



St Ives School

Curriculum Policy



Dissemination: Website and Google Drive

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Person responsible for Implementation and Monitoring: Deputy Headteacher in partnership with Assistant Headteacher

Links to other relevant policies: Teaching and Learning Policy, Homework Policy, Feedback and Assessment Policy

Our Aims

Our aims: Students leave St Ives School with valuable achievements and life skills that provide a platform for future success and happiness. We are inspired to work together to research, design and implement highly effective and sustainable solutions to develop and maintain our thriving school community. Continuous improvement is achieved through a whole school culture and commitment to Creativity, Engagement and Professionalism.

At St Ives School, we share high expectations with all members of our learning community: students and staff, parents and carers. We know that highly effective teaching and learning is the key to unlocking our students' abilities and potential and we strive to improve our daily practice. St Ives School is committed to ensuring that all our students achieve their full potential. All lessons are designed with clear outcomes, strategies and consistent pedagogical practices to engage students in learning and encourage independence and resilience.

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Curriculum Intent

The St Ives School student-centered curriculum ensures that all our students have the opportunity for academic and personal development across a broad range of subjects and experiences. Acquisition of knowledge and transferrable skills are the cornerstones of our student's progress and we place a high value on building their understanding of community, place and social justice. Lessons and other learning experiences are carefully sequenced to build on students' prior knowledge, and to ensure that students deepen their understanding of each subject, the interconnection between subjects and how their subjects fit into the global context.

Our student-centered curriculum is the foundation to achieving our Core Principles:

- Students leave St Ives School with high value achievements and the life skills and resilience that provide a platform for future success and happiness.
- We are inspired to work together to research, design and implement highly effective and sustainable solutions to develop and maintain our thriving school community.
- Continuous improvement is achieved through a whole school culture of, and commitment to, creativity, engagement and professionalism.
- Our curriculum encapsulates St Ives School's educational offer and it is through our curriculum that we deliver our promise of 'inspiring learning' for every child in our school.

Each subject has developed its own set of repeat concepts, these are the 'big ideas' that weave the subject curriculum together, ensuring that the students are able to make links and helps to embed knowledge into the long term memory.

Running throughout our whole school curriculum we have developed a number of Umbrella Concepts that map across the subjects repeat concepts. These umbrella concepts are central to the values that we hope all St Ives students will leave our school with. These concepts are:

- Healthy Living
- Self-reflection
- Creativity

- Skill development
- Cultural diversity

Curriculum Introduction

Students will experience a breadth of learning

Our curriculum provides all students with a range of learning opportunities through a carefully selected range of rich and vibrant subjects that reflects the locality of our community and meets the needs of our students. Through our knowledge based curriculum as well as our personal development opportunities, students will acquire the skills and attributes they need to develop themselves as a whole person and the sense of where they belong in the world. We passionately believe in broadening our students' cultural capital in order to show them the limitless possibilities of our diverse world and how this links to them as members of a rural, coastal community in West Cornwall.

- Students study a broad range of subjects within their curriculum: English, Maths, Science, Computer Science, French, Geography, History, Music, Drama, Art & Graphics, Design Technology, Food Preparation and Nutrition, PSHE and PE.
- There are planned opportunities to develop recall and retrieval skills to build and reinforce previous learning supporting students to know and remember more.
- The curriculum at Key Stage Three is as at least as good as the National Curriculum.
- Our curriculum offer at Key Stage Four is enhanced through the provision of additional subject choices, including Sports Science, Dance, Film Studies, Spanish and Further Maths.
- A range of qualifications are available for our Key Stage Four students that include both GCSE and BTEC pathways, which are carefully tailored to meet the needs of the individual student.
- A wide range of extra-curricular activities and trips offer students the opportunity to extend and deepen their knowledge and skills, and to share in new and different experiences which help shape their understanding and perspectives of the world around them.
- The Duke of Edinburgh Award scheme, Ten Tors, and other outdoor learning programmes are offered to all our students with specific programmes to encourage less socially confident students to participate and succeed.
- Our "Be Inspired" programme provides an extensive range of enrichment and

extension experiences within the school day, so it is accessible to all. Students may select from over 70 different activities over the year to broaden their learning experiences and develop their social and life skills.

Students will receive personalised learning

- We group activities that form our extra-curricular enrichment programme using the concept of 'The Academy'. Academic, Sporting and Creative areas ensure students are challenged with opportunities to broaden and extend their learning and experiences both within school and by working with our local partners in the community.
- Accelerated Reader provides all students in Year 7 and 8 with daily dedicated time to read. Careful assessment of students' reading level ensures that they are signposted to literature which challenges and extends their vocabulary to encourage a love of reading.
- Literacy development underpins our curriculum and is explicitly woven into all subject areas with a particular focus on the development of oracy skills.
- Our highly-skilled SEND and pastoral teams provide individualised support, personalised and proportionate to the students' needs, to support students with specific needs and challenges to access the curriculum provision.
- Students who arrive with below expected literacy and numeracy skills are supported to catch up through expert teaching and incisive intervention.

Students will develop their learning skills, confidence and aspiration

- The St Ives Growth Mindset Academy (SIGMA) helps to embed a culture which celebrates learning and values the challenge of academic and personal progress. Students are taught about the six key aspects of Growth Mindset, encouraged to embrace challenge without fear of failure and to have high personal aspirations and resilience.
- All our students participate in a daily tutor programme, linked to our thriving House System, which develops social skills, awareness of local, national and international issues and team identity. This enables our students to develop their understanding of active citizenship and community, and to appreciate and value their own contribution to this, and that of others. Our tutors are key adults in every student's school life: they provide academic and personal support and guidance and work with the pastoral team to ensure that each child makes the most of the

opportunities available to them.

Students will thrive academically and develop as future citizens

- PSHE, SMSC and Fundamental British Values are championed at St Ives school in order to develop students as a whole, not just academically, to ensure that they are fully prepared for life in modern Britain. Students are able to envision 'The Bigger Picture' and understand that learning is linked to the real world and experiences. Students are encouraged to take part in a range of sporting, cultural and charitable activities. Links with local and national business enrich the curriculum offer and help to contextualise learning.
- It is our intention at St Ives school to ensure students have secure foundations for progression into further education and apprenticeships. From Year 7, students receive careers information with a clear focus on the Gatsby benchmarks and this is supported through focused careers sessions in PSHE lessons and tutor time. Over the course of 5 years, students receive a rigorous and bespoke aspirations program that exposes our students to a huge range of voices and experiences.

Equality and Inclusivity

Our inclusive curriculum ensures that every child, regardless of starting point, income, disability or disadvantage, makes outstanding progress and achieves their full potential. This is key to our commitment that every child receives the highest quality of education. Any inequality from whatever cause, is challenged, repaired and students educated through a restorative approach. Drawing on our highly trained staff team and their expertise, we pride ourselves on the building of relationships that supports the mental health of all our students.

Timetable Structure

Key stage Three – Year 7, 8 and 9

	Science	Eng	Maths	PSHE/R E	Geograph y	History	MFL	Art / Graphics	Drama	Computing	Music	PE	DT / Food	Be Inspired	Total
Year 7	6	6	6	2	3	3	3	2	1	1	1	3	2	1	40
	15	15	15	5	7.5	7.5	7.5	5	2.5	2.5	2.5	7.5	5	2.5	100
Year 8	6	6	6	2	3	3	3	2	1	1	1	3	2	1	40
	15	15	15	5	7.5	7.5	7.5	5	2.5	2.5	2.5	7.5	5	2.5	100
Year 9	6	6	6	2	3	3	3	2	1	1	1	3	2	1	40
	15	15	15	5	7.5	7.5	7.5	5	2.5	2.5	2.5	7.5	5	2.5	100

Key Stage Four - Year 10 and 11

	English	Maths	Science	PSHE/R E	PE	Be Insp	Option A	Option B	Option X	Option Y	Total
Year 10	6	6	7	2	2	1	4	4	4	4	40
%	15	15	17.5	5	5	2.5	10	10	10	10	100
Year 11	6	6	7	2	2	1	4	4	4	4	40
%	15	15	17.5	5	5	2.5	10	10	10	10	100

Curriculum Structure and Rationale

Students' development of knowledge and skills is scaffolded by the careful sequencing of lessons within and between subjects to link topics, build on prior learning and to provide contextualisation and relevance. Students are supported to develop a clear understanding of what and why they are learning, how topics and concepts link and when or why they might need to use them for life skills or future academic application. Sequencing of learning is led by specialist teachers who have access to local and national learning hubs, and ensures that lesson content is well matched to students' starting points, learning goals, and qualifications.

Our curriculum, combined with our Teaching and Learning approaches, challenges our students to achieve their best and to explore their learning and personal skills as part of their growth development. Our curriculum is responsive to students' needs and is reviewed each year to ensure it continues to build on prior learning, and provides a platform for success post-16. Our curriculum is designed to regularly and frequently revisit topics and to build on and make explicit links to past and future knowledge. Key themes and concepts are interwoven through the five-year curriculum pathway to

deepen thinking and connections within and between subjects. In addition, lessons are also carefully planned to enable students to experience deeper learning via recall, retrieval and a range of opportunities for application and reasoning. This leads to the development of a richer, sustained understanding and the ability to communicate learning. Our students are challenged to look and think beyond the immediate topic of the lesson: they have opportunities to apply their learning to different contexts and situations without fear of failure and as a result, they are confident and keen to learn.

Foundation Stage Learning (Years 7, 8 and 9)

Students follow a broad course of study in Years 7, 8 and 9. As an integral part of the curriculum, opportunities are identified in subject-based curriculum planning for the exposure to and reading of high-quality academic reading texts. This enables students to not only broaden and deepen their thinking, but also enables them to read and respond to challenging academic texts.

In Years 7, 8 and 9, students will study: English; Maths; Computer Science; Science; French; Geography; History; PSHE, RE, Design Technology; Graphics; Food Technology; Music; Drama; Art, and Physical Education. Students experience a broad curriculum that is at least as good as the National Curriculum. There is an emphasis on the creative subjects and this supports the development of our student confidence and self-esteem, which is further reinforced through Physical Education, whilst providing platforms for students to develop their literacy skills. Evidence based practice indicates the positive impact of oracy on students' reading and writing skills.

As an integral part of the curriculum and the tutor experience, some lesson time is dedicated to reading at an age- appropriate level, supported by effective use of the Accelerated Reader programme.

Studying a language is important because, as recognised by the British Council, the United Kingdom's exit from the European Union fundamentally changes its relationships with the countries of the EU, and with the rest of the world. Britain needs to reach out, within and beyond Europe, to maintain and improve its economic position as well as to strengthen its international influence and cultural relationships. This relies on the ability of our young people to understand and connect with people around the world. International and intercultural awareness and skills are crucial for the UK's success on the world stage, but also in enabling the UK's next generation to play a meaningful role in the global economy and in an increasingly networked world. Speaking another

language is not just about facilitating a basic transaction; it deepens cultural understanding and opens doors to international experience and opportunity.

Key Stage Four (Years 10 and 11)

The vast majority of our Year 11 students will take between 9 and 10 awarding qualifications as well as continuing their Core PE, PSHE and RE studies. The vast majority of our Year 10 students will take 10 awarding qualifications because most students will be studying the separate sciences: Biology, Chemistry, Physics, at either higher or foundation level. They will also continue with Core PE and Global Values.

As part of a review of Science provision in collaboration with our Trust partnership secondary schools, the curriculum model for students entering Key Stage Four from September 2021 has changed. The vast majority of students will study Biology, Chemistry and Physics as discrete subjects and will be awarded as separate GCSEs. This is based on a number of reasons:

- Studying the separate sciences provides greater challenge and degree of complexity for our students. This supports our commitment to an ambitious curriculum for all students based on high expectations as well as breadth and depth of learning.
- The separate science specifications supports high-level student engagement and interest through the choice of topic areas. For example, the topic of space as well as the study of the eye and the brain.
- It supports the transition to post-16 study for breadth of student choices. This includes not only the traditional A level pathways but also the extended diplomas offered in our local providers within our Trust. Furthermore, it supports students' choices by providing the core foundations to studying a wider breadth of science subjects, including Geology, Psychology, Environmental Sciences, Forensic Sciences.
- It also supports close collaboration, sharing of resources and best practice across the three partnership schools.

In Year 9, we will be offering a 'free choice' options structure resulting in mixed subject blocks, which ensures that as many students as possible can be allocated their first choices and this in turn supports positive student engagement and independence in their chosen subjects. All students are required to select either Spanish, History or Geography as one of their choices. Studying a language is encouraged as part of the

EBacc offer but is not prescribed. There are further opportunities for students to select more than one EBacc subject in the mixed subject blocks. This recognises our aim to increase the cultural capital of St Ives School students, learning not only about our local history and geography but also on a national and international level. It also supports our aim to increase the proportion of students achieving the EBacc. Therefore, our curriculum is designed to reflect the high value placed by many different institutions and pathways, including the Russell Group universities, on facilitating subjects (EBACC), balanced with student choice, aspiration for the future and increasing students' cultural capital.

Included within our GCSE programmes, are opportunities to learn beyond the GCSE specifications with teachers reinforcing connections to future education and employment to promote readiness for the next stage of education post-16 through A Level, Technical or Apprenticeship qualification routes. Further Maths is also offered to those students who show to be excelling in Mathematics.

PSHE

At St Ives School, we believe that students' personal development is vital to their wellbeing, relationships, sense of identity and future success. We have therefore embedded 'PSHE' across the school in order to facilitate the delivery of:

- Spiritual, Moral, Social and Cultural Development
- British Values
- Citizenship
- Personal, Social, Health and Economic Education
- Relationships and Sexual Education
- Careers (as part of the wider CIAEG program)

Within PSHE, students study a wide range of concepts which help to develop students into well rounded individuals who are ready for life in the 21st century. Students have the opportunity to develop their understanding of the world around them through the study of a range of challenging topics whilst developing an understanding and appreciation of their own identity, roles and responsibilities within a safe learning environment. They develop an understanding of similarities and differences, showing respect, acceptance and tolerance of their own and others' cultures, beliefs and values. Students are aware of the importance of this in order to successfully transition

from St Ives School and into future education, careers and relationships. Students are encouraged to be inquisitive about different communities at a local, national and global level.

This not only takes place within PSHE lessons as a discrete lesson, but also within the wider school curriculum as well as through the assembly programme delivered during tutor time. The curriculum is regularly reviewed and updated, responsive to the needs of our students and each cohort as well as to the needs of our local community and national agenda.

PSHE is sequenced according to guidance from the DfE and PSHE Association. Where possible, strands from the different areas are interleaved so that there is a cohesive approach to PSHE education. The curriculum is delivered at an age-appropriate level and strands that are introduced in Year 7 are repeated with increasing depth and complexity throughout the curriculum.

Relationships and Sex Education (RSE) and Health Education

Our students are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Therefore, our provision adheres to the statutory guidance. Relationships and Sex education and Health Education is delivered through our PSHE programme, primarily delivered through the discrete timetabled lesson and supported through the tutor and assembly programme.

All of the subject content is age appropriate and developmentally appropriate. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

As a school, we complement and reinforce the role of parents and families, building on what pupils learn at home as an important part of delivering a good education. The PSHE curriculum builds on the knowledge acquired at primary and develops further our students' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

Teaching about mental wellbeing is central, particularly in response to the impact of the pandemic on our community, giving students the knowledge and capability to take care of themselves and receive support if problems arise.

This is supported through wider school personal development and pastoral support provision that foster student wellbeing, aspirations and develop resilience and character that are key to our students being happy, successful and productive members of society. This is complemented by the development of personal attributes including kindness, integrity, generosity, and honesty. This is further promoted through our House system, extra-curricular offer and our tutor and assembly programme.

Literacy

At St Ives School we strongly believe in the power of speech and we look to developing student's oracy skills at every opportunity. Students will have the opportunity to practice the language of the different subjects and to learn how to express themselves with confidence. We feel that oracy plays a critical role in supporting young people's wellbeing and mental health by providing students with the skills and opportunities to express their thoughts, feelings and emotions, ask for help, interact effectively and positively with peers and adults, and feel listened to and valued. Oracy skills pertain to the development of oral language - for example, tonal variation of voice and clarity of pronunciation, appropriate vocabulary choice, turn-taking, storytelling, and so on.

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. In school, oracy is a powerful tool for learning; **by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them.**

Curriculum Implementation

The curriculum is at the heart of everything we do at St Ives School. We expect all of our staff to deliver the curriculum through high quality, stimulating and dynamic lessons, where all students are supported and challenged to make good progress in their learning, with knowledge and understanding embedded in their long-term memory.

Our **St Ives School Way**, outlined below, provides an explicit, shared understanding of the common expectations for curriculum implementation within our 75-minute lesson structures to ensure consistency and high expectations:

The St Ives Way



Teachers and students are **learning ready**. The St Ives lesson start and finish routines are embedded and consistently followed. Students are sat in accordance with the teacher's **seating plan**, which is up-to-date and stored in the teacher's folder.



Learning objective: academically challenging and ambitious; our approach to differentiation is to **pitch to the top and scaffold back**. Aims are strongly linked to the skills and/ or knowledge developed in the curriculum plan and programme of study.



The lesson is well planned and structured, promoting pace, challenge and a sense of enjoyment: the academic standard of work and degree of complexity is appropriately challenging students. High quality reading texts and challenging learning activities develop students' understanding and/ or skills. There is clarity of exposition with modelling strategies used regularly for visual summary and exemplification, this follows the I do, we do, you do strategy.



Written & verbal communication: managed by the teacher at a level appropriate for the activity & group. Expectations are made explicitly clear to students. **As a default, paired or grouped work involves sensible, on-task dialogue. Individual work is in silence.** Off-task conversation is not expected.



Active listening and learning: students display respect, giving the teacher or any other speaker, their full attention. They are clearly actively involved in and focused on their learning, listening and responding when appropriate and making good progress with the learning task. The teacher challenges appropriately if any students are not.



Students' work evidences high-quality learning over time: work demonstrates pride, ambition and productivity. All work is presented in line with the High Expectation of presentation. The teacher reviews the students' work regularly, providing 'live feedback', whole class feedback and termly individual feedback.



Checking students' understanding: the teacher uses strategies to regularly question students to check their understanding and 'closes the circle' where a gap is identified, adapting the lesson appropriately and drawing on Lemov's techniques. Unless there is a specific planned reason, questioning at St Ives School follows a 'no hands up' approach with sufficient thinking time given.



A strong focus on self and peer assessment is evident in lessons; self and peer assessment and improvements are made in purple pen. Sufficient time is planned each lesson for high-quality and sustained student responses to take place in light of feedback to further develop and extend students' understanding and/or to address any misconceptions and to correct technical accuracy, including spellings.



Regular opportunities are provided to deepen student understanding, extend knowledge and embed recall: this includes tier 2 and tier 3 vocabulary, low-stakes quizzing, and in providing opportunities for extended writing and deep thought.



A highly positive classroom ethos: a tidy classroom with displays that celebrate and promote learning. Resources are organised in advance and tidy. The teacher uses rewards and sanctions appropriately and effectively to take ownership of the classroom



High-quality home learning is evident and set regularly according to the school policy. It supports students' classroom learning and is recorded on Show My Homework. At this time, homework will be phased in after the first few weeks; once it re-commences, students will be encouraged to submit via SMH

Building on our **St Ives School Way**, teachers are expected to consistently demonstrate the following:

- Show outstanding **knowledge and passion** for their subject area and courses that they teach as well as acting as models for language within the classroom.
- **Systematically check students' understanding**, through a range of formative assessment strategies including questioning, identifying misconceptions accurately and provide clear, direct feedback in line with the 'Effective Assessment, Feedback and Response Strategy'.
- Effective use of **feedback**: our approach blends 'live' marking and verbal feedback with regular peer/self-assessment, whole class feedback tailored to suit the needs of the class, and individual termly feedback. Over to you tasks and reflection time needs to be planned regularly so that students can develop high-quality and sustained responses.
- Consistently match, through careful planning, the work given to students in lessons to the aims of the curriculum, ensuring that it is sequenced towards cumulative sufficient knowledge.
- Use assessment data, assessment of current performance and assessment objectives to help students to embed and use knowledge fluently, or to check understanding, identify gaps or **misconceptions** and to inform future lesson planning and review of curriculum impact.
- Differentiate the work appropriately to effectively challenge all learners, **pitching to the top** and scaffolding where a need is identified.
- **Challenge and inspire** students, expecting the most of them, so as to **deepen** their knowledge and understanding whilst incorporating a range of **metacognition** strategies.
- **Reactivate** prior learning and subject knowledge through revisiting and retrieval practice to achieve automaticity over time, enabling the students to remember long term the content they have been taught and to integrate new knowledge into larger ideas, drawing upon our Retrieval Strategy's key approaches: **low-stakes quizzing; spaced practice; interleaved practice, and dual coding**.
- Use effective, school questioning strategies which include: **no opt out, wait time, format matters, right is right, stretch it, cold call and closing the circle**.
- Drawing on Rosenshine's principles, precise and clear explanation and **modelling** should take place regularly in the classroom with a '**I do, we do, you do**' modelling approach and through **economy of language**.

- Manage students well and insist on high standards of behaviour for learning, setting clear intentions and routines with immediate engagement through the purposeful **Do Now task**, which may link to **retrieval and/or vocabulary**.
- Provide regular opportunities to develop students' **numeracy and literacy** skills.
- Make regular **links** with the learning that students do across the curriculum, deepening links to **repeat concepts**, and to those outside the classroom, building on regular opportunities to develop their **cultural capital** and providing opportunities to create **personal meaning** and **real-life** understanding whilst embedding British Values and SMSC development.
- Use **homework** to reinforce and/or extend what is learned in school in line with our Homework Policy.

Evaluation of Curriculum Impact

Assessment of the impact of our curriculum is achieved through a range of strategies: formal exams and in- class assessments, review of levels of participation, discussion, aspiration, community contribution, destinations and use of student voice to inform evaluation. Using a range of information to determine impact ensures that our evaluation is robust and rigorous, and that actions as a result are based on a sound understanding of our curriculum strengths and areas for development. Our assessment of impact includes:

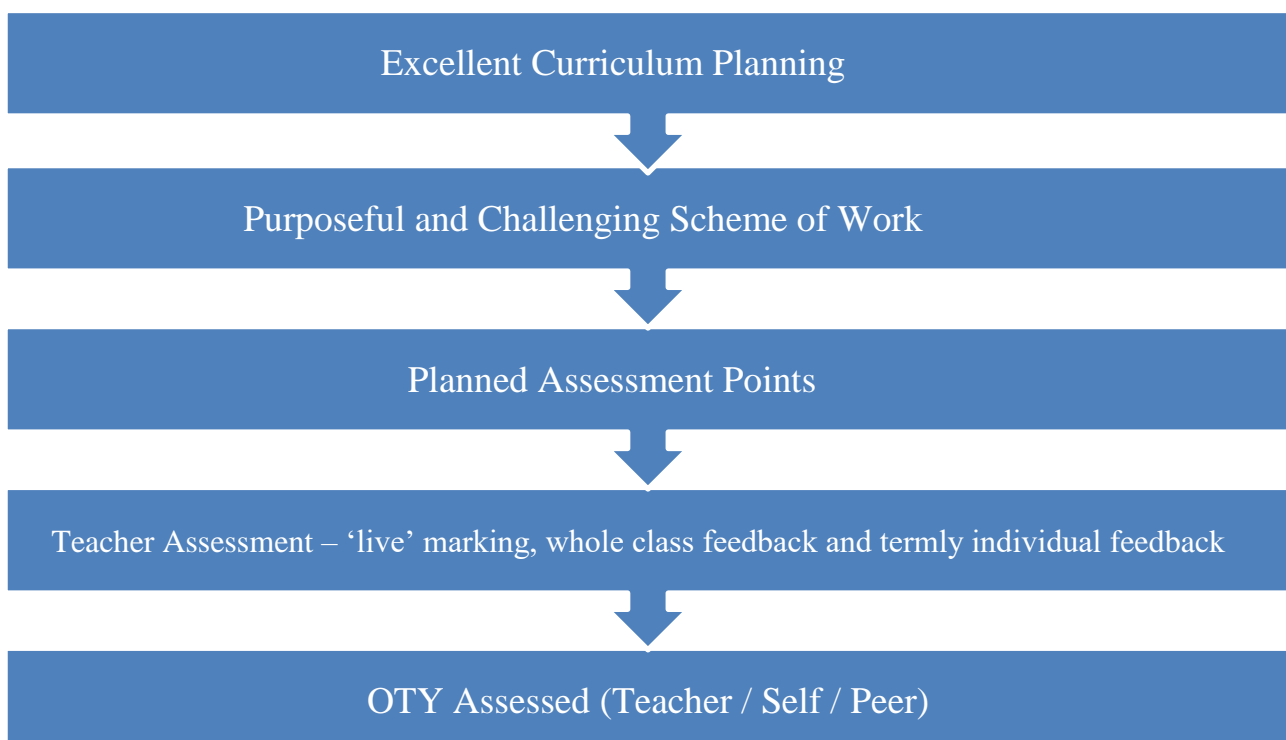
- a. In class discussion and feedback; groups, peer to peer and teacher led discussions allow students to identify their knowledge and skill strengths and be clear about their next steps in learning.
- b. Formative and summative testing, including frequent 'low stakes testing', allows students to demonstrate their progress made. In addition, these assessments provide a valuable opportunity to promote revision and memory skills and exam technique.
- c. Summative attainment and progress information from key assessment points including end of year, end of key-stage and GCSE exams.
- d. Marking and feedback – students have the opportunity to practice, improve and extend their learning through specific tasks which are assigned to individual students from their teacher's marking of their work. All marking takes the form of 'highlights, next steps and over to you' (see Feedback and Marking Policy for more details).
- e. We keep a barometer of the confidence, engagement and resilience of our

students via regular learning walks and lesson observations. In addition, regular student surveys (at least annually, e.g. Pass and Headstart) provide valuable insights **into** student well-being, confidence and resilience.

- f. Behaviour is carefully monitored through lesson visits and scrutiny of merits and behaviour points, to ensure that our students develop with a confident, positive view of themselves and others and that our expectations for cooperation and participation are achieved in every classroom.
- g. Destinations of school leavers are evaluated to ensure that students are well prepared for their next stage of education and employment, post 16. This includes review of 16-19 qualifications chosen (apprenticeships, A Level and vocational learning) and longer term destinations into university education at age 18, as available from local colleges.
- h. Parents are encouraged to actively engage with the school and to provide feedback about their child's experiences. We place a high value on clear communication pathways to inform parents and carers about the development, progress and opportunities for their children and to listen to their views.

Assessment

The schematic below outlines our curriculum structure. It starts with the planning of the overall curriculum and then moves into how the curriculum is delivered. Finally, it outlines



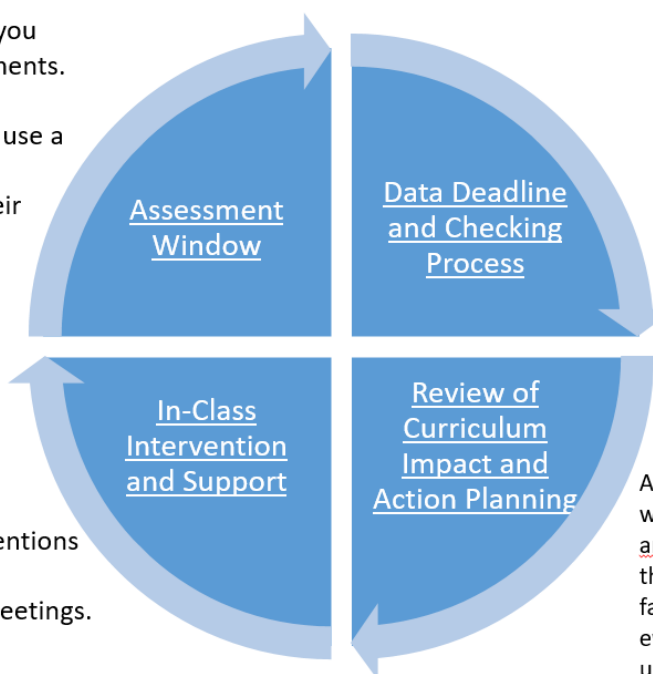
how the students are assessed in order to establish next steps for learning.

Our feedback focuses on what the student is doing well, what they need to do to improve and then gives them a task so that they can immediately apply the feedback. This closes the gap between what the students know now and what they could know. During the teaching sequence, teachers plan specific assessment points. This allows teachers to gain feedback on student progress but also feedback on how successful their delivery of the curriculum has been. This is important because it means that teachers can adapt and refine their lessons.

At a whole-school level, there are common, calendared assessment windows across the school year for summative assessments to take place. Student performance is reported to parents through our progress reviews. Depending on the year group and the subject, depends on the frequency of the year-group planned assessment. This will take into account the curriculum time allocated so that assessments and progress reviews can be most effective and purposeful. It will include an end-of-year assessment for all students. Students and parents are informed in advance of when these will take place.

Three weeks window to include Yr 7 - 10 so that you can stagger your assessments. Yr 11 will be separate. Foundation subjects will use a cumulative evaluation approach in line with their subject protocol

Time to embed interventions identified during the Curriculum Analysis Meetings.



The marksheets will be locked on the deadline. All students will need a mastery comment (grade for Y10 summer and Year 11) in line with the progression matrix to indicate next steps. All students who are below expectation for behaviour for learning should have an additional comment on how to improve this. If you miss the deadline, you will need to make an appointment with SHo to get it unlocked. Reports will need to be signed off by the class teacher / checking buddy / HOF

All data will be uploaded on to Sisra. There will be a proforma for class teachers to analyse their classes and that will feed into the Curriculum Review Meeting. Students falling behind invited in for targeted parents evening either at pastoral level (if underperforming across many subjects) or faculty level if underperforming in individual subjects. Action planning for curriculum adaption.

Reporting Cycle 2022-23

Autumn Term Series

Dates – Yr 11 Formal Mocks in the Hall	Consideration with SLT link on scale of assessment
Monday 31 st October - Friday 11 th November 2022	Assessment window
Friday 18 th November	Data deadline
Friday 25 th November 2022	Checking report deadline
w/c 28 th November 2022	Reports Home

Dates – Yr 7 -10	Activity
Monday 14 th November – Friday 2 nd December 2022	Assessment window
Wednesday 7 th December 9am	Data deadline
Tuesday 13 th December 9am	Checking report deadline
Thursday 15 th December	Reports Home

Subjects involved:

KS3	Year 7 - Maths / English / Science - Termly assessments to include exam wrapper with progression matrix Year 8/9 Maths / English / Science / Hist / Geog / MFL – Termly assessments to include exam wrapper with level ladder PE / CS / Mu / Dr / Ar / DT / Ca / GV – Cumulative evaluation in line with Subject Protocol
KS4	Maths / English/ Science / Options - Termly assessments to include exam wrapper with progression matrix

Spring Term Series

Dates – Yr 11 Formal Mocks in classrooms, 1 paper only	Activity
Monday 20 th February – Friday 24 th February	Assessment window
Friday 3 rd March	Data deadline
Friday 10 th March	Checking report deadline
w/c 13 th March	Reports Home

Dates – Yr 7 -10	Activity
Monday 6 th March – Friday 24 th March	Assessment window
Friday 31 st March	Data deadline
Wednesday 19 th April	Checking report deadline
Friday 21 st April	Reports Home

Subjects involved:

KS3	Maths / English / Science / Hist / Geog / MFL – Termly assessments to include exam wrapper with progression matrix PE / CS / Mu / Dr / Ar / DT / Ca / GV – Cumulative evaluation in line with Subject Protocol
KS4	Maths / English / Science / Options - Termly assessments to include exam wrapper with progression matrix PE (core) / GV - Cumulative evaluation in line with Subject Protocol

Summer Term Series

Dates – Yr 7 -10	Activity – End of year summative
Monday 19 th June –Wednesday 5 th July	Assessment window (subject to final GCSE timetable)
Wednesday 12 th July	Data deadline
Monday 17 th July	Checking report deadline
w/c 17 th July	Reports Home

Subjects involved:

KS3	<u>Maths</u> / English / Science / <u>Hist</u> / <u>Geog</u> / MFL – Termly assessments to include exam wrapper with progression matrix PE / CS / Mu / <u>Dr</u> / <u>Ar</u> / DT / Ca / GV – Cumulative evaluation in line with Subject Protocol
KS4	<u>Maths</u> / English / Science / Options - Termly assessments to include exam wrapper with progression matrix PE (core) / GV - Cumulative evaluation in line with Subject Protocol

Curriculum Review

Curriculum implementation will be reviewed and quality assured through line management, reviews across secondary schools in the Trust and lesson observations. The curriculum delivered in each subject is reviewed annually by senior leaders and subject leaders to ensure the sequence of delivery allows students to build on their knowledge and that students are sufficiently stretched and challenged. The curriculum hours and subjects offered will be analysed by the senior leadership team and governors on an annual basis. The senior leadership team will discuss curriculum content and delivery annually. Governors, parents and students will have the opportunity to review the curriculum content and delivery through governor meetings and visits as well as parent and student surveys.

St Ives: Effective Feedback and Response

This document aims to ensure a systemic, robust and consistent approach to feedback as a key strand of our whole school assessment policy. Our approach to teacher feedback and student response is one that adopts a blended and sustainable model: it acts to offer clear and meaningful guidance for our learners to support their learning and mastery of the curriculum, whilst also balancing this with the workload of staff.

Evidence shows that good quality feedback has a strong positive impact on student progress. In order for feedback to have a significant **impact on learning**, it must be an integral part of our teaching, ensuring students, as successful reflective learners, know how to 'close the gap' between where they are and where they need to be. Students must respond appropriately and in a sustained way to the feedback given using their **purple pen** to enhance and improve their performance. It is essential that this is revisited by the teacher to enhance the impact on learning.

Guidance in this document represents the minimum expectation to ensure progress is supported and to inform effective future planning. Faculties and teachers (in agreement with the Head of Faculty and LINK leader) may use their professional judgement to develop feedback practice in order to accelerate student progress where there is a need and for an appropriate period of time. This will be reflected in the subject assessment protocol.

As part of our blended approach, when reviewing and assessing students' work, teachers are expected to ensure the following:

1. Maximise and exploit opportunities for responsive and immediate 'live' marking within the lesson

- Within the lesson, live marking is a powerful tool that enables the teacher to support the deepening of students' understanding and thinking, addressing any misconceptions that arise, whilst also monitoring standards and providing any further scaffolding that may be required. It enables the teacher to engage in dialogue with the individual student, check their understanding and review their progress. In addition, the teacher can respond to misconceptions quickly and to act immediately if it is identified that the misconception is more wide spread; this enables the teacher to adjust their teaching accordingly, addressing on a whole class basis, and to review the small-step development for the class.
- It is expected that all students will receive live marking *once – as a minimum – across a series of six lessons*. However, *disadvantaged and SEND students will be prioritised* in line with each Faculty's PP and SEND plans.

2. Consistent and effective use of whole class feedback

- As a minimum requirement, it is expected that one whole-class feedback sheet will be used by the teacher for each class* per term after reviewing a set of books/ student work, including home learning. The details of this for each subject will be outlined in the subject assessment protocol to ensure consistency.
- The whole class feedback sheet is expected to be evidenced in the student's book or folder and it is expected that this is tailored to the class. The progression mastery tasks should be pre-populated and students will then be directed to which task(s) they are expected to complete in line with their learning needs.

** For those subjects with lower contact time, there is not the expectation for a whole class feedback sheet, although they may choose to do so. This applies to those subjects who are timetabled with classes once a fortnight, including Core PE.*

This is our whole-class feedback template along with a teacher-facing version that gives some points for consideration when providing feedback:



Whole Class Feedback

Date:

Class:

Strengths:

Misconceptions:

Literacy:

Presentation:

Progression mastery tasks:

Home learning:





Whole Class Feedback

Date:

Class:

Strengths:

When considering areas of strength, you may wish to reflect on...

- A range of evidence, including low stakes quizzing, live marking, formative assessment, home learning, hinge question responses, independent extended responses
- Effective pedagogical approaches that have been implemented to support with this

Misconceptions:

When considering misconceptions, you may wish to reflect on...

- Whether any small steps need to be re-taught: how and when
- Regular revisiting and assessment, including through the bell task, low-stakes quizzing, interleaved and spaced practice, hinge questions, use of home learning to consolidate
- Links to future learning
- Review of pedagogical approaches used and whether there is a need to adjust
- The curriculum tracking review and specific areas for curriculum development

Literacy:

When considering literacy, you should reflect on...

- SPAG corrections, particularly tier 2 and 3 vocabulary
- Uplevelling vocabulary for ambition
- Structure and organisation of the student's response, e.g. paragraphs, line of development
- Opportunities to link to VIPERS CAVES
- Links to further reading opportunities

Presentation:

When considering presentation, you should...

- Address any inconsistencies in line with the Gold Standards

Progression mastery tasks:

When setting these tasks, you should ensure that...

- They are learning focused and academically challenging
- They move the students' learning forward, deepen their understanding and support their mastery of the curriculum through their degree of complexity
- They should be pre-populated and students will then be directed to which task(s) they are expected to complete in line with their learning needs

Home learning:

When considering home learning, you should reflect on...

- Strengths and misconceptions identified – please refer to the points listed in both boxes above
- What students know and remember and any further action in response
- Completion rate
- Any barriers and how these can be removed



- If there is a shared class with a shared book, the responsibility for whole class feedback should be made clear through the Faculty split class policy.
- Clear and ambitious steps for improvement in learning should be set through the mastery progression tasks. These tasks must be learning focused and ambitious; they must be designed to move the students' learning forward, deepening their understanding and supporting their mastery of the curriculum through their degree of complexity. Each task is allocated to relevant students in the lesson.
- The feedback to students will include a review of home learning for those subjects where homework applies (please refer to the Homework Policy for more information).

3. Regular and effective use of self and peer assessment

- All other independently completed work will be assessed in some way. For example, an extended piece of writing completed in lesson or for homework. It should take the form of self or peer-assessment.
- As part of our 'St Ives Way', our expectation is that peer and self-assessment is clearly evidenced in students' books and work **within each lesson** as it is an important learning tool. This will be closely linked to success criteria and students may require some scaffolding to ensure that this is completed purposefully and meaningfully, appropriate to the stage and age of the students.
- Teachers will mark in **GREEN** pen. Students will use **PURPLE** pen for self/peer assessment as well as when addressing the progression mastery tasks.
- Sufficient time must be planned in each lesson for high-quality and sustained student responses to take place in light of feedback to further

deepen and extend students' understanding and/or to address any misconceptions and to correct literacy errors.

- Visualisers are also an effective way of sharing student work and for providing feedback, which supports our whole-school metacognition focus.

4. Individual, high-quality feedback following termly assessments

- The expectation is that after each termly assessment there will be an individualised student feedback sheet that will include the progression matrix. This will be built into the exam wrapper for that assessment. It will consist of the areas of strength, the areas to develop and the progression mastery tasks closely linked to the small-steps covered in that assessment. Students must have responded to the feedback using their **purple pen** to help demonstrate their progress, knowledge and understanding.
- Please refer to the modelled template for an example of the structure.
- For those subjects that are assessing cumulatively for their termly assessment, there remains the expectation for this individual feedback including the progression matrix.

5. Consistent use of whole-school expectations

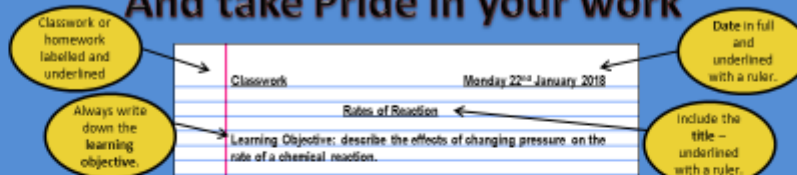
- The following corrections are to be used to ensure consistency for self and peer assessment:

—SP	A line under the whole/ part of a word means the spelling is incorrect. 'SP' will be written in the margin for the student to correct. The correct spelling will be copied out 3 times by the student in purple pen. <i>As a guideline, five spelling errors will be identified but this depends on the prior attainment of the student and will be subject to teacher discretion.</i>
P	Errors in punctuation and/ or grammar will be underlined or circled and P will be placed in the margin.
^	This means that a word or words have been missed out.
WW	Wrong word used. The spelling is correct but the word is misused in context, e.g. there/their/they're. The word will be circled and WW placed in the margin.
?	Meaning is unclear; it doesn't make sense.
//	New paragraph needed.
VF	Verbal feedback has been given. The student will record briefly the VF at that point in the work.

- Our 'High Expectations for Presentation' support students in demonstrating a strong sense of pride in their work:



Have High Expectations And take Pride in your work



- ★ Take **pride** in your work and keep it well presented; all work must be completely free from graffiti, inside and out.
- ★ Write in a **black** or **blue** pen. Always use your neatest handwriting.
- ★ Use a **purple** pen to make corrections and to respond to feedback.
- ★ All work must have a title and date and these need to be underlined with a ruler.
- ★ Always draw diagrams, graphs, tables and pictures with a pencil and a ruler.
- ★ Worksheets and handouts must be stuck neatly in books or filed in folders.
- ★ Cross out a mistake with one ruled line (no scribbling or Tippex).
- ★ Use a ruler to draw a line after each lesson's work.



- The student-friendly version of the corrections and High Expectations must be on display in each classroom.