



## NCC Curriculum Map 2020-2021

### CONTEXT: 750 Pupils

- 75% EAL (17% National);
- Diverse range of ethnicities;
- FSM 35% (27% nationally)
- SEND: 2.7% EHCP; 11.2% SEND K
- Deprivation Index & Pupil Base Q5
- 94.9% Attendance (Jan 2020)
- No Permanent Exclusions 2018+

### INTENT:

We believe that at NCC every young person has an entitlement to the "powerful knowledge" that will transform their lives. Moreover, not only will this "powerful knowledge" liberate their minds but crucially will provide the ability for our young people to engage critically with the world and respond as engaged and active citizens.

### IMPLEMENTATION:

**WORLD CLASS TEACHING:** High Expectations; Precision Planning; Impactful Feedback; Intellectual Engagement; Challenge for all and the common good. Blended learning; Synchronous teaching.

**PEDAGOGY:** Year 7 form groups set; **Concrete pictorial abstract model; Sequenced curriculum built on prior learning.**

**CURRICULUM LEADERSHIP:** SHARED knowledge; Teacher CPD; Rolling Departmental Reviews (RDRs); PIXL training and strategies; Learning walks; Book scrutinies; new staff induction; Emergency COVID Timetable; Curriculum Timetable.

**FOCUS GROUPS:** BCB; PP; WBB; SEND; MAS; Matched Data; WBB **WELLBEING:** Mental Health Menu; COVID recovery sessions; PE & Fitness programme

**CURRICULUM:** 3x options pathways (KS4); School within a school (EAL projects) Inclusion; MAS; Disadvantaged students; Curriculum Widening for vocational SEND learning from 2021-22

**LITERACY - KS3:** Literacy Focus: Subject Specific Vocab **Application Reading:** Reading for Pleasure; Whole School Read; Acc Reader; Lexia; whole school read (Tin); Premier League Reading Stars.

**KS4:** Literacy Focus: Subject Specific Vocab **Progression Whole School Lit Co-Ordinator—LIBRARY PROVISION:** FT librarian 7.30-4.30; Strategic use in timetable (Library lessons); Acc Reader focus; Literacy support

**ASSESSMENT RATIONALE:** To access learning & to bridge gaps. 4x Data Drops: 2x in-class (informal); 2x formal assessment (1-9 grading KS3-KS4)

**MAS:** High proportion of Ebacc entries (62% - see SEF); Quality first teaching (WCT). "Master classes" to build expertise.

**INCLUSION:** Precision Teaching; Toe by Toe reading; Peer mentoring; SEND withdrawal lessons; SALT/BOAT/VI interventions; SEND Homework Club **Alternative Provisions:** PRP Space; College of North West London (e.g. Construction); The Family School (therapeutic family-led placements); Ashley College (Medical PRU)

**WRAP AROUND CURRICULUM:** VP/Critical Worker lockdown Provision; Drop Down Days; Enrichment and Work Ready; Summer Schools (Police School for vulnerable pupils; Refugee Summer School)

**HOME LEARNING:** Google Classroom; Independent learning; After School Library Club; GCSE Pod; Maths Watch; Laptop & Chromebook provision; Synchronous Teaching.

### IMPACT—2019-2020 (CAG data)

- P8 - 0.57 (MD) 1.2 (Whole Sch)
- 58% 5+ 9-4 (inc English & Maths)
- 94.5% Attendance
- Ebacc entries 55%: 35% (Nat Av 37%)
- Zero Permanent Exclusions 2018+

### AWARDS—

- Outstanding Section 48 Inspection 2017
- Diversity Award 2020
- Caritas/Jewish Volunteer team of 2021
- School of Sanctuary from 2019
- IntoUniversity School of the Year 2018
- RRSA Gold Award from 2018
- Refugee Welcome School from 2018

### Key Stage 2 TRANSITION

**Curriculum links** (e.g Shakespeare workshops; Music and drama workshops and performances)

**Harlesden Hub** (Lockdown School liaison)

**Newman Cup** (Primary school sports tournament)

**Transition visits** (Inclusion and Pastoral team)

**Whole School Read** and KS2/KS3 literacy events

**Planning** in conjunction with KS2 SoW from feeder primaries

Shared CPD for Primary feeders

### Key Stage 3 (7/8/9)

#### CORE:

English  
Maths  
Science  
Religious Education

#### FOUNDATION OFFER:

Geography;  
History;  
MFL (French & Spanish);  
Music;  
Art;  
Physical Education;  
Performing Arts  
Design Technology:  
(Resistant Materials; Graphics; Food Tech)  
Computer Science

Options—Summer term end of Year 9

### Key Stage 4 (10/11) 3x Pathways

#### CORE GCSE/BTEC:

English Lang GCSE  
English Lit GCSE and Functional Skills L1/L2  
Mathematics GCSE & L3 Algebra (MAS)  
Core Science GCSE (Combined or Single) and Entry Level Certificate

#### CORE WEIGHTED: Religious Education (Catholicity and Judaism);

#### EBACC: (inc Heritage Language GCSE\*)

Geography GCSE  
History GCSE  
Spanish/French GCSE

#### FOUNDATION OPTIONS: (From 2021-22—SEND vocational curriculum)

Design Technology (Resistant Materials; Graphics) GCSE  
Art GCSE; Performing Arts BTEC; Music GCSE  
Physical Education GCSE/BTEC Sport Science  
Technology City and Guilds  
BTEC Business  
City and Guilds Vocational Furnishings and Furniture Making L1/2

### Key Stage 5

#### CONSORTIUM OFFER—Maths; Biology; Chemistry; Physics; Computer Science; History; Art; Music; Music Tech.

**On site:** L3 Core Maths AS; Computer Science A-Level; Spanish A-Level

**BTEC L3—Business; Sport Science; Art & Design; Music (Subsidiary); Performing Arts RSL (21-22); Extended Dip**

**GCSE—Re-sit package (English & Maths); Science Combined; BTEC Performing Arts; GCSE Art**

#### General RE

#### BTEC L2 -

Business; PE; CIDA; Art (GCSE); Science; Perf Arts; Music L1/L2; Catering L1/L2  
**GCSE - Re-sit package (English & Maths)**

12/13 Paul — 2yr fast track GCSE with EAL

**Destinations - 96.7% into further EET**  
College, Employment & Training

### END POINTS:

Core Purpose; Job Market;  
Suitable for Context—Key Skills

### DESTINATIONS

→ University 45%

→ College 2.5%

→ Apprenticeships 10%

→ Work & Training 22.5%

3 x NCC Apprentices currently in post with PE & Drama

**Students values:** Positive, Active Citizens; Employability;

### EAL Pathways

#### PRE-PROJECT (8Q1/8Q2)

Earliest language acquisition Synthetic Phonics "Leap to literacy" Elements (Sci - KS2); Maths Primary Curriculum or ELC

#### Key Stage 3 PROJECT:

Developing language competency KS2-3 Eng/Sci; Maths Primary Curriculum or ELC

Fast Track

### KS4 Projects

**P Newman B - Eng:** Funct Skills L1/L2 + **Ma:** Edexcel awards or GCSE Found

**P Newman A/P More A—**

**Eng:** Step Up Entry Levels L1

**Ma:** Edexcel Awards/ELC Entry Levels

**P Newman A -BTEC** L1/L2 Business; English & Maths

**IMPLEMENTATION** - Induction Data: Suffolk Reading Test; CATs Tests; Lexia and Phonics

### KS5 EAL Provision

BTEC L1/L2 Business;  
English Functional Skills L2  
Maths GCSE Foundation

**IMPACT:** Increased language competency; Edexcel Awards; ASDAN Co Employability

**INTENT: Stage not Age** - Language acquisition—Mainstream ready;

**2 Year GCSE Package (if in Pathways); 3 Year KS4 (if Mainstream);**

**Personal Development:** British Values; Cultural Capital weekly field trips; Development of Newman Values; US Charitable Trust; Extended Schools Activities

\*Heritage Language can be taken in Year 9/10—Can allow additional option choice, depending on pupil preference. #Progress and assessment evidence also in Google Classroom.

### Curriculum— Development Timeline

Middle Leader training on 'Intent' - summer term 2019 Spring/Summer

Departments begin to 'Implement' - Departmental maps- Summer/Autumn 2019

All departments use common Scheme of Work template - Autumn term 2019 (Use SoW guidance document)

SLT quality assurance of SoW - Autumn 2019/Spring term 2020

All Departments complete visual maps—Spring/Summer 2020

All Departments complete Knowledge Organisers—Autumn Term 2020

# INTENT

# IMPLEMENTATION

# IMPACT

<p><b>Spiritual Development</b> Develop broad understanding of Newman Values and importance of Catholic ethos underpinning inclusive Catholic Education for all faiths; Give pupils the opp to explore values &amp; beliefs, &amp; the way in which they impact on peoples' lives; Supporting &amp; developing beliefs in ways which are personal and relevant to them; Develop opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful;</p>	<p><b>Spiritual Development</b>—Engagement with Catholic worship. All students know and share the school prayer. Catholic and 'Newman' values are lived out in pupils' lived experiences (e.g. through Catholic Action charity work). Evidence: Diocesan Section 48 Report; Lesson Observations; Rolling Department; Review Drop Down Days; Visits from the Diocesan Advisor; Assemblies; Class and Form Prayer and reflection; Exercise books on aspects of RE studied Reflection on Mass readings from major events in the Liturgical calendar Visits to religious buildings- Hindu temple, Church, Synagogue and school chapel Weekly Communication Matters sheet with religious events for the week eg: Saints feast day etc Faith in Action</p>	<p><b>Spiritual Development</b> Students display respect to all faiths and cultures. Students are able to develop their own faith in an eloquent, personal and informed way. Respect is always shown to students who are celebrating Diwali, Eid etc by other members of the school community.</p>
<p><b>Personal Development</b> Students will develop a high degree of personal resilience; Students will recognise the value of a strong work ethic; The application of knowledge and skills leads to a development of a successful and enriched life experience. Contribution to the life of the NCC community (Newman Values); Students respect the cultures and values of others (Newman Values)</p>	<p><b>Personal Development</b> Development of confidence, morals, public speaking Brent Council; Student Council; UCAS Preparation; Work Ready Programme; Police Cadets; Duke of Edinburgh; Scouts; West London Zone key worker; London Citizens; Brent Young Voices; Brent Travel Ambassadors; Shakespeare Schools' Fdation</p>	<p><b>Personal Development</b> NCC Students are resilient, eloquent, inquisitive, and respectful members of our diverse community. Student Council meet every Thursday during lunchtime Drop Down Days and a close relationship with the Safer Schools Officers give a chance for students to discuss and learn about the difference between right and wrong.</p>
<p><b>Behaviour and Attitudes</b>—Positive behaviour is modelled by all; School community members are relationship focused; The golden rules of all faiths and school culture of respect are innate. Students are responsible for their own actions (Newman Values); Students respect others' rights (Newman Values); Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship; Promoting a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school</p>	<p><b>Behaviour and Attitudes:</b> Behaviour for Progress—Ready; Resilient; Respect; Exclusions Policy; Attendance and punctuality policy and procedures; Rewards are valued and motivate; Safeguarding; Schemes of work, Citizenship, Policies – behaviour, inclusion, bullying, E-Safety Behaviour around school/school rules Discussion in subjects; Guest Speakers LGBT, Bullying, Police RRSA Value of the Month on the School calendar Specific UNICEF Rights for each month on the Catholic Life Masses and Assemblies Calendar Rewards assemblies at the end of each term; Head teacher's Good News Friday; Encouraging pupils to take responsibility for their actions; Encouraging pupils to recognise and respect social differences; Engagement in school council and its effectiveness. Evidence of team work and discussion in lesson activities Lesson observations The House system encourages a sense of belonging encouraging students with different abilities to participate and contribute to the house points. Defining spiritual, moral, social and cultural development backgrounds similarities; Helping pupils develop personal qualities which are valued in a civilised society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect; Pause Reflect Progress Space—Internal Alternative Provision; Strong links with Safer Schools Policing Team.</p>	<p><b>Behaviour and Attitudes</b>—Zero Permanent Exclusions; PRP outreach work with 20 + schools. Members of the public have commented on the excellent behaviour of our pupils. School visitors often commented on student behaviour, listening and attention; Reward trips for Going for Green (pupil progress) and Attendance (100%); Educational visits have taken place for outstanding progress eg: UK Maths Challenge Students have participated in Maths Masterclasses at the Royal Institute; We are a UNICEF Gold Rights Respecting School. Students understand their rights. The Unicef rights are enacted from the Student Planner. Behaviour policy is clear, with School Rules, Rewards &amp; Sanctions. Students agree an E-Safety statement every time they log on to the school IT system; Assemblies focus on behaviour in school and why we have the school rules. High expectations are set by staff in school. Rewards are agreed upon and used in each key stage year group as appropriate. E.g. Sims points, Defining spiritual, moral, social and cultural development certificates, prizes Staff identify positive / good behaviour, good manners etc and celebrate it with the Head teacher sending home 'Good News Friday cards. Jack Petchey student of the month awards Behaviour in lessons is good; students know the expectations from staff and apply this. Staff challenge inappropriate behaviour and reward good behaviour</p>
<p><b>PSHE/SRE Citizenship Curriculum</b> Subject areas are cognisant of the personal, moral, ethical areas of their curricular. SMSC Drop Down Days. See Cultural Capital Evidence sheet</p>	<p><b>PSHE/SRE Citizenship Curriculum</b> - RRSA—Rights Respecting Schools Award; LGBT workshops; Over 60 different languages spoken; Students study Spanish and French; Heritage language GCSEs eg: Polish, Arabic The Newman Magazine, our school twitter @nccbrent and the school website showcase our different cultural activities; We emphasise in RE and other lessons that every person is unique and "Created in the image of God"; We regularly hold <i>Girls' Assemblies</i>. We are a Refugee Welcome School. We have celebrated Black History Month, Refugee week, International Women's Day and various Festivals such as Eid and Diwali. Black Caribbean students programme with dedicated speakers</p>	<p><b>PSHE/SRE Citizenship Curriculum</b>—Newman Values are embedded and displayed around the school. Tutor group led assemblies provide opportunities for students to showcase their talents and be celebrated by their whole year group.</p>
<p><b>Cultural Capital</b> To ensure that all students are equipped with the powerful knowledge necessary to engage in a dialogue about a wide range of societal and cultural issues; Encouraging pupils to explore and develop what animates themselves and others</p>	<p><b>Cultural Capital</b> Music performances; School choir (sing up); The Brilliant club; Cultural visits: Museums; London visits &amp; tours for all students (linked into curriculum themes); Experiential trips: D-Day, Castles, Fieldtrips, Camping, Teambuilding, River tours, rural towns; Learning outside the classroom Cross-curricular projects Opportunities to ask 'big questions' Gardening and care of the environment Newman Value of the Month on the School calendar Specific UNICEF Rights for each month on the Catholic Life Masses and Assemblies Calendar</p>	<p><b>Cultural Capital</b> See Document</p>
<p><b>Enrichment</b> All departments engage in delivering mastery classes of niche aspects of their subject beyond mainstream curriculum. Development of wrap-around school provision</p>	<p><b>Enrichment</b> Development of Faculty Field Trips (3 experiential enrichment trips per year per student). Assembly programme; Into University; Connexions; Duke of Edinburgh Award; Day trips; Departmental educational visits; Residential/Camping;</p>	<p><b>Enrichment</b> See Timetable and schedule</p>
<p><b>Wellbeing</b> Ensure NCC is an open, transparent and responsive organisation for all; Dialogue and relationships with multi-agencies; Application of the NHS thrive model for stages of mental health multi-agency provision.</p>	<p><b>Wellbeing</b> Provide a range of mental health and wellbeing interventions for students and staff; Wellbeing working party engages staff voice: develop staff services; Praise culture, Jack Petchey awards; Staff CPD; Reduced workload; Supervision provision for pastoral staff</p>	<p><b>Wellbeing</b> Staff: Low turnover; (See ISDR for evidence) Productive and committed workforce</p>