



MARK RUTHERFORD SCHOOL

Useful Information

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Deputy Headteachers	Miss K Hughes Mrs K Foster
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Head of Year 13	Mr I Nicholls
Head of Year 12	Mrs K Taylor
Student Support Assistant	Mrs A Henderson
Head of Blake House	Miss M Bradley
Student Support Assistant	Miss K Wright
Head of Novello House	Miss F Brown
Student Support Assistant	Ms M Newbury
Head of Turner House	Mr M Briggs
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The School Day

Term dates vary from year to year and can be located on the School's website.

Registration + Tutor Time	8.30 - 8.55
Period 1	8.55 - 9.55
Period 2	9.55 - 10.55
Break	10.55 - 11.15
Period 3	11.15 - 12.15
Period 4 and (LUNCH Y7,8,10 and 12)	12.15 - 12.55
Period 4 and (LUNCH Y9,11 and 13)	1.15 - 1.55
Period 5 (incl. PM Registration)	1.55 - 2.55
Period 6 *	2.55 - 3.55

* Period 6 is for intervention lessons, coursework catch up, GCSE retakes and revision sessions

Tuesday timings

Academic Mentoring meetings are arranged on Tuesday mornings between 8.30am and 9.20am. On Tuesdays, students must arrive in school by 9.15am for the first lesson to begin at 9.20am. They must register in period one unless they have an appointment with their tutor or have a prior arrangement with a teacher.

Admission Criteria

The Governors are committed to continuing the present admissions policy for the School with respect to its comprehensive character. They reserve the right, however, to respond to changes instituted by national and local authority initiatives. Please see the Mark Rutherford website for up-to-date details on admissions.

Department Information

The Art Department

The Art department consists of four studios in a purpose-built extension to the School. One of the studios is dedicated to Advanced Level studies (Art and Photography), which are very popular and successful options and one room has access to kiln facilities. We are able to offer facilities for painting and drawing, printmaking, 3 dimensional work, textiles and ceramics. There are a variety of different art clubs after school including one for Year 7, 8 and 9 students.

All students starting at Mark Rutherford study Art. They all follow the National Curriculum for Art and Design, which enables students to not only develop their own skills in a variety of media, but also to better understand the historical and contemporary context of Art and Design through the study of various artists and their ways of working.

The first term is mainly diagnostic, reinforcing and building upon the practices students will have experienced from different primary school backgrounds. This is based on developing drawing and observational skills through a variety of media. The rest of the year allows students to develop more personal ideas in 2 and 3 dimensions. All students receive an A4 sketchbook to work in at the beginning of the year. All students would be expected to have a pencil (ideally 2B), pencil sharpener and a rubber as basic equipment for their art lessons.

Year 7 students are taught under a newly formed faculty, Art and Design, which combines Art and DT. The focus is on designing, research, presentation and independence, skills that will support all of their learning and prepare them for the rest of Key Stage 3.

The Business Studies and Tourism Department

The Business Studies and Tourism Department offers courses at Key Stage 4 and Key Stage 5: GCSE Business Studies, BTEC Level Two Travel and Tourism, A Level Business and BTEC Level 3 Travel and Tourism.

Business Studies is a popular choice at GCSE. Students complete two themes of work over two years: investigating small businesses in Year 10 and building a business in Year 11. Assessment is through two exams at the end of Year 11.

Many students continue to A Level Business Studies (although a GCSE in Business Studies is not a prerequisite). Students complete four themes over two years: Theme 1 introduces students to marketing and people; Theme 2 introduces students to managing business activities; Theme 3 explores business decisions and strategy; Theme 4 explores global business. Assessment is through two unit exams taken at the end of Year 12 and a further three taken at the end of Year 13.

BTEC Level 2 Extended Certificate in Travel and Tourism has become increasingly popular, covering four units over two years: The UK T&T Sector; Understanding the Nature and its Effects on World Travel; UK Tourist Destinations; Worldwide Tourist destination. These are assessed through 3 units of coursework and one exam unit.

Completion of coursework is via independent research and undertaken in a range of forms including displays, interviews, reports and presentations.

BTEC Level 3 Subsidiary Diploma in Travel and Tourism is equivalent to one A Level. Students investigate one of the largest and fastest growing industries in the world. Most students continue their studies from Key Stage 4, but the course is open to anyone who has an interest in the subject. Students study three units each year. Year 1: The Travel & Tourism Sector; Customer Service; The UK as a Destination. Year 2: Business of Travel & Tourism; Researching Current Issues in the Industry; Employment in the Industry. These are assessed through coursework completed via independent research and undertaken in a range of forms including displays, interviews, reports and presentations.

The Department consists of three full-time members of staff, who work closely together in developing good practice and in raising student attainment. The Department is equipped with desktop computers for most students and a mobile laptop trolley.

CWEST

Personal Development is known as CWEST (Citizenship, Well-being, Enterprise, Economic, Social and Emotional Aspects of Learning (S.E.A.L.), Thinking Skills).

All students participate in a CWEST course. The programme is structured so as to be relevant, e.g. being healthy, safe and secure, building positive relationships; making informed decisions and choices; and developing citizens of our future.

The CWEST programme includes work on personal health and hygiene, drugs awareness, forming good relationships and sex education. Sex education forms part of a unit of work from Year 7 onwards within the context of stable relationships and with the emphasis placed firmly on the family and family values; the community nurse often contributes to the programme. Parents/carers may discuss any element of the programme with the staff if required. If parents/carers wish to withdraw their child from this element of the course they are asked to write to the Headteacher.

CWEST is timetabled through normal national curriculum lessons as well as having up to 5 'themed' days per academic year. The idea of this format is to allow groups to come together, to hear a speaker from outside the School, e.g. the Nursing team, the Community Police Officer and the Street Ranger.

The Dance Department

“Dance is an instinct that makes you want to translate the world into movement.”

Dance is a department in the school that continues to grow and develop each year. Since the introduction of Dance, displays of works, competitions and showcases have become an annual event providing excellent performance opportunities and recognition of high-quality work created by the students.

The Dance Department offers Dance as a GCSE option subject studying choreography, performance, analysis of professional works and evaluations of their own work.

Students are required to develop their individual thinking skills in choreography as well as develop their communication skills through group performance work.

Within the course, students are given a range of opportunities to view live dance work as well as be part of workshops learning new styles of dance.

In the Sixth Form, students often continue their knowledge of the subject by choosing A Level Dance. The student intake for this course has again been consistent and students have continued their study of dance into higher education and into professional dance colleges.

Students in Year 7 take part in Performing Arts lessons where they learn specific dance skills and techniques alongside drama and music.

Students in Year 8 take part in one dance lesson every fortnight and they learn about the basic actions of dance as well as start to develop basic choreography skills. Students also start to learn about professional works and explore the inspirations and ideas used by various choreographers.

Dance in Year 9 is delivered by a specialist dance teacher within the Physical Education Department and students receive lessons for half a term over the year. Their learning is supported by the Dance Department through the organisation of dance workshops, theatre trips and extra-curricular clubs.

The facilities within the Department contribute to the positive and safe learning environment for the subject. The majority of Dance lessons take place in the Dance Studio which has a cushioned floor, fitted mirrors and a built-in surround sound system. We also have a built-in projector, screen and ballet barres.

All Dance students have the opportunity to perform their exam work within the Dance displays and showcases that take place throughout the year and all year groups are offered an extra-curricular Dance Club. The school also offers students the opportunity to be part of a Street Dance crew and Boys' Dance Club. We also run an in-house Dance Company called 'Mark Up', for the Year 7 and 8 students and our senior dance company 'Marked Movement' who have been successful over a number of years, taking part in local and national competitions and making it through to finals in these competitions.

The Design and Technology Department

Design and Technology is housed in a suite of rooms comprising two multi-functional workshops connected to a technician's store room, a new dedicated room for Product Design, one Graphics suite, two dedicated Food Technology rooms and two bright classrooms used mainly for Health and Social Care. The department also has a computer suite and laptops for students use with colour A3 and A4 printers.

We have a range of latest technology resources for CAD/CAM, including a laser cutter and a 3D printer. In addition we have a construction workshop with workbenches and facilities for undertaking carpentry, plumbing, painting and decorating, and this room is also linked to a building yard facility for bricklaying.

The department staff work very closely together in planning and delivering a range of courses. Team work is an essential component of the work we do, and all staff are encouraged to contribute to regular reviews of the schemes of work and in the planning and preparation of the teaching resources used. There is technician support in both areas of the department.

We offer a range of courses to students across the age and ability range. At Key Stage 3 we have a rotation system to ensure that students can access a range of skills materials within design, including Graphics, Product Design, Resistant Materials, Sketching and Food Technology. At Key Stage 4 we are currently offering GCSEs in Graphic Products, Product Design, Food Preparation and Nutrition as well as Health and Social Care. We also offer a BTEC Level 2 in Construction. At Key Stage 5 we offer two successful courses, these include the popular A Level Product Design course and the BTEC Level 3 courses in Health and Social Care, with results consistently in the top 20% nationally.

In addition, the department is committed to and work closely with the Science and IT Departments on STEAM projects to encourage young engineers. We also have a very successful school race car team run as an extra-curricular activity which has achieved excellent results both locally and nationally.

The Drama Department

Drama is a successful department that contributes to the success of the School, and has a long history of producing varied and high-quality performance work.

Student numbers taking drama courses are good, and results are excellent. All students follow a structured scheme of work at Key Stage 3 which develops the skills and understanding required for GCSE Drama, while also building confidence, creativity and leadership qualities.

Drama is an option subject in Years 10 and 11, and students can choose to specialise in performing or production. As part of the GCSE Drama course students will explore theatre through creating, staging and analysing live theatre performances. Students who opt for a performance route will develop and refine acting skills, while those who opt for a production route will develop skills in lighting, sound and stage management.

In the Sixth Form we offer Drama & Theatre Studies A Level. This course has become well established with students achieving high grades. Many of our Sixth Formers continue their studies at a higher level at university or drama school.

We also offer BTEC Level 3 Extended Diploma in Performing Arts as a post-16 option. The qualification is the equivalent of 3 A Levels and incorporates Drama, Dance and Music, and allows students a vocational route into the performance arts business. Our provision for this course has also been recognised as being in the top 10% in the country.

The Department operates from three main teaching spaces – a purpose-built drama studio, the school drama/performance hall and a large dance studio. The Department is well resourced with sound equipment in all spaces, a lighting box and rig in the main hall as well as a small rig in the drama studio, there are also DVD/ video equipment and projectors in all spaces. It is geographically located next to the Music Department and close to Dance and Art which helps to facilitate the close cooperation that exists between the departments.

The Department organises various theatre trips throughout the academic year, and in recent years this has included trips to see War Horse, The Woman in Black, Matilda and The Curious Incident of the Dog in the Night Time. We offer a trip for each Key Stage 3 year group, and GCSE and A Level students are offered numerous theatre visits during their two year course to support examination work and develop a deeper understanding and appreciation of theatre. As well as theatre trips, the Department also organises touring theatre companies to perform in the School Drama Hall, and visiting practitioner to run practical workshops, allowing even more students the opportunity to see and experience live theatre.

We aim to offer a range of extra-curricular performance opportunities ranging from competing individually or in pairs at the Bedfordshire Music, Speech and Drama Festival, to performing in the bi-annual whole school musical, which have included Grease, Fame and *We Will Rock You* in recent years and have been performed to excellent reviews. We also enter the National Theatre Connections Drama festival, and the School Shakespeare Festival, and we have been awarded a NODA award for Best Youth Production.

The English Department

"The value of English in the curriculum? What can I say? Without English, nothing. And without good English, nothing very well." Anne Fine, Author

The English Department is based in 11 dedicated classrooms, each of which is well equipped with internet access, interactive whiteboards or a fixed projector and whiteboard. All students have access to computers and the internet.

In Years 7 and 8 students follow a coherent, interesting and broad curriculum which familiarises them with a wide range of genres and develops their ability to write for different audiences and purposes. Year 7 students follow the Faculty approach in

English, with each term focusing on a different topic across subjects and aiming to support students with developing transferrable knowledge and skills.

Students will also work to improve levels of literacy and they are encouraged to take the first steps towards becoming independent learners; carrying out research, using the library and reviewing their own work and that of their peers.

In Year 9 students follow a programme of study which builds on the learning in Years 7 and 8 and feeder schools. Students experience a range of texts from different time periods and will begin to link texts together in preparation for Key Stage 4 study. Assessment for each module requires students to produce a creative and a formal or analytical piece of writing.

Year 9 students are taught in two bands, each of which covers the full ability range. Prior assessment data is used on entry to the School, which enables the English Department to deliver appropriate teaching across the ability range, with a view to students attaining an aspirational end of Key Stage target.

At Key Stage 4 students follow the AQA specification for English. All students will study both English Language and English Literature at GCSE, thereby attaining two qualifications in the subject.

Media Studies GCSE is offered as an option subject at Key Stage 4 and at Key Stage 5 students are offered A Level courses in English Literature, English Language and Media Studies.

The Geography Department

The Department has its own suite of teaching rooms, with 4 classrooms used for the subject. We have interactive whiteboard resources, air conditioning and intelligent lighting systems – a contemporary learning environment for a contemporary subject!

The Department has access to its own laptop trolley, including computer software programmes to aid the students' progress and bring learning to life such as GIS software and virtual fieldwork resources. There are also a set of flip cameras available to record and document everything from clay animation of coastal processes to actual fieldwork.

At Key Stage 3 we follow the national curriculum strands. This has been updated significantly offering a vibrant and contemporary curriculum based on knowledge and understanding of place and key skills.

At Key Stage 4 we follow the Edexcel A syllabus which covers a variety of physical and human topics.

At Key Stage 5 we follow the AQA syllabus. This is an exciting programme of study encompassing a range of physical and human topics. In addition there is an opportunity for fieldwork where geographical skills are learnt and applied.

There is an array of Sixth Form study resources on offer, with the latest A Level publications available to students. We also have very close links with the Space 4 Learning who also stock a wide range of relevant resources for GCSE and Sixth Form.

The subject is a popular choice as a GCSE option, with many students opting to continue their geographical studies into A Level. A number of these students also apply for Geography based courses at university.

The History Department

The History Department is accommodated in 4 classrooms with a range of dedicated resources. The Department is friendly, enthusiastic and supportive. All staff share in the teaching of Years 7 to 13 in delivering the following courses:

At Key Stage 3 classes are taught by subject specialists. Topics include the World Wars and the Industrial Revolution for Year 9, Year 7 and Year 8 study the Vikings, Native Americans, Medieval Life, the Tudors and a module about what the study of history is about. History in Year 7 is taught as part of a Humanities curriculum along with Geography and Religious Studies.

At Key Stage 4 students study the Edexcel history syllabus. Topics studied are Weimar and Nazi Germany 1918 to 1939, Superpower Relations 1941 to 1991, Early Elizabethan England and Crime and Punishment in Britain from 1000. This includes a special investigation of Whitechapel, London from 1870 to 1900.

In the Sixth Form students follow the Edexcel A Level course. Current modules include Russia from 1917 to 1991 and Mao's China from 1949 to 1976 in the first year. In the second year students complete an extended coursework essay on a topic of their choice and a module on the Tudors from 1485 to 1603.

Many students progress to study the subject at university and to use the skills and knowledge acquired in careers from the law through to teaching and business.

The ICT and Computer Science Department

At present there are four main dedicated ICT/Computer Science rooms. The Department is also well equipped with a range of equipment which also includes video cameras, GPS devices, control boxes with accessories such as light and temperature sensors, video conferencing hardware, Micro:bits, Raspberry Pis, Pico boards, a weather station, Chickbots, Crumbles, robotic arms, VEX robotics kit, Lego Mindstorms, a Fuse Workstation and podcasting studios.

Key Stage 3 is based on the new National Curriculum for Computing. Students cover areas such as e-Safety, an introduction to programming using Alice and Scratch, programming in JavaScript and Python, animation, movie making, sequencing of instructions, control, data handling, data modelling and programming using the BBC micro:bit.

Progression routes into Key Stage 4 allow students to be guided to a qualification relevant to their skills and ambitions. Courses currently offered include Creative iMedia, GCSE Computer Science and iDEA (The Duke of York Inspiring Digital Enterprise Award). At Key Stage 5 students currently study the BTEC in IT and/or an A Level in Computer Science and/or the Qufaro Cyber EPQ (Extended Project Qualification). Units studied in the BTEC IT course includes, for example, Creating Systems to Manage IT and Using Social Media in Business. For the A Level Computing course the focus is on Computer Systems, Algorithms and Programming and includes a Programming project. For the Cyber EPQ students carry out an extended research project based on a cyber security topic.

Extra-curricular activities are available at lunchtime and after school and are run most days. The department has been very successful over the past few years, winning numerous awards for ICT and coding and is part of the Computing at School Network of Excellence, running the Computing at School Hub for Bedfordshire.

ICT Provision

The School is very well equipped with up-to-date ICT hardware and software. Most departments have their own IT provision and all have access to other mobile suites around the school. Students have user accounts which allow them access to the network. They are also provided with an account on the school's learning platform (its Learning) where they can access homework tasks, online courses, look at deadlines and resources, use email, store files and submit work. Parents/carers can also access the learning platform so they can keep track of the homework being set.

The computer rooms and laptops have standard Microsoft applications plus a variety of other specialist software as requested by departments.

The Mathematics Department

“Our overall aim is to promote achievement and enjoyment in Mathematics.”

Mathematics is taught by a dedicated and hard-working team of twelve specialist teachers. Each member of the Department has their own teaching room equipped with interactive whiteboard and overhead projector allowing use to be made of interactive software which helps bring the subject alive. We make use of a variety of mathematical resources and textbooks in order to provide a rich and varied diet of mathematics so learning is both fun and challenging.

In Year 7 and Year 8 we teach the students in four classes; this enables the department to cater for students of all abilities, identifying high-flyers and those who would benefit from more personalised support. Over the two years we have a varied programme of work and activities to enable us to complete the Key Stage 3 programme. This year we have started teaching our students using the Mastery approach. We have embedded more problem solving into our curriculum for both Key Stage 3 and 4. This is to ensure our students are fully equipped and in a good position when they are sitting the new GCSEs.

Students in Year 9 are taught in two bands within the year group and each band covers the same ability spectrum. There are 4 groups per band and the students are set within each band.

The initial placement of students is based on information supplied by the middle schools with whom we have a very good relationship. We assess each half term and students are moved between sets as necessary.

We continue with the same arrangements in Years 10 and 11.

In Year 9 we start teaching the GCSE course with students following the Edexcel specification which, in common with all examination boards, has no coursework. During the three years of the course we also develop problem-solving skills and spend time teaching functional mathematics.

There are a good number of students who study the new A Level Mathematics curriculum, which incorporates pure and applied elements of mathematics and a number of students study A Level Further Mathematics – our cohorts for Further Mathematics tend to be among the largest in the Bedford area. We also provide GCSE re-sit opportunities in the Sixth Form for students wishing to improve their GCSE grade.

This year we are introducing Level 3 Mathematics (Core Maths) into the Sixth Form curriculum for those who wish to continue their study of the subject beyond GCSE without taking on the challenge of a full A Level.

All students have free access to mymaths and mathswatch programmes for use in school or at home.

The Modern Languages Department

At Mark Rutherford, we offer three languages: French, Italian and Spanish. Students have the opportunity to try out all three languages on a carousel format in Year 7.

Towards the end of Year 7 they are required to choose the language they would like to continue to study throughout Years 8 and 9. Last year we started to teach the GCSE topics from Year 9 onwards, which means we can spend more time on ensuring students are fully prepared for the GCSE exams at the end of Year 11. All three languages are following the AQA exam board and we use the online resource Kerboodle in lessons.

Students may choose to study a language in Years 10 and 11, up to GCSE, following on from their choice of language in Year 9. Some choose to study two languages. There are also opportunities for those who speak a different language at home to take a GCSE in their first language if it is available.

Languages are taught in dedicated rooms. We use a variety of internet and authentic resources. We have also 4 rooms equipped with interactive whiteboards.

We offer extra-curricular activities across the year groups including trips, film clubs, paired reading and a Year 8 Italian club.

The Modern Languages team is a dedicated and helpful department, working hard to ensure that students are supported and encouraged throughout their time with us.

Music Department

“Where words fail, music speaks” – Hans Christian Anderson

The Music Department consists of two purpose-built teaching rooms; one practical room generously equipped with keyboards, ukuleles and percussion instruments and one computer room equipped with 22 PCs for music technology lessons at KS3 and GCSE and A level composition lessons; with Sibelius 7.5, Mixcraft 6 and a variety of other programmes available. In addition to the teaching space, there are also 4 practice rooms and a purpose built secure instrument store and a recording studio used for A level Music Technology.

We have three members of staff currently teaching within the department; two full time members of staff who teach across the age range and a science teacher who also teaches Music Technology. As well as the staff employed at Mark Rutherford, we employ private staff and work closely with teachers from the Bedford Co-operative who provide our peripatetic lessons. Our department holds a wealth of expertise both within education and from industry with all staff members having been practicing musicians either before or during their teaching career.

Our extra-curricular programme is a huge part of the department and the school. Running every day during registration time, lunch times and after school, a wide variety of clubs and groups are run by staff and students which are all vital for feeding into our annual concerts and in order to support the bi-annual whole school production in conjunction with the Drama, Dance and Art departments. Any student who participates in extra-curricular activities will accrue points towards their Arts Participation Badges.

Year 7 follow Performing Arts, all three disciplines; Music, Dance and Drama by one teacher and looking at Performing Arts across the world and working as an individual and as part of a group to create exciting performances which encompass all three disciplines.

Year 8 and 9 study each subject as an independent lesson, undertaking 2 hours of study in Music over the two week timetable. This time is split half –termly between the music technology room and the practical space to allow for the students to engage in practical group work and music making alongside computer aided composition and arrangement.

Students are taught under the three headings required at both GCSE and A Level;

- **Listening to and Appraising music**

Students analyse a range of music, from pop music to classical and world music and learn how to recognise the basics of reading and writing music.

- **Performing music**

Students experience a variety of musical instruments; keyboard, ukulele and percussion and students who play instruments are encouraged to bring them into lessons to contribute to ensemble work.

Students work in groups for the majority of the time when performing to the class,

however when skills audits and some assessments require, students are taught and subsequently assessed as soloists.

- **Composition**

Students are taught how to use chord sequences and accompaniment figures and write melodies using both music theory and their own natural musicianship in addition to music programmes, which provide opportunities to hear back musical ideas.

Both GCSE and A Level courses follow OCR specifications and we have good uptake numbers into GCSE courses, which feed into our A Level courses. We are looking to bring in an additional vocational music qualification for KS4 from September 2019. The majority of students who opt for A Level Music or Music Technology go on to specialist Music courses or colleges to further their studies.

Peripatetic Music

Students of all ages are provided with the opportunity to have peripatetic lessons which happen on rotation during the school timetable. Students come out of their lessons to attend their instrumental or vocal lessons which are 20-30 minutes dependant on parental preference. During KS3, these lessons are paid for by parents or may be supported by the school with request for financial help. At KS4 and KS5, students who opt for GCSE and A level Music will have their lessons provided by the school as a vital part of their course.

The peripatetic timetables run for 12 weeks a term and students engaging in instrumental or vocal lessons are strongly advised to attend the extra-curricular clubs on offer, please see the timetable below.

We were delighted to receive such positive feedback from entering our choirs into Bedford Festival in 2016 & 2017 and are looking forward to the opportunity to get involved in local competitions again in the future.

Trips, Visits and Events!

We are an active department and take every opportunity we can to offer students the chance to experience learning outside the classroom. Over the past two years we have run the following trips;

- The Lion King – Coliseum, London
- Virtual Orchestra, Handel House and James Bond concert –Royal Festival Hall, London
- Les Miserables workshop, dinner and performance – London
- Bedford Festival performances – Corn Exchange
- Tour to Belgium 2016 – Flanders and De Panne

These are the highlight trips in a packed schedule which also included many local performances such as:

- Bedford Council Christmas service where the orchestra and choir performed for the Deputy Major and other councillors – Christmas 2016

- Visit and performance at Crossways Care Home in Renold – Christmas 2016
- Performance at Masked Ball for local charity ‘Advancing People’ – March 2017
- ‘Carolling’ with orchestra and choir at Tesco on Riverside Drive to raise money

We are also delighted and extremely excited to have our Feeder School Choir in its infancy. ‘Rutherford Junior Voices’ started this September for pupils in Years 3-6 in local schools.

The Physical Education and Sport Science Department

At Key Stage 3 all students follow an interesting and enjoyable National Curriculum PE programme incorporating the traditional activities with many new ones. At Key Stage 4 all students follow a challenging and motivating national curriculum programme with the opportunity to develop their leadership skills as well as their overall practical ability. At Key Stage 4 students may also opt to follow our successful GCSE PE programme, or a BTEC Level 2 Tech Award in Sport (equivalent to 1 GCSE).

For Key Stage 5 students we offer a BTEC Level 3 Extended Diploma in Sport and Exercise Science (equivalent to 3 A Levels), A Level Physical Education or students can opt to join the school’s Rugby Academy in partnership with Northampton Saints RFC.

The Department has the following facilities:

- 1 sports hall (4 badminton courts), including newly installed floor in September 2017
- 1 small gymnasium/dance studio
- 1 large hardcourt area (8 tennis courts, 1 outdoor basketball court or 6 netball courts)
- 1 Astroturf pitch due January 2019
- 1 large field (2 football pitches, 2 rugby pitches, grids and much space beyond)
- 2 changing rooms, with shower facilities
- 3 dedicated computer rooms and 1 GCSE Theory Physical Education room

Various extra-curricular activities can be enjoyed in the winter and the summer which include football, basketball, gymnastics, netball, rugby, hockey, badminton, table tennis, cross country, cheerleading, trampolining, handball, lacrosse, rounders, cricket, athletics, tennis, basketball, table tennis, dance, volleyball, ultimate frisbee, fitness and dodgeball.

The Psychology Department

Psychology is the scientific study of the mind and behaviour. It is an interesting course that really makes you think about the way you view yourself and others around you. Psychology is a popular subject choice at both A Level and university.

During Year 12 students gain a broad knowledge of different approaches to understanding and studying human behaviour. These approaches include: Social Psychology, Cognitive Psychology, Biological Psychology and Learning Theories.

Our students learn how to apply their psychological knowledge and critical thinking skills to a range of key issues within our society such as obedience, prejudice, memory, aggression and phobias.

In Year 13 students explore current issues and debates in Clinical and Criminological Psychology. For example, why do some people turn into criminals? Are murders born to murder or is it the environment? What are the causes of mental health conditions, and how can it be treated effectively? By the end of the course, students gain a closer insight into psychology in action and the practical applications of psychological theories and therapies.

Importantly, a psychologist cannot simply claim to have a theory or explanation for human behaviour without evidence to support it. Therefore, a significant component of this course requires students to use and develop their mathematical and science investigative skills to carry out their own research projects, under the supervision of their teacher. Our students build competence and confidence in forming and testing hypotheses, data analysis and critical evaluation of research findings.

By the end of the course, students develop transferable skills that support study in a wide range of subjects at University and the transition to employment. Many of our students choose to study Psychology at university and have gone on to fulfilling careers ranging from: clinical, forensic and educational psychologists, nurses, playgroup leaders, teachers, social workers and other government roles to name but a few.

The Religious Studies Department

The Religious Studies Department at Mark Rutherford School consists of two qualified teachers, who teach all year groups within Key Stages 3 and 4. The department is established within the school's curriculum and has been since its inception in 2007. Students' lessons are timetable as follows:

Year 7	Eight lessons per cycle	Taught as a Humanities Faculty along with Geography and History.
Year 8	Two lessons per cycle	Religious Studies lessons exploring key aspects of the six main world religions.
Year 9	Three lessons per cycle	Beginning of GCSE Course.
Year 10	One lesson per cycle	Completing GCSE Course.

At the end of the year students that have consistently performed well throughout their studies of the course, will gain the opportunity to sit the final examinations, which consist of three written papers for the full qualification.

Our department is well resourced with a wide range of audio, visual and written materials to assist students throughout their studies. We aim to educate and develop our students awareness of traditions and beliefs of various religions such as; Christianity, Islam, Hinduism, and Buddhism. We intend for our students to gain an insight into a range of religious denominations, helping them to develop a clear understanding where common misconceptions exist. Through lessons, assemblies and school visits students explore the morals and values central to each religion, which in turn will contribute to their personal development, well-being and understanding of community cohesion and promotion of mutual respect and tolerance within our diverse British society.

Religious education plays an important role in preparing students for adult life, employment and lifelong learning. It helps young people become successful learners, confident individuals and responsible citizens.

With religion and religious issues frequently topping the news agenda, religious education has never been more relevant. We at Mark Rutherford School understand that it is an important subject for everyone, not just because of its significance in current world affairs, but because it links so strongly onto many subjects and topics of conversations; for example music, art, history, politics, social and cultural issues, global economics. In addition a good understanding of society's religious heritage underpins much of the English Literature students will study throughout the Key Stages.

At the very least a religious education provides all students with some of life's greatest skills valued by all employers; Lateral Thinking, Social, Cultural and religious tolerance. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination within our school and local community.

The Science Department

Science is a popular subject at Mark Rutherford at all levels. There is an emphasis on active learning through practical work, and students enjoy learning about science in context. We are committed to offering our students a wide range of extra-curricular activities to enhance their learning and raise their awareness of career opportunities through science clubs, visits and STEAM activities in school.

There are 14 science teachers and students are taught Physics, Chemistry and Biology by subject specialists. The Department is well resourced for practical work and there is a large central prep room staffed by 4 technicians.

There are 11 laboratories in the Science Department and a dedicated Sixth Form teaching room. Each lab has a data projector to connect to the teacher's laptop for use with software or the school's ICT network. Seven labs have interactive whiteboards, one lab has a suite of computers and there is a mobile suite of laptops. Use of interactive software and internet applications brings out the relevance of science to everyday life.

Year 7 and 8 students follow a two year condensed Key Stage 3 course. At the start of Year 9, students follow a short programme of skills lessons and then start the Science GCSE course to give more time and flexibility later on. Most students will go on to take Combined Science (double award) in Years 10 and 11, which covers all three sciences. Some students will take the triple award pathway and study for separate science GCSEs in Physics, Chemistry and Biology. All science examinations will be at the end of Year 11.

Numbers studying sciences in the Sixth Form are good, with many students successfully following Physics, Biology and Chemistry A Level courses or the Level 3 BTEC course in Applied Science which is equivalent to an A Level. Each year a good number of students go on to study sciences, medicine or engineering at University.

Learning Support

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best.
- Become confident individuals living fulfilling lives.
- Make a successful transition into adulthood, whether into employment, further or higher education or training

Every teacher at Mark Rutherford School is a teacher of every child including those with SEND. The school uses the **graduated response** as outlined in “The Code of Practice (2014)”. Mark Rutherford School recognises that quality first teaching, differentiated for individual pupils, is paramount for all learners; and the first step in response for pupils who have or may have SEND. Subject specialist teachers are responsible for providing an appropriate and challenging curriculum for all students. Teachers are responsible and accountable for the progress and development of all the students in their classes, including where pupils access support from teaching assistants or specialist staff. To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff via the SEND department.

Teaching Assistants are allocated in departments and will support students to become independent and resilient learners. Interventions are run across year groups to including literacy, numeracy, social skills, Lexia phonics programme and homework support. Parent/carers are encouraged to liaise with the SENDCO and SEND team at Mark Rutherford School to discuss your child’s specific needs.

The Nightingale ASC Centre

Mark Rutherford’s Nightingale ASC Centre is a specialist provision for pupils with Autism that opened in September 2004. The centre provides education for students from Year 7. Students have an Education and Health Care Plan which clearly identifies that they have a diagnosis of Autistic Spectrum Condition as their primary need. Students selected are those who would have difficulty accessing a mainstream class but have the potential to do so for part of the school day if they have a secure base and enough structure is put in place to alleviate stress and its resultant behaviours.

The ASC Centre aims to address the needs of the whole “24 hour child”. It tries to create the right balance between interaction and “space” from social demands; between meeting new challenges and staying in “comfort zones”. The Nightingale Centre aims to be an inclusive part of Mark Rutherford as is possible, following main school policies to create a consistent approach for students.

The Raising Achievement Centre

The Raising Achievement Centre (RAC) is a supportive environment in which students are encouraged, motivated and inspired to try their hardest. The RAC exists to support Mark Rutherford’s school improvement priorities of raising attainment for all and addressing any student underperformance. We are here to ensure all students are provided with the best opportunities to succeed at Mark Rutherford. We are open from 8am until 4pm every day during term time and the support offered is tailored to the individual needs of the student, such as coursework completion, phased re-integrations, one-to-one sessions, mentoring or support to catch up with missed class work.