

MARK RUTHERFORD SCHOOL



CURRICULUM POLICY

“.....providing a range of experiences for all our students which will encourage them to develop their full potential and equip them to become lifelong learners.”

Author: Assistant Headteacher – Curriculum

Approved by: Governors Curriculum and Standards Sub-Committee

Approved by date: Nov 2018

Policy review date: Nov 2019

Preface

Mark Rutherford School is a larger than average state secondary school with Academy status. We continually review our curriculum provision.

When making changes to the curriculum, we consider: (*Changes for the current year noted in italics.*)

- Pupil goals and outcomes: the majority of Mark Rutherford students often hope to continue their education in our own Sixth Form, while others opt for other competitor higher education institutions (schools and colleges)

Sixth Form students in 2018 (2017):

Year 12 on roll = 112 (152); Year 13 = 121 (122)

- GCSE and A-level examination reforms; BTEC reforms

Consultation was undertaken with departments to identify the appropriate linear qualifications (A-level only / two year BTEC) from 2019 as all subjects will follow a linear model, with the majority of students specialising in three subjects for the entirety of the Sixth Form.

- Contact time in all subjects for all age groups. We review our provision each year to ensure that curricular can be accommodated in the time allocated.

See curriculum plan (last page) for a full breakdown of curriculum hours per subject per year group.

- How to successfully promote cross-curricular links, enrichment opportunities and research skills, all of which prepare pupils well for higher education.

Partnership projects continue to be undertaken with Bedford School by each department, as part of our Independent State School Partnership (ISSP).

- The main focus; the curriculum must provide a broad choice of core academic and additional subjects, which we believe provide a strong foundation for further rigorous academic study.

We continue to explore and introduce new subjects:

Key Stage 4 - Creative iMedia Level 1/2 (replaced BTEC IT)

Key Stage 5 - Core Mathematics (AS) is new – introduced to support other curriculum subjects (psychology, business, geography, sport science); Rugby Academy redefined for greater inclusivity (separate fitness, coaching and leadership elements).

For 2019 - BTEC Enterprise (to replace Travel & Tourism); Art (drawing and painting) and Art (printmaking and photography) (will replace all previous Art GCSE's); BTEC courses in Music and Business Studies to compliment the more traditional GCSE/A-level offerings; Food Science and Nutrition (Level 3) to provide progression from KS4 and to compliment other courses (Health and Social Care, Biology, Sport Science).

This Curriculum Policy should be read in conjunction with the Assessment Policy, the Homework Policy, the SEND/EAL Policy, the Safeguarding Policy, and the School Improvement Plan.

Contents

Preface	2
Introduction	4
Values and purposes underpinning the school curriculum	4
Curriculum Aims.....	4
Language and Communication Curriculum.....	7
Mathematical Curriculum	9
Scientific Curriculum	10
Technological Curriculum	12
Human and Social Curriculum.....	13
Physical Curriculum.....	15
Creative Curriculum	16
An Overview of the Mark Rutherford School Curriculum.....	18
Key Stage 3 (Years 7, 8 and 9)	18
Key Stage 4 (Years 10 and 11).....	18
Key Stage 5 – The Sixth Form.....	19
Whole School Curriculum Plan (2018-19)	20

Introduction

The Mark Rutherford School curriculum comprises all learning and other experiences that we plan for our pupils. The National Curriculum is an important element of the school curriculum. We offer a broad, balanced, relevant and personalised curriculum to all pupils. At Key Stage 3 the curriculum fulfils the requirements of the National Curriculum. At Key Stage 4 and Key Stage 5, pupils are guided formally towards a personalised curriculum which meets their individual needs and aspirations. There are clear and diverse pathways from Key Stage 3 through to the Sixth Form.

Values and purposes underpinning the school curriculum

Our curriculum is influenced by and aims to reflect the values of society, and the kind of society we want to be. It is important, therefore, to recognise a broad set of common values and purposes that underpin the school curriculum and the work of schools.

Foremost is a belief in education, at home and at school, as a route to the spiritual, moral, social, cultural, physical and mental development, and thus the well-being, of the individual. Education is also a route to equality of opportunity for all irrespective of their individual learning needs, a healthy and just democracy, a productive economy, and sustainable development. Education should reflect the enduring values that contribute to these ends. These include valuing ourselves, our families and other relationships, the wider groups to which we belong, the diversity in our society and the environment in which we live.

At the same time, education must enable us to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work. In particular, we need to be prepared to engage as individuals, parents, workers and citizens with economic, social and cultural change, including the continued globalisation of the economy and society, with new work and leisure patterns and with the rapid expansion of communication technologies.

Curriculum Aims

If we are to respond effectively to these values and purposes, we need to work in collaboration with families and the local community, including voluntary groups, local agencies and business, in seeking to achieve two broad aims through the curriculum. These aims provide an essential context within which we develop our curriculum.

Aim 1: The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.

Our curriculum aims to:

- develop enjoyment of, and commitment to, learning as a means of encouraging and stimulating the best possible progress and the highest attainment for all pupils
- build on pupils' strengths, interests and experiences
- develop pupils' confidence in their capacity to learn and work independently and collaboratively
- equip pupils with the essential learning skills of literacy, numeracy, and information and communication technology
- promote an enquiring mind and capacity to think rationally

- contribute to the development of pupils' sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain's diverse society and of the local, national, European, Commonwealth and global dimensions of their lives
- encourage pupils to appreciate human aspirations and achievements in aesthetic, scientific, technological and social fields, and prompt a personal response to a range of experiences and ideas
- provide rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills thus enabling them to think creatively and critically, to solve problems and to make a difference for the better
- give pupils the opportunity to become creative, innovative, enterprising and capable of leadership to equip them for their future lives as workers and citizens
- develop pupils' physical skills and encourage them to recognise the importance of pursuing a healthy lifestyle and keeping themselves and others safe.

Aim 2: The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

Our curriculum aims to:

- promote pupils' spiritual, moral, social and cultural development so reinforcing the fundamental British values of democracy, the rule of law and individual liberty
- develop pupils' knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies
- pass on enduring values, develop pupils' integrity and autonomy and help them to be responsible and caring citizens capable of contributing to the development of a just society
- promote equal opportunities and enable pupils to challenge discrimination and stereotyping
- develop pupils' awareness and understanding of, and respect for, the environments in which they live, and secure their commitment to sustainable development at a personal, local, national and global level
- equip pupils as consumers to make informed judgments and independent decisions and to understand their responsibilities and rights
- promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community
- develop in pupils the fundamental British values of mutual respect and tolerance of those with different faiths and beliefs and therefore their ability to relate to others and work for the common good
- enable pupils to respond positively and with resilience to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity
- prepare pupils for the next steps in their education, training and employment
- equip pupils to make informed choices at school and throughout their lives, eventually enabling them to achieve economic well-being
- enable pupils to appreciate the relevance of their achievements to life and society outside school, including leisure, community engagement and employment.

The interdependence of the two aims

These two aims reinforce each other. The personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and to achieve.

Developing the school curriculum

While these purposes do not change over time, the curriculum itself cannot remain static. It must be responsive to changes in society and the economy, and changes in the nature of schooling itself. Each year the Mark Rutherford Curriculum Improvement Plan reflects and responds to these changing needs.

The curricular, across the whole school, within subject departments, and at each Key Stage, is carefully monitored, evaluated and reviewed through the Improvement Plan, by the Curriculum Group and by the Governor's Curriculum Sub-Committee. Also teachers, individually and collectively, have to reappraise their teaching in response to the changing needs of their pupils and the impact of economic, social and cultural change as we believe that education only flourishes if it successfully adapts to the demands and needs of the time at local, national and international levels.

Language and Communication Curriculum

Curriculum Partners: English Language, English Literature, Media Studies, Modern Foreign Languages

Aim: to develop students' communication skills in English Language, English Literature, and Media Studies and in Modern Foreign Languages. These subjects also support an ability to think independently, to appreciate the artistic and creative uses of language, to appreciate different cultures and traditions, and to develop an awareness of how writers and speakers use language to achieve effects.

Curriculum opportunities:

- English is a compulsory subject throughout Key Stage 3 and Key Stage 4 and all students take English Language and English Literature GCSE at the end of Year 11
- English is taught in banded groups in Key Stage 3 and ability-related sets in Years 10 and 11
- GCSE English Language is offered in the Sixth Form as a re-sit examination
- Both English Language and English Literature are offered at A-Level
- Media Studies is offered at both GCSE and A-level
- French, Italian and Spanish are offered in Key Stage 3. A carousel is followed in Year 7 where students are given a taster of each Language. They then choose one Language to study in Years 8 and 9
- French, Italian and Spanish are all offered at GCSE. Students have the option to study one or more as part of the English Baccalaureate or simply because they enjoy the subject
- French, Spanish and Italian are all offered at A-level
- Whenever possible, students who are multi-lingual will be given the opportunity to take a GCSE (as an extra option) in their first language
- First language examinations are also taken at A-level when possible
- For a small number of students English is not the language normally spoken at home. The majority are able to cope perfectly well with lessons in English and do not require additional help. EAL provision for a small number is coordinated by the Head of the Raising Achievement Centre in line with our EAL policy
- If required, 16+ students are screened and evaluated for EAL assistance
- Additional teaching expertise is available through our ISSP in MFL

Extra-curricular opportunities:

- English Literature trips to theatre productions such as those at the RSC
- English and Modern Languages homework clubs
- Modern Languages after school revision sessions
- Debating Club covering topics such as "Should the BBC be privatised?"
- Journalism Club – producing the school newspaper
- Broadcasting Club – producing a school TV news report
- Sci-fi and Fantasy Club
- Italian Club
- Spanish and French film clubs
- MFL paired reading with Sixth Formers

Enrichment opportunities:

- More Able and Talented (MAAT) students in Years 11-13 participate in The Rotary Club's Youth Speaks competition and the English Speaking Union's Churchill Public Speaking competition
- Years 11—13 MAAT students participate in the school's Debating Society
- MFL trips to European destinations e.g. Madrid

Mathematical Curriculum

Curriculum Partners: Mathematics, Core Mathematics, Further Mathematics

Aim: to develop students' knowledge, skills and understanding of mathematical concepts involving number, algebra, geometry, statistics and probability so they become fluent, are able to reason mathematically making deductions, inferences and conclusions and can solve problems by applying mathematical techniques to real life situations.

Curriculum opportunities:

- Mathematics is a compulsory subject from Year 7 to Year 11
- In Years 7 and 8 (Key Stage 3) Mathematics is taught in banded groups (top set and two mixed-ability groups)
- In Years 9, 10 and 11 (Key Stage 4) Mathematics is taught in ability groups
- Mathematics GCSE is taken by all students, along with a few also entered for the Entry Level Certificate in Mathematics
- GCSE mathematics is offered in the Sixth Form as a re-sit examination
- GCE Mathematics and GCE Further Mathematics are offered as A-level options
- Level 3 Core Mathematics is offered as an AS-level
- Specific support is given to students from Years 7 - 11 who require additional input to raise their attainment in line with their target grades e.g. interventions and option block maths
- Mathematical concepts are encountered in other subjects such as geography, design technology, physics, psychology and sport sciences

Extra-curricular opportunities:

- Afterschool Mathematics Surgery to provide help with homework
- Year 11 revision classes
- Morning and Afternoon Intervention offered to selected students
- Engineering Club for Sixth Form mechanics students involves engineering challenges and studying great engineers (mostly British of course!) and historic engineering achievements
- Villiers Park Education Trust provides disadvantaged students with activities to empower them to apply to some of the best higher education establishments.

Enrichment opportunities:

- UK Mathematics Trust Junior Maths Challenge for Years 7 and 8
- Intermediate Maths Challenge for Years 9 - 11
- Senior Maths Challenge for Years 12 and 13
- The Kangaroo and the Olympiad competitions for candidates getting a high enough score
- Borough wide Team Maths Challenge for Year 9. This competition uses materials supplied by the UKMT
- Taster days at the University of Bedfordshire for Sixth Form students interested in becoming a Secondary Maths teacher
- Engineering Mentors, in association with the Schools Business Partnership, work with students across various year groups

Scientific Curriculum

Curriculum Partners: Science (Biology, Chemistry, Physics), Applied Science, Computer Science, Sport Sciences

Aim: to develop students' scientific knowledge, skills and understanding, with a particular focus on practical skills.

Curriculum opportunities:

- All students are taught Science in Years 7, 8 and 9
- Key Stage 4 students follow a specific scientific pathway
 - Combined Science (double award 2 GCSE's covering all 3 sciences) for most, or
 - Triple Award (3 separate GCSE's)
- Sciences offered for GCSE are Biology, Chemistry, Physics and Combined Science
- Biology, Chemistry and Physics are also offered as A-level subject options
- BTEC Level 3 Applied Science is also offered in the Sixth Form
- Computer Science is taught in Years 7, 8 and 9, and is subsequently offered as a GCSE and A-level option
- Scientific concepts are encountered in other subjects, e.g. through earth sciences in Geography and biomechanics and human anatomy in Sport Sciences
- Additional support and resources are available in the Sciences through our ISSP

Extra-curricular opportunities:

- Year 7 and 8 'Smarties' club run by the 6th form
- STEM scholars in the science department
- Year 9 Glider club
- Space-flight club for Year 10 and 11
- Year 10: VEX robotics club
- 'Fizzclub' for A-level Physics students
- Astronomy Club for Years 10 to 13, leading to a GCSE
- Bedford School Lectures (ISSP)
- Trips and Visits – CERN (Switzerland), Sanger Institute (Cambridge), Biology Field work, Science museum, Chemistry at Work, Physics at Work, Unilever, Whipsnade Zoo
- CERN @school – Jablotron used as a lesson resource and shared with ISSP
- Year 12 and 13: Whipworm Genome project: actual 'live' research in association with IRIS (Institute for Research in Schools) and The Sanger Institute in Cambridge and in partnership with Bedford School (ISSP)

Enrichment opportunities:

- Residential courses run by Villiers Park for Year 12 MAAT students
- Smallpeice residential (Years 9 - 12)
- STEM days
- Nuffield research placements
- CREST Awards
- Work experience at local STEM companies where available

- Open University Lectures such as ‘Glass: a look inside’, ‘Nuclear Medicine: imaging organ function and targeting disease’, ‘Landing on a comet’
- Harper Science Forum lectures such as ‘Revealing invisible ecosystems from the Microverse to Antarctica’, ‘Particle Accelerators’
- Webinars such as The Nature of Dark Matter and Jaguar Landrover apprenticeships
- Year 11 and 12 students interested in careers in Medicine / Vet Science attend a workshop with Dr Carlo Acerini, Fellow of Girton College, Cambridge and admission tutor for Medicine at the University of Cambridge. Dr Acerini provides coaching advice and guidance for students’ personal statements for medicine courses
- Medicine students also attend a session with a local GP in order to support their application process
- Visit to Bedford Hospital’s Pathology labs: Viapath, for Sixth Form students interested in a career in Pathology. Includes a tour of the lab and a chance to speak to staff about careers in Clinical Biochemistry, Haematology and Blood transfusion, Cellular Pathology and Microbiology
- ‘Women in Science’ events, conferences, assemblies and visits
- Loan of Amaran biotechnology kit for A-level Biologists
- Visit to Genome Campus, Hinxton

STEAM (Science-Technology-Engineering-Art-Mathematics) opportunities:

- Year 7: Dendrite ‘race for the line’ cross curricular STEAM project. All students will design and build a race car in teams of 4 for a national competition
- Year 7: EDT STEM day
- Year 8: STEM day run by Sixth Form STEM scholars
- Year 9: Smallpeice STEM day
- Year 11: Arkwright Engineering scholarships – applications available for Year 11 students
- Family STEM event where approx. 20 families of our Year 9 scholarship students attend an evening aimed at informing parents of the STEM scholarship programme. Smallpeice reported that we were, ‘The most organised school so far in the programme and an example of how the STEM events should be run.’
- Mark Rutherford School Planetarium used as a lesson resource across all year groups as well as supporting liaison work with other local schools

Technological Curriculum

Curriculum Partners: Design Technology, Graphic Products, Product Design, Food Technology, Food Preparation and Nutrition, ICT, Creative iMedia

Aim: to develop students' expertise in applications of technology, including ICT skills, as well as their ability to develop, plan, manufacture and evaluate high-quality products.

Curriculum opportunities:

- Design Technology is a compulsory subject in Years 7, 8 and 9
- Students in Years 10-11 following a school-designed ICT curriculum
- KS4 option subjects offered are ICT, Creative iMedia, Graphic Products, Product Design and Food Preparation and Nutrition.
- BTEC Construction is offered in Key Stage 4 at Level 1/2.
- Subjects offered at A-level or BTEC are IT, Food Technology and Product Design: Graphic Products.
- In addition to the core curriculum, ICT skills are taught through a range of subjects in Key Stage 3 and 4, according to a common ICT skills curriculum, and most specifically in Computer Science, Design Technology, Geography, Mathematics and Science

Extra-curricular opportunities:

- Green Power Formula Electric Car Racing involves students in the design, construction and racing of our electric cars. The cars are raced at various local, regional and national competitions, with great success at all levels
- Design Technology after school support in all subjects Product Design, Graphics, Construction and Food
- Cake decorating club for Key Stage 3
- Year 7 basic cooking skills
- ICT after-school support for all years

Enrichment opportunities:

- Lockheed Martin Techbox challenge project for A-level students. A team of students design, engineer, and build a functional product to answer the challenge set by Lockheed Martin, eventually competing their product against other schools. (2nd place – 2016)
- STEM stall at our OCC4U (Careers event) enables students to make enquiries over future STEM careers and the STEM scholarship programme. Many are then directed to relevant providers at the event to discuss careers further.
- Links with Cranfield University with the possibility of Engineering and research work experience placements for interested students.
- Year 9 STEM activity day run by Smallpeice, supported by Y12 STEM scholars (*Advanced bridge design*). Students work in teams on a project where they design and build a model bridge to fulfil specific criteria. Two students are chosen to attend a prestigious Engineering residential workshop run by Smallpeice.
- 'Big Bang' STEM fair at Kings Conference centre in Bedford. In 2015 MRS took 1st, 2nd and 3rd places in the KS5 category for projects on microbiology of antimicrobial agents, comparative study of the chemical composition of green and black tea and selective breeding in bulldogs
- Year 7 'Young Investigators Day' at Duxford involves a variety of activities based around science technology and engineering.

Human and Social Curriculum

Curriculum Partners: Business Studies, CWEST, Geography, Health and Social Care, History, Psychology, Religious Studies and Travel and Tourism

Aim: to develop students' awareness of human beings' interaction with their environment, and how this interaction has influenced events; to study and analyse a wide range of cultural, social and ethical issues, and to consider how human beings may respond to these.

Curriculum opportunities:

- Year 7 students follow a Humanities curriculum which includes aspects of Geography, History and Religious Studies and focuses on a different continent each term
- All students study History and Geography in Years 8 and 9.
- All students follow the Locally Agreed Syllabus for Religious Studies from Year 8 until the end of Year 10 when many sit a GCSE in Religious Studies
- All students in Years 7 to 13 follow a programme of PSHE, called CWEST, with the aim of developing well-rounded citizens in later life. As well as specific themes within lessons, students are also provided with a dedicated programme of assemblies, tutor time activities, outside speakers and off-timetable days with teams of specialists on PSHE related issues such as sex and relationships education, careers and Citizenship
- GCSE subjects on offer are History and Geography (as part of the EBacc group) along with open options in Business Studies and BTEC's in Health and Social Care and Travel and Tourism
- In the Sixth Form, Business Studies, Health and Social Care, History, Geography, Psychology and Travel and Tourism are all offered at A-level or BTEC Level 3 courses

Extra-curricular opportunities:

- Community Action (a wide range of charity and fund-raising activities)
- Business Studies trips to local, national and international level businesses and recent overseas visits to Amsterdam and Brussels
- Regular fieldwork opportunities in Geography such as day trips at GCSE and A-level
- Residential fieldwork opportunity for A-level Geography students
- Participation in a range of competitions such as Cranfield Business Challenge, BASE Accountancy Challenge, Young Enterprise business competition and debating competitions
- Christian Union meetings are held weekly - the focus topic is shared via Daily News
- Students are offered the opportunity to participate in the annual competition 'The School Bible project'
- We are currently in the process of creating an 'All Faiths' room for staff and students of all faiths to use for prayer and or reflection during lunchtimes and after school
- Psychology visits to Luton Crown Court to support learning of criminological psychology
- Psychology intervention and mentoring
- Students attend networking meetings with our Business Partnership
- Health and Social Care after school support - coursework and revision lessons
- Young Enterprise Club

Enrichment opportunities:

- Webinars for Geography A-level students
- Links with other schools providing lectures by external speakers, to extend understanding of key topics studied in A-level Geography
- Year 7 students involved in a Viking Visit Day
- All Year 12 students attend a compulsory programme of outside speakers which aims to improve the social, cultural, economic and political understanding and aspirations of our students. Recent speakers have included the Executive Mayor of Bedford, Rachel Farrer (UoB), Mohammad Yasin MP and Dr Gavin Metcalfe (Barts)
- National Citizen Service for all students
- Opportunities to carry out psychological research under supervision of a teacher
- Black History month competitions, speakers and events
- MAAT students in Years 10 and 11 attend outreach Open Day events at both Oxford and Cambridge Universities
- Students in Year 9 and 10 involved in a research study programme with the Brilliant Club working with a Phd student linked to studies in English and History, in association with the University of Cambridge
- Year 10 and 11 students Public speaking competition run by the English Speaking Union.
- Most Able cohort in Years 12 and 13 are involved in the school's Russell Group and participate in workshops on University applications including in the past year a visit from one of the outreach team connected to the University of Exeter
- Visits to lectures such as 'Climate Can't Wait! It's Time To Act' with Matt Williams and Janet Millar, Climate Change Officers from the RSPB and Bedford Borough Council
- Involvement in National historical-themed events such as Armistice Day, Holocaust remembrance day
- Health and Social Care careers workshop
- Geography club for years 7-9
- Oxford University Geography department mentor days for successfully selected geographers at MRS aspiring to study at Oxford
- Documentary screenings on a range of topics including fracking, gun control, climate change and living in the worlds shanty towns

Physical Curriculum

Curriculum Partners: Physical Education, Sport, Sport and Exercise Science

Aim: to develop students' awareness of fitness and health, and to enable them to develop skills of physical control and coordination, as well as to develop ability, aptitude and leadership skills in specific sports

Curriculum opportunities:

- All students in Years 7 to 11 are taught two hours of Physical Education per week
- Physical Education is offered as a curriculum option at both GCSE and A-level
- BTEC courses in Sport and Sport and Exercise Science are options in Key Stage 4 and 5
Through these options students develop knowledge and understanding of the human body and the application of wider scientific concepts (biomechanics, nutrition etc.)
- An annual School Sports Day takes place for all students as participants, officials and coaches in a range of traditional and non-traditional sports
- An annual sports presentation awards evening with guest speaker
- Monthly rewards for Core PE, Examined PE and Extra-Curricular Sport
- Termly awards of 'School Colours'
- Year 12 (A-level and BTEC) coursework trip to Derby - Institute of Sport
- Visiting speakers – e.g. sport psychology
- Careers in sport workshop and on-line careers webinar

Curriculum Sports offered:

Athletics, Badminton, Basketball, Crazy Catch, Cricket, Cross Country, Dance, Dodgeball, Football, Fitness, Gymnastics, Handball, Lacrosse, Netball, Rounders, Rugby Union, Softball, Table Tennis, Tennis, Ultimate Frisbee, Volleyball

Extra-curricular opportunities

- A programme of intra-school (House) fixtures is offered in a wide range of sports
- A full programme of inter-school fixtures is offered in a wide range of sports, with many fixtures taking place after school on weekdays for league, district and county competitions
- GCSE and BTEC exam preparation, revision and coursework assistance
- Sports Council students meet once per half term to discuss ways to enhance and develop sport and PE

Enrichment opportunities:

- Sixth Form students can undertake Personal Development Activities (PDA) 'working' as coaches, officials and managers of school sports clubs and teams

Links with Teams and Clubs:

- Northampton Saints Rugby Club
- Luton Town Football Club
- Bedford Blues Rugby Club
- Bedford Cricket Club
- Falcon Gym Club
- Bedford Ladies Football Club
- Colmworth Golf Club
- Core Performance CrossFit Gym
- Modernians Swimming Club

Creative Curriculum

Curriculum Partners: Art, Dance, Drama and Theatre Studies, Music, Music Technology, Performing Arts, Photography

Aim: to develop students' aesthetic, creative, performance and critical skills

Curriculum opportunities:

- Year 7 students follow a Performing Arts curriculum which includes aspects of Dance, Drama and Music
- Art is taught as a combined Art and Design programme for Year 7's
- Art, Dance, Drama and Music are taught in Years 8 and 9
- GCSE options are available in Dance, Drama, Music and Art which is offered as two different options – Art (drawing and painting) and Art (printmaking and photography)
- BTEC Performing Arts is offered in the Sixth Form (BTEC Extended Diploma)
- Art, Dance, Drama and Theatre Studies, Music and Music Technology are all offered at A-level
- A-level dance students work closely with examiners on aspects of choreography
- Year 12/13 musicians take part in workshops with visiting composers such as Christopher Gunning
- Music students benefit from links with the London Philharmonia

Extra-curricular opportunities:

- A huge number of musical ensembles, including Ukulele Band, Rock Band, Brass Band, String group, String Quintet, Advanced choir, Keyboard club, Rutherford Voices – whole school choir, School Orchestra
- Grade V and VI theory delivered to support A-level Music and Music Technology teaching
- Extensive provision of tuition in a broad range of musical instruments
- Inter-House music competition
- A whole-school musical biannually such as Fame or Grease
- National Theatre Connection Festival with a performance at a professional theatre
- Local Drama Festivals such as Shakespeare Festival, Act Festive and BedFringe
- Various Art Exhibitions (Annual summer exhibition both in school and at external venues)
- Participation in Art Competitions such as the Harpur Trust and 6th form Art competitions
- Art clubs focusing on skills and processes not covered in lessons for Year 7 and Years 8 & 9
- Year 9 Dance Club open to all
- Street Crew for all students following an audition; involves entry into regional competitions
- 'Marked Movement' Dance Company for Year 9-13 students following an audition
- 'Mark Up' Dance Company for Year 7-9 students following an audition
- Annual Dance Display involving all Dance Club, Crew and Company members
- Annual entry into the regional Rock Challenge and other competitions
- Arts participation card to reward all students including 6th form (this is for any form of the Arts)
- Music Technology group is offered to gain a KS4 qualification in order to lead into KS5

Enrichment opportunities:

- Art students working with the Mark Rutherford Business Partnership; taking a design brief all the way to production
- Bedford Arts Festival
- Bedford Festival of Music, Speech and Drama
- Cultural Challenge
- Life drawing opportunities for Sixth Form students (ISSP)
- Regular trips, including Music tours overseas, Pineapple Dance Studios, Milton Keynes Theatre, Sadler's Wells Theatre and Art excursions to various galleries
- Links with primary schools which offers joint performance opportunities and shared music experience
- Black History Month Music Workshop
- Art trips to museums and galleries (local and London)
- Harper Trust audition invitations leading to lead performance roles such as in Romeo and Juliet (ISSP link)
- Performing Arts workshop led by Steve Lambert, the creative director of Badac Theatre Company
- Year 7 Creative Arts day – workshops led by professionals in puppeteering, upcycled art, skipping and beat-boxing
- Year 7 Circus Skills day – activities learned included tightrope walking, juggling, hula-hoop, diabolo and plate spinning

An Overview of the Mark Rutherford School Curriculum

Mark Rutherford School operates over a two-week cycle (week A and week B) from Monday to Friday, with 5 compulsory periods per day, each lasting 60 minutes. Each day starts with students attending a Tutor period except on Tuesdays when a session of Academic Mentoring takes place instead. There is an option of a period 6 lesson each day to be used for retakes, interventions and other curriculum support lessons.

Students in all years are allocated to a House and Tutor group and are overseen by their Form Tutor and Head of House throughout Key Stages 3 and 4. Tutor groups are organised vertically and thus contain students from Years 7 to 11. Sixth Form students are dealt with in a similar way, being included in the House system while staying with their Form tutor for two years. Sixth Form students are overseen by the Director of Sixth Form and Heads of Years 12 and 13.

Key Stage 3 (Years 7, 8 and 9)

Students in Year 7 follow a curriculum comprising the following **timetabled subjects**:

Art and Design, Computing, English, Humanities (covering aspects of Geography, History, Religious Studies), **Mathematics, Modern Foreign Languages** (carousel of French, Italian, Spanish), **Performing Arts** (aspects of Dance, Drama and Music), **Physical Education, Science**, and **CWEST**.

Students in Years 8 and 9 follow a broad curriculum comprising:

Art, Computing, Dance, Design Technology, Drama, English, Geography, History, Mathematics, MFL (one of French, Italian or Spanish), Music, Physical Education, Religious Studies, Science.

Across Key Stage 3 students may be selected to follow a timetabled programme of literacy and/or numeracy intervention when prior attainment and internal assessment is low.

Key Stage 4 (Years 10 and 11)

All students in Years 10 and 11 follow a core curriculum comprising:

English Language, English Literature, ICT, Mathematics, Physical Education, Science (combined or triple) and Religious Studies (to end of Year 10).

In addition, they select one subject from the EBacc group (Computer Science, Geography, History, French, Italian or Spanish) and a further three subjects from the options outlined below (these may also include subjects from the EBacc group).

2018-19 options:

Art (fine), Art, Craft and Design, Business Studies, Computer Science, Creative iMedia, Dance, Drama (Acting or Production), Food Preparation and Nutrition, French, Geography, Graphic Products, Health and Social Care, History, Media Studies, Music, Physical Education, Product Design, Spanish and Sport.

Students with specific needs are guided towards a modified options curriculum when a reduced number of targets, CoPE programme, extended work experience or vocational programmes may be included.

An intensive programme of advice and guidance enables Mark Rutherford students to select an aspirational curriculum which ensures they are both challenged and motivated.

Key Stage 5 – The Sixth Form

Students entering the Sixth Form choose anything from one to four qualifications depending on the subjects selected, with most selecting the equivalent of three or four in the first year. Additionally Year 12 students choose a Personal Development Activity (PDA) and attend a compulsory speaker's assembly throughout the year. During Year 13 they are expected to follow a curriculum comprising three A-levels or equivalent BTEC courses.

A-levels are currently offered as either modular or linear qualifications. Modular subjects will hold AS-level examinations at the end of Year 12 as well as A-level examinations at the end of Year 13. Linear qualifications will culminate in an A-level examination only at the end of Year 13.

BTEC qualifications are continuously assessed but are essentially linear (requiring a two year commitment to achieve the qualification). BTEC qualifications vary in size from the equivalent of one to three A-levels and can be combined with A-level study.

2018-19 Sixth Form subjects:

Art (fine art), Art (textiles and 3D), Biology, Business Studies, Computer Science, Chemistry, Dance, Drama and Theatre Studies, English Language, English Literature, French, Geography, Graphics, Health and Social Care, History, ICT, Mathematics, Core Mathematics and Further Mathematics, Media Studies, Music, Performing Arts, Photography, Physics, Psychology, Science (Applied), Spanish, Sport and Exercise Science and Travel and Tourism.

APPENDIX A

Whole School Curriculum Plan (2018-19)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	
Y13	Option A								Option B								Option C								Option D								DS																		
Y12	Option A								Option B								Option C								Option D								Speaker	GCSE English re-take				GCSE Maths re-take													
																																				DS															
Y11	En								Ma								Sc								Option A				Option B				Option C				Option D				PE		IT								
Y10	En								R2	Ma								Sc								Option A				Option B				Option C				Option D				PE		IT							
Y9	En								Ma								Sc				RS	Gg	Hi	Fr / Il / Sp				Dt	Ar	Mu	Dr	PE / Da		Co																	
Y8	En								Ma								Sc				RS	Gg	Hi	Fr / Il / Sp				Dt	Ar	Mu	Đ	Đ	PE		Co																
Y7	En								Ma								Sc				Hu				MFL				AD				PA				PE		Co												

KEY

AD	Art & Design	DS	Directed study	Hi	History	MFL	MFL carousel	Sc	Science
Ar	Art	Dt	Design Technology	Hu	Humanities	Mu	Music	Sp	Spanish
Co	Computer Science	En	English	Il	Italian	PA	Performing Arts		
Da	Dance	Fr	French	IT	Information Technology	PE	Physical Education		
Dr	Drama	Gg	Geography	Ma	Maths	RS	Religious Studies		

Cell colour denotes faculty / student groupings