



SPRINGFIELD SCHOOL 

Open Evening  
29th September 2021



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# Headteacher's Welcome

Dear Year 6 Pupil and Family

Thank you for taking the time to visit Springfield School this evening. We hope that you enjoy the opportunity to look around the school campus and see our facilities.

Safeguarding the welfare of our staff, students and visitors is of paramount importance to us, and so I would politely ask that you observe the measures that are in place to reduce the risk of COVID-19 transmission this evening. We are expecting many visitors to the school for the event and so need families to follow the tour and keep moving to the next area to avoid crowding and congestion wherever possible, please. Our staff are happy to talk with you, but will be trying to maintain a sensible distance at all times.

This booklet contains an overview of what is taught in our different subject areas, which we hope you find of interest. Further information about the school, including a number of short films about the key subjects, is available on our website.

With kind regards

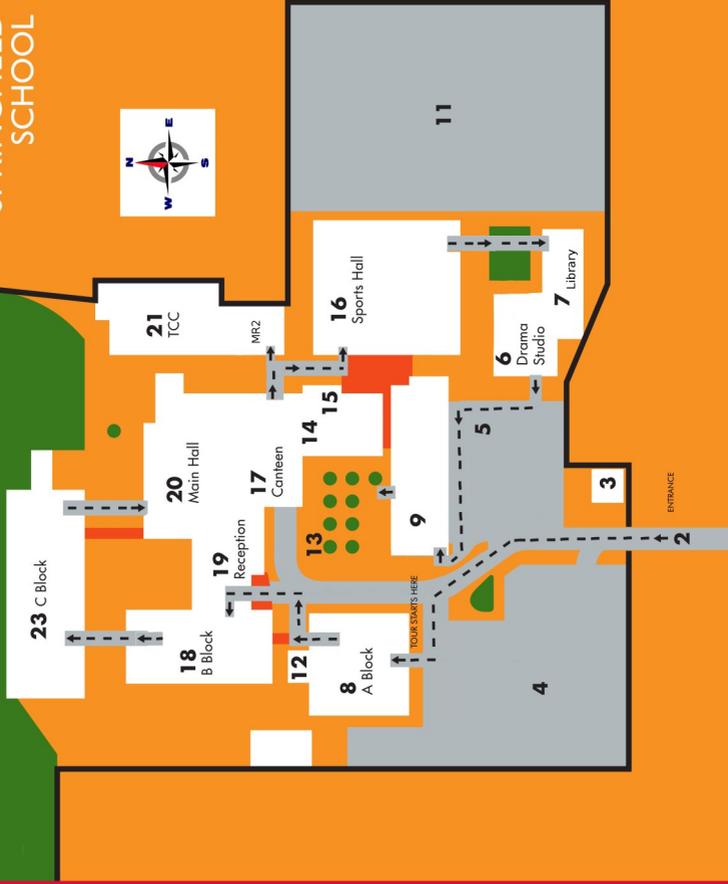
Ms S F Spivey  
Headteacher

# Site Map

- |                         |     |                                 |    |
|-------------------------|-----|---------------------------------|----|
| Library                 | 7   | MFL                             | 23 |
| Canteen                 | 17  | Music                           | 21 |
| Car Park                | 4,5 | PE                              | 15 |
| Central Road            | 1   | Professional Development Centre | 23 |
| Courtyard               | 13  | Reception                       | 19 |
| Drama Studio            | 6   | Scholars' Walk                  | 2  |
| English                 | 23  | Science                         | 8  |
| Estate Manager's Office | 12  | Sports Field                    | 24 |
| Food Technology         | 23  | Sports Hall                     | 16 |
| Humanities              | 18  | TCC                             | 21 |
| ICT                     | 23  | Technology                      | 9  |
| Learning Centre         | 23  | Tennis Courts                   | 11 |
| Learning Support        | 14  | The Lodge                       | 3  |
| Main Hall               | 20  |                                 |    |
| Mathematics             | 23  |                                 |    |

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 SPRINGFIELD SCHOOL



1 Central Road

# Route

Enter A Block (north); ascend the stairs (north) to the 1<sup>st</sup> floor to **Science** (A11)

Descend the stairs (south) to the ground floor to **STEM** (A01, A02)

Exit A Block (south) and make your way to **Reception**

Exit Reception (east); ascend the stairs (north) to the 1<sup>st</sup> floor to **Art & Photography** (B12, suite, B14)

Descend stairs (south) to the ground floor to **Humanities** (B01) – Geography, History, Religion, Philosophy and Ethics

Follow the B-Block corridor outside and into C-Block

Ascend the stairs (east) to the 1<sup>st</sup> floor to **Food Technology** (C16) then into **Textiles Technology** (C15)

Ascend the stairs (east) to the 2<sup>nd</sup> floor to **IT/Computing** (C25)

Move along the corridor to **Modern Foreign Languages** (C28)

Descend the stairs (central) to the 1<sup>st</sup> floor to **English** (C10, C19)

Descend the stairs (west) to the ground floor to **Mathematics** (C08)

Exit (via C08) across to the main hall to **PE**

Ascend the stairs (west) to view the **Canteen** (right); and **Learning Support** (SEND) area (opposite), Amanda Tickle, the Local Offer Participation Officer will be available in B03

Exit the building and cross to **Music** (TCC, MR2)

Exit (via MR2) and proceed towards the covered walkway to **PE** (sports halls); ascend the small stair case and walk through the sports hall

Exit the sports hall (north) and enter the **Library** (west door), PCC Admissions representative will be available in the Library; exit (east door) and enter the **Drama Studios**

Walk along the pavement to **Design and Technology** (DT1, DT2) (east); exit (south)

Return to car park

END OF ROUTE



# Art



## Aims

- To promote a sense of purpose, achievement and fulfilment in artistic expression
- To develop awareness of and respect for individual preferences and interests in style
- To promote the development for the capacity for imaginative and original thought
- To create an understanding of the contribution art makes to the visual environment
- To teach the skills necessary to develop an idea through to completion
- To provide an environment where exploring, experimenting and discovering are the fundamental curiosities required to learn

# **Curriculum and Learning**

## **Years 7 and 8**

Pupils learn the basic skills of drawing and painting whilst developing a subject specific vocabulary. They will learn about other artists and will be able to discuss their own work and that of other pupils. They will gain confidence and will be encouraged to work independently on their own art work.

## **Years 9, 10 and 11**

The GCSE Art and Design and Photography AQA course consists of a portfolio of work (60%) and a 10 hour externally set task (40%). Pupils are encouraged to develop their own personal style and develop their painting, drawing and photographic skills, reinforcing this by cross referencing artists and photographers.

During Year 9 pupils are given a structured foundation year covering all of the painting, drawing, photographic and research skills that they need to develop their ideas to maximise the best possible outcomes.

Year 10 pupils will work on theme based projects which encourage pupils to experiment with a wide range of media and techniques. Developmental work will be presented in sketchbooks with a final piece.

## **Facilities / Resources**

A newly refurbished department with computer suite for photo editing.

## **Enrichment**

There are a variety of opportunities that operate throughout the year from the House competitions to GCSE workshops and Period 6 provision.

# Drama



## Aims

- To promote understanding of theatre as an art form
- To develop interpersonal skills, including: self-confidence, communication, cooperation and collaboration, commitment
- To develop pupils' expressive skills, including imagination, creativity, presentation, working independently
- To enhance a specific group of study skills, involving: observation, research, concentration, evaluation, structured writing, critical reflection

## **Curriculum and Learning**

Our units of work are carefully built up to provide progression and continuity through the age ranges.

### **Years 7 and 8**

All pupils experience timetabled Drama in the first two years of the school. In these classes emphasis is placed on the development of confidence, concentration and physical control; freeing the imagination; and the importance of productive co-operation with others. Basic dramatic skills are taught through practical exercises and all pupils are encouraged to explore the challenges of improvisation and performance, as well as the nature of effective communication in the theatre.

### **Years 9, 10 and 11**

Drama is available as a GCSE option. Pupils follow the Edexcel syllabus, undertaking a series of group practical assessments. Recent examples include: devised pieces based on World War I, technology, ghost stories and scripts such as Blood Brothers and The Woman in Black. In addition pupils are taken to a number of live theatre productions in preparation for a written paper at the end of the course.

### **Facilities / Resources**

The drama department is accommodated in a purpose built drama suite. This facility incorporates a green room, props store, 2 large studios for engaging in drama activities and a computer suite.

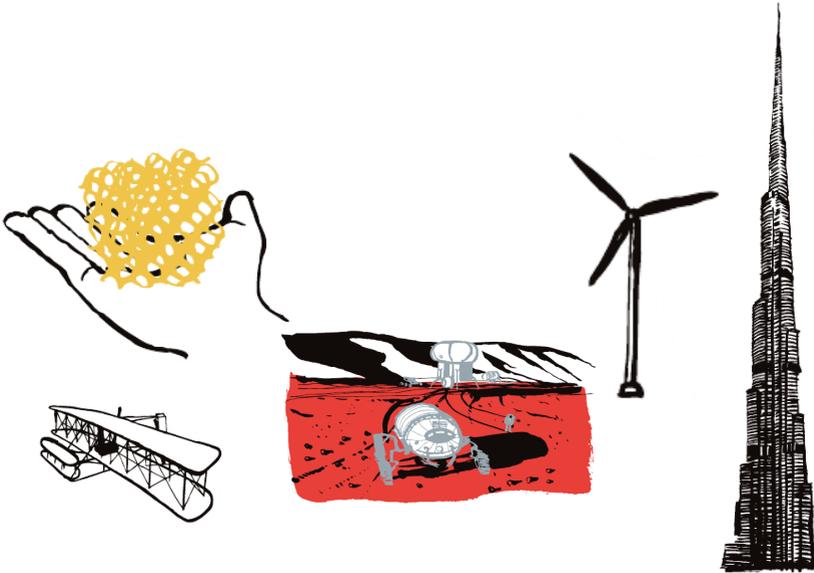
In addition to the drama suite, resources include:

- Access to a wide range of plays
- Access to iPads for recording performances and capturing images
- Access to computers
- Digital cameras and digital camcorders
- Resources on the VLE
- Lighting and sound gallery

### **Enrichment**

- Drama Club
- London and local theatre trips
- Visiting theatre companies

# Design & Technology



## Aims

- For our pupils to be proud of their work and create innovative outcomes that are of a high quality
- To provide pupils with a creative insight by allowing them to experiment with a range of materials and tools including modern technology such as 3D printers and laser cutters
- To allow pupils to experience the world of design at ever increasing levels of complexity and difficulty through a variety of projects to engage and enthuse them

## **Curriculum and Learning**

A combination of the 3 'traditional' areas: Resistant Materials, Electronics and Graphic Design.

A more modern and forward thinking course that is cascaded down from Product Design GCSE. We have found that this is a perfect stepping stone for anyone looking to go into design or a future career that draws on/ requires practical skills.

Alongside this, we incorporate elements of STEM (Science, Technology, Engineering and Maths) through day-to-day classroom teaching, challenge days and visits out of school.

### **Years 7 and 8**

Pupils build up a sound skills and knowledge base working through at least 6 different projects over 2 years. They will have experience of the design studio and workshop settings and understand what can be made with different tools and materials. Example projects include: pewter casting, tilting mirror, sustainable clock and solar toy.

### **Years 9, 10 and 11**

The Product Design course culminates in a 2 hour exam at the end of Year 11, preceded by 3 terms of Non Exam Assessment during which pupils will complete a 'design and make' according to the iterative design process.

During Year 9 and 10 we allow pupils more freedom to choose their materials and tools, when working towards a contextual brief, based on what they have learnt in Key Stage 3 but also giving them time to experiment and make mistakes if necessary. This approach is structured enough to ensure that all elements of the exam specification are met, whilst granting a certain amount of flexibility and freedom in their work. Example projects include: storage solution, phone holders, Memphis lasercut jewellery and lamps.

### **Facilities / Resources**

Pupils will have access to a wide range of equipment and resources, including: traditional hand and electric tools, soldering irons, PC suites, laser cutter and 3D printers.

### **Enrichment: Engineering Clubs and competitions**

There are a variety of clubs that run throughout the year from Science, Technology, Engineering and Maths (STEM) club to design and technology activities, working with STEM ambassadors and the University of Portsmouth. We also offer controlled assessment support after school.

# English



## Aims

- To ensure that all pupils are effective communicators, prepared for life beyond Springfield School
- To develop a positive attitude towards all aspects of the English curriculum, encouraging enjoyment and fostering confidence and perseverance in reading and writing
- To challenge each pupil to achieve their potential, to promote a sense of satisfaction and accomplishment when achievable goals are met and to ensure realistic progress

## **Curriculum and Learning**

Pupils spend 4 hours per week with us. They experience the English Curriculum through a wide range of independent and creative activities in order to hone their reading, writing and verbal skills.

We do not rely on any one published course but rather use the best ideas from a great variety of sources specifically chosen to suit the needs of our pupils.

### **Years 7 and 8**

The English curriculum builds on the work covered in junior schools. Liaison with our feeder schools helps us to ensure that pupils continue to make progress. Creative approaches to key skills in reading and writing are embedded within the schemes of work at Key Stage 3.

### **Years 9, 10 and 11**

We use AQA English Language and English Literature at GCSE. Pupils will be working towards terminal examinations at the end of Year 11, with the emphasis being placed on higher order skills of analysis and creative writing styles. Pupils will be expected to read challenging whole texts from Shakespeare plays to 19th century novels. We encourage pupils to purchase their own copies for annotation and revision at home.

## **Facilities / Resources**

The English Department is situated on the middle floor of 'C' block. We have a wide range of reading books to engage and challenge our readers. Additionally, we have our own class set of Chromebooks for pupil use.

## **Enrichment**

- Participation in National Poetry and Creative Writing Competitions
- Cross-curricular after school clubs
- Theatre trips
- Intervention and revision sessions

# Food Preparation & Nutrition



## Aims

- To ensure pupils take pride in their preparation and the practical work they carry out in Food Nutrition and Preparation enabling them to establish well planned outcomes that are of a high quality
- We encourage all pupils to experiment with a range of ingredients, textures, themes and presentation dishes as well as the use of specialist equipment
- To allow pupils to secure understanding into health, diet and nutrition. Enabling them to plan and create meals from sustainable sources
- Pupils build their confidence to experiment with a range of ingredients, textures, themes and specialist equipment. Enabling them to plan and create meals from a sustainable source and fully understanding the function of all ingredients.

## **Curriculum and Learning**

This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition. Food preparation skills are integrated into five core topics: food nutrition and health, food science, food safety, food choice and food provenance. Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.

### **Years 7 and 8**

Pupils build up and strengthen their understanding of a range of ingredients. They are encouraged to explore texture, taste, flavour and meal ideas whilst having the opportunity to prepare and make a range of savoury dishes from sustainable sources. Pupils will be introduced to the procedures and protocol of working in a practical environment in order to use and explore equipment and ingredients confidently. Example dishes include: scones, Bolognese, bread and pizza.

### **Years 9, 10 and 11**

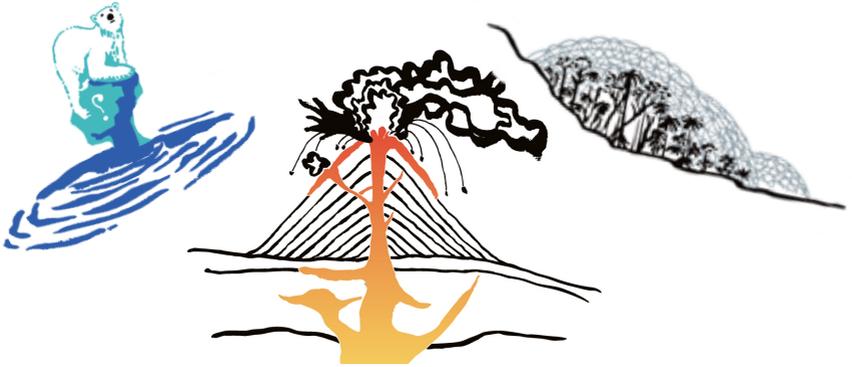
The Food Preparation and Nutrition GCSE is comprised of two controlled assessments and a written exam which takes place in Year 11. Food Investigation is 15%, Food Preparation is 35% and the final paper exam is 50%.

During Year 9 and 10 we allow pupils more freedom to choose their recipes, ingredients and techniques, when working towards a set brief, based on what they have learnt in Key Stage 3 but also giving them time to experiment and problem solve if necessary. This approach is structured enough to ensure that all elements of the exam specification are met, whilst granting a certain amount of flexibility and leeway in their work. Example dishes include bread making, pastry making, sauces, pasta making and planning for a specific target market. In Year 10 pupils will have a mock controlled assessment in preparation for the real thing.

### **Enrichment**

There are a variety of clubs that operate throughout the year from Food Club to Controlled Assessment catch up and intervention.

# Geography



## Aims

- To actively engage in the process of geography to develop as independent learners with enquiring minds
- To develop pupils' knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world
- To develop a framework of spatial awareness in which to appreciate the importance of the location of places and environments ranging from local to global
- To appreciate the differences and similarities between people's views of the world, its environments, societies and cultures
- To develop pupils' responsibilities as global citizens and enable them to recognise how they can contribute to a future that is both sustainable and inclusive
- To develop and apply pupils' learning to the real world through fieldwork

## **Curriculum and Learning**

A wide range of teaching techniques are used to deliver the National Curriculum requirements for Geography.

From the beginning of Year 7 pupils are encouraged to adopt an 'enquiry' approach to their learning. This helps them to develop an interest in the subject, encouraging them to ask questions and to offer solutions to a range of geographical issues.

### **Years 7 and 8**

Pupils follow the National Curriculum at Key Stage 3. The topics covered are on a local, national and international scale using case studies to contextualise learning.

### **Years 9, 10 and 11**

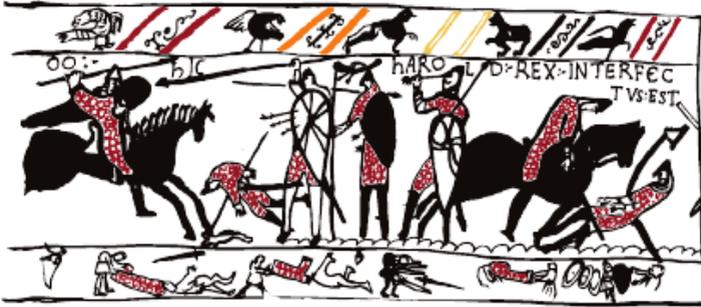
From Key Stage 3 the study of Geography develops an understanding of a complex and dynamically changing world. It aims to build an understanding of how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on pupils' own experiences to investigate a rich variety of places.

### **Enrichment**

Fieldwork is a vital part of understanding key geographical themes and is offered at both key stages:

- Year 7 - River Meon/Hayling Island
- Year 8 - The Sustainability Centre
- Year 9 - Natural History and Science Museum
- Year 10 - Naples or Osmington Bay and Southsea

# History



## Aims

- To inspire all pupils to find out about our past and how that impacts on our present
- To challenge interpretations and misconceptions of events surrounding our past
- To reflect on our past to make sense of our present

## **Curriculum and Learning**

The pupils will use a variety of sources to investigate and access the past, while discovering the twists and turns of the mysteries behind it.

### **Years 7 and 8**

At Key Stage 3 we travel through time looking at key events and themes that have changed and shaped our world. Pupils will follow the History National Curriculum going from 1066 and the Battle of Hastings to the 20th Century and the Cold War.

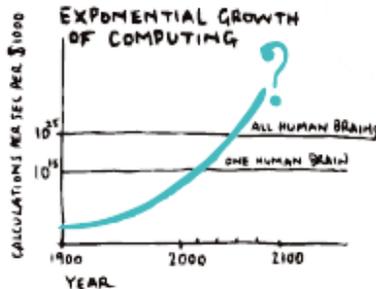
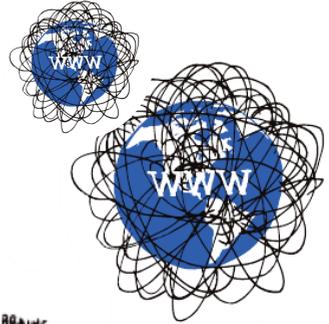
### **Years 9, 10 and 11**

Pupils who opt to study history at GCSE will begin with a foundation course preparing them with the skills needed for History GCSE, while studying some fascinating events in history such as a local study of the Mary Rose. Pupils will then study for their GCSEs with their exams in the summer of Year 11. They will study medicine over time, an in-depth study of Nazi Germany, the inter war years and a British study of Norman England.

### **Enrichment**

- Mary Rose trip
- Extra Curricular trips such as the First World War Battlefields

# Computing & IT



## Aims:

- To become confident and independent users of information technology and authors of computational tools (i.e. software)
- To develop techniques and methods for solving problems; achieving computational thinking skills that are transferable to all areas of life
- To embed in pupils a respect for technological change and the impact this has on our daily lives and on our future

# **Curriculum and Learning**

## **Years 7 and 8**

In Key Stage 3 pupils will study the Computing Programme of Study incorporating an integrated IT/Computing curriculum. They will learn about computer systems and how computers 'talk' to one another. They will learn about networks, data protection and E-safety. Pupils will experiment with vector and bitmap graphics and with digital sound and learn about their binary representation. Spreadsheets are studied and cross-linked with computational logic thinking. Pupils will study coding using Scratch and Python to develop their computational thinking skills and HTML/CSS to gain an understanding of web design.

## **Years 9, 10 and 11**

Pupils at Key Stage 4 will have the option to study GCSE Computer Studies from Year 9. The GCSE includes a practical coding exam using the Python language as well a written theory exam. Theory elements include the CPU, software and hardware, storage and memory devices, and binary/hexadecimal conversions, networks and system security.

All pupils at Key Stage 4 will continue to study Information Technology in Year 9 and 10. These lessons will focus on developing practical software skills and mastering some of the most commonly used applications in the working world.

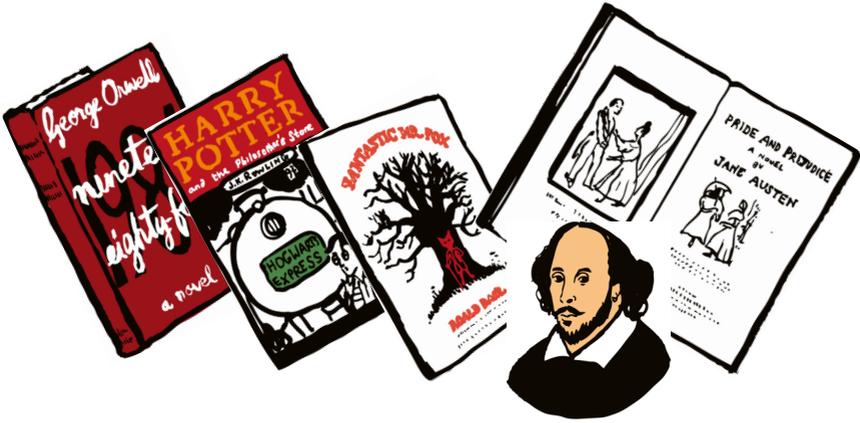
## **Resources/Facilities**

- 3 dedicated computer rooms with a range of software
- Robots, 3D printers, vinyl cutters, digital cameras
- VLE with all lessons and resources uploaded and accessible from school/home.

## **Enrichment**

Pupils are able to use the computer rooms at lunchtimes and after school throughout the week either to enhance their learning or for support and guidance.

# Library



## **Aims:**

- To encourage pupils to read and develop a love of literature
- To provide a wide range of fiction titles to promote reading for pleasure and participation in the Accelerated Reader scheme
- To support pupils with their learning and help them achieve in all subject areas through the use of a variety of non-fiction books for information and research
- To assist pupils with their future education and career choices with a selection of relevant publications

## **Curriculum and Learning**

### **Years 7 and 8**

Every Key Stage 3 English class has regular timetabled lessons in the Library.

The 'Accelerated Reader' scheme is used to motivate and monitor the performance of every individual pupil in Year 7 and 8, helping them to develop reading as a vital life skill.

### **Years 9, 10 and 11**

- Subject specific revision guides and support material
- Information on post-16 options including local colleges, apprenticeships and training opportunities, universities, career choices and interview guidelines.

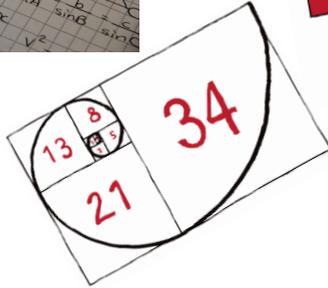
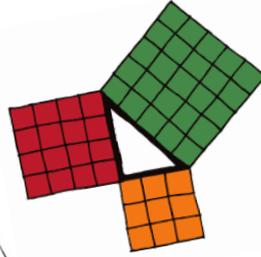
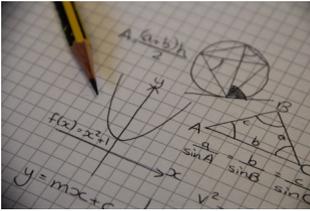
### **Facilities / Resources**

- A variety of fiction and non-fiction books
- Newspapers
- Chromebooks for AR quizzing
- Careers information.

### **Enrichment**

- Year 7 and 8 Literature Quiz
- Year 8 and 9 Portsmouth Book Award Events
- Author visits
- The Summer Reading Challenge
- Seasonal events and topical displays
- eBook loans available
- Library Web App on Springfield VLE.

# Mathematics



## Aims

- To develop a positive attitude towards Mathematics, encouraging enjoyment and fostering confidence and perseverance
- To challenge each pupil, promote satisfaction and accomplishment when achievable goals are met and ensure realistic progress
- To enable pupils to acquire mathematical skills and knowledge and use and apply them confidently, accurately and effectively in other curriculum areas as well as in everyday life
- To promote an appreciation of Mathematics itself and provide a firm foundation for appropriate further study

## **Curriculum and Learning**

Pupils in Key Stage 3 spend 3 hours per week with us and 4 hours during Key Stage 4. They will experience the Mathematics National Curriculum through a wide range of practical, investigative, oral, written and problem solving activities.

We do not rely on any one published course but rather use the best ideas from a great variety of sources specifically chosen to suit the needs of our pupils.

### **Years 7 and 8**

The Maths curriculum builds on the work covered in junior schools and focuses on developing essential number and algebra skills required for GCSE Mathematics.

### **Years 9, 10 and 11**

We use the Edexcel GCSE (9-1) Mathematics scheme for GCSE. Pupils will sit three equally-weighted examinations at the end of Year 11 (two calculator papers and one non-calculator).

## **Facilities / Resources**

- The department is staffed by 10 Mathematics specialist teachers
- Year 7 Breakfast Club numeracy support
- Access to a wide variety of online resources — Hegarty Maths and Pinpoint Learning for Key Stage 4.

## **Enrichment**

- Participation in National Mathematics Competitions
- Access to advanced qualifications for able mathematicians
- Themed units of work and project task



## **Curriculum and Learning**

Pupils experience the Modern Foreign Language Curriculum through a wide range of practical, oral, written and comprehension activities. We draw upon trusted courses and other sources, such as text, songs and poems in the target language; all our resources are selected to challenge, inspire and support each and every pupil.

### **Years 7 and 8**

The variety of MFL provision in junior schools means that we assume no prior knowledge. Pupils make rapid progress during Years 7 and 8. Each pupil is given a personal target for the end of each year in addition to an end of Key Stage 4 target which will be in line with their targets across the curriculum.

### **Years 9, 10 and 11**

All pupils study their timetabled language at Key Stage 4. They will sit 4 GCSE exams at the end of Year 11. Bilingual pupils may also choose to sit a second foreign language where available.

### **Facilities / Resources**

- A suite of 5 classrooms, each equipped with an interactive white board
- A wide range of resources to suit all abilities
- Bi-lingual dictionaries
- Engaging digital resources to enhance our curriculum

### **Enrichment**

- Participation in language competitions
- Opportunity to visit the country of the language studied

*"With languages, you are at home anywhere"*

*Edward de Waal*

*"You live a new life for every new language you speak.  
If you know only one language, you live only once."*

*Czech proverb.*

# Music



## Aims

- To develop pupils' skills, knowledge and engagement in music through performing, composing and listening, ensuring all pupils make good progress in these areas
- To build confidence and resilience when learning or practising new musical skills and foster enjoyment of musical achievements through active participation
- To offer all pupils the opportunity to make and share music with others in extra-curricular and class based activities

## **Curriculum and Learning**

Learning is based around the practical experiences of playing, singing, composing and listening to a wide variety of musical styles. Pupils aim for increasing accuracy in performing skills and express themselves creatively in composing and improvising work. Listening and topic work provides a framework for building knowledge and understanding of the elements of music such as pitch, duration, tempo and dynamics.

### **Years 7 and 8**

Pupils have a 1 hour music lesson each week. The curriculum includes a range of topics such as TV/film music, programme music, variations, dance music and other popular music styles. Instrumental, vocal, rhythm, improvisation and composing skills are developed and supported by listening tasks. Pupils are encouraged to read and write music using staff notation and graphic scores.

### **Years 9, 10 and 11**

Pupils follow the Eduqas Music GCSE syllabus and have 2 hours a week in Years 9 and 10 and 3 hours a week in Year 11. Practice tasks in performing and composing are carried out throughout the course. A wide variety of works are studied to allow pupils to gain a wider understanding of more musical styles and traditions including western classical music, popular genres and film music. All Year 9 pupils experience a shorter course of music lessons as part of a Personal Development Learning carousel. The aim of these lessons is for pupils to learn about multicultural musical styles and traditions. These lessons are in addition to the GCSE Music lessons.

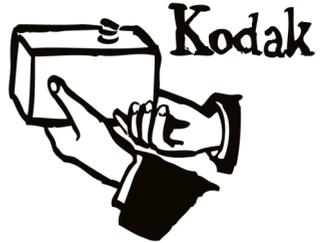
### **Resources / Facilities**

The music department comprises two well-equipped classrooms, each with high quality audio facilities, PC access and a selection of keyboards, pianos, guitars and percussion instruments. Several practice rooms allow for small group work to take place effectively. Music activities also take place in the larger space of the 'TCC' hall.

### **Enrichment**

- Vocal music groups, instrumental ensembles, bands, concerts, workshops and competitions.
- Peripatetic instrumental and vocal tuition from visiting tutors in: woodwind (flute/saxophone/clarinet), violin, keyboard/piano, brass, guitar and drum kit and singing.

# Photography



## **Aims:**

- The GCSE in Photography is designed to give you an understanding of the skills and techniques needed to take successful photos
- To teach you that photography as a visual art form like drawing and painting
- To make you see life in a different way, feel emotions and record stories and events visually
- To develop the ability to analyse photographs using specific language and develop your own point of view towards other artists' and photographers' work.
- This course will help you interpret the world around you
- You will build a portfolio of work to show your development through the course and exam

## **Curriculum and Learning**

### **Years 9, 10 and 11**

The GCSE Photography course is designed like a 'foundation art course', and is based on developing a series of projects with an emphasis on practical photography and image manipulation skills. Students will gain an introduction into a wide range of the techniques and process involved in digital photography and editing. Topics are designed to encourage students to cover a broad range of styles, and allow them to be diagnostic in their approach to finding their own style.

Projects in Year 9 include learning about the 'formal elements' of photography such as 'Tiny Worlds' and shoe house manipulation. Year 10 projects include 'Distort & Destroy' portrait project and B-movie posters. In Year 11 we encourage a more open themed project such as 'Light and Dark' and 'Strange and Fantastic' so that students develop their own interpretations on a starting point. This will ensure they can build their own manner of working before their exam which will take place over a 12 week period.

The coursework represents 60% of their final grade and will be worked on all the way through Year 9 to Year 11. The exam represents 40% and will be started halfway through Year 11. The exam board is AQA.

### **Facilities / Resources**

B12 photography room with a range of props and lighting provisions. A suite of brand new computers including a stand alone room housing 18 computers, iPads and a range of DSLR's.

### **Enrichment**

Period 6 is available during the week for pupils to make use of the ICT room and improve their portfolio. Extra workshops will be available to experiment with props, lighting and more in depth photoshoots using the Digital SLRs.



## **Curriculum and Learning**

### **Years 7 and 8**

During Year 7 and 8 pupils will have the opportunity to become more expert in their skills and techniques and learn how to apply them in different activities. Pupils will learn what makes a performance effective and will have opportunities to show initiative and make decisions for themselves about what to do to improve performance. They will also start to identify the type of activity they prefer and take a variety of roles such as a leader and official. Pupils will use ICT effectively to enhance their performance and that of others.

### **Years 9, 10 and 11**

Pupils have the opportunity to gain Physical Education qualifications and sports coaching experience. They will be able to tackle complex and demanding activities, applying their knowledge of skills and techniques to achieve a more effective performance and can decide whether to get involved in 'competitive' or 'performing' activities. They will have a better understanding of personal fitness and how to train for specific activities out of school and in later life. Pupils can decide on which roles suit them best including performer, coach, choreographer, leader and official.

### **Facilities / Resources**

- Two sports halls, main hall and multi activities hall
- Netball and tennis courts
- 400m athletics track
- Rugby, football and cricket pitches
- Fitness Suite

### **Enrichment**

A vast range of extra-curricular clubs are available throughout the year. Football (girls' and boys'), rugby, netball, basketball, cricket (girls' and boys'), rounders, badminton, hockey and athletics. Pupils can join them for recreational fun or try out for school teams that perform in local, county and national competitions.

# Religion, Ethics and Philosophy



## Aims

- To enhance spiritual, moral, social and cultural development
- To develop awareness of the ultimate questions of life raised by human experiences, and of how religions can relate to them
- To respond to ultimate questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience

## **Curriculum and Learning**

### **Years 7 and 8**

In Key Stage 3 Religion, Ethics and Philosophy (RE&P) pupils study several religions including Sikhism, Christianity, Islam, Judaism and Buddhism. Additionally they will explore symbolism, religious attitudes to the environment as well as the opportunity to design a religion at the end of Year 8.

### **Years 9, 10 and 11**

Pupils at Key Stage 4 study content from the AQA GCSE. Topics covered include: Beliefs and Teachings, Religious Practices, Crime and Punishment, Peace and Conflict, Religion and Life as well as Relationships and Families. Pupils debate key issues within these topics and complete a range of engaging tasks, both in Religion, Ethics and Philosophy and Personal Development Learning.

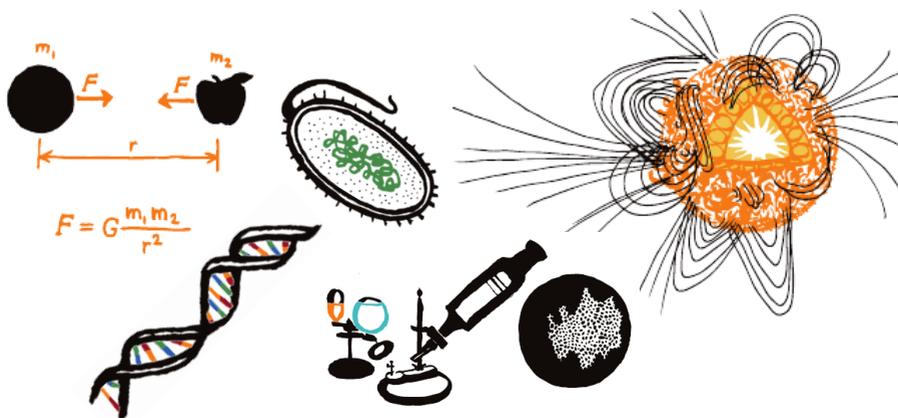
### **Resources/Facilities**

- Computer rooms (for project based end of unit tasks)
- Course textbooks on Philosophy and Ethics
- A wide range of PowerPoint resources are used in all lessons.

### **Enrichment**

Check out Miss Forrest's Philosophy and Film club in which we debate issues from a host of films including racism, sexism and questions about life!

# Science



## Aims

- To engage the pupils through an exciting and challenging curriculum
- To enable pupils to gain practical skills so that they are able to work independently, confidently and accurately to collect data that they can then analyse and evaluate
- To develop a love of learning science which makes pupils inquisitive about the world around them and the implications of scientific developments and discoveries for our society
- To provide a solid foundation in all aspects of science which allows pupils the opportunity to either study science further or continue to have an interest in the science around them

## **Curriculum and Learning**

Pupils spend three hours per week with us in Years 7 and 8, four hours per week in Year 9 and 10 and this moves to 5 hours per week in Year 11. All courses are taught as a balance between practical and theory lessons which have been designed by our highly skilled team of teachers.

### **Years 7 and 8**

The science curriculum encompasses elements of biology chemistry and physics. Pupils are taught in mixed ability tutor groups initially and later set according to ability to best meet their needs.

### **Year 9**

This is a foundation year for GCSE where pupils develop the skills and understanding necessary to make expected progress through the curriculum. At the end of Year 9 pupils will be asked for a preference between double and triple Science GCSE. Taking their preferences into account pupils will then be placed into their sets for their GCSEs.

### **Years 10 and 11**

Pupils will follow either separate (3 GCSEs) or combined science (2 GCSEs). All pupils will cover aspects of biology, chemistry and physics.

### **Facilities / Resources**

- 9 fully equipped science laboratories
- 50 Chromebooks connected to Wi-Fi
- Vast range of practical resources

### **Enrichment**

- Science club

# SEN/D



## **Aim**

To ensure the best possible provision across the curriculum for all pupils with special educational needs and disabilities in order to maximise their abilities and enable them to make good progress.

## What We Do

### **Curriculum and Learning**

- Withdrawal opportunities
- Homework Club
- Phonic support
- Comprehension
- Handwriting skills
- Basic literacy and numeracy boosters
- Study skills
- Expressive language
- Language of Maths
- Functional skills in English/Maths KS4

### **Facilities / Resources**

- In-class support
- Withdrawal sessions
- 1:1 coaching
- Examination concessions and access arrangements where applicable
- 3 to 5pm provision
- Part-time timetable support

### **Enrichment**

Members of the department support pupils with SEN/D at after school clubs as well as on trips and residential visits.

# Textiles



## Aims

- We want our pupils to take pride in their work in order to develop and establish innovative outcomes that are of a high quality
- To provide pupils with a structured yet creative insight into the textiles industry. Pupils build their confidence in order to explore a vast range of techniques and processes. We encourage all to experiment with a range of materials, textures, themes and tools including modern technology such as computerised sewing machines and the laser cutter
- To allow pupils to experience the world of textile design, acquiring key skills through a variety of projects to engage and enthuse them

## **Curriculum and Learning**

Exploring areas of design, development, making and evaluating.

Textiles is a traditional and popular course. We have found that this is a perfect stepping stone for anyone looking to go into fashion or textile design or any design based career.

### **Years 7 and 8**

Pupils build up and strengthen their design and technical knowledge and have the opportunity to design and make a range of sustainable and innovative products. Pupils will be introduced to the procedures and protocol of working in a practical environment in order to use and explore equipment confidently. Example projects include: pencil case/phone case/bag/cushion and 'ugly dolls'.

### **Years 9, 10 and 11**

The Textile Design course culminates in a 2 hour exam at the end of Year 11, preceded by 2 terms of Controlled Assessment in which pupils will complete a design and make task set by the Eduqas WJEC exam board.

During Year 9 and 10 we allow pupils more freedom to choose their patterns, materials and techniques, when working towards a set brief, based on what they have learnt in Key Stage 3 but also giving them time to experiment and problem solve if necessary. This approach is structured enough to ensure that all elements of the exam specification are met, whilst granting a certain amount of flexibility and leeway to the pupils in their work. Example projects include: the two piece, dress making, pattern cutting and upcycling.

### **Enrichment**

There are a variety of clubs that operate throughout the year from Textiles Making Club to Controlled Assessment catch up and intervention.

'Pupils are happy and safe at this school. They behave well in lessons and around the school...They know that their teachers expect them to try their best, behave well and wear their uniform smartly. Pupils work hard in lessons and persevere with difficult work. Teachers ask them to think hard and answer difficult questions. Pupils achieve well at the school.'

Ofsted 2019



# Notes

## Further Information

To view our films about the school, including the Headteacher's welcome, please visit:

<https://springfield.uk.net/index.php/home/school-video>

For general information about admissions please visit:

<https://springfield.uk.net/index.php/admissions>



SPRINGFIELD<sup>®</sup>  
SCHOOL

Central Road, Drayton,  
Portsmouth, PO6 1QY

Tel (023) 9237 9119 Fax (023) 9238 8784

Email [contact@springfield.uk.net](mailto:contact@springfield.uk.net)

Website [www.springfield.uk.net](http://www.springfield.uk.net)

Twitter [@SpfldUK](https://twitter.com/SpfldUK)

[www.springfield.uk.net](http://www.springfield.uk.net)

Headteacher Ms S F Spivey BSc, MA