
1.0 Curriculum Information

Our aim at Forest is to provide a stimulating education with a wide range of learning opportunities. We aim to challenge pupils of all abilities to achieve their personal best.

Effective Learning Groups

Before your son arrives at our school, we work closely with primary school colleagues to create effective learning groups, placing individual boys where we believe they will succeed. In English and Maths in Year 7, these groups are determined by academic ability, based on pupils' prior attainment. In Design and Technology, extra groups are created to ensure a high standard of health and safety in the workshops. The grouping is continually monitored to ensure that pupils are experiencing a learning environment appropriate to their needs, and any changes of grouping will be communicated to parents and explained to the pupils concerned. In Year 8 pupils will also be grouped by academic ability in Science and Languages. Effective Learning Groups continue throughout KS4 and may include other subject areas.

Class sizes

Class sizes vary. In some subjects, there are small groups for those who have particular needs. In some instances pupils receive one-to-one teaching from teaching assistants. The Forest School also employs a teacher to work with gifted and able pupils. In addition, there is a team of classroom assistants to support pupil learning.

Curriculum Development

From September 2008 we introduced a condensed Key Stage 3 programme. This means that our current Year 7 and 8 pupils and those following on will take their Key Stage 3 tests at the end of Year 8.

This development enables us to offer a wider choice of subjects, and cater for our able pupils who can then go on and sit GCSE early and begin AS courses in some subjects, as well as meet the needs of those pupils who would be successful at GCSE if they had more time to consolidate their learning.

In addition, we run a series of Enrichment Days where the timetable is suspended for a day and pupils have the opportunity to develop a range of skills, through work with external providers such as Charities or the Armed Forces, as well as broadening their experience within subject areas through extended projects and activities.

Independent Learning

Independent study (formerly known as homework) is an important way of extending pupils' learning and is vital to the promotion of high levels of pupil achievement. All pupils are required to complete independent learning tasks. From the 2nd half term in Y7 we expect pupils to spend 20-30 minutes in the Core Subjects, rising gradually to 60 minutes per subject in Years 10 and 11.

2009 – 2010 NATIONAL CURRICULUM KEY STAGE 3 - YEARS 7/8

<i>SUBJECT</i>	NUMBER OF PERIODS / 50		NOTES
	Year 7	Year 8	
English	6	6	
Maths	6	6	
Science	6	6	
Design & Technology	4	4	
Information Technology	2	2	
Modern Foreign Language	5	5	French German or Spanish
Geography	3	4	
History	3	4	
Religious Education	2	1	
Art	2	3	
Drama	2	2	
Music	2	1	
Physical Education	4	4	
Personal Development	2	2	
Learning to Learn	1		
	50	50	

2009 – 2010 KEY STAGE 4 - YEARS 9

<i>SUBJECT</i>	NUMBER OF PERIODS / 50	
	Year 9	NOTES
English	6	
Maths	6	
Science	6	
Design & Technology	4	
Information Technology	2	
Modern Foreign Language	4	French German or Spanish
Religious Education	2	
Art	2	
Drama	1	
Music	1	
Physical Education	4	
Personal Development	2	
Option A	5	
Option B	5	
	50	

2009 – 2010 KEY STAGE 4 - YEARS 10/11

<i>SUBJECT</i>	1 HOUR PERIODS IN YEARS 10 AND 11	NOTES
English	6	2 GCSEs, English Language and English Literature.
Mathematics	6	Some pupils are also entered for Statistics GCSE
Double Science or	10	All 3 Sciences are studied. 2 GCSEs are awarded, science and additional science. A modular course.
Triple Science	10	Separate Biology, Chemistry and Physics GCSEs. All are now modular courses.
Religious Education	1	Pupils take a short course GCSE. Pupils can convert this to a full GCSE by also studying in an after school club.
Physical Education	2	
Citizenship	2	
ICT	3	All pupils follow an ICT GCSE
Four option choices	20	The option choices are taken from a range of subjects in both GCSE and Vocational qualifications. The choices are varied and tailored to individual needs. We currently offer 3 Humanities, 3 Languages, 8 Design and Technology subjects, 3 Expressive Arts, PE, Business Studies, and additional ICT, as well as a range of courses run in partnership with Central Sussex College and Brinsbury College

2.0 Subjects

Art

Curriculum

At Key Stage 3, the pupils follow a programme that includes a variety of drawing skills and colouring techniques based on natural forms in Year 7 and man-made in Year 8.

At Key Stage 4, pupils follow an AQA GCSE course and Art and Design, which includes one in-depth project and a mock examination, both of which provide training and an example for the final examination unit in Year 11.

Assessment

At Key Stage 3 work is assessed using the National Curriculum levels, beginning with a baseline assessment in Year 7. The focus is on observation drawing skills, colouring techniques and idea development. GCSE work is marked in line with exam board criteria: 60% coursework and 40% final examination. All pupils are taught to identify grade boundaries and make judgments about their own requirements for raising achievement.

Inclusion

Gifted and talented pupils are provided with many opportunities to demonstrate and stretch their ability at Forest, where Art examination results are exceptionally high. We aim develop skills stage by stage for the raising of achievement at all levels and there are weekly opportunities for support after school. There is a timetabled Teaching Assistant who works closely with the members of teaching staff, delivering support for pupils with particular learning needs.

Enrichment

There is an Art Club where a puppet-making workshops lead to performances during Enterprise Week. In addition, there are lunchtime and after-school Key Stage 3 support clubs. GCSE students also have the benefit of coursework support sessions and review appointments.

Business Studies

Curriculum

BTEC Preparing for Enterprise and GCSE Business Studies are offered at KS4 allowing pupil's insight into the world of Business through theory and hands-on experience.

Assessment

BTEC Preparing for Enterprise comprises 100% coursework and GCSE Business Studies comprises 25% coursework and 75% external examination.

Inclusion

Gifted and Talented pupils are encouraged to work at a higher level within lessons and are provided with differentiated learning materials. Pupils are also given the opportunity to extend their learning through Enrichment Activities offered throughout the year.

The school VLE is used to allow all pupils easy access to the curriculum, for guidance and materials. Offering both BTEC and GCSE courses offers inclusion for all.

Enrichment

A range of enterprise and business-based enrichment activities are offered throughout the year, including Business & Enterprise Days many of which are supported by business volunteers, business-led workshops such as BA Customer Services workshop and competitions such as the IC-100 Challenge.

The pupil voice is valued in Business Studies and strategies are used to gain the pupils views on a range of matters, including lessons and teaching, courses, and GCSE options. The course aims to link with local business providers and professionals to enhance the learning opportunities.

Drama

Curriculum

At Key Stage 3 pupils are encouraged to create new drama from stimuli such as pictures, music, stories and roles performed by the teacher. Their experiences in class extend their knowledge and understanding of performance and presentation skills such as mime, storytelling and the use of narration.

At Key Stage 4, a growing number of pupils have opted for GCSE Drama where pupils are encouraged to experiment with many dramatic techniques such as marking the moment, teacher and pupils in role, hot-seating, thought tracking, stylised drama (abstract drama), spontaneous and rehearsed improvisation.

Assessment

Practical work at Key Stage 3 is assessed at the end of each unit of work by the teacher.

At GCSE level, pupils are assessed in a variety of different practical situations and contexts. There are two components: practical coursework which is supported by written pieces and moderated by the exam board; and a live examination performance in the presence of a small audience and the examiner.

Inclusion

The nature of the subject allows for additional one-to-one support during lesson time from the subject teacher. Gifted and Talented pupils are encouraged to work at a higher level within lessons and are encouraged to attend courses. They are also encouraged to audition for the County and National Youth Theatres. There is a timetabled Teaching Assistant who assists the Drama staff with small groups of pupils who have particular learning needs.

Enrichment

In Drama, this includes a practical drama workshop on 'War Horses' before seeing the show at The National Theatre in London in November. Also, Year 11 GCSE pupils give a 'Performance of Exam Work' in April, followed by a Year 10 Showcase in June. There are

also a number of opportunities for enrichment throughout the year for Key Stage 3 pupils on several of the Enrichment Days.

English

Curriculum

The Curriculum at both Key Stage 3 and Key Stage 4 provides opportunities to study a wide and varied selection of prose, poetry, drama, non-fiction and media texts, both pre- and post-1914. In addition, we have an extensive range of DVDs and videos related to the programmes of study, as well as ample revision and study skills material.

At Key Stage 4 students will follow the syllabus for AQA English and English Literature.

Assessment

At Key Stage 3, pupil work is assessed through regular monitoring of exercise books as well as half termly detailed assessments of reading, writing and speaking and listening skills. This culminates in end of year examinations for all year groups.

At Key Stage 4, coursework preparation is monitored and coursework is marked in line with GCSE examination board criteria. Regular reading and writing skills tests occur throughout the year and these skills are assessed through end of year mock examinations in preparation for the final GCSE English and GCSE Literature examinations.

Inclusion

The outcome of all assessment opportunities contributes towards a rigorous system of monitoring individual pupil progress and target setting. Staff are committed to enabling every pupil to achieve his maximum potential.

We work closely with the highly experienced and effective Inclusion Team to ensure that pupils of all abilities can access the curriculum. This is implemented through a paired reading scheme, Learning Challenge and promoting whole school literacy.

Gifted and Talented pupils are given scope to extend their learning outside lessons through activities such as the Cultural Enrichment Club, Debate Club and the VLE.

Enrichment Opportunities

Throughout their school career all pupils participate in extra-curricular activities such as theatre trips and writers' workshops for example:

- Poetry Live! – an audience with some of the poets featured in the GCSE Anthology
- Globe Theatre Tour – an opportunity for Year 8 pupils to experience the wonder of Shakespeare's own theatre
- Guest poet visitation
- Guest storyteller visitation

Geography

Curriculum

The Scheme of Work at both Key Stage 3 and Key Stage 4 is geared towards active learning and subsequently the engagement of boys in particular. There is a strong emphasis on creating a positive learning culture & high personal achievement. All pupils are encouraged to work to their personal best.

At Key Stage 3, pupils follow a series of units based on the Revised National Curriculum Programme of Study exploring the main 'concepts' of place, space, scale, interdependence, physical and human processes. The aim is to build on skills necessary for Key Stage 4 and the wider world – literacy, numeracy, thinking skills, investigation, individual/collaborative work, enquiry, presentation and enterprise skills.

At Key Stage 4, pupils studying Geography follow the WJEC Spec B course comprising 25% coursework & 75% examination. This includes a field-study visit to Chichester. This offers a broad range of Human & Physical Geography topics and effectively prepares pupils for A/AS Level.

Assessment

At Key Stage 3, the assessment of pupil attainment & progress is continuous throughout the year. These take the form of both summative & formative assessment based on classwork, Independent Learning tasks, end of unit assignments and an end of year examination.

Pupils are encouraged to take an active role in assessing their own work (self-assessment) & that of others (peer assessment) so as to develop the ability to evaluate work, identify success criteria for a given task and set appropriate targets for learning. This helps pupils to progress further & either meet or exceed their end of Key Stage 3 target level.

At Key Stage 4 there are two pieces of 'Controlled Assessment' which consist of an enquiry based on fieldwork (15%) and an issue based on research (10%). The written examination consists of two papers (1 & 2 hours respectively). Pupils will be entered for either the Higher Tier (Grades A* - D) or Foundation Tier (Grades C – G).

Inclusion

The Geography curriculum matches the needs and interests of the full range of learners. All pupils, regardless of ability, have sufficient opportunities to succeed in their learning at the highest standard allowing the boys to achieve their personal best.

Schemes of Work and Independent Learning tasks are suitably differentiated so as to challenge Gifted & Talented pupils and to be appropriate for pupils with Special Educational Needs. Pupils identified as Gifted & Talented are also invited to attend out-of-school enrichment activities organised by West Sussex County or industry for example the Year 10 Inter-Schools Enterprise Challenge hosted by Chichester University.

Teachers are aware of pupils requiring additional support and therefore plan accordingly. Teaching Assistants specialise in working within the Geography Department and their familiarity with both the subject matter & staff makes support all the more effective.

Enrichment

- KS3 Geography Enthusiasts Club – a monthly activity centred on topics such as child soldiers, super-volcanoes, treasure hunts & photographic competitions.
- KS4 Geography GCSE Success Club – twice weekly support with coursework, exam practice/technique, classwork & Independent Learning for both Year 10 & 11 pupils.
- Year 7 Lodge Hill Geography activity – field sketching, photographic competition etc.

History

Curriculum

The Curriculum at both Key Stage 3 and Key Stage 4 is designed to engage boys in the areas they enjoy. At Key Stage 3 pupils study subjects as varied as William the Conqueror to Henry VIII in Year 7 and slavery to civil rights in the USA in Year 8. The methods we use mean the pupils use their skills and learn actively.

At Key Stage 4 the pupils study World War One, World War Two, Nazi Germany 1918-45, Britain from 1939-79 and The Cold War 1945-75, and complete a Controlled Assessment based on a famous individual in History such as Nelson Mandela or Gandhi.

We follow the OCR Exam Board syllabus.

Assessment

Key Stage 3 assessment is through Independent Learning tasks. Targets are set for every task and guidance given. Throughout the year pupils will be assessed 12 times and they will use a graph to chart their progress.

At Key Stage 4 assessment is made through a series of tasks which are completed at home and in the classroom. Exam skills and technique are practiced thoroughly and guidance given as the GCSE progresses. After school keep-up sessions are available to those who need it.

Inclusion

The History Curriculum is designed to cater for a wide range of learning styles. We provide support for Gifted and Talented pupils through a series of extension tasks in lessons, level specific assessments to stretch the more able, study-buddy peer assessment to provide greater ownership of progress and a sustained system of Assessing Pupil Progress (APP) which our G&T pupils are involved with from the outset.

The focus is increasingly on learning and thinking skills which help to make pupils better historians rather than simply having a better understanding of History content. We use

investigations, role-play, campaigns and thinking skills to achieve this. Great use is made of our Inclusion Team who work closely with us to support our pupils.

Enrichment

A variety of extra-curricular activities are regularly planned for the pupils at both key stages. Examples of these are as follows:

- Year 7 Role Play of medieval battles and issues
- Year 9 Visit to the World War One Battlefield Trenches of Ypres in Belgium
- Year 10/11 visit the 'Hitler on Trial' theatre workshop
- Planned trip for Year 10 to Berlin with the Modern Foreign Language Department.

ICT

Curriculum

ICT is successfully taught in a thriving Curriculum Area. At Key Stage 3, pupils follow a series of units based on the Key Stage 3 Revised National Curriculum. In Key Stage 4, all pupils complete the OCR National First Award in ICT, which comprises 100% coursework. The OCR National First Certificate in ICT, equivalent to 3 GCSE's, is a further option for those wishing to extend their learning and is also 100% coursework.

Assessment

In ICT, self and peer assessment are used in conjunction with teacher assessment at both Key Stage 3 and 4. This enables pupils to assess their progress and view teacher comments and targets for improvement.

Inclusion

Gifted and Talented pupils are encouraged to work at a higher level within lessons and are provided with differentiated learning materials. Pupils are also given the opportunity to extend their learning through Enrichment Activities offered throughout the year.

The school VLE is used to allow all pupils easy access to the curriculum, for guidance and materials. All lessons have differentiated lesson objectives at both key stages and after-school keep-up classes are available to those who need them, to ensure every pupil is supported to achieve their personal best.

Enrichment

The pupil voice is valued in ICT and strategies are used to gain the pupils views on a range of matters, including lessons and teaching, courses, and GCSE options.

Mathematics

Curriculum

Mathematics at Forest encompasses discovery and guidance. Courses range from Key Stage 3 in the lower school to OCR GCSE, AQA Statistics and OCR (AS level) Additional Mathematics in the upper school.

No matter which course your son is studying, we encourage him to explore the subject, not just to answer relevant questions. We are proud of our examination results and encourage all pupils to achieve their personal best.

Assessment

We assess Key Stage 3 progress by teacher assessment, testing and APP (Assessing Pupil Progress). For GCSE, pupils take the OCR J512 Linear Mathematics GCSE at the end of Year 11. Assessment is by two two-hour papers with no coursework involved.

AQA GCSE statistics is a combination of 25% coursework and 75% examination, taken again at the end of Year 11. Assessment for OCR Additional Mathematics is by examination at the end of Year 11.

Inclusion

We recognise that every student is different. All staff are expected to differentiate their lessons to respect individual needs. We aim to stretch the Gifted and Talented through World Class Tests, Maths Challenges and Additional Mathematics. We support students who require extra help and guidance through small withdrawal groups with pupil support, the creation of 5 sets instead of 4 where needed and the use of peer mentoring.

Enrichment

We aspire to making Mathematics relevant, challenging and fun. Enrichment opportunities are available through maths clinic, world class tests and maths challenges. An additional Maths after school course is available to A/A* standard pupils in Years 10 and 11. We also run a four-day maths trip to Paris for Year 8 at the end of each academic year.

Media Studies

Curriculum

Pupils will follow the WJEC Media Studies GCSE.

This course has relevance to career choices involving work within the media, such as the music industry, advertising, set design, ICT-related fields using digital technology, film, television, radio, journalism as well as the creative and expressive arts.

Assessment

Pupils have three controlled assessments, consisting of two textual investigations and one media production accounting for 60% of the GCSE grade. Pupils will additionally sit an external assessment which accounts for 40% of the GCSE grade. Pupils work will be closely monitored and assessed as they progress throughout the course.

Inclusion

Pupils have the opportunity to work in mixed ability groups. However, work will be differentiated to allow pupils to progress and develop according to their abilities. Progress is made through a series of independent research projects as well as collaborative units. Pupils further have the opportunity to join a film making club after school, which will help improve their production skills.

Gifted and Talented pupils are encouraged to explore more challenging media genres to form part of their independent research. Extended learning opportunities exist as pupils are given scope to develop original production ideas, outside of school as well as in Film Club. Gifted and Talented pupils are also stretched in lesson with the provision of additional extension tasks.

Enrichment opportunities

These include guest visits and opportunities to visit an IMAX theatre. Media Studies will be working with local media groups, which may result in additional visits to establishments.

Modern Foreign Languages

Curriculum

We offer French, Spanish and German at Key Stage 3 and Key Stage 4. The GCSE examination board is AQA for all three languages.

In addition, we also offer French and Spanish NVQ Level 1 Ed-Excel as an alternative to GCSE.

Assessment

Key Stage 3: Regular teacher assessments throughout the year tracks pupils' progress. These are combined with a range of in-class activities and short focused dictation and verb tests. There are also end of year examinations for Years 7 and 8. Language learning is regarded as both practical and enjoyable.

Key Stage 4: GCSE assessments include examinations in reading, listening and speaking with an option for written coursework.

NVQ Level 1: French and Spanish involves assignments in reading, listening and speaking and writing, which are moderated by an external assessor.

Inclusion

Our Gifted and Talented pupils are encouraged to work at a faster pace, with extension tasks incorporated into schemes of work. There are opportunities to enter local competitions, to subscribe to language magazines and regular access to ICT facilities to support learning.

There is a departmental subscription to an education website for French, German and Spanish together with e-mail links with partner schools. Lessons are carefully planned to ensure the work is differentiated to reach pupils at different levels. The team works closely with members of the Inclusion Team who offer more bespoke guidance.

Enrichment Opportunities

There is a German exchange with Lage and a Spanish exchange with Madrid. These are run in conjunction with our partner school, Millais. There is also a developing cultural link with Holland.

Music

Curriculum

The Curriculum at both Key Stage 3 and Key Stage 4 provides opportunities for pupils to develop both their composing and performing skills. The Musical Futures approach to teaching and learning is employed for Key Stage 3. At Key Stage 4 pupils will follow the Ed-Excel Music syllabus.

We have excellent facilities including a wide range of instruments, private practice rooms and computer software – pupils are able to use both Cubase and Sibelius composition software.

Assessment

Key Stage 3 pupils are assessed on each musical project that they study. At GCSE, they are assessed on two different musical compositions, one solo and one group performance (worth 15% each), and will sit a listening exam (worth 40%).

Inclusion

Additional help at lunchtimes is available, especially for GCSE pupils who need assistance with their coursework. Talented musicians are encouraged to take advantage of the excellent lessons taught by County instrumental teachers. Work for all pupils is differentiated by task to cater for the wide range of musical experience and ability.

Enrichment

Music performances are planned throughout the year, including carol singing, musical evenings, band nights and concerts, both within the school and outside at community events.

There is a large number of pupils who attend lunchtime and after-school practice sessions as part of a rock band, singing group, or the school band. There are also a large number of Forest pupils who are receiving extra instrumental lessons from peripatetic tutors from the West Sussex Music Service.

Personal Development Curriculum (formerly Citizenship/ PSHE)

Curriculum

The curriculum at Key Stage 3 and Key Stage 4 covers a wide range of engaging and relevant issues which have a direct impact on the lives of pupils. Issues range from animal rights to human rights, globalization to political parties and drug/alcohol education to financial planning.

A range of teaching styles is provided which allow pupils to discuss, critique and reflect on issues.

Assessment

Key Stage 3 assessment is carried out on an ongoing basis in the classroom and at home. Assessments fit neatly in with the topics covered in the half term and will be completed at the end of each half term period.

Key Stage 4 sit a short course GCSE at the end of Year 11. As part of their examination they will be expected to complete a Citizenship Activity which involves pupils participating in an enterprise event which contributes to charitable cause.

Inclusion

A variety of learning styles have been taken into account when planning resources and lessons for Personal Development Curriculum. Focus is placed on Thinking Skills and discussion which allows everyone to participate and contribute at their own level.

Enrichment Opportunities

We have a wide variety of external groups who enrich and support the learning through lessons and as part of our Enrichment Day programme. These include the Police Community Liaison Officer, Drug Youth Workers, Fire and Rescue Service, Health professionals, ethical businesses, charities, community groups and local business representatives.

Physical Education

Curriculum

At Key Stage 3 all pupils follow a broad and varied programme that covers a wide range of activities, including athletics, gymnastics, dance and different games activities. These activities develop creative, thinking and enterprise skills as well physical ability.

At Key Stage 4, all pupils follow a compulsory core programme where they begin to select specialist pathways. There is the opportunity to attain the Sports Leader Award Level 1 and also the ASDAN Sport and Fitness Award in Year 10.

In Year 11, pupils select a number of recreational activities ranging from the conventional activities of football, basketball and badminton, to more alternative activities such as table tennis, swimming, health-related fitness, and street sports.

A growing number of pupils are also opting for GCSE PE where practical ability is assessed in varying roles as well as that of the performer or player, complemented by a detailed but relevant theory syllabus.

Assessment

Work is assessed every eight weeks during Key Stage 3 using the criteria from the National Curriculum level descriptors. At GCSE level, pupils are assessed on their practical performance and a final written examination. Pupils following the SLA and ASDAN courses at Key Stage 4 are assessed on an appropriate participation rate.

Inclusion

Lesson delivery is differentiated by grouping, to allow pupils to work with others of the same ability; by task, so that every ability has access; by outcome, to give every pupil the opportunity to succeed; and by resource, where the equipment and facilities are modified to meet the individual pupil's needs.

There is also a timetabled Teaching Assistant who works with small groups of pupils who have particular learning needs. Gifted and Talented pupils will have more challenging tasks within lesson time. They are encouraged to attend and lead extra-curricular activities, often leading to representative honours at District, County and National levels.

Enrichment

In PE there is a strong commitment to extra-curricular sport and recreation activities. Competitive fixtures in football, basketball, badminton, table tennis, rugby, athletics, cross-country and cricket are supported by recreational clubs in the aforementioned disciplines as well as gymnastics and tennis.

There is also a healthy programme of inter-community competitions and trips are planned throughout the year to see top level games such as rugby at Twickenham and basketball at Guildford Spectrum.

Religious Education

Curriculum

The Scheme of Work at both Key Stage 3 and Key Stage 4 is geared towards active learning and subsequently the engagement of boys in particular.

At Key Stage 3, pupils follow a series of units based on the QCA non-statutory national framework exploring the main areas of study: Religions & Beliefs (Christianity, Islam & Buddhism) and Themes (ethics, beliefs & concepts, religion & science, relationships, rights & responsibilities and global issues). At Key Stage 4, pupils study 'Philosophy & Ethics' and follow AQA specification B Unit 2 – Religion & Life Issues. Topics covered include animal rights, environmental issues, prejudice & discrimination, abortion, war & peace and young people's issues.

Assessment

At Key Stage 3, the assessment of pupil attainment & progress is conducted on a termly basis. These are based on end of unit assignments designed to assess a variety of skills. Pupils are encouraged to take an active role in assessing their own work (self-assessment) & that of others (peer assessment) on a more regular, informal basis.

At KS4, there is one final, single tier examination (1hr 30mins) and no coursework.

Inclusion

The RE curriculum matches the needs and interests of the full range of learners. All pupils, regardless of ability, have sufficient opportunities to succeed in their learning at the highest standard allowing the boys to achieve their personal best. Lessons are suitably differentiated and teachers are aware of pupils requiring additional support and therefore plan accordingly.

Enrichment

- Year 10 G&T – Site/topic may vary each year e.g. abattoir, Imperial War museum, relevant conferences etc.
- Whole School - National Essay Competition (new topic/title each year)

Science

Curriculum

At Key Stage 3, pupils follow a series of modules based on the Key Stage 3 National Curriculum. We strongly believe that pupils should be active when studying Science and aim to include investigation and enquiry wherever possible, as well as promoting the acquisition of basic skills.

At Key Stage 4, all pupils study Biology, Chemistry and Physics. The most able Science pupils study the three subjects as separate sciences, gaining three GCSEs at the end of the key stage.

In Year 10 Double Award candidates follow the AQA Science A course followed by Additional Science or Additional Applied Science in Year 11. The Additional course comprises three modules each for Biology, Chemistry and Physics. The Additional Applied course includes Science in the Work Place, Food Science, Forensic Science and Sports Science.

Assessment

Pupils entering Year 7 are taught in mixed ability classes and are then placed into sets at the end of the year. This grouping by ability continues in all years, with regular opportunities for pupils to move between groups. At Key Stage 3, pupils sit end-of-term examinations and are assessed at the end of every topic. This enables us to track progress and helps us to ensure that every pupil achieves his personal best.

At Key Stage 4 pupils sit a mixture of multiple choice examinations. In Year 11 Additional and Triple Science candidates are assessed by long-answer papers. Practical skills are assessed via investigations and written papers linked to these investigations. The Additional Applied course is comprised of portfolio work (60%) and a long answer paper (40%).

Inclusion

In order to meet the needs of all pupils, lessons are differentiated to address a range of abilities. The curriculum area runs a Science Clinic, where pupils can drop in and seek further support, as well as revision classes at both key stages.

Our Gifted and Talented pupils take part in competitions and challenges such as the Water Rocket Competition held at the National Physics Laboratory in June and we run a very successful Science and Engineering Fair in the Autumn Term.

Enrichment Opportunities

The curriculum area regularly organises extra curricular activities. The Science Club, aimed at Key Stage 3, gives pupils the opportunity to study areas of Science which are not covered by the National Curriculum. The Geology Club is very popular with pupils and during the course of last year they went on several trips to areas of geological interest. We are planning a number of trips including a residential visit for Year 9 with the aim to extend and enhance the Science curriculum for both Key Stage 3 and Key Stage 4 pupils.

Technology

Curriculum

The Technology department delivers different modules at Key Stage 3 which embed the school's enterprise and engineering status. The emphasis is on active learning enabling pupils to access modern technologies including many aspects of engineering.

At Key Stage 4 the Technology department offers a wide range of courses including GCSE courses in Engineering, Resistant Materials, Product Design, Food Technology and applied courses in City and Guilds Design and Craft Woodwork, Wood Studies, and Hospitality and Catering, to meet the needs of all aptitudes and abilities.

Assessment

At Key Stage 3 we assess two areas of the design process per module and pupils are also assessed on their knowledge and understanding of the whole years' work in a problem-solving or design-based project. Built into the curriculum is time for the pupils to assess and review their own work. A clear breakdown of the work required to achieve their personal best is also available to parents via the virtual learning environment.

At Key Stage 4 a structured assessment process is followed using consistent deadlines and providing targets and areas for improvement. This allows pupils to make amendments where necessary.

Inclusion

Due to the nature of Design Technology all levels of ability are carefully catered for. Gifted and Talented pupils are stretched with more challenging projects and tasks, and encouraged to design and manufacture high quality end products.

At KS3 the curriculum is structured using tiered levels allowing for simpler activities through to more in-depth pupil-led design tasks. Peer learning and buddy systems are promoted to allow pupils to share skills and to take responsibility for their own and each other's learning.

At Key Stage 4 coursework is differentiated to allow pupils to extend their interests and reflect this in their work, whilst providing structured guidance and support for areas of difficulty. The school's Virtual Learning Environment is used to allow all pupils access to the curriculum for guidance and extension materials in and out of the classroom.

Enrichment Opportunities

Design Technology offers a range of after school clubs like the Young Engineer's Club, Marine Challenge and Robotics Club. Industrial visits and external guest speakers are arranged for Key Stage 4 pupils to help them to understand the industrial context for their design work in school and promote career paths related to the Design Technology options.

3.0 Careers & Work Related Learning

The Curriculum

Careers information is delivered through the school's Personal Development programme and via Vertical Tutoring sessions.

Years 9 & 11

Questionnaires are issued to assist pupils in thinking about their job opportunities and individual interviews are offered with a member of their "Advice Team". A specialist Careers Advisor from Connexions visits the school on a weekly basis and boys are encouraged to book an appointment. Connexions are also available at most parents' evenings. Details of post-16 institutions' and Open Days will be available on the school website.

Year 10 Work Experience

All Year 10 pupils go on a week-long work placement. We aim to give each pupil a new and valuable experience in the world of work. A brief period of Work Experience has many positive benefits and, as a result of this week, a number of pupils have been offered Apprenticeships or paid employment.

Facilities/Resources

In the Library there is an area dedicated to Careers Information and the Careers Coordinator is available to help boys with their research. Every School PC has Kudos software installed, which can assist pupils with GCSE option choices and post-16 alternatives, and increasingly, careers information is available on the school network. Pupils are encouraged to develop the skills required to compile a CV and prepare a letter of application as well as work-place requirements such as maturity and self-motivation.

Inclusion

Connexions Advisors offer support information for parents and pupils with learning difficulties. They are available in the Library or on request at Reception. Gifted & Talented pupils are provided with regular opportunities to accelerate their work-related learning skills such as: "Aim Higher", The Brighton University Road-Show; Higher Education Conference; Young Engineers Day; Work Shadowing; Youth Parliament debates.

Community Links

Many parents already give extremely valuable help by offering work placements to our pupils and this is enormously appreciated. If you are able to offer a Work Experience Placement for one week (usually the last week of June) to a Year 10 pupil, please contact Ms F Heselgrave, Careers Coordinator.

4.0 Inclusion

The Inclusion Team aims to meet the needs of all our pupils in a positive and pro-active way in order to develop their learning. We are concerned with the additional educational needs of our Gifted and Talented pupils as well as those experiencing learning, behavioural and physical or communication difficulties.

In-Class Support

In-class teaching assistance is available across all curriculum areas and year groups to support pupils. A considerable degree of support is made available in Year 7 to assist transfer. Pupils requiring individual tuition are sometimes withdrawn from class to receive 1:1 help for both behavioural and learning needs.

Counselling and behaviour management support can be accessed on a referral and self-referral basis from a range of sources including Learning Mentors, Connexions and a YMCA counsellor who offers more specialised counselling support.

Homework Club

The Inclusion Centre is open for 'Homework Club' at lunchtimes and the Library is available for two hours every day after school for support with Independent Learning. Teaching Assistants and resources are available to assist pupils in all year groups with homework tasks. All pupils are welcome.

Paired Reading

Year 7 and 8 pupils who need extra help to further their reading skills are invited to join the paired reading programme. A range of reading activities is provided and the sessions are supervised by a qualified Teaching Assistant. Lead Learners also assist younger pupils with reading practice during tutor time.

Handwriting and Keyboard Skills Club

Pupils who wish to improve their presentation skills can come along to work on their handwriting and keyboard skills on Thursdays after school.

Spelling and Study Skills

Our specialist teacher is available after school once a week to help pupils particularly in Years 10 and 11 with spelling and study skills. Pupils in lower year groups are also welcome to attend if they wish.

Social Skills (Chill Club)

This takes place at lunchtimes and offers pupils the opportunity to socialise, interact and forge friendships while playing a range of board and card games. Social skills courses are also offered to small groups of pupils to improve their communication skills.

Gifted and Talented Provision

A regularly updated Gifted and Talented Register is in place. WSCC Enrichment Courses are available for our very able pupils who are encouraged to attend these. We are a registered centre for World Class Tests which can be taken in Mathematics and Problem Solving and our pupils are encouraged to become members of Young G&T (Previously NAGTY).

In addition there are activities which take place within curriculum areas such as the OCR FSMQ Additional Mathematics for Year 11, together with Junior and Intermediate Mathematics Challenges. The Salter Prize Competition, Toyota/Rapid Electronic Solar Car Competition and various engineering competitions and on-line conferences take place on a regular basis. There have been entries to a local twinning competition and a video competition through the Languages curriculum team. In addition to these, there are a variety of sports teams entered in various leagues.

Youth Award Option

This popular course offered in Years 10 and 11 involves pupils undertaking a series of challenges which help them become more skilled in working with others, communication, problem solving, improving their own learning, information technology and application of number. The scheme, accredited by ASDAN, offers pupils the opportunity to achieve Bronze and Silver Challenge and Silver Awards whilst at The Forest School. Gold and University level awards can be achieved in Further Education

New Foresters' Transition Group

During the Summer Term, a group of Year 6 pupils is invited to attend a series of additional induction sessions at The Forest School to help them settle more easily into secondary school life. Our transition Learning Mentor visits all primary schools during the summer term prior to transition to ensure any additional educational needs are met.