



# St Ives School

## Curriculum Policy



**Dissemination:** Website and Google Drive

**Date policy to be approved by Governors:** Pending approval September 2023

**Date policy becomes effective:** Immediately

**Review date:** July 2024

**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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POLICY

## **Curriculum Intent**

The St Ives School student-centred 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 transferable 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-centred 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, Global Citizens 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 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 Studies, Dance, Film Studies, Spanish and Further Maths.
- A range of qualifications are available for our Key Stage Four students that include GCSE, Cambridge Nationals 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**

- Accelerated Reader provides all students in Year 7 and 8 with 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.
- 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.
- All students (Year 7 to 10) participate in daily tutor reading. Each year group has a

carefully selected reading canon to follow that provides a range of texts including fiction and non-fiction, as well as providing access to culturally diverse and significant books.

### **Students will thrive academically and develop as future citizens**

- PSHE, SMSC and Fundamental British Values (through Global Citizens lessons) 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/RE	Geography	History	MFL	Art / Graphics	Drama	Computing	Music	PE	DT / Food	Be Inspired	Total
Year 7	6	6	6	2	3	2	3	2	1	1	1	4	2	1	40
%	15	15	15	5	7.5	5	7.5	5	2.5	2.5	2.5	10	5	2.5	100
Year 8	6	6	6	2	2	3	3	2	1	1	1	4	2	1	40
%	15	15	15	5	5	7.5	7.5	5	2.5	2.5	2.5	10	5	2.5	100
Year 9	6	6	6	1	3	3	3	2	1	1	1	4	2	1	40
%	15	15	15	2.5	7.5	7.5	7.5	5	2.5	2.5	2.5	10	5	2.5	100

### Key Stage Four - Year 10 and 11

	English	Maths	Science	PSHE/RE	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; Global Citizenship; 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 is to support 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.

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 and Global Citizens. 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 Citizenships.

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 support 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 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.

### **Global Citizens**

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 Global Citizens 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 Global Citizens, 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. Global Citizens also covers the statutory RE Curriculum. 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 Global Citizens 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.

Global Citizens 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 Global Citizens 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 Global Citizens 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**

Literacy is integral to the process of learning: learners require the skills of language in order to access and engage with the cognitive demands of all areas of life. Competent language skills are central to a learner's sense of identity, belonging, development and strong learning practices. All staff share responsibility for delivering literacy skills and work together to motivate and support students with their understanding and enjoyment of reading, writing, speaking and listening.

At St Ives, we are committed to ensuring that our learners experience high quality teaching across the curriculum and we recognise that every teacher is a teacher of literacy. It is evident that the explicit teaching of literacy is integral to quality teaching and therefore is at the heart of our curriculum design. Our literacy strategy seeks to empower students to communicate effectively using a wide vocabulary; to read widely and fluently; to write clearly and accurately and to develop a love of reading. Our ultimate goal is to ensure that our learners build the literacy skills required for future success.

All the skills of language are essential to participating fully as a member of society; therefore, students who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Our aim is to promote high standards of language and literacy by closely supporting our students in their development of literacy skills across all curriculum areas with a strong focus on equipping pupils with a clear understanding of the spoken and written word. Students will be encouraged to read widely to develop a love of literature as reading enables the acquisition of new knowledge and is vital to their overall success. Essentially, the aim of the Whole-School Literacy Policy is to raise attainment at every level of ability. Staff work together to integrate the skills of listening, speaking, reading and writing into the curriculum, thus maximising the potential of each student.

### **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 meet & greet, and exit routines are embedded and consistently followed. Students are sat in accordance with the teacher's **seating plan**, which is up-to-date and stored on Class charts.



**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. **Repeat Concepts** are included in plans.



**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.



Tutors and teachers are confident and **positive role models for reading**, reading text out loud to students and engaging them in follow up discussion where appropriate.



**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 individual feedback twice a year.



**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.

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**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. Do Now tasks start each lesson.



**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 Class Charts.

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:

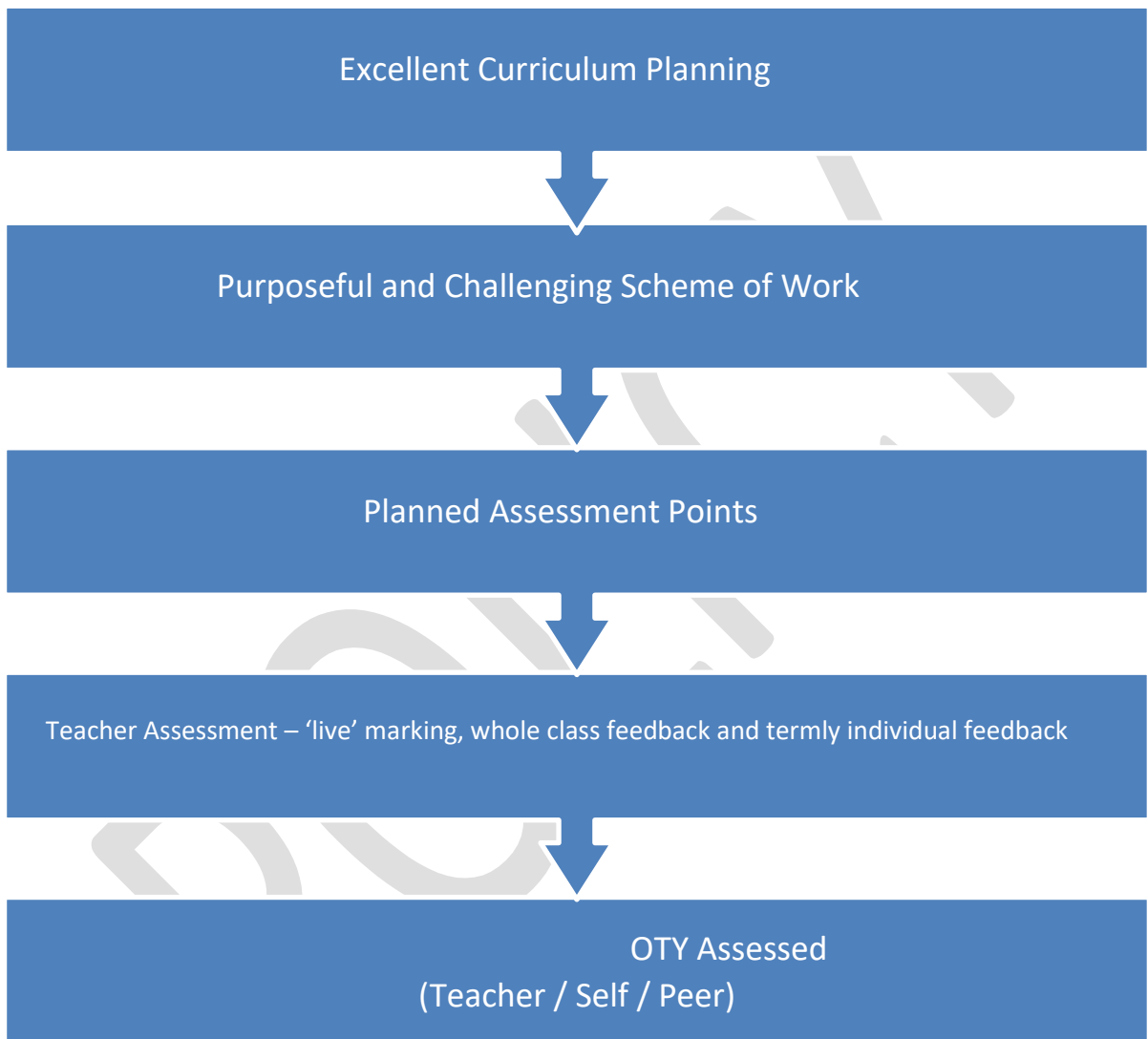
- a. In class discussion and feedback; groups, peer to peer and teacher led discussions allow students to identify their knowledge and skill strengths and be clear about their next steps in learning.
- b. Formative and summative testing, including frequent 'low stakes testing', allows students to demonstrate 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.

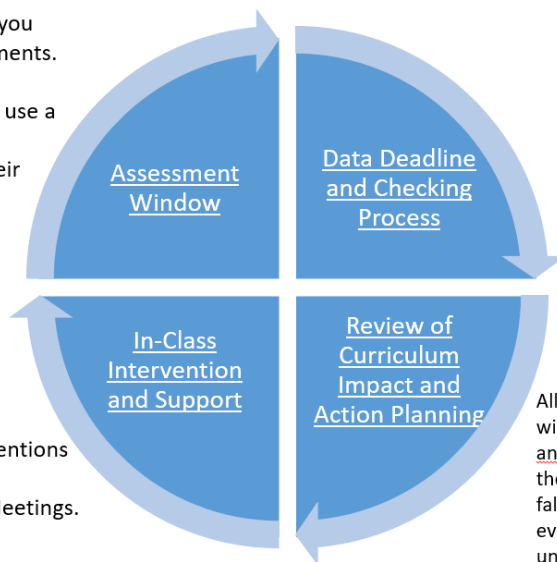


Our feedback focuses on what the student is doing well, what they need to do to improve and then gives them a task so that they can immediately apply the feedback. This closes the gap between what the students know now and what they could know. During the teaching sequence, teachers plan specific assessment 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 2023-24

### Autumn Term Series

Dates – Yr 11 Formal Mocks in the Hall	Consideration with SLT link on scale of assessment
Monday 6 <sup>th</sup> November- Friday 17 <sup>th</sup> November 2023	Assessment window
Friday 1 <sup>st</sup> December	Data and reporting deadline
Tuesday 5 <sup>th</sup> December	Faculty report checking meeting
Thursday 7 <sup>th</sup> December	Mock results assembly (extended tutor Y11 only)
w/c 11 <sup>th</sup> December	Reports Home

## Spring Term Series

Dates – Yr 7 -10	Activity
Monday 8 <sup>th</sup> January - Friday 26 <sup>th</sup> January	Assessment window
Friday 9 <sup>th</sup> February	Data deadline
Tuesday 20 <sup>th</sup> February	Faculty report checking meeting
w/c 26 <sup>th</sup> February	Reports Home
Dates – Yr 11 Formal Mocks in classrooms	Activity
Monday 26 <sup>th</sup> February – Wednesday 6 <sup>th</sup> March	Assessment window (max 2 papers per day)
Friday 15 <sup>th</sup> March	Data deadline
Tuesday 19 <sup>th</sup> March	Faculty report checking meeting
w/c 25 <sup>th</sup> March	Reports Home
Subjects involved:	
KS3	Maths / English / Science / Hist / Geog / MFL – Formal assessment to include exam wrapper with progression matrix PE / CS / Mu / Dr / Art / DT / Ft / RE – Cumulative evaluation in line with Subject Protocol PSHE – ATL only
KS4	Maths / English / Science / Options - Termly assessments to include exam wrapper with progression matrix PE (core) / RE - Cumulative evaluation in line with Subject Protocol PSHE – ATL only

## Summer Term Series

Dates – Yr 7 -10	Activity – End of year summative
Monday 10 <sup>th</sup> June –Friday 21 <sup>st</sup> June	Assessment window (subject to final GCSE timetable)
Friday 5 <sup>th</sup> July	Data deadline
Tuesday 9 <sup>th</sup> July	Checking report meeting
w/c 15 <sup>th</sup> July	Reports Home

Subjects involved:

KS3	Maths / English / Science / Hist / Geog / MFL – Formal assessment to include exam wrapper with progression matrix PE / CS / Mu / Dr / Art / DT / Ft / RE – Cumulative evaluation in line with Subject Protocol PSHE – ATL only
KS4	Maths / English / Science / Options - Termly assessments to include exam wrapper with progression matrix PE (core) / RE - Cumulative evaluation in line with Subject Protocol PSHE – ATL only

## **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.

POLICY