and to make them intelligent in their role and a potential employee of the future.
5. Follow a curriculum that builds on revisiting content from Year 10 in Year 11, with a SOW that ensures the level of challenge is high enough for the most able with scaffold and support available for those the need it.
6. Develop their character, including being able to learn from mistakes, resilience, responsibility and resourcefulness, so that they contribute positively to the life of the school, their local community and the wider environment.



# Science

Our intention is to provide pupils with a broad, knowledge-based curriculum which is supported by competent skills in practical science.

The aim is for a curriculum designed to provide powerful and sequential building of knowledge and skills, taking account of pupil's prior learning.

Through modelling and links to the real world we aim to make our curriculum relevant, exciting and challenging.

We want a curriculum designed to help pupils to understand the world, and our place in it. Through this pupils will be able to engage with the wider world and "to live rich and fulfilling lives".

Pupils will be equipped with knowledge, skills and character to face the challenges of the future and be inspired to explore further.

We want to provide curricular and extra-curricular opportunities for pupils to explore and develop their passions.

We want a curriculum that supports pupils to apply and develop skills in literacy and numeracy.

We believe that science is more than a body of knowledge. We want pupils to understand how that knowledge has developed. Pupils will be able to design methods to tests hypotheses, collect evidence and the have ability to analyse and evaluate it.

We want teachers to have the flexibility to be responsive to the needs of pupils, providing accessibility, support and challenge.

Our curriculum should be inclusive and accessible to all.

We aim for teachers, teaching assistants and support staff to be expert, knowledgeable and enthusiastic. We want our staff to have access to high quality CPD, be able to collaborate and to share expertise.



# Computing

The vision of Computing at North Cestrian is that all our students become confident, competent and responsible users of digital technology.

We want to give our students the knowledge and skills that will enable them to use technology effectively and safely in order to thrive and lead rich and fulfilling lives.

This includes:

- digital skills required for further and higher education, as well as the majority of employers.
- knowledge to make informed choices when purchasing and using digital technology.
- developing problem solving skills and resilience through the use of technology.
- the ability to weigh up the reliability of sources.
- the ability to make informed and responsible decisions when using online communication tools to become responsible digital citizens.

Positive, purposeful learning environments and relationships in Computing foster high standards of behaviour and academic expectations and outcomes.

Students will be encouraged to pose the difficult questions regarding technology and satisfy their curious minds; delving further than the lesson content, and taking time to look at the cultural, environmental and legal impact of technology as well as any personal interests they have within the subject.

Use of regular retrieval practice in lessons and the spiral design of the curriculum aims to help students to transfer knowledge and skills gained into their long term memory.

Students will be given the opportunity to take part in extracurricular activities and to learn about future careers within the field of computing with the aim of inspiring them to consider the sector as a future pathway.

All staff who work within, and with the department, are valued and supported both within their specialism and in the additional skills they bring to the school.

Joint planning ensures that teachers are comfortable with the lesson content and outcomes and makes planning workload manageable, allowing staff to pursue their interests and improving work-life balance.

LSAs make an impact with students in lessons, both academically and through personal development, and are encouraged to feedback on lessons structure/content in relation to those that they support.



# Humanities

The Humanities Faculty curriculum equips pupils with the knowledge, skills and experiences to empower them to learn effectively, seek cultural enrichment and develop the character traits to lead rich and fulfilling lives as healthy, educated global citizens. Whether it is through, History, Geography or Psychology, the Humanities Curriculum uses the North Cestrian School ABC model to challenge and support pupils to improve themselves through the school values of hard work, fairness and honesty, and develop valuable character traits to equip them for the wider world.

	Faculty	Subject Specific
A. Cestrian Academic	<ul style="list-style-type: none"> <li>Use of <b>well-structured KMs</b> to support pupils (and parents) develop effective <b>retrieval</b> of key knowledge applicable to lesson.</li> <li>Prep quizzes are directly relevant to and support success in the Can You 3 of the lesson.</li> <li>Use of <b>DIRT</b> (Directed Improvement and Reflection Time) and responsive approaches are built into lessons to develop independent and curious learners; pupils are encouraged to reflect on their work and identify their own strengths/areas of success, and next steps.</li> <li><b>Whole-class feedback strategies</b>, purple pen time, SPAG corrections and improvements, model answers etc. are just some of the strategies embedded into lessons that support this.</li> <li><b>Pupil interventions</b> using Quality First Teaching practice enable learners to succeed in Humanities lessons and help them to identify next steps.</li> <li>Humanities is developing areas of the curriculum that are directly relevant to today's society, and pupils should know how their learning will support their success in <b>future education and employment</b>.</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>developing an understanding of relevant local and worldwide events, equipping pupils with real-life map skills using fieldwork throughout KS3 and 4</li> <li>providing an understanding and awareness of politically relevant content such as climate change</li> </ul>
		<b>History</b> <ul style="list-style-type: none"> <li>building a History curriculum rich in knowledge, whilst developing skills that support learning at KS3, KS4, and allow pupils to go on to lead rich and fulfilling lives.</li> <li>developing sophisticated knowledge, analytical verbal and written skills, and encouraging an empathetic understanding of culturally significant and sensitive topics</li> </ul>
		<b>Psychology</b> <ul style="list-style-type: none"> <li>a breadth of relevant and engaging topics, with practical application e.g. analysing Dweck's Growth Mindset, or how memory works</li> </ul>
B. Cestrian Behaviour	<ul style="list-style-type: none"> <li><b>Good, or better, behaviour</b> is expected and reinforced in Humanities; pupils enter a Humanities lesson and know that teacher expectations and standards are high.</li> <li>Good behaviour is reinforced through the <b>whole-school Cestrian Way behaviour policy of APs and BPs</b>.</li> <li>Non-verbal cues and warnings are given first and pupils' individual needs are taken into account. Teachers know individual pupils and are aware of any SEN requirements.</li> <li>The Humanities Faculty are aiming to further embed strategies to support pupils in developing a <b>Growth Mindset</b> in the classroom.</li> <li>The Humanities classroom is a <b>positive</b> learning environment, where pupils are encouraged to contribute and are not worried to make mistakes.</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>Always aiming for good/excellent behaviour – silence unless directed otherwise</li> <li>Some lesson e.g. map skills / ordnance survey / GIS skills require pair and group work thus some discussion required</li> </ul>
		<b>History</b> <ul style="list-style-type: none"> <li>Always aiming for good/excellent behaviour – silence unless directed otherwise</li> <li>Aiming for a positive learning environment where it is ok to make mistakes as long as individual pupils strive to correct and improve their work/learning</li> </ul>
		<b>Psychology</b> <ul style="list-style-type: none"> <li>Due o nature of new topic / GCSE only class – positive, mature working relationship sought.</li> <li>Emphasis placed on individual pupils for their own organization, learning and behaviour</li> </ul>
C. Cestrian Character	<ul style="list-style-type: none"> <li>Learning in the Humanities classroom develops and rewards mindful, well-rounded young people; particularly in the following character traits:</li> <li>demonstrating <b>passion</b> for the subjects/topic they are learning</li> <li><b>purposeful</b> intent to improve their attitude or behaviour</li> <li>developing <b>resilience</b> when their results, grades or assessments are not what they expected</li> <li><b>learning from mistakes</b> in future efforts</li> <li>displaying <b>sophistication</b> in extended written responses and verbal contributions</li> <li>Humanities also contributes to Cultural Capital incentives, where pupils can develop and demonstrate character traits that allow them to grow as individuals</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>Resourceful</li> <li>Responsible</li> <li>Passionate</li> </ul>
		<b>History</b> <ul style="list-style-type: none"> <li>Sophisticated</li> <li>Resilient</li> <li>Purposeful</li> </ul>
		<b>Psychology</b> <ul style="list-style-type: none"> <li>Sophisticated</li> <li>Generous of spirit</li> <li>Responsible</li> </ul>



# MfL

The skills we build, and the knowledge pupils learn through our curriculum design should enable pupils to achieve and progress in MFL, strengthen literacy, and make connections with their wider curriculum

The vision for MFL at North Cestrian is that all pupils can experience a vibrant, inspiring, challenging and relevant curriculum that prepares them to **lead a rich and fulfilling life**.  
studies.

Positive, respectful relationships are developed through explicit communications strategies and a nurturing and enthusiastic staff. We want our pupils to remember their MFL lessons fondly and understand how they helped develop their individual strengths and character.

Through effective, inclusive teaching and learning in the classroom alongside a range of enriching extra-curricular and cultural offerings, we hope to cultivate a love of languages, a curiosity for and an understanding of the wider world, a pride in multiculturalism, and an appreciation of how Modern Foreign Languages lead to greater successes and enjoyment in life.

- We aim to allow pupils to express themselves in a foreign language, to practise their skills and accents, and to express their opinions without judgement.
- We aim to give all pupils exposure to a variety of reading materials in the foreign language to promote a love of private and public reading and a wider vocabulary in MFL and English alike
- There should be flexibility and space to have organic discussions, which develop wider understanding and spark interest. The opportunities in and outside the curriculum to learn about cultural aspects of the countries where the foreign languages are spoken, provide strong groundwork of cultural capital and encourage our pupils to step beyond familiar cultural contexts and develop new ways of seeing and being in the world
- We hope to foster a community of confident communicators who feel at ease wherever they may be We want to nurture pupils who make connections between other languages, who are not afraid to make mistakes and are willing to “have a go” out of respect for themselves and other people in the world, and show respect for other cultures and their languages
- We want all our pupils to know that through learning a foreign language they have the ability pick up others and that their knowledge is never wasted

Staff in the department are valued, and well supported. Wellbeing and manageable workload is at the forefront of how the department is managed with the aim that happy teachers who are able to operate effectively and as professionals will ultimately achieve better outcomes for pupils.

Regular training and CPD that is tailored to the needs of staff is provided and encouraged in order to maintain excellence in our team.





# RE

**The aim of our teaching in Religious Education is:**

- **For all students to be equipped for life with the academic knowledge of a wide range of religious beliefs and worldviews.**
- **To explain how religious belief is applied to people's lives in practice and to be able to both appreciate and appraise a range of views with reasonable arguments and understanding.**
- **For students to understand their own worldview, how their own character has been shaped and how that affects their life and vision of the world.**
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At Key Stage 3 we aim to develop a solid academic knowledge and understanding of Christianity as the principal religious tradition of contemporary Britain as well as teaching a secure understanding of religious belief and practice from other major world religions and examining those concepts and questions all traditions seek to explore e.g. What does it mean to belong? What does it mean to be happy? What is our purpose in life?

At GCSE we study the AQA Religious Study Course (8062) studying the religions of Christianity and Islam which best reflects the two largest representative religions of our current student body as well as exploring secular and non-religious worldviews.

By learning about different religions, beliefs and traditions we hope that our students can develop their own sense of identity and cultural enrichment about their role as citizens in modern Britain today and their links to a global community that will enable them to thrive and go on to lead rich and fulfilling lives as global citizens.

## **Pupil Version for Books and Classrooms**

**RE explores big questions about life; Why are we here? How can we be happy? What does it mean to be human, in order to find out what people believe and what difference this makes to how people live, so that we can make sense of religion and worldviews, and reflect on our own ideas and how we live. By doing this we can think about our place in the world and how we can lead rich and fulfilling lives as citizens of the world.**



## PE (-> sports science)

At North Cestrian, we recognise the importance of PE and the role it has to play in promoting long term, healthy lifestyles and making a positive impact on physical, mental and social health. The intent of our PE curriculum is to provide all students with high quality PE and sport provision, not only as a participant but in leadership roles such as a coach or official.

It is our vision for every child to succeed and achieve their potential as well as to lead physically active lifestyles beyond their years at secondary school. We strive to inspire our students through fun and engaging PE lessons that are enjoyable, challenging and accessible to all.

We want our young people of North Cestrian to appreciate the benefits of a healthy and active lifestyle. Through our teaching of PE, we will instil our core values and transferable life skills such as hard work, honesty and fairness as well as providing them with opportunities to take part in competitive sport through our extensive extra-curricular programme.

Our assessment model follows the ME in PE and we ask our students to develop using the 5 strands (Thinking/Physical/Social/Personal/Affective).

Our extra-curricular programme is open to all our students to attend on a competitive and social basis, which is run throughout the academic year and for those wishing to play competitively have further opportunities to represent the school locally, regionally and nationally in various sporting activities.



# Technological & Creative Subjects

We deliver a vibrant and challenging curriculum that is accessible by all. Our subjects consistently enable pupils to purposefully combine knowledge and skills with a passion to produce high quality outcomes. These are then showcased within the community and encourage future careers and culturally rich lives.

The intent for the faculty is that all pupils will experience a vibrant, inspiring and relevant curriculum so that they have the knowledge and skill set to go onto lead a rich and fulfilling life.

The skills we build across the variety of faculty subjects will enable all pupils to achieve, progress, appreciate and participate in the wide variety of arts and technology subjects on offer, with a focus on the acquisition of practical skills at the heart of each subject.

Positive, respectful relationships are developed with knowledgeable and enthusiastic staff through inclusive, exciting lessons, a wide variety of extra-curricular activities and encouragement of independent student tasks. We want pupils to remember their subjects in the faculty fondly and understand how they have helped develop their individual strengths and influence their future lives.

Character is at the heart of Cestrian education and is developed across the faculty via independent character developing tasks, visits, & extra- curricular clubs and public performances.

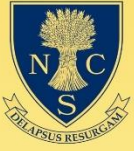
Food – Develop good principles of food hygiene, kitchen procedures and an intrinsic love of cooking. Instil knowledge of diet, nutrients, food science and the desire to explore international cuisine.

Engineering – Develop a curriculum that builds excellent design & practical skills up to KS4. Understand engineering's place in the world. Instil a love of the quality creation of products. Develop teamwork skills that can be applied in future careers.

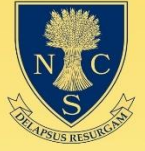
Music- Develop understanding and appreciation of music and how it is created. Expose pupils to a wide variety of genres of music, develop skills to compose and perform.

Art – Develop an understanding and appreciation of a variety of artistic styles. Starting with a development of formal elements of art, a study of artistic styles & artists building skills that then can be applied at KS4.

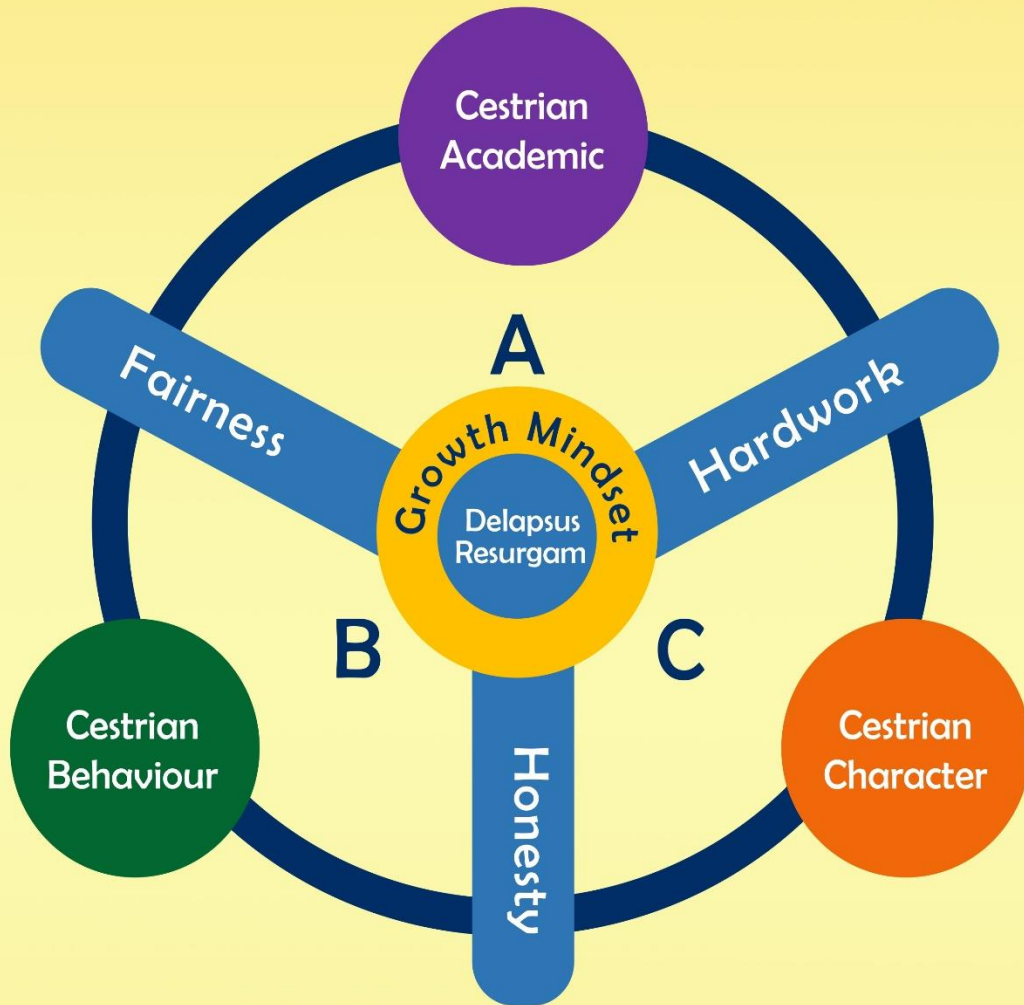
Performing Arts – Develop a curriculum that links with English and focuses on performance. Builds confidence in pupils



# CESTRIAN WAY



The Cestrian values and ABC toolkit enable pupils to thrive and lead rich and fulfilling lives.



## A

Prep  
 Knowledge Maps  
 Purple Pen  
 Feedback  
 Hardwork  
 Application  
 Motivation

## B

Personal responsibility  
 SLANT  
 Valuing learning time  
 Honest reflection  
 No excuses

## C

Generous of spirit  
 Learns from mistakes  
 Passionate  
 Purposeful  
 Resilient  
 Resourceful  
 Responsible  
 Sophisticated