

Curriculum Information 2025



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The Warblington Curriculum

	Our curriculum should:	Why is this important?	How leaders make this happen
1	Encourage a love of learning and be delivered by staff who are experts in their subject and passionate about the topics they teach.	Students and staff who are well read and passionate about learning and will continue to learn and develop. They will continue to research their own pedagogical practice, modelling that love of learning.	By ensuring time is allocated for departments to work collaboratively. Ensuring experts are appointed into subject areas which are their specialism.
2	Give every student an opportunity to study a broad range of subjects throughout their time at Warblington.	Subject diversity is important to give our students a breadth of knowledge and experience. This should be inclusive and offer the same opportunity for all.	Ensuring the options process takes place at an appropriate time to allow the Key Stage 3 curriculum to be fully taught. Continue to use post-16 data to ensure curriculum meets need
3	Within individual subjects focus on the depth of learning that is relevant to our community and our students.	Less can often be more. Subject areas have thought carefully about what depth means in their subject and how this can be achieved by choosing topics that are relevant to our cohort. These are mapped on their curriculum roadmaps	Curriculum roadmaps show what is to be taught and the depth of student. These are revised each year, with some subjects implementing emergency curricula in response to ongoing gaps post Covid.
4	Prepare our students for GCSE and the wider world BUT not be driven by the demands of GCSE.	Whilst success at GCSE is important, our role is about preparing for post-16. This may be subject specialisms, but this may be a wider knowledge.	Review where students move onto post-16, and ensure that our curriculum allows students access to their course of choice.
5	Be underpinned by knowledge-rich learning that builds with each term and year.	Knowing more and remembering more is the key to success. Our curriculum should be knowledge-rich and staff must have the expectation that core knowledge is remembered. Knowledge needed should be outlined in knowledge organisers.	Knowledge organisers outline what needs to be remembered and skilled retrieval techniques ensure that knowledge is checked regularly.
6	Be mapped out explicitly so that knowledge is transparent for staff, students and parents.	Our curriculum should be fully mapped out and the curriculum roadmaps and highlighted in each area and on our website so that staff can build knowledge, students know where they are headed and parents can support us.	Curriculum roadmaps displayed in corridors and on websites with parents informed of what is being taught to enable them to support at home
7	Allow for key concepts, themes or areas of knowledge to be revisited but not repeated.	Revisiting key areas is crucial to allow students to build their learning. However, this should not be a case of repeating the same content as this is not challenging our students.	All heads of department are subject experts in their area and build curricula which revise and not redo
8	Allow for natural links across subjects to be made.	Subjects can support each other with learning, for example, the physics teams by the knowledge in mathematics, the common thread of British values and careers... These links need to be natural and not forced for their success.	Whole school CPD and also through collaborative projects. Time is allocated for this throughout the year.



Our Curriculum Vision

The curriculum at Warblington School is designed to provide all students with a high-quality education appropriate to their needs, in order to prepare them academically, socially and personally for the opportunities, challenges and responsibilities of further or higher education, employment and adult life.

We believe all our students are entitled to a broad and balanced curriculum that challenges their individual abilities; is relevant to their experience and present needs; is inclusive; has application and value in the world outside the school and promotes traditional British values. The recognition of students as individuals demands approaches to teaching and learning that will engage and enthuse all our young people, including those with special educational needs.

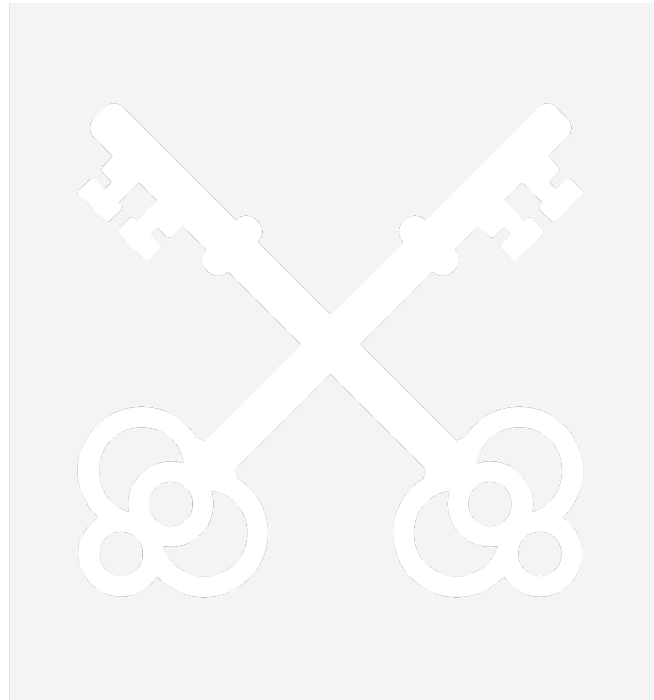


Promoting high quality teaching and learning is the school's highest priority.

Information, communication, new media and digital technologies are integral tools of teaching and learning in all curriculum areas.

Our curriculum therefore aims to:

- provide entitlement to a coherent, broad (meaning a large range of subjects) and balanced (the amount that is given over to each subject) curriculum
- provide a balanced approach to religious education which is broadly Christian but respects and encompasses all major world faiths
- instil in our students a positive disposition to learning and a commitment to learn
- promote and pass on essential knowledge, skills and understanding valued by society to the next generation
- be relevant to our students and prepare them for the here and now, for the next phase of their education, and for their future
- widen horizons and raise aspirations about the world of work and further and higher education
- make our students more aware of, and engaged with, their local, national and international communities
- help students recognise that personal development is essential to wellbeing and success
- allow every student to make the relevant progression from the primary phase to the post-16 phase - particularly in the core areas of English, Mathematics and Science.



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Our Curriculum Offer (As of September 2025)

Key Stage 3
(Years 7, 8 & 9)

- We offer a full range of National Curriculum subjects
- Exciting and Innovative Curricula
- Range of mixed ability groupings and settings
- Mastery curriculum, giving all students the opportunity to achieve the top grades.



Key Stage 4
(Years 9, 10 & 11)

Core subjects

- English Language & Literature
- Mathematics
- Science
- PE
- Religious Studies

Option subjects

- French or Spanish
- History, Geography, RE, Childcare
- Digital Literacy, Computer Science, Business Studies
- Art, Photography, Drama, Catering, Music, Textiles, Dance, DT
- Health & Fitness

Key Stage 4 Options Process

The Options process at Warblington had remained largely unchanged in recent years. However, with the introduction of a broader range of subjects, a renewed focus on aligning EBacc entry rates with similar schools, and a commitment to ensuring students gain the keys they need to succeed beyond Warblington, a new approach was introduced this year

Reviewing the options process from 2023-2024 highlighted that students wanted a wider range of subjects to study. An initial option poll was conducted in Autumn 2024 to understand the needs and wants of the year group. From this poll, it was clear that students wanted a wider set of keys than what was traditionally prescribed by our historic curriculum.

This year students are studying a total of 109 unique combinations of subjects. This shows that, more than ever, students are in the subjects they want to be in, and the subjects they want to succeed in.

Full details of how the Options Process was completely revamped to meet the needs of the students can be found in the Case Studies 2024-25 document on our website

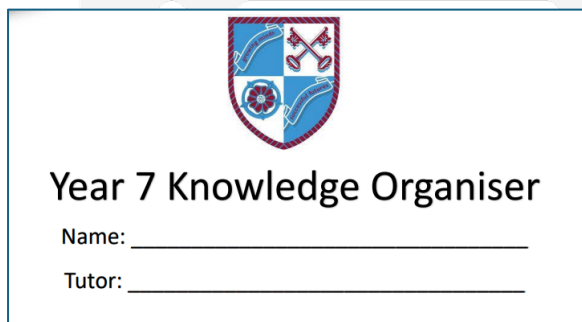


KS3 Assessments

In the academic year of 2024-25, we introduced more formal assessments at the end of each year in Key Stage 3. The rationale for this was to ensure that students begin to practice the process of preparing for a formal assessment process, such as they will face at the end of Year 11. Our work with Key Stage 4 students has shown us that the more familiar students are with the examination process itself, the less they worry about it and are more able to focus on the exam itself, improving their concentration and performance.

In order to help prepare for this, students are provided with Knowledge Organisers, which outlines for them everything that they will be tested on. They are also explicitly taught some simple revision techniques that can be done in school or at home.

An example of this can be seen below and are shared on our website.



How to use your Knowledge Organiser

	Look, Cover, Write, Check	Self Quizzing	Mindmaps	Paired Retrieval	Definitions to key words
Step 1	Look at and study a specific area of your knowledge organiser.	Use your knowledge organiser to create a mini quiz. Write down questions using your knowledge organiser.	Create a mind map with information from your knowledge organiser.	Like self quizzing, use your knowledge organiser to create a quiz.	Write down the key words and definitions.
Step 2	Cover or flip the knowledge organiser over and write down everything you remember.	Cover or flip the knowledge organiser over and answer the questions and remember to use full sentences and key words/keywords.	Add pictures to represent different facts, knowledge. Try to categorise different areas in different colours.	Ask a family member to ask you the questions and tell you which ones you get right and which ones you get wrong.	Try not to use your knowledge organiser to help you.
Step 3	Check what you have written down. Correct any mistakes in a different coloured pen and add anything you missed. Repeat.	Check your answers. Correct any mistakes in a different coloured pen and add anything you missed. Repeat.	Try to make connections that link information together.	Following the quiz, summarise which areas you got wrong and need to revise further.	Use a different coloured pen to check you work and correct any mistakes you may have made.

KS4 Assessments

In the same way that we have introduced end of year assessments at KS3, we have responded to feedback from students and parents around the varying assessments that take place during the GCSE qualifications. A number of subjects now include some form of Controlled Assessment, what might previously have been referred to as 'coursework' as part of the final examination grade.

This is now carefully calendared and shared with the students so that they know well in advance what is coming up. Alongside the Pre-Public Examinations (PPEs) in the Summer of Year 10 and the Spring Term of Y11, there are plenty of opportunities for students to become familiar with the formality of the examination process and for teachers to be able to respond with interventions if students demonstrate that there are gaps in their knowledge or examination skills.

PPE Year 10 June 2025				
WEEK A	Morning Exam 09:00	B P S & P 4	L A f t e r n o o n E x a m 13:40	
Monday 16 th June		English Language Paper 1 (1hr 45 mins)	Maths Paper 1 (1hr 30 mins)	
Tuesday 17 th June	Year 10 Collage Day	Year 10 Collage Day	Year 10 Collage Day	
Wednesday 18 th June	History Paper 1 (1hr 20 mins) RE Paper 1 (1hr 45 mins)	Science - Biology (1hr)	Geography (1hr 30 mins)	
Thursday 19 th June	English Language Paper 2 (1hr 45 mins)	Computer Science Paper 1 (1hr 30 mins) Performing Arts Controlled - Assessment: Music, dance, drama	Maths Paper 2 (1hr 30 mins)	
Friday 20 th June	Sports Week (No year 10 PPE)	Sports Week (No year 10 PPE)	Sports Week (No year 10 PPE)	

Controlled Assessment 2.5-2.6				
DATES	P1 & P2	P3 & P4	Star and P5	
Wednesday 1 st October	Performing Arts - Unit 2, Task 1 (P2) Music & Dance			
Thursday 2 nd October	Performing Arts - Unit 2, Task 1 (P2) Music & Dance			
Monday 6 th October		P3 - Drawing - Unit 1A - Assess how the chosen dishes meet the nutritional needs of the customer showing an understanding of the importance of macronutrients and micronutrients.		
Wednesday 9 th October		P3 - Drawing - Unit 1B Continued: Assess how the chosen dishes meet the nutritional needs of the customer showing an understanding of the importance of macronutrients and micronutrients.		
Thursday 9 th October		P4 - Drawing - Unit 1B - Explain the impact of the cooking methods on the nutritional value of the chosen dishes.		
Tuesday 14 th October				
Monday 20 th October		P5 - Drawing - Unit 2a - Discuss the factors that affected your choice of dishes.		
Tuesday 22 nd October	Performing Arts - Unit 2, Task 2 (P2)			
Wednesday 23 rd October		P4 - Drawing - Unit 1B Continued - Discuss the factors that affected your choice of dishes.		
Thursday 23 rd October	Performing Arts - Unit 2, Task 2 (P2)			



Subject Curricula

Our central aim is to ensure that all students at Warblington School achieve the highest standards of which they are capable. These standards will apply to all that our students do, whether in the classroom, on the sports field, in concert or on stage, or in the extensive range of other opportunities we offer to students at all stages of their education

The achievement and attainment of our students often hinges on how well the lessons or sequence of learning has been considered and planned. An expertly planned lesson is primed for effective delivery that will drive learning and student outcomes.



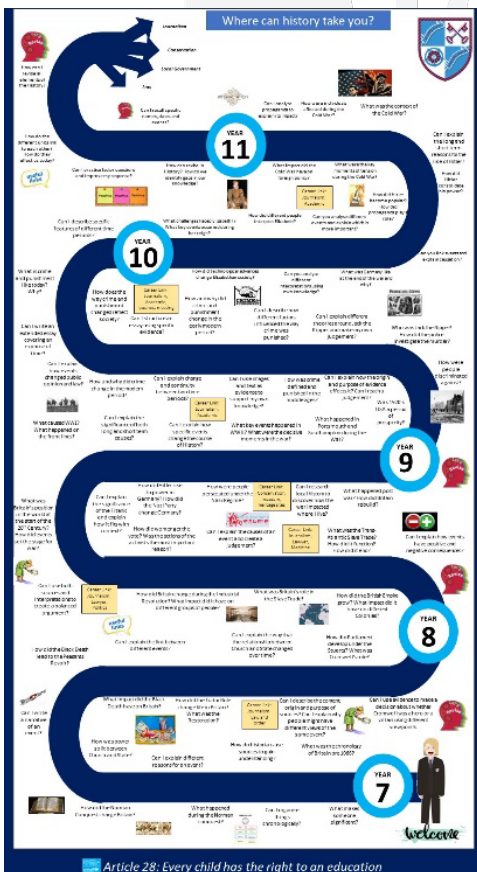
Deep **Subject Knowledge** forms the basis of our planning process and ensures teachers know how to put strategies for 'support' in place (for those needing additional help to secure attainment) and strategies for 'stretch' in place (for those needing additional help to achieve beyond current attainment). Lessons are planned to ensure all learning time is effective and progress is made in line with the learning intent. Over the last three years, individual subjects have mapped the five-year journey of their curriculum. The focus has been on ensuring:

The adherence to the National Curriculum at KS3.

This led to a restructuring of our options process to allow more time to study those topics in depth.



Mathematics programmes of study: key stage 3
National curriculum in England



The sequencing of the learning

Careful identification of prior learning and future learning were also considered. The KS2 curriculum formed the basis for starting points in year 7. This sequencing of content means students are able to build deeper understanding.

Knowledge is key

We have often spoken of knowledge being a 'Jenga' tower – where there are gaps, it leads to the tower becoming unstable. Knowledge organisers are produced for each unit, ensuring that teachers have carefully thought about what the key knowledge that need to be remembered is how this builds in future learning.

Year 11 HT1 Module 8 Un Oeil sur le Monde

The passive is used to talk about things that are done or have been done, will be done, etc. To form it, use être in the appropriate form, followed by a past participle. The past participle must agree with the subject.

present	Le couloir est entretenu . Les hallways are maintained .	Carton à graver The cartons have been marked .
perfect	Le couloir a été entretenu . The hallway has been maintained .	Le carton a été marqué . The carton has been marked .
future	Le couloir sera entretenu . The hallway will be maintained .	Le carton sera marqué . The carton will be marked .

quizlet.com/107348704/environment-flash-cards/

quizlet.com/51446677/les-grands-evenements-flash-cards/

quizlet.com/505473213/le-travail-benevole-flash-cards/



Subject Case Studies: English and PE

Curriculum Leaders are constantly evolving the content that students are taught and the way in which they are assessed to make it more meaningful. The English Faculty have developed a *Voices* programme of learning and PE have established a bespoke method of assessment at Key Stage 3 which has proved very popular with the students. An overview of these can be seen here.

The **Voices Schemes Of Work** are designed to ensure diversity in KS4 alongside the teaching of explicit English Language skills for GCSE. There are 4 schemes, each addressing texts from different viewpoints and genres.

- 1: Feminine voices addresses non-fiction texts relating to gender equality and women's rights.
- 2: Inspiring horror delves into the fictional texts of Stephen King
- 3: LGBTQ voices considers the viewpoints and perspectives of writers within the LGBTQ community - past and present
- 4: Being Human looks at fictional texts with a philosophical twist.

Within these units students study a range of authors of different cultural backgrounds while exploring the skills needed to access the English Language exams. They will explore writers' methods, both structural and figurative, as well as compare the perspectives of different writers. Each text is linked with a different exam question so students gain experience of what the exams require.



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Key Stage 3 Assessment in PE – Head, Heart and Hands.

In response to students not really understanding how they are getting on or progressing within KS3 PE, we have developed a completely new assessment framework based around three key aspects of performance; the Head (Cognitive, thinking), the Heart (affective, impact on the body of physical exercise) and the Hands (psychomotor, the actual doing of the skill/activity). In breaking down the performance this way, students are able to see their progress in different ways. For those students for whom the physical performance (Hands) is not necessarily their strength, they can still perform well in aspects of the Head and the Heart, demonstrating understanding and leadership skills along with physical effort. The breakdown of how each of these strands fits in with the whole school measurement scale as KS3 is also shared with students so that they can see more clearly what they need to be able to do in order to move on from where they are. Presenting students with a breakdown of their assessment during the year has been very popular. Alongside this, we have introduced a Personal Development framework which enables students to see where all of the personal characteristics that we know PE provides the opportunity for can be developed. This is referred to and rewarded in our lessons.

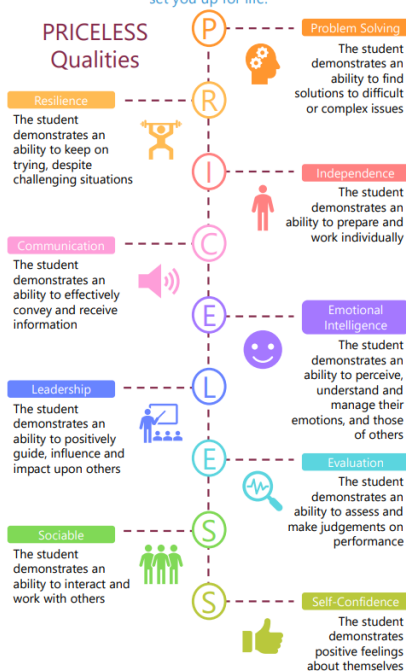
Working Towards	Emerging	Developing	Secure	Mastered	Beyond
Demonstrates little/no knowledge and understanding related to key content	Demonstrates limited knowledge and understanding related to key content	Demonstrates some knowledge and understanding related to key content	Demonstrates good knowledge and understanding related to key content	Demonstrates excellent knowledge and understanding related to key content	Demonstrates mastered-level capabilities in all assessment domains
Demonstrates little/no ability to perform activity-specific key content	Demonstrates limited ability to perform activity-specific key content	Demonstrates some ability to perform activity-specific key content	Demonstrates good ability to perform activity-specific key content	Demonstrates excellent ability to perform activity-specific key content	Demonstrates mastered-level capabilities in all assessment domains
Demonstrates little/no social, emotional and moral capabilities	Demonstrates limited social, emotional and moral capabilities	Demonstrates some social, emotional and moral capabilities	Demonstrates good social, emotional and moral capabilities	Demonstrates excellent social, emotional and moral capabilities	Demonstrates mastered-level capabilities in all assessment domains

Unit of Work	Spring Term					Average Score	Overall Grade
	Cognitive (Head)	Affective (Heart)	Psychomotor (Hands)				
Football						#DIV/0!	#DIV/0!
Orienteering						#DIV/0!	#DIV/0!
Basketball						#DIV/0!	#DIV/0!
Handball						#DIV/0!	#DIV/0!

Personal Development in PE

Physical Education offers a unique opportunity within school to develop upon PRICELESS personal qualities that set you up for life.

PRICELESS Qualities



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Ensuring the curriculum meets need

The golden thread that is considered throughout the structural planning is the access and support required for our SEND learners, enabling their specific needs to be met alongside the broad needs of all other children. The school constantly adapts to the need of the young people they serve and this was recognised by Hampshire in their recent **SEND Matters** publication.

Hampshire Services
HAS SCHOOL IMPROVEMENT

SPRING 2023

SEN Matters

In this issue:

Deaf awareness and BSL: a new strategy for approaching language education for students with SEND at Warlington School

SEN support: vocabulary and oracy project

Successful inclusion – key strategies for supporting children with Down Syndrome

Developing a reading strategy at a SEMH special school setting

Reflective conversations for leaders of SEND: a problem shared is a problem halved ...

Plus lots more!

Deaf awareness and BSL: A new strategy for approaching language education for students with SEND

When I became the Head of the Communications Faculty at Warlington School, one of my priorities was to provide a curriculum across all three subjects (English, Spanish and French), which would engage and inspire all students to succeed academically and as global citizens.

One of the biggest challenges I faced was re-engaging a small percentage of students, a significant proportion of whom were identified as SEND, with the importance of learning a language.

When Adelaide arrived at the school I saw an opportunity to use her experience of different languages, including BSL, to explore this more deeply. I tasked Adelaide with creating a curriculum for a group of Year 9 students, many with SEND needs, who previously would not be continuing with a language beyond Year 9.

Her mission was to re-engage these students with learning a language in a way that suited them. Not only has this been achieved, but the work done around Deaf Awareness and BSL has raised awareness of the importance of meeting the needs of these students within the school community.

In achieving this, Adelaide was supported in class by one of our LSA's Michelle Norman who has been a great help to this project.

Katie Whiteley-Fuller
Head of the Communications Faculty, Warlington School

My ambition to take part in a project of this kind, which involved building a curriculum that provided for all students of modern foreign languages (MFL), began when I first stepped into teaching during a language assistantship in a school for the deaf. It was obvious to me then, that there was a need to offer alternative provision in order to cater for the needs of students with SEND and with lower prior attainment if we wanted all students to engage with, and be successful at, languages during their time at secondary school.

Therefore, when I was asked by Miss Whiteley-Fuller to take charge of a small Year 9 class in which a significant number of students have SEND challenges, it was the opportunity to make a difference. This provisional course aspired to promote the school ethos of inclusivity and high expectations, especially the expectations of our students with SEND.

The project aimed to do this through challenging these students to learn languages but in a different way, while still providing them with academic success through adequate qualifications as per the article 29 of the Right Respecting School chart, "every student has the right to an education".

The first step was to create a whole new scheme of work which has been designed to take students on a journey around the world by focusing on different cultures. We started our journey by focusing on a community close to us, the deaf community.

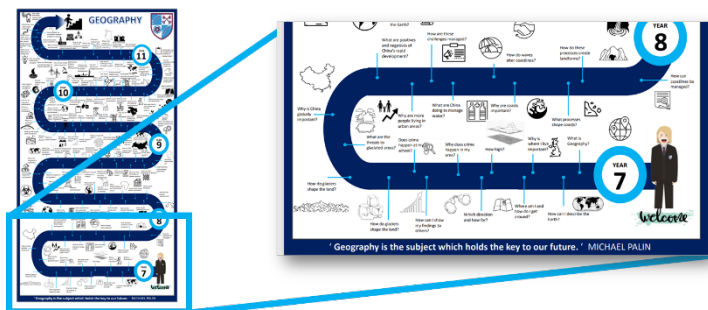
Finally, it was crucial to raise awareness by learning more about the deaf culture and what it means to have a hearing impairment, this included: the different types of impairments, some strategies to support people with hearing impairment as well as misconceptions that the general public can have about deafness.

www.hants.gov.uk

Curriculum Roadmaps

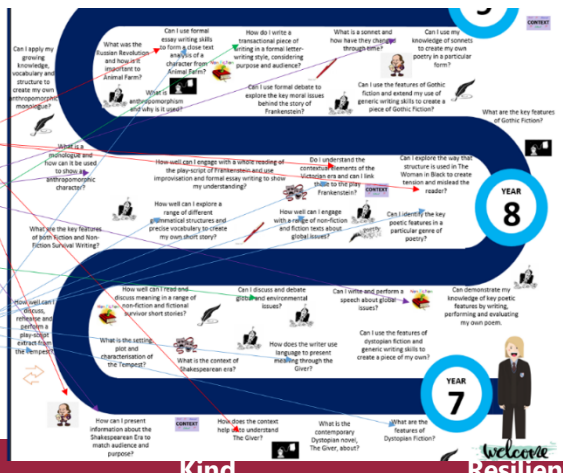
Curriculum roadmaps are displayed in every curriculum area, highlighting the pathway their subject will follow and linking to future jobs.

They show how the learning journey is mapped out in each subject and allow learners to track their journey. These roadmaps constantly change and adapt depending on cohorts.



An example of a curriculum map for English and the way this has been carefully linked back to the school curriculum vision is demonstrated below.

English aspires to be an outstanding department that promotes life long readers and nurtures a love of literature as well as ensuring that students are well prepared for their examinations and the future study of English based courses and careers. We aim to encourage an appreciation of the power and beauty of words and the ways that words can be used to ensure all voices are heard and all ideas are understood.



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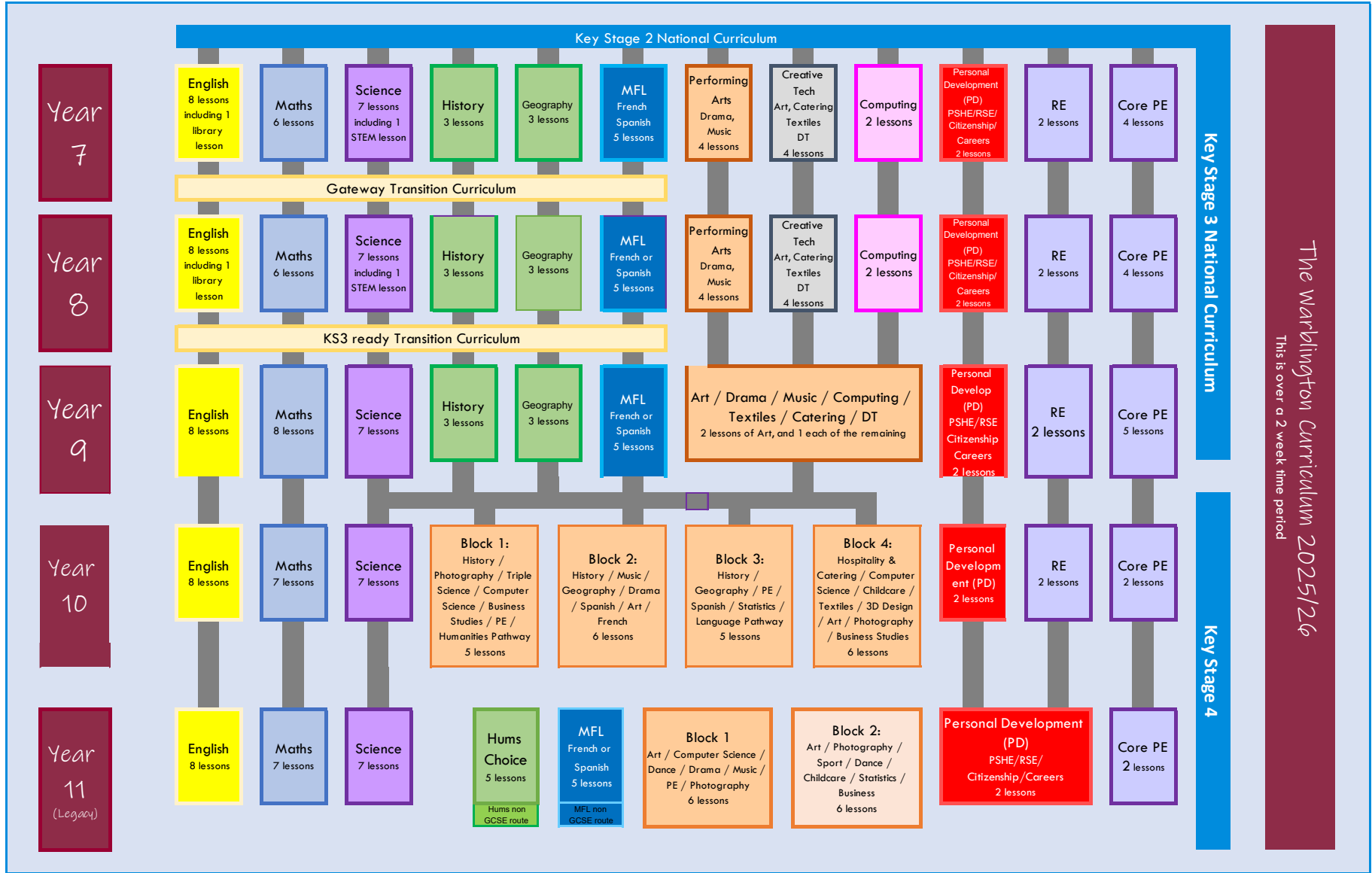
The 5 year curriculum coverage plan

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The Warlington Curriculum 2025/26
This is over a 2 week time period



Enrichment / PDL Curriculum Overviews

Each Wednesday morning, we dedicate one hour to actively teach our enrichment curriculum, which covers key areas of the relationships and sex education curriculum, diversity and equality, careers and safeguarding. Examples of three of the strands can be seen below.

Enrichment Rotation – Diversity and Equality

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Year 7	What is "diversity" and how does it affect our lives? (R24)	How does the Government protect us and how do they make their Laws? (L5)	What are the Human Rights for children? (L5)	How can we tackle discrimination of sex, gender identity and sexual orientation? (R26)	What are the origins of Pride? How does this initiative raise awareness? (R25)	BLM – what are the origins?	How well can I plan and present my own awareness event? How can we be more 'diversity aware'?
Year 8	What is Bigotry? An exploration of prejudice.	What are Human Rights? The 30 human rights explained	How to protect yourselves. What happens when human rights go wrong.	Disability stereotypes. How disabled people are portrayed in the media. How our opinions are formed	Challenging Stereotypes How the equality act has challenged stereotypes	Sexual Orientation How different people have different sexual orientations and what they are.	Sexual identity What is the difference between sex and gender?
Year 9	Stereotypes- How different groups feel they are perceived. How stereotypes may be a factor in employment	Discrimination-looking at law around discrimination and our own prejudices	Bullying- Focus on Katie Price and Harvey speaking out against trolling. Different types of bullying	Child sexual exploitation- CEOPS video story about older teenager exploiting younger group. Comparison of 'normal' teenage relationship and exploitation	Exploitation and trafficking Looking at types of exploitation, how and why people are trafficked and sectors they may be working in.	Use of social media Looking at acceptable use, why different viewpoints are helpful but should not be offensive or discriminatory	Bias in social media Looking at how the same story or images can be presented in other ways. How we should check facts
Year 10	What is Extremism?	What is religious extremism?	Does religion cause extremism?	In what ways are we prejudiced?	How can we prevent extremism?	What is a cult?	How can we protect ourselves and others from cults?

Enrichment Rotation – Safeguarding

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Year 7	General Safety Travelling to school, stranger danger (who to trust), how to report concerns about self and others	Healthy Lifestyles & Importance of exercise Hygiene	Self Esteem (bullying) Peer on peer abuse	Online Safety <i>Send me a picture</i>	Online Safety <i>Send me a picture</i>	What is stress Introduction to Mental Health	Basic First Aid and CPR
Year 8	Safeguarding	Confidence and Self Esteem	Peer Pressure Peer on Peer	Drugs and Alcohol	Mental/Emotional Health 'Anxiety' What is stress	Online Safety Live Streaming, Charlie's Story	Online Safety Live steaming, Charlie's story
Year 9	Online Safety First to a Million	Online Safety First to a Million	Sexually explicit material v real life	Consent Peer on Peer	Manipulation, coercion, persuasion	Managing Mental Health	Organisations to support divorce, separation, bereavement
Year 10	Stress, anxiety, depression	Managing stress	Online blackmail	Body image (including online)	Body modification	Healthy v unhealthy relationships	Substance Misuse



Enrichment Rotation – Careers

(GB denotes links to the relevant Gatsby Benchmark)

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Year 7 - The world of work	Why school? (GB 2)	The world of work (GB2)	Why work? GB 5/6) Budgeting	Stereotyping	Employability Skills	Career Coach (GB 2 & 3) SE 1 & 2	LMI (GB 2) - focus on FE & HE SE 1 & 2
Year 8 - Commence the journey - who am I	Planning for year 8 & Changing world of work (GB 2)	Decisions post -16 SE 1 & 2	Employability Skills	The reward for work (pay)	Career Coach (GB 2 & 3) SE 1 & 2	Encounters with employers (GB 5/6) Apprenticeships	Encounters with HE / FE (GB 7) Apprenticeships
Year 9- Building aspirations and exploring career opportunities	Your future life after school	Career Coach & e-clips SE 1 & 2	Employability Skills - Career Passport	Employability Skills - Career Passport	Health & Safety	Stereotyping	Work Experience Prep (GB 6)
Year 10 - Identifying choices and qualifications. Self presentation and what employers want	Encounters with HE / FE Virtual (GB 7) HSDC presentation. Year 8 Lesson 2 Module 1 (SE 1 & 2)	Employability Skills - general Year 8 lesson 3 & booklet Modules on Skills	Encounters with HE / FE Virtual (GB 7) Online research - post -16 options SE 1 & 2	Interview & CV writing (GB 5) Booklet SE 3	Interview & CV writing (GB 5) Booklet SE 3	Work Experience Prep (GB 6)	Work Experience Prep (GB 6)
Year 11 - Seeking help and making plans and	Safeguarding - whole school	Skills & Qualities. What are your options?(GB 2)	Encounters with HE / FE Virtual (GB 7) SE 1,2 & 3	Employability Skills CV & Interviews & applications SE 3	Personal Finance	Money & completion of Warblington Careers passport	Learning how to revise



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Tutor Time

Students meet their Tutor first thing every morning to check in and enable a wellbeing check with the adult who knows them best. Also, it provides a time for us to ensure that each student is “Ready” for the day by carrying out that uniform and equipment is correct using the Ready to Learn procedure for monitoring.

This timetabled session is also the time our assemblies take place. Mondays to Thursdays, all students meet with their tutor in their ‘STAR’ reading session and on a Friday for the ‘House Quiz’.

Day	Week A	Week B
Monday	Motivational Monday STAR	Motivational Monday STAR
Tuesday	Assembly STAR	Assembly STAR
Wednesday	Numeracy STAR	Numeracy STAR
Thursday	HOH Activity STAR	Tutor Activity STAR
Friday	First News QUIZ	Newsround / Wordle / Globle QUIZ



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Monday	Motivational Monday STAR	Motivational Monday STAR
Tuesday	First News STAR	Newsround / Wordle / Globle STAR
Wednesday	Numeracy STAR	Numeracy STAR
Thursday	HOH Activity STAR	Tutor Activity STAR
Friday	Assembly QUIZ	Assembly QUIZ

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Day	Week A	Week B
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Tuesday	HOH Activity STAR	Tutor Activity STAR
Wednesday	Numeracy STAR	Numeracy STAR
Thursday	Assembly STAR	Assembly STAR
Friday	First News QUIZ	Newsround / Wordle / Globle QUIZ

Respectful

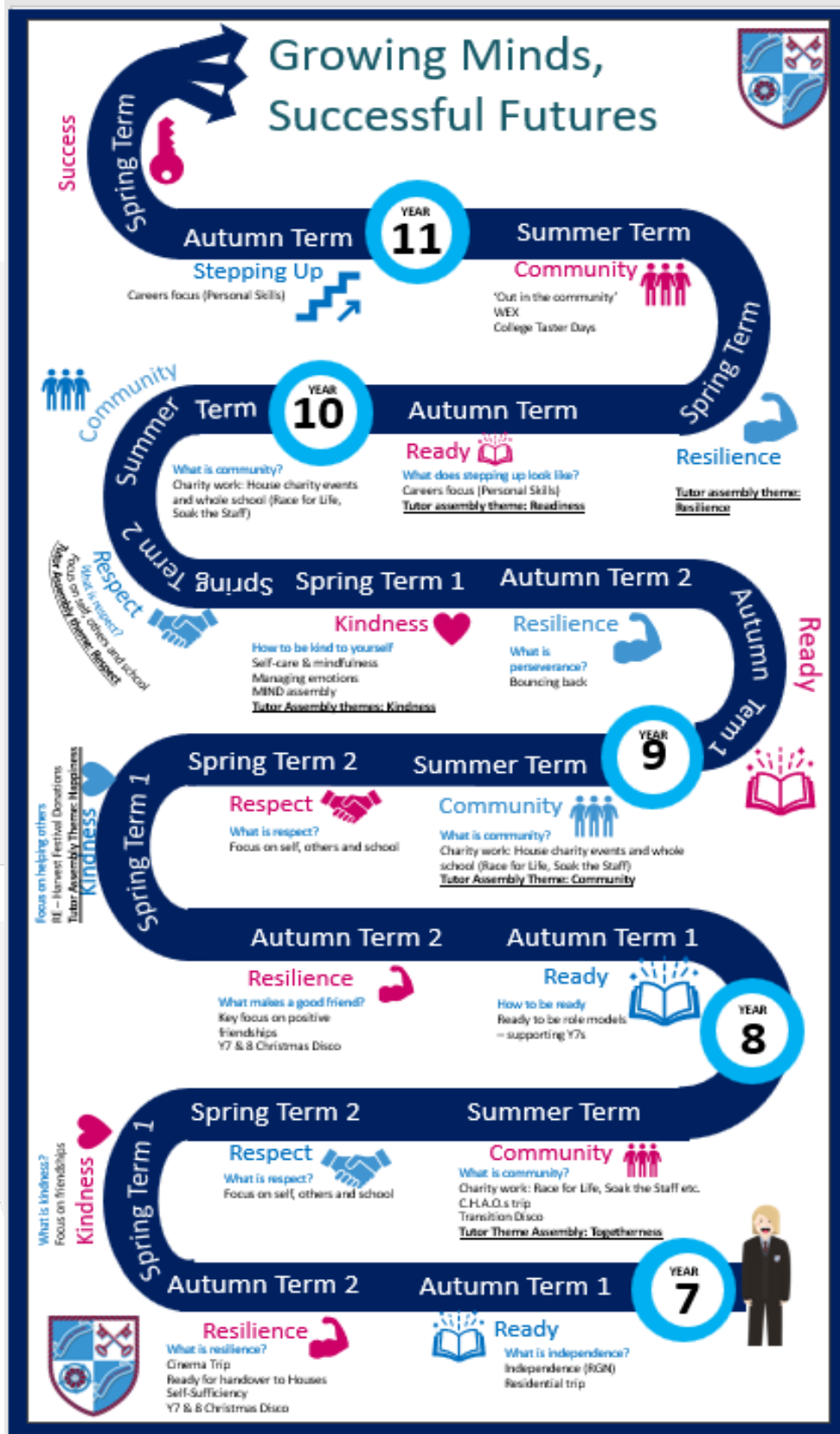
Kind

Resilient

Ready



Tutor Time Road Map



Respectful

Kind

Resilient

Ready



Values: Ready, Respectful, Kind, Resilient

In addition to the work of the House Leaders in embedding our new values, each curriculum faculty is working on ways to do the same within their curricula, demonstrating to students what it means to be Ready, Respectful, Resilient or Kind within their specific subject. This could include encouraging students to be *Ready* for their Catering or PE lessons with the right equipment, being *Respectful* of their peers during class discussions, demonstrating *Resilience* when the lesson content is challenging and being *Kind* to each other in lesson environments. This will be developed across the year.

Governor Student Voice (2024-25)

Our Governors regularly come into school to meet with students and discuss all aspects of school life. Included in that are questions about their learning and what is going on in their lessons.

“Students recognised that teaching had changed in their time at the school and that the changes were positive. They all liked the aspects of AFL and felt they were practiced in all lessons. Similarly, the start of each lesson with retrieval (do now), lesson objectives and help (adaptation and scaffolding) is consistent across all subjects. Two students who had transferred into Warblington relatively recently said the teaching was better here than in their previous school”

“Students understand the challenges of KS4 and were complementary about how well the school cared for and taught them”



Respectful

Kind

Resilient

Ready



Our Curriculum Leaders



Mr Chate

Head of Mathematics, Computing & Business



Mrs Whiteley-Fuller

Head of Communications



Mr Doe

Head of Science



Mrs Woodford-Richens

Head of Humanities



Mrs Griffin

Head of PE



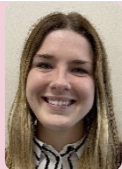
Mrs Whiteley-Fuller

Head of Performing Arts



Mrs Pimlott

Head of Creative and Technical



Mrs Turner / Mrs Hawkins

Head of Modern Foreign Languages