



The Appleton School

Parental Curriculum Booklet

Year 11



Achieving Excellence



Be Here to Achieve at The Appleton School

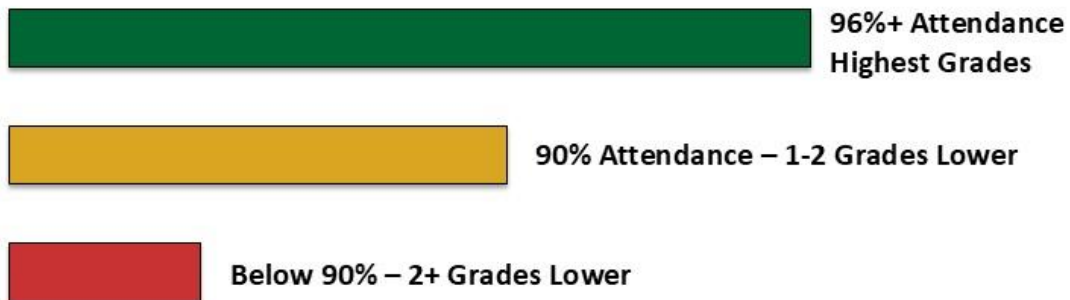
+0.6

Over half a grade higher than their target grades when they have 96% attendance

26%

Students with 96% attendance achieved grades at 7-9, which is above the national average of 21.8%

Attendance = Achievement



**“When you’re in front of your teachers —
you succeed!”**

Aim for 100% – Strive for Excellence
Every day counts. Every lesson matters.



Key Dates

| 2025/2026

Autumn Term 2025

Monday 1st September Non-pupil day

Tuesday 2nd September **Year 7 and 12 only**

Year 7 Welcome Assembly - Main Hall - 11:00am

Year 12 Welcome Assembly - Main Hall - 11:30am

Wednesday 3rd September **Whole school returns - 8:30am**

Friday 19th September Non-pupil day

27th October – 31st October Half term

28th November Non-pupil day

Friday 19th December Last day of term

Spring Term 2026

Friday 2nd January Non-pupil day

Monday 5th January **Students Return**

16th February - 20st February Half Term

Friday 6th March Non-pupil day

Friday 27th March Last day of term

Summer Term 2026

Monday 13th April **Students return**

Monday 4th May Bank Holiday

25th May – 29th May Half Term

Friday 17th July Last day of term



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Specific Key Dates for Year 11

Date	Event
30 th September	Y11 Parent Curriculum Evening
13 th October	OCR Creative I-Media Unit R097 Controlled Assessment Begins
23 rd October	Sixth Form Open Evening (6-8pm)
27 th – 31 st October	Half Term Revision Camps (Core Subjects)
3 rd November	PPE (Mock) Series 1 Begins
14 th November	PPE (Mock) Series 1 Ends
17 th November	Sixth Form Application Deadline
17 th November	OCR Enterprise and Marketing Presentations Begin
11 th December	Parent Consultative Evening
12 th December	Creative I-Media Unit R097 Controlled Assessment Ends
19 th December	OCR Enterprise and Marketing Presentations Ends
5 th January	Revision Conference for Students Y11 Parent Curriculum Evening 2 – Focus on final exam preparation
9 th February	PPE (Mock) Series 2 Begins
16 th – 20 th February	Half Term Revision Camps
27 th February	PPE (Mock) Series 2 Ends
30 th March	Easter Holidays Revision Camps
21 st – 24 th April	Art Final Exam (2 days)
27 th – 30 th April	3D Design Final Exam (2 days)
4 th May	GCSE Exams Begin



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Who to contact

To ensure we can monitor the communications effectively and that parents get a timely response we ask all emails go through to info@theappletonschool.org, our communications policy states that staff will respond within 48 hours (this excludes holidays, weekends and bank holidays).

Mark your email for the attention of the following:

Issue	Who to contact
Pastoral concern Settling in concern/friendship concerns Uniform issues	Form Tutor
Issue with subject specific homework Issue within a lesson Pupil progress in a subject	Class teacher
Set changes Exam specific question Persistent subject concerns	Head of Department/Faculty
Persistent Absence Concerns at home Persistent concerns outside of the lesson e.g. social time	Head of Year
SEN Support One plans and EHCPs	SEND Team
Lost property General attendance concerns Absences	Student Services

Students, parents, members of our community, can also log concerns through our Never Acceptable portal here – <https://swgfl.org.uk/whisper/tas1/> here concerns can be reported anonymously.



Values and Ethos

There is a welcoming culture in this school. Staff develop positive relationships with pupils. They know the pupils very well. This ensures pupils are happy and feel safe here.

OFSTED, 2024

The Appleton School is committed to **'Achieving Excellence' together**; providing an ordered, inclusive and stimulating learning environment in which all students are encouraged to achieve at their highest level. It is determined that all students should be valued through the provision of a broad, relevant, balanced and challenging curriculum properly catering for individual needs. Such valuing is encouraged within an atmosphere of mutual respect amongst all those involved in the learning process. The school recognises its role within the broader community. It identifies learning as a lifelong process and values the contribution made by parents and others to the creation of a partnership. Within this partnership, and through the learning programme, students will develop skills, attitudes and values that properly prepare them to accept the challenges and responsibilities of adult life.



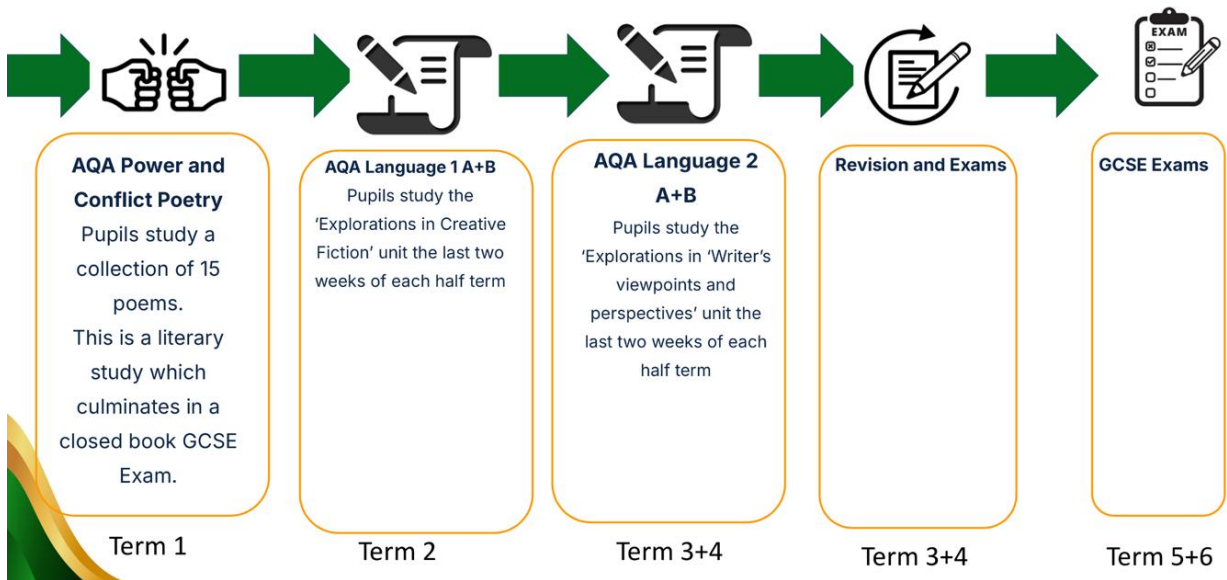


“What will your child be learning this academic year”



English Road Map for SUBJECT Year 11

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Road Map for Mathematics: Year 11 Higher





Road Map for Mathematics: Year 11 Foundation



Road Map for Combined Science Biology: Year 11





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Road Map for Separate Science Biology: Year 11

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Topics: •B10: The Human Nervous System - Homeostasis, nervous system & reflex actions •B11/B12: Hormonal Coordination & Homeostasis in action - Hormonal control, blood glucose levels, diabetes, human reproduction, menstrual cycle, fertility and infertility. Body temperature, kidneys Required Practical's: 7. Effect of a factor on human reaction time 8. Effect of light or gravity on the growth of newly germinated seedlings	Topics: •B13: Reproduction – Sexual/asexual reproduction, DNA, inheritance, inherited disorders B14: Variation– evolution by natural selection, selective breeding, genetic technologies	Topics: B15: Genetics and Evolution – Evidence for evolution, fossils and extinction, antibiotic resistance, classification, B16: Adaptations, interdependence and competition – Communities, organisms in their environment, competition, adaptations Required Practical's: 9. Measure the population size of a common species in a habitat	Topics: •Revision: Paper 1 •B1-B9	Topics: •Revision: Paper 2 •B10-B18	Topics: End of Course

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Road Map for Combined Science Chemistry: Year 11

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Topics: •C8: Rates and Equilibrium •Explore factors affecting reaction rates •Understand the concept of dynamic equilibrium •C9: Crude Oil and Fuels •Study hydrocarbons and fractional distillation •Examine environmental impacts of combustion Required Practical's: Rates of Reaction	Topics: •C12: Chemical Analysis •Learn testing methods for gases and ions •Understand concepts of purity and chromatography Required Practical's: Chromatography	Topics: C13: The Earth's Atmosphere • Composition and evolution of the atmosphere • Impact of human activities on atmospheric change C14: The Earth's Resources • Sustainable use of natural resources • Potable water and life cycle assessments Required Practical's: Water Purification	Topics: Revision for Final Assessments. •Paper 1	Topics: Revision for Final assessments •Paper 2	Topics: End of Course

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The Appleton School Road Map for Separate Science Chemistry: Year 11

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Topics: •C8: Rates and Equilibrium •Explore factors affecting reaction rates •Understand the concept of dynamic equilibrium •C9: Crude Oil and Fuels •Study hydrocarbons and fractional distillation •Examine environmental impacts of combustion •C10: Organic Reactions •Explore complex organic reactions and polymers. •Required Practical's: Rates of Reaction	Topics: • C11: Polymers • Learn about the formation and properties of polymers , including addition polymers and naturally occurring polymers like DNA and proteins. •C12: Chemical Analysis •Learn testing methods for gases and ions •Understand concepts of purity and chromatography Required Practical's: Chromatography	Topics: C13: The Earth's Atmosphere • Composition and evolution of the atmosphere • Impact of human activities on atmospheric change C14: The Earth's Resources • Sustainable use of natural resources • Potable water and life cycle assessments Required Practical's: Water Purification	Topics: •C15: Using Our Resources •Corrosion prevention and the use of alloys •Chemistry of fertilisers and their role in agriculture •Revision for Final Assessments. •Paper 1	Topics: •Revision for Final assessments •Paper 2	Topics: End of Course

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The Appleton School Road Map for Separate Science Physics: Year 11

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Topics: Topic 8: Forces in balance Topic 9: Motion Topic 10: Force and Motion RP: Force and acceleration	Topics: Topic 10 (cont): Force and Motion Topic 11: Force and Pressure End of Unit Test RP: Force and extension PPE: November Paper 1	Topics: Topic 12: Waves End of Unit Test Topic 13: Electromagnetic Waves RP: Waves RP: Radiation and Absorption	Topics: Topic 13 (cont): Electromagnetic waves Topic 14: Light Revision PPE: Paper 2	Topics: Topic 15: Electromagnetism Topic 16: Space Revision	Topics: Paper 1: Tuesday 2nd June Paper 2: Monday 15th June

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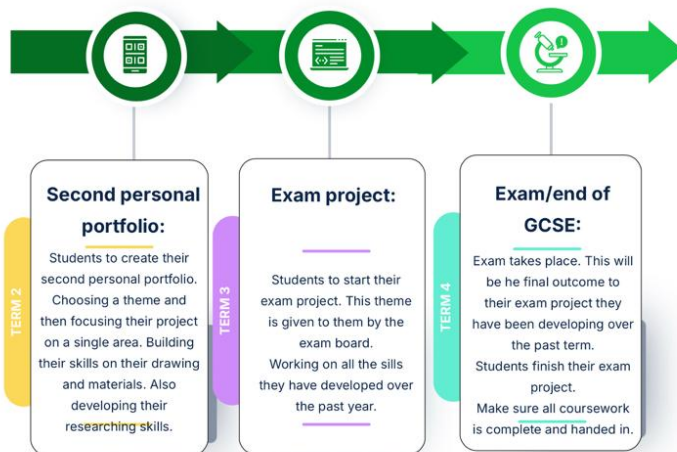
Road Map for Combined Science Physics: Year 11



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Road Map for Art: Year 11



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3D Design: Year 11



NEA: Project 2 continued:

This term the students are completing their 2nd project as part of the NEA. This time will be spent realising their intentions in a final product and evaluating the designs against their specification.

The amalgamation of project 1 and project 2 are worth 60% of their final grade.

TERM 1

Externally Set Assignment:

The EXT Set Assignment is worth 40% of the final grade

- AQA will provide students with a variety of starting points. From these starting points they must
 - investigate the design context
 - Research Designers and design movement
 - Experiment with different media
 - Record ideas and observations
 - Model different outcomes

TERM 2

Exam:

This time is used to prepare students for their exam, developing time plans and cutting lists.

A final exam is a 10 hour practical exam set over two days, where students must independently realise their intentions. (

TERM 3

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Design and Technology: Year 11



NEA 1:

This term is spent on the NEA assignment. This is a timed assignment of 30 – 35 hours.

- During this term students will:
- Develop design ideas
 - Discover the user's needs and wants
 - Model their designs
 - Complete the final prototype
 - Evaluate the prototype against the specification and design brief

TERM 1

Revision:

On completing the NEA project, students will spend the remaining time on revision.

A final exam (50% of the GCSE) will be completed during the GCSE exams in June.

TERM 2

Revision:

On completing the NEA project, students will spend the remaining time on revision.

A final exam (50% of the GCSE) will be completed during the GCSE exams in June.

TERM 3

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Road Map for Food and Nutrition: Year 11

11



NEA 1:

Task 1 – Food Investigation – 15%

Students will complete a food science investigation, set by the exam board, testing their knowledge, learning and understanding of the preparation and cooking of food.

It may include investigating – ingredient choices, cooking methods or cooking techniques

TERM 1

NEA 2:

Task 2 – Food preparation assessment – 35%

Students will complete a food preparation assessment, set by the exam board, allowing them to showcase the food preparation skills learnt in year 10.

Included in this will be a three hour final practical assessment.
The brief may link to – a life stage, dietary group or culinary tradition

TERM 2

Revision:

On completing the two NEA projects, students will spend the remaining time on revision.

A final exam (50% of the GCSE) will be completed during the GCSE exams in June.

TERM 3

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Road Map for GCSE PE



Topics: Module 1+2

The meaning of health and fitness. Physical, mental / emotional and social health linking participation in physical activity.
The consequences of a sedentary lifestyle.
The components of fitness. Fitness testing. Measuring the components of fitness and demonstrating how data is collected.
Reasons for having a balanced diet and the role of nutrients.
The role of carbohydrates, fat, protein, vitamins and minerals.
Hydration. Energy use. Somatotypes. Obesity and how it may affect performance in physical activity and sport.

TERM 1

Topics: Module 3+4

Bones and the functions of the skeleton. Structure of the skeletal system / functions of the skeleton. Muscles of the body. Structure of a synovial joint. Flexion, extension, abduction, adduction, rotation, planta flexion and dorsiflexion. Antagonistic pairs. Pathway of air. Gaseous exchange. Mechanics of breathing. Interpretation of a spirometer trace. Blood vessels. The structure of the heart. The cardiac cycle and the pathway of blood. Cardiac output and stroke volume. Aerobic and anaerobic respiration Effects of exercise – immediate, short and long term.

TERM 2

Topics: Module 5

The principles of training and overload. Types of training. Types of training (continued) with reference to the advantages and disadvantages of using these types for different sports. Calculating intensity. Considerations for preventing injury. High altitude training and seasonal aspects. Warming up and cooling down. Planes of movement. Course work - analysis of sporting performance

TERM 3

Topics: 6+7

Classification of skill. Arousal and the inverted-U theory. The use of evaluation setting goals. The use of SMART targets to improve performance. Basic information processing model. Identify examples of guidance and feedback. Direct and indirect aggression. Understand the characteristics of introvert and extrovert personality types. Definition of intrinsic and extrinsic motivation, as used in sporting examples. Evaluation of the merits of intrinsic and extrinsic motivation in sport. Positive and negative impacts of technology.

TERM 4

Topics: 8+9

Engagement patterns and the factors affecting them. Commercialisation, sponsorship and the media. Positive and negative impacts of sponsorship and the media. Spectator behaviour. Conduct of performers and introduction to drugs. Sporting examples of drug taking. Axes. Lever systems. Analysis of basic movements in sporting examples. Mechanical advantages -only teach this when secure on levers

TERM 5

Topics: Revision

9 mark question structure
Revision on all topic areas
Look at past papers and structure of answers

TERM 6

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Road Map for Music: Year 11



Road Map for Drama Year 11





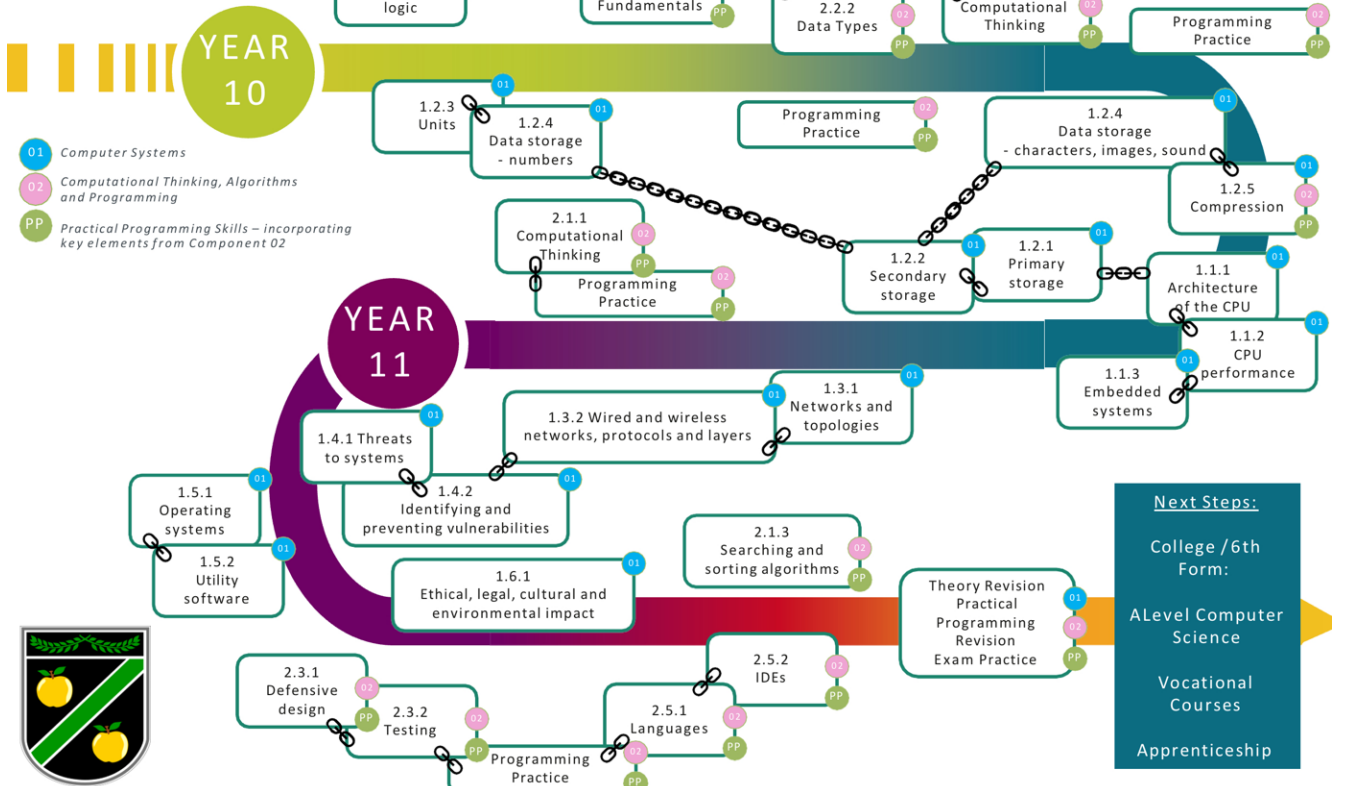
Road Map for RS: Year 11



Computer Science

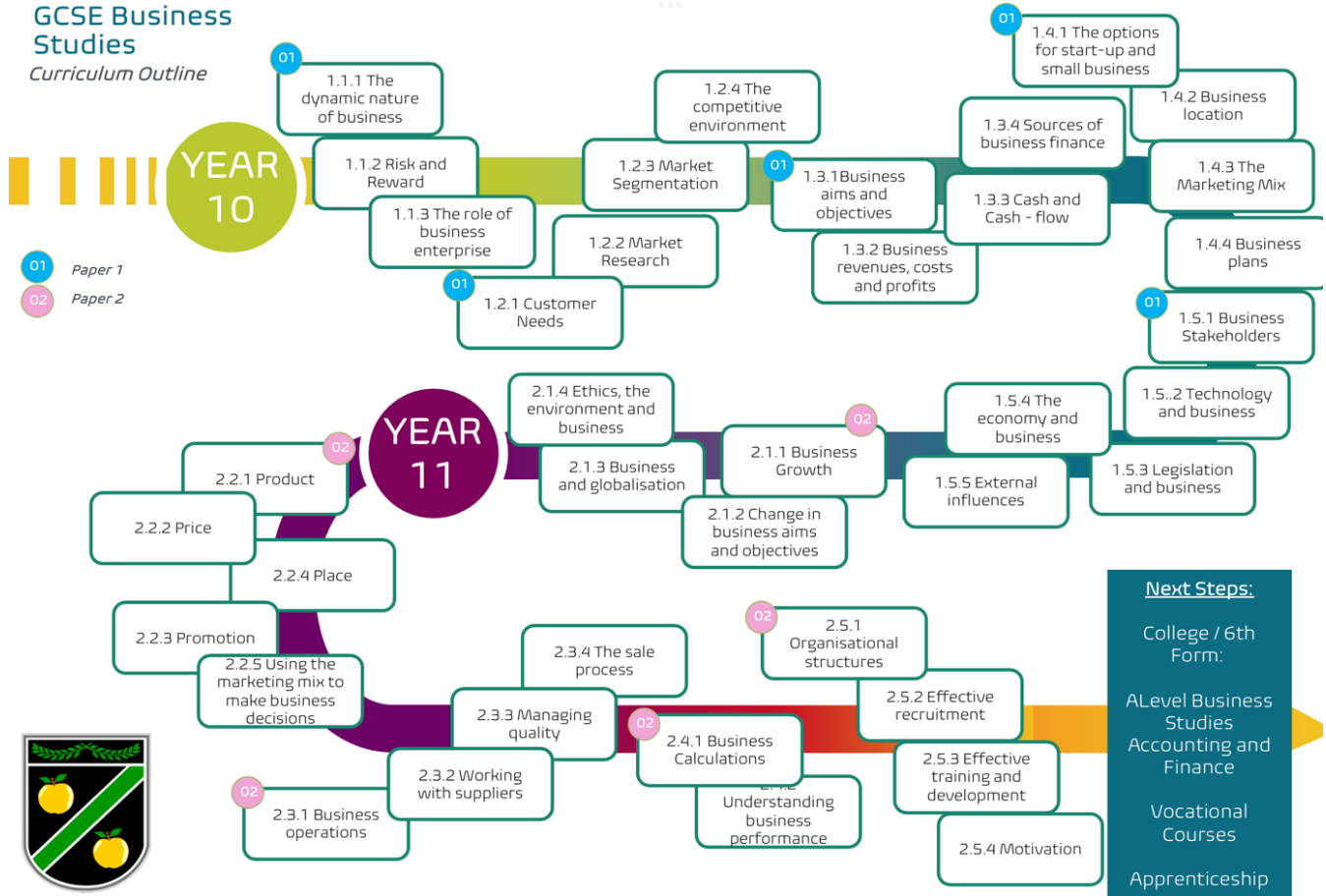
2025-2027

Curriculum Outline

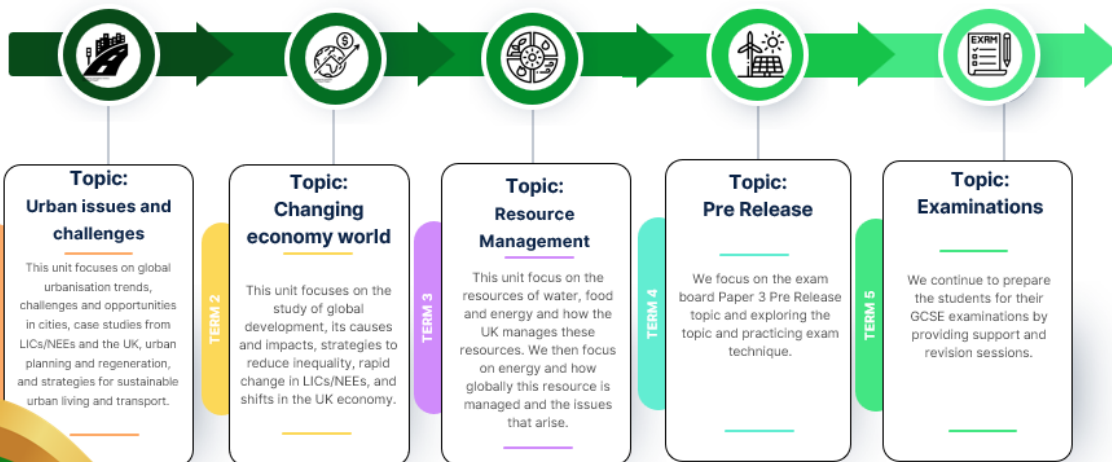




GCSE Business Studies Curriculum Outline



Road Map for Geography: Year 11





Supporting their studies

A question we are often asked by parents is how can you help their studies at home, we all recognise that schools and resources to support learning are very different from when we were at school, the below tips should help.

At The Appleton School, we believe that parents and carers play a vital role in helping children achieve their full potential. Small, consistent actions at home can make a big difference to a young person's progress, confidence, and enjoyment of learning. Below are some practical ways you can support your child:

How You Can Support Your Child with Their Studies



Provide a Study Space

Choose a quiet, well-lit area at home for homework and revision.



Establish a Routine

Set regular times for studying, leisure, and extracurricular activities.



Take an Interest

Ask about their learning – discuss topics and express curiosity.



Offer Praise

Recognise effort, resilience, and organisation as well as achievement



Encourage Planning

Help them use a planner or diary to keep track of their work.



Break Tasks into Steps

Show them how to tackle assignments by dividing them into smaller parts



Support Wellbeing

Ensure they get enough sleep, exercise, and healthy food



Resources to Support Learning

“Education is the most powerful weapon which you can use to change the world”

Homework:

1. Satchel One – our platform for recording homework and where students/parents can monitor what has been set. A multitude of platforms might be used to assess homework performance but all will be required on Satchel.
2. Sparx – we have SparxReader, SparxMaths and SparxScience, a platform to support students in their core subject homework, this is set **weekly**. Students can also access the Independent Learning section of the websites to support revision or to generally develop their understanding.

General approach to Home Learning and Revision:

The Pomodoro Technique — Study in Focused Bursts

The Pomodoro Technique is a time-management method that helps students stay focused and avoid burnout by working in short, concentrated bursts followed by regular breaks.

How it Works

1. **Choose a task** to work on.
2. **Set a timer for 25 minutes** — this is called one “Pomodoro.”
3. **Work with full focus** until the timer rings.
4. **Take a 5-minute break** — get up, stretch, drink water.
5. **Repeat** this cycle 3–4 times.
6. After 4 Pomodoros, **take a longer break** of 15–30 minutes.

Why It Helps

- Builds **focus and concentration**
- Prevents **mental fatigue**
- Makes large tasks feel **more manageable**
- Encourages **regular rest and movement**

Tip for Parents

Encourage your child to try the Pomodoro Technique during homework or revision sessions — it can help them use their time efficiently and keep motivation high. Link <https://www.tomatotimers.com/> to timer videos with calming music to help students focus and apply the technique correctly.



Useful Revision Resources for Parents



SparxMaths

Personalised homework and practice to build confidence in maths.



SparxScience

Interactive science practice tailored to your child's progress



SparxReader

Encourages daily reading with tailored comprehension checks

SENECA

Free revision platform with engaging, interactive quizzes



Educake

(Computer Science only)

Topic-based questions and instant feedback



GCSEPod

Short, high-quality videos and downloadable podcasts covering exam topics



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Resources to Support Wellbeing

As well as links on our website for useful information and activities for wellbeing we also have our own dedicated webpage to wellbeing that focuses on various aspects:



[What Is Resilience?](#)



[Mindfulness Exercises](#)



[Sleep Management](#)



[Healthy Eating](#)



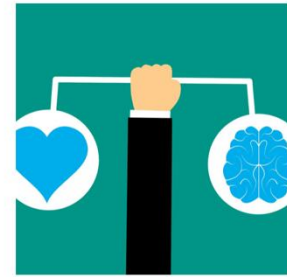
[Study Space](#)



[Events & Resources](#)



[Contacts](#)



[Emotion Regulation](#)

Wellbeing Resources on main school website –

<https://www.theappletonschool.org/students/student-wellbeing>

Appleton Wellbeing website, MindCare -

<https://sites.google.com/theappletonschool.org/mindcareappleton/home>

Parental Advice for handling exam pressure -

https://www.theappletonschool.org/user/pages/05.students/02.revision-resources/03._parent-resources/Handling_the_pressure_of_external_exams.pdf

Top Ten Tips for parents supporting children through exams -

https://www.theappletonschool.org/user/pages/05.students/02.revision-resources/03._parent-resources/Top_Ten_Tips_for_parents.pdf



SEND Support

“Staff make effective adaptations for pupils with SEND during lessons. Support staff work well with individuals. Consequently, pupils with SEND achieve well from their various starting points.”

Introduction

OFSTED, 2024

The Appleton School is an 11-18 comprehensive secondary school which admits students to the school in line with the school’s admission procedure. The school believes that all children and young people are entitled to an education that enables them to:

- Develop lively, enquiring minds, encouraging the ability to question and argue rationally. Confronting them with challenging mental and physical tasks in order to ensure the highest possible level of achievement.
- Instil respect for each other, for religious and moral values and tolerance of other races, religions and ways of life.
- Acquire knowledge, skills and attitudes relevant to adult life in a rapidly changing world.

The Appleton School takes a whole school inclusive approach to students with special educational needs, recognising that the aims of the school (‘achieving excellence’) are the same for all students, whatever their abilities.

Working with the school

Our Curriculum Support Team are:



SENDCO:
Ms N Cox



Inclusion Lead:
Mr D Clout



SEND Manager:
Mrs Emily Fox



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As a school, we work hard to be in effective communication with children and parents, and to listen and respond positively to any concerns brought to our attention. We are committed to taking all



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concerns seriously and would like to think that, through being open and accessible, concerns can be both raised and dealt with easily.

“The school has high expectations for pupils. There is an ambitious curriculum for all pupils, including pupils with special educational needs and/or disabilities (SEND). The school has recently implemented several strategies that support pupils to meet the aims of the curriculum. This ensures pupils achieve well and are ready for the next stage of their education.”

OFSTED, 2024





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In order to fulfil its commitment to fully support every child into “achieving excellence”, the school already has in place a range of specialist interventions and continues to seek new ways of providing support.

Examples of the kind of support we can provide are:

-  School Homework clubs (Pre and post school and lunchtimes)
-  Literacy and Numeracy support groups
-  Small group skills sessions
-  Friendship groups
-  Peer Mentors
-  Counselling and mentoring
-  Classroom and examination access arrangements

The school is committed to ensuring that all teaching is at least good and that much is outstanding. High quality teaching is differentiated and personalised to meet the needs of all children and young people.

What happens if my child needs specialist equipment or facilities?

- Accessible Toilets
- ▲ Ramps
- Access to specialist teacher input (PNI, HI, VI)
- ▬ Access to a laptop
- ✚ Implementation of care programmes for students with PNI
- ⊕ Specialist PE equipment

We work closely with outside professionals — such as specialist teachers, occupational therapists, and specialist nursing teams — to ensure no student is disadvantaged. Our approach is guided by our Equality and Disability Policies.

How does the school support my child at the various Key Stages and in preparing for life as an adult?

- 🏠 Close liaison with Primary Feeders
- ◀ Working with the Transition Pathways Service (Yr9-KS4/KS5)
- PSHE programme and Careers guidance/education
- 🚗 Organising travel or mobility training
- ↑ Facilitating transfer onto appropriate Post-16 college courses

We support students at every stage of their school journey, preparing them for life as confident, independent young adults.



Examinations

PLEASE READ CAREFULLY

The Joint Council for Qualifications (JCQ) gives schools strict guidance on how all examinations for all exam boards should be conducted. Both the school and candidates (our students) must follow these, failure to do so could result in students being disqualified. For this reason we will need to make the examination procedures clear to all stakeholders.

These rules apply to both Mock Examinations and the Public Examinations in the Summer Term.

- Students must attend and be on time for all examinations. *o Like the main examinations, attendance during Pre-Public Examinations is vital, if your son or daughter is unwell we will do our best to accommodate their needs during the exam. Doctors notes will be needed if they are too unwell to come into school.*
- Students must be in full school uniform for all examinations
- **All electronic devices** (including phones and smart watches) **need to be turned off and places in bags NOT in their pockets.** Having a phone on them in the exam room, even if turned off can result in their disqualification from that paper or all papers in that exam board. (see JCQ poster below)
- When in the exam room, students should not talk or attempt to communicate with or disturb other candidates.
 - This can include turning around in their seats, making faces at a friend, making silly noises or moving their chairs around.
- Students must follow the instructions of the invigilator.
- Students are encouraged to bring in bottles of water, but all labels must be removed and it must be in a clear bottle with no writing or coloured plastic permitted.
- Equipment must be stored in clear pencil cases or transparent bags.
- Students must not have any markings written on them.

Pre-Public Examination (PPEs/Mocks)

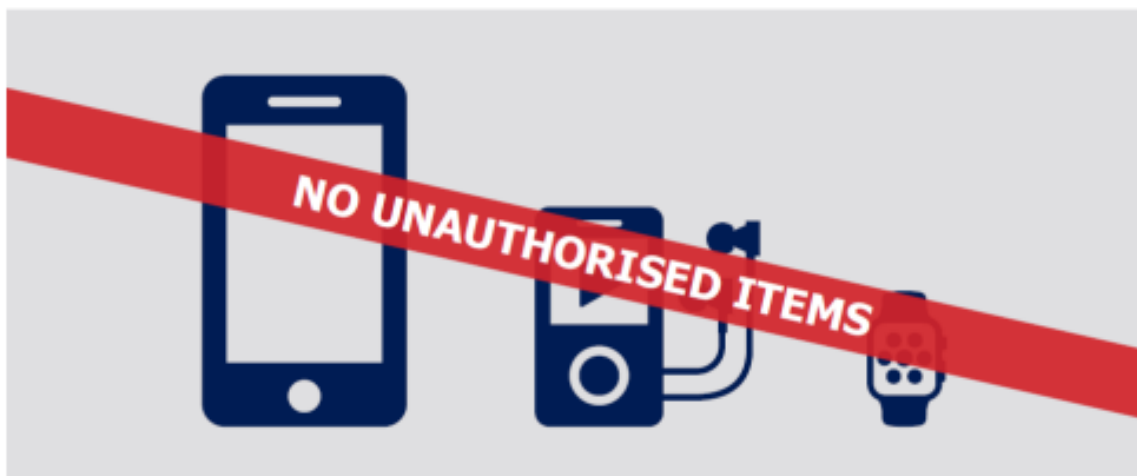
Students will have assessments throughout all years in class; however, they will also be given the opportunity to complete full papers, in exam conditions in Year 10 and Year 11. PPEs will take place in November and March.

PPEs need to be treated with the seriousness of a real GCSE examination as we never know when we may be in position to use them as evidence for grade awarding for students e.g. like we did during COVID.



NO MOBILE PHONES SMARTWATCHES MP3/4 PLAYERS

**NO POTENTIAL TECHNOLOGICAL/WEB
ENABLED SOURCES OF INFORMATION**



Possession of unauthorised items, such as a mobile phone, is a serious offence and could result in

DISQUALIFICATION
from your examination and your overall qualification.

This poster must be displayed in a prominent place outside each examination room.



Reading

"Today a reader, tomorrow a leader"

The Importance of reading

At The Appleton School, we believe in the power of reading. We understand that becoming a confident reader unlocks all subjects in our curriculum and helps students to succeed beyond school. Regular reading has a number of benefits:

1 minute a day: Students will encounter 180 words per school year.

5 minutes a day: 282,000 words per school year.

20 minutes a day: 1,800,000 words per school year and likely to score in the top 90% of standardised tests.

All students from Year 7 to Year 9 will be expected to complete reading homework. This will be set via the Sparx Reader platform. Sparx Reader is a reading, comprehension and vocabulary programme that gets all young people reading regularly to help improve their literacy. It also aims to motivate students to read for pleasure.

Research shows that students who read every day are 28% more likely to over-achieve and exceed their target grades across the curriculum. Reading widely supports overall academic progress, however we have also carefully mapped our curriculum offering to generate a recommended reading list for every subject studied in Year 7 to Year 11 to reinforce the learning of our young people and to help challenge them to be more aspirational. Key Stage 5 reading lists are shared with students upon entry to the Sixth Form. We have also compiled a recommended reading list for reading for pleasure.

[Cross Curricular Wider Reading List](https://theappletonschool.org/subjects/reading-and-literacy/Cross%20Curricular%20Wider%20Reading%20List.pdf)

<https://theappletonschool.org/subjects/reading-and-literacy/Cross Curricular Wider Reading List.pdf>

[KS3 reading list](https://www.theappletonschool.org/subjects/english/ks3-reading-list)

<https://www.theappletonschool.org/subjects/english/ks3-reading-list>

[KS4 reading list](https://www.theappletonschool.org/subjects/english/ks4-reading-list)

<https://www.theappletonschool.org/subjects/english/ks4-reading-list>

[Encouraging reading list](https://theappletonschool.org/user/pages/13.Subjects/02.reading-and-literacy/Encouraging_Reading_List.pdf)

https://theappletonschool.org/user/pages/13.Subjects/02.reading-and-literacy/Encouraging_Reading_List.pdf

[Aspirational reading list](https://theappletonschool.org/user/pages/13.Subjects/02.reading-and-literacy/Aspirational_Reading_List.pdf)

https://theappletonschool.org/user/pages/13.Subjects/02.reading-and-literacy/Aspirational_Reading_List.pdf



Current Targeted Provision: Interventions

Today a reader, tomorrow a leader.		
<p>National Tutoring Programme Working in small groups with a Primary trained phonics teacher, students with a low reading age take part in daily intervention over a three week programme. Reading age testing is used to measure progress. Data shows that students make significant progress in this intervention.</p>	<p>Bedrock Students in Year 7 and Year 8 have access to Bedrock online, a platform which explicitly teaches vocabulary and grammar in the context of original prose linked to a range of curriculum areas, ensuring learners are reading a diverse range of high-quality texts that draw them in and expand their cultural capital. The platform is self-differentiating and tasks adapt to meet the needs of individual students, and is monitored by English staff.</p>	<p>Corum Beanstalk This programme trains KS4 'Reading Leaders' to work with younger students and is a structured peer-mentoring programme, developed to provide benefit to both younger and older pupils. Pairs use materials to promote reading for pleasure principles. Student surveys are used to monitor engagement and measure impact.</p>
<p>Phonics Trained progress mentors in the SEND department work with key students to improve phonological understanding and reading fluency. AFALS testing is used to measure progress.</p>	<p>LAC tutoring Trained progress mentors provide individualised tutoring for students who are Looked After, using English teacher feedback and reading age test results to design personalised learning programmes.</p>	<p>Peer Reading Programme Year 7 and Year 8 PPG students meet with older students once a week to read together, promoting reading for pleasure principles. Student surveys are used to monitor engagement and measure impact.</p>

Current Universal Provision: Reading

Today a reader, tomorrow a leader.		
<p>Tutor Time Programme Alternating between Literacy and Numeracy resources on a half-termly basis, students in Y7-Y11 receive input in registration time linking to reading and Literacy, including reading practice and vocabulary teaching.</p>	<p>Varied English Curriculum Students in KS3 and KS4 read a rich range of fiction, nonfiction, plays and poetry, and are explicitly taught skills for writing creatively for a range of purposes. Oracy is embedded through speaking and listening projects.</p>	<p>Reading Lessons Once a fortnight, students in KS3 have a reading for pleasure lesson. Teachers alternate between independent reading and modelling high-quality reading through class novels.</p>
<p>School Library Our school library is open during break and lunch times for students of all ages and has a variety of books that can be borrowed and enjoyed at home.</p>	<p>Reading Enrichment This year we have celebrated World Book Day and promoted a summer reading challenge.</p>	<p>Reading Age Testing We test students' reading ages on a termly basis using online software. Reading ages are recorded and shared with all staff to inform their planning. Students with a low reading age are identified for targeted interventions.</p>
<p>Reading Newsletters Our parent bulletin includes book recommendations and promotes reading for pleasure at home. School social media is also used to promote our book of the week.</p>	<p>Reading Rewards Assemblies are used to share rewards linked to reading, for example Bedrock certificates. In the summer term we purchased a book vending machine to integrate into our rewards systems.</p>	<p>Subject Reading Lists Our website shares with students and parents a suggested cross-curricular reading list to support and extend students' learning in each of their subjects. We also share a suggested 'reading for pleasure' list of recommendations.</p>