

## The long and winding road to a career starts with making good choices at the end of year 9.

*We believe students should continue to study a broad and balanced curriculum to the end of KS3, to ensure as many options as possible are available at KS4 and KS5 options choices in Year 9*

Sometimes you know what you want to study at KS4, sometimes you don't.

### QUESTIONS, QUESTIONS, QUESTIONS.

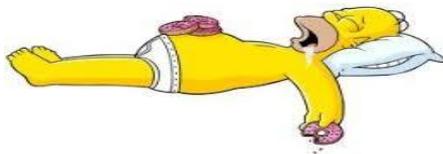


I know what I want to study, but I don't know if these are the best subjects to help me achieve my career options open? What should I do?

I don't know what to study at KS4. For example, should I take History or Geography?

Triple or Combined Science?

I don't seem to have any ambition at all, should I just do what my mates choose?



### CHOICES, CHOICES, CHOICES.

Here's some basic advice which I hope might help you during Year 9:

Do you like working with things or people? It sounds a rather simple question, but it's at the heart of all careers decisions. So what does it really mean? Basically it asks you to think about whether you like interacting with people or machines or put another way, do you like fixing people or technology? Depending on your response you might then be drawn towards DT or ICT or PE or distanced from these subjects.

We make some decisions for you, not because we're mean but because these subjects are door openers, or to use a posh term *facilitating subjects*; put simply you can't get anywhere without them. So you have to take English, Maths and Science, within these the only real choice you have is whether to take Triple or Combined Science. At this point in your journey the choice is largely determined by whether you like Science or not, and Year 9 is the time to really explore this. Then look at the Science Careers poster to see where Science can take you.

The most important issue at KS3 is to keep your education as broad, exciting and facilitating (there's that word again) as possible, this will make your choices for KS4 more informed, and the broader those choices are the better. That's why our new curriculum model enables you to continue to study Modern Foreign Languages, IT and both History and Geography in year 9.

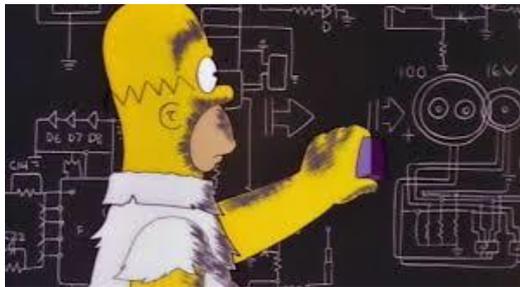
Check out the **Careers Map** and **Careers Poster** to see what help you will get concerning choices and careers throughout your time at the Cottesloe School.

Let's take a little trip into the future:



Did you know that to study Engineering at Degree level, the best Universities like you to have an A level in Geography, which you will only be able to achieve if you've studied it at GCSE? I know this sounds on the surface a bit random, after all, what connection is there between Engineering and Geography? However, there is, and knowledge of this might give you an advantage. Just imagine; you're in year 11 and you experience that lightbulb moment; you want to be an engineer only to remember that you chose History over Geography because all your mates chose History. Even worse, imagine you always

wanted to be an engineer and still chose History instead of Geography at the end of year 9.



I know, not all engineers studied Geography and a lot of Universities don't state it as a requirement in their prospectuses, but if you're aware that this might be a factor in whether or not they offer you a place, why not use this inside information and make life easier for yourself.

Here's another one; anyone interested in Police work or any form of Public Service should consider opting for Ethics at KS4.



Then MFL and History are important if you want to study Law. In fact, believe it or not, Criminology and Law A Level are not looked upon favourably by Institutions offering Law at Degree level. Yes, I know the world of work changes quickly and we are due a major overhaul of the whole University application

process but as we stand these little nuggets of inside information can make a huge difference.

Similarly, if you want a career in any form of Medicine, then Triple Science is the route for you, and then a lot, I mean **a lot** of Work Experience.

That's why we don't want you to make choices too early that could affect your future. In this respect keeping a broad range of subjects open to everyone during year 9 is important.



The world is obsessed with Technology, but the Creative Arts need a shout out as well. Did you know that over the next five years the British Film Industry will need an extra 10,000 employees just to maintain their current status? So if this sounds exciting make sure you consider one or more of Art, Drama, Dance and Music to complement your DT.

I'm not an expert on the Curriculum, but I know someone who is, and in this respect I recommend you read carefully the KS3 / KS4 Options Process below and then look at the accompanying Power point created by our Deputy Head, Mrs Baldwin.

# The KS3 / KS4 Options Process

*A robust, broad and rigorous core curriculum, enriched with additional personalisation, leading to well-rounded, resilient and confident young people.*

Following a comprehensive review of the KS3 and KS4 sections of The Cottesloe School's Curriculum, we are making some changes that will impact on your son/daughter's learning from Year 9 onwards. The changes will ensure our curriculum offer is more closely aligned with the school's new mission statement and vision, Prepare, Aspire, succeed; supporting the 'Cottesloe Journey' that combines learning about and from the world we live in, where students experience a sense of fulfilment through educational and personal achievement.

You may be aware that from September 2019, Ofsted have been inspecting schools under a new inspection framework which places much greater emphasis and focus on the Quality of Education, to make sure that all learners receive a high-quality education that puts them on a path to future success. There is much less focus on exam results and test data, and more consideration of *how* a school, college or other education provider has achieved their results. That is, whether they are the outcome of a broad, rich curriculum and real learning, or of teaching to the test and exam cramming.

The new Quality of Education Ofsted judgement considers a school's curriculum model; what is taught, when and how. Ofsted describes this as the curriculum intent, implementation and impact. Ofsted have been careful not to prescribe a specific one-size fits all curriculum model, allowing schools to make changes that suit their context. Whilst the changes we are implementing are not in direct response to Ofsted's new framework, this change of focus has afforded us the opportunity to look carefully at our students' experiences to implement changes that will broaden and improve their learning further. Many education leaders and commentators believe this shift in focus within the educational landscape, to look in depth at intent, implementation and impact, is the right direction of travel. At The Cottesloe School, we believe this too; our curriculum will have a positive impact on outcomes for all our students.

During the curriculum review, we looked at when students make decisions about their future learning opportunities. We spoke to current KS3 and KS4 students to help inform our thinking. We concluded that making choices too early narrows the curriculum students are entitled to study. Previously Year 8 students were asked to select GCSE options in readiness to begin their KS4 studies in Year 9. From this academic year, Year 8 students will now make some choices about their learning in Year 9, however Year 9 will be part of KS3 rather than KS4. This means that whilst these choices will influence decisions for KS4, there is still opportunity to make changes if needed, prior to making GCSE options.

GCSE options will be made mid-way through Year 9, with KS4 starting in the summer of Year 9, rather than at the beginning of the academic year. In the spring term of Year 9, students will undertake the curriculum options process for GCSE, where they will select up to four subjects to study in KS4, from a choice of around 14 subjects. We will write to you again about this process in January 2021.

## **What will the KS3 Year 9 Choices process look like?**

In Year 8, students will be offered a number of choices for their Year 9 Programme of Study, alongside a suite of core subjects. Year 8 students are able to make three choices about their learning in Year 9 from a range of subjects within the Creative Arts, Technology, and an Enrichment choice such as Business Studies.

This process has two key aims:

- To enable students to begin to specialise in areas of the curriculum they particularly enjoy, or are particularly successful in.
- To provide a 'practice run' at the GCSE options process. The Options process takes place midway through Year 9.

We believe the KS3 Year 9 choices process is a key point in a student's secondary education. The process allows students to begin to take ownership of their learning. We are also aware that not every student will get things right first time around; therefore, students who feel they have made a mistake, or who change their mind as they move through Year 9 will be supported to transfer their choices to more appropriate subjects. We are all allowed to make mistakes!

We believe that Key Stage 3 is a crucial stage in a student's education; it provides an opportunity to develop deep and powerful knowledge in a wide range of subject areas which, in many cases, will not have been studied as discrete subjects at primary school. Cutting KS3 short can stifle these opportunities and the love of learning new things.

Our Key Stage 3 programmes of study are designed to develop a rich and diverse knowledge base from which to form coherent viewpoints and arguments, and to develop understanding of ever-more complex subject matter; to provide opportunities to experience cultural, educational and sporting experiences both inside the classroom and beyond; and to develop a love of learning which will become embedded into our students' approaches to education at Key Stage 4 and beyond. Ultimately, we want students to progress on from Key Stage 3 with self-confidence, excited about their own education, and having developed resilience, independence, and great aspiration for the future.