

WROTHAM SCHOOL



CURRICULUM AND ASSESSMENT POLICY

This policy was adopted by the Governors Curriculum Committee

Date: November 2017 (PENDING)

To be reviewed on an annual basis – September 2018

Wrotham School Curriculum Policy

Vision & Principles

Curriculum

At Wrotham School our curriculum is designed to promote our ethos of High Expectations, Challenge and Opportunity. We aim to create a curriculum that meets the needs of every student whilst offering opportunity to experience, enjoy and succeed in a wide range of subjects. We believe strongly in the importance of basic key skills such as literacy and numeracy and that these form the foundation for achieving progress in all subject areas and improve skills that facilitate social mobility and success in adult life.

We offer an increasingly academic curriculum that is designed to support a range of abilities and balances this with an appropriate menu of vocational qualifications. Our focus is on providing IAG that engages students in making informed choices at KS4 and 5 and challenges students to achieve and exceed prior expectations.

Differentiation is a key aspect of our curriculum and course delivery. At Wrotham School we agree that differentiation is the key to ensuring all students make and exceed expected progress- in each subject area. Alongside differentiated planned activity and learning, we set at KS3 to ensure appropriate content levels for all ability ranges.

Lower than expected Literacy and Numeracy skills on entry are recognised as a barrier to general curriculum access for some students. Where students are identified as behind in their progress in Maths and English we offer catch up sessions to quickly improve reading, writing and numeracy skills. These take place as soon as possible in KS3 to ensure that students have the skills needed to access the curriculum as soon as possible.

We emphasise the transformational power and impact of creative subjects and the arts at KS3, 4 and 5 as a vehicle for developing emotional intelligence, confidence, resilience and communication skills. It is for this reason we place a clear emphasis on these subjects at all stages but particularly at KS3.

Extra-curricular learning, PSHE and SMSC underpin all of our curriculum learning with additional opportunities for students to engage in broader skills relating to morality, health and team work.

Religious education is a successful part of our curriculum in which students achieve excellent progress. RE lessons offer learning opportunities that relate to spirituality, ethics, religion and philosophy and cover a balanced range of world religions and belief systems.

At KS3 we follow the national curriculum guidance as produced by the DFE, department leaders and subject teachers ensure that the prescribed and recommended content is planned and

delivered accordingly. We begin to develop and integrate GCSE skills into our KS3 SOWs and in some subjects students are assessed on the GCSE 1 to 9 system.

At KS4 and 5 we follow a range of courses that are recognised as suitable for level 2 and level 3 study by the government and the DFE.

KEY STAGES

We have run a 2 year KS3 in years 7 and 8. KS4 lasts for 3 years to ensure that students are given the best chance to prepare for their GCSE examinations.

KS3	Years 7 and 8
KS4	Years 9, 10 and 11
KS5	Years 12 and 13

KS3

YEAR 7				YEAR 8			
	Learning Hours				Learning Hours		
Subject	SET E/D	SET C/B	SET A	Subject	SET E/D EBACC	SET C/B PROF AC	SET A INSPIRE
English	4	4	5	English	4	4	5
Maths	4	4	5	Maths	4	4	5
Science	3	3	3	Science	3	3	3
Geography	2	2	2	Geography	2	2	2
History	2	2	2	History	2	2	2
Art	1	1	1	Art	1	1	1
Design and Technology	1	1	1	Design and Technology	1	1	0
Drama	1	1	1	Drama	1	1	1
Music	1	1	1	Music	1	1	1
PE	2	2	2	PE	2	2	2
RE	1	1	1	RE	1	1	1
French	1	1	0	French/Spanish	2	2	0
ICT	1	1	1	ICT	1	1	1
Personal Development	1	1		Food	1	1	1

KS4- Core and Option

Year 9		Year 10		Year 11	
Subject	Learning Hours	Subject	Learning Hours	Subject	Learning Hours
English	5	English	4	English	5
Maths	4	Maths	4	Maths	4
Science	4	Science	5	Science	4
PE	3	PE	2	PE	2
		Intervention	1	Intervention	1
Option		Option		Option	
A	3	A	3	A	3
B	3	B	3	B	3
C	3	C	3	C	3

KS5

Year 12				Year 13			
Subject	Option block	Learning Hours	Level	Subject	Option Block	Learning Hours	Level
Geography	A	5	A	Physics	A	5	A
Business	A	5	BTEC	Psychology	A	5	A
Film Studies	A	3	IB	Business	B	5	BTEC
Chemistry	B	5	A	English Literature	B	2	A
English Literature	B	5	A	Art	B	5	A
ICT	B	5	OCR National	Mathematics	B	5	A
Sport	B	5	BTEC	Geography	C	5	A
History	C	5	A	Performing Arts	C	5	A
Mathematics	C	5	A	Sport	C	5	BTEC
Criminology	C	5	IB	Product Design	C	5	A
Photography	D	5	A	Photography	C	5	A

Physics	D	5	A	History	D	5	A
Product Design	D	5	A	Media Studies	D	5	A
Finance	D	5	IB	Biology	D	5	A
Social Anthropology	D	3	IB	ICT	D	5	OCR National
Biology	E	5	A	Chemistry	E	5	A
Criminology	E	5	IB	Sociology	E	5	A
Theatre Studies	E	3	IB	Pro-soccer	E	5	
Pro- soccer	E	5		Supervised Study	All	5	N/A
Supervised Study	All	5	N/A				

IB Core:

IB Core	
Subject	Learning Hours
Reflective Project	1
Language Development	1
Skills Learning	1
Personal Professional Skills	1

Ability and Setting

We currently teach students in different teaching groups in KS3. These teaching groups are determined by CATS test data collected in year 6 and termly Assessments in English and Maths.

In English and Maths these ability sets are continued at KS4. Non core, options subjects are mixed ability.

TEACHING GROUP E EBACC	Higher Prior Attainment in English
TEACHING GROUP D EBACC	HIGHER PRIOR ATTAINMENT IN MATHS
TEACHING GROUP C Professional Academic	Middle Prior Attainment in English
TEACHING GROUP B Professional Academic	Middle Prior Attainment in maths
TEACHING GROUP A Inspire	Nurture group - additional support in English and maths

Assessment

Why is assessment important?

At Wrotham School we believe it is important to measure and report on all of our students' progress at key points in the year. This allows us to monitor progress, support students to move forward and to share this information with parents.

It is of the highest importance that assessment is:

- Useful to students, parents and teachers.
- Aimed at supporting progress.
- Easily and clearly understood by everyone.
- Presented in a way that makes sense when moving up to KS4 and KS5.

Assessment in Year 7 and 8

Key Changes Summary

Please find below an overview of changes to assessment at KS3:

- We have introduced an 'all through school' which means that students are graded using GCSE criteria from year 7 in academic subjects.

- Each student has an individual 'flight path' which maps out their target grades for the end of each academic year. The flight path is set using the student's prior attainment at KS2 (primary school).
- GCSE grades will be awarded once a student has met the grading criteria, demonstrating clearly the required skills and knowledge.
- Academic subjects will report on student progress towards their target grade 6 times a year as part of our assessment cycle.
- Creative and practical subjects will assess performance against high standards of skills based learning using the following judgements:
 - Working towards Expected Standard
 - Achieved Expected Standard
 - Mastered Expected Standard

This will be for the following subjects at Key Stage 3 only (years 7 & 8)

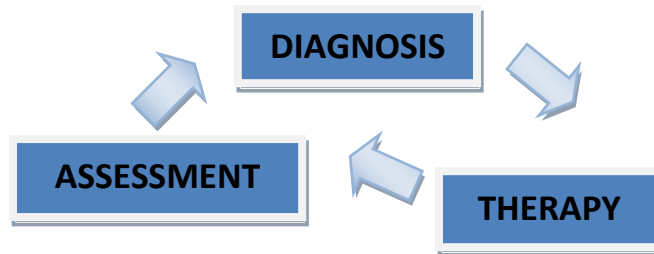
- Art
- Drama
- Food Technology
- ICT
- Music
- PE
- Product Design
- Religious Education

The Assessment Process

Wrotham School fully endorses the belief that assessment is one of the most powerful tools in encouraging and managing progress. We collect data at regular termly intervals and use this data to inform planning, intervention, feedback and improvement strategy.

As a school we believe that assessment should be transparent, clear and always focussed on encouraging improvement and focus.

Teachers at Wrotham use the following approach to assessment:



Marking and assessment is used to give diagnostic comments on how to improve work. Support is then provided to help students improve before starting the process again. We refer to this as “levelling up” as students are given a second chance to respond to marking and assessment to improve their work and their attainment level.

Personalised Learning Checklists (PLCs) are used in every subject to track progress. All key skills, knowledge and understanding are marked as individual sections of a larger assessment matrix. As soon as a student has achieved an assessment objective this can be marked as completed; using the same matrix they can see what they need to do to reach the next stage of progress.

These are kept at the front of students’ books and work files to ensure constant dialogue on progress. Improvements are encouraged through diagnostic comments from the teacher in their marking.

Marking policy:

Each HOD devises their own department marking policy which is agreed and checked by their Line Manager for robustness and rigour.

Monitoring:

Marking and quality of work is monitored regularly and thoroughly at Wrotham. Moderation sessions take place in lead up to every data drop and include scrutiny of books and assessments at KS3, 4 and 5 to observe and monitor the quality of marking, assessment, presentation and level of challenge. A mark scrutiny week takes place on the first week of each term and HODs feedback their findings to both staff and their Line Manager.

Measuring Progress

From September 2016 we are using our generated ‘flight paths’ to set challenging targets for all year groups. Student progress will be measured against the flight path targets.

GCSE grades

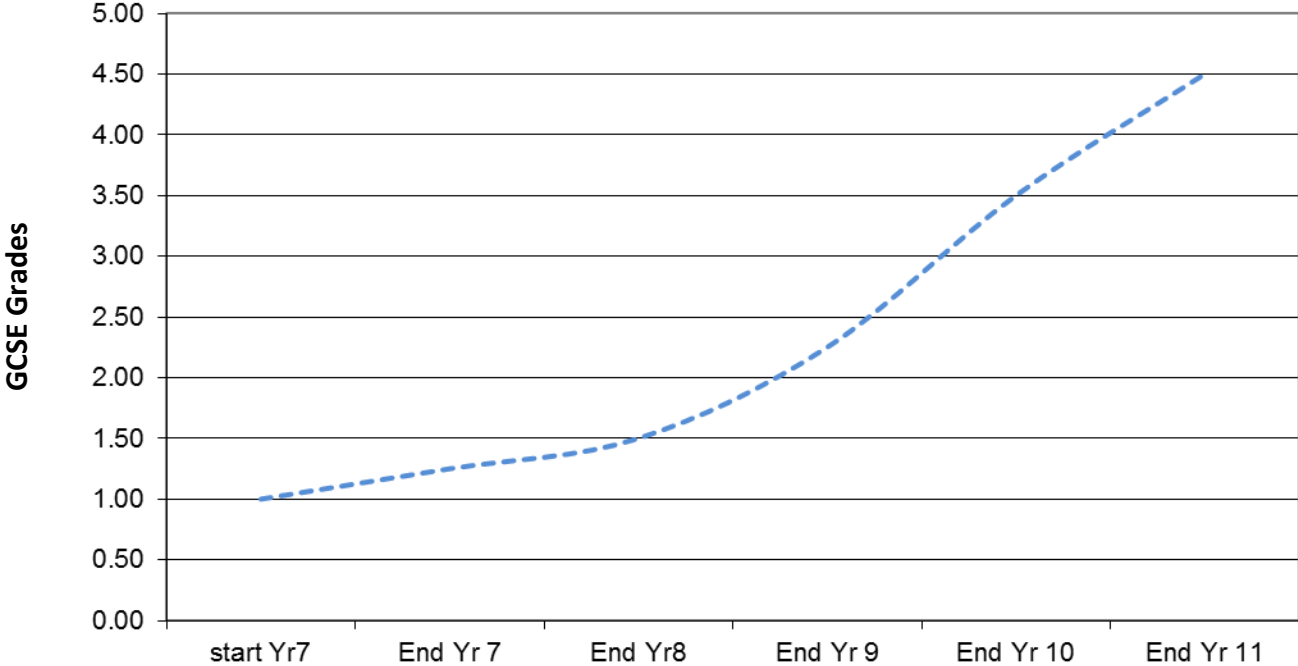
We measure progress using GCSE grading criteria from year 7 . During the introduction of GCSE grades or all year groups, we will need to continually refer to new documentation being released from the exam boards. In the transition from old exam specifications to new and A*-C (alpha grades) to 9 -0 (numerical grades), we will continually update our grading criteria for each grade as they become available from the exam boards. There may therefore be some fluctuation in GCSE scores until full criteria is released.

Equivalence

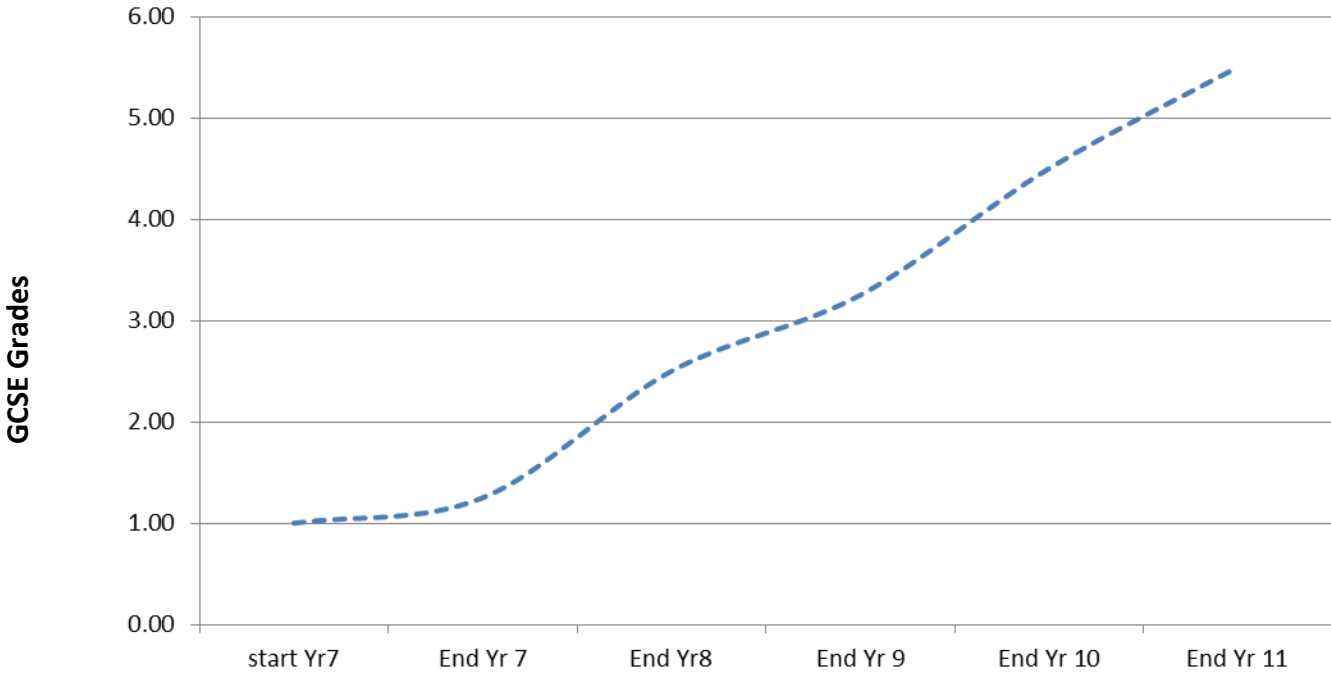
One of the most important elements of these changes is to understand the progress your child should be making according to their flight path. The graphs on the next page are examples of flight paths for children who left primary school (2015 and before) with levels 2b, 3b, 4b and 5b. The table below explains the new numerical GCSE grades and how they equate to the old alpha (A*-C) GCSE grades.

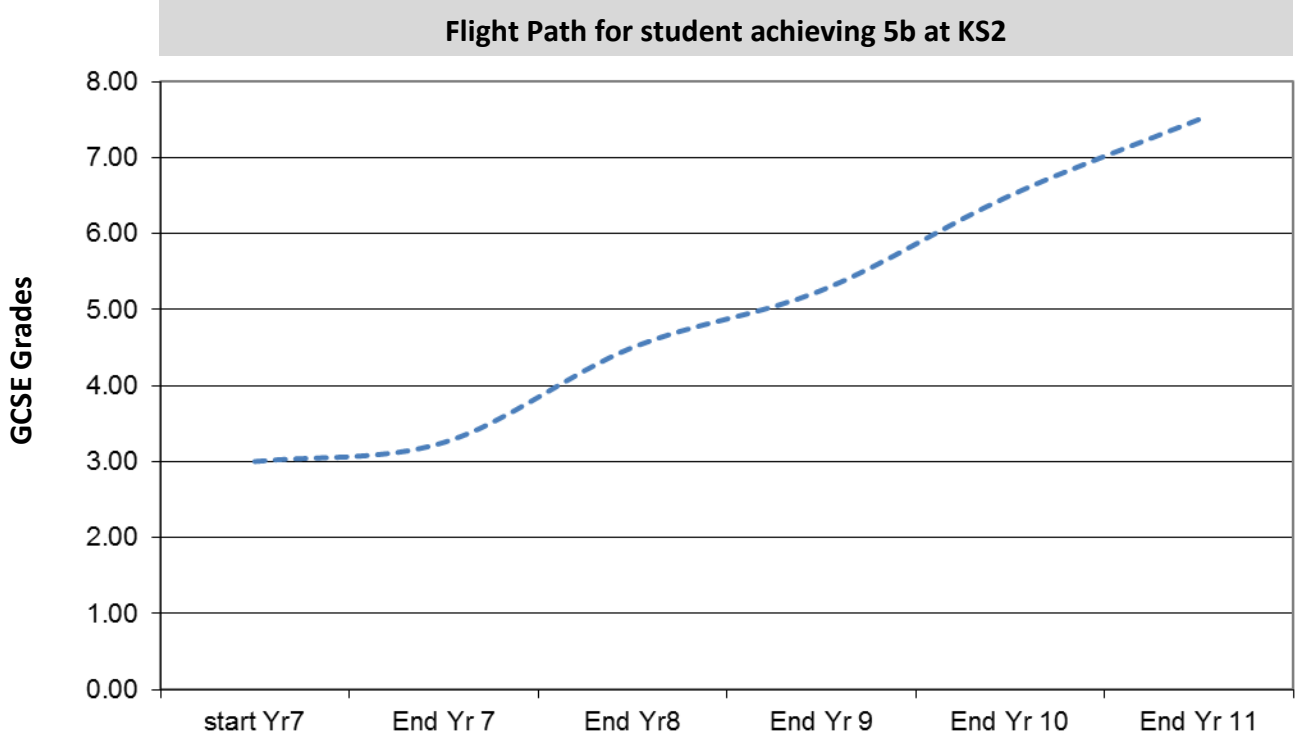
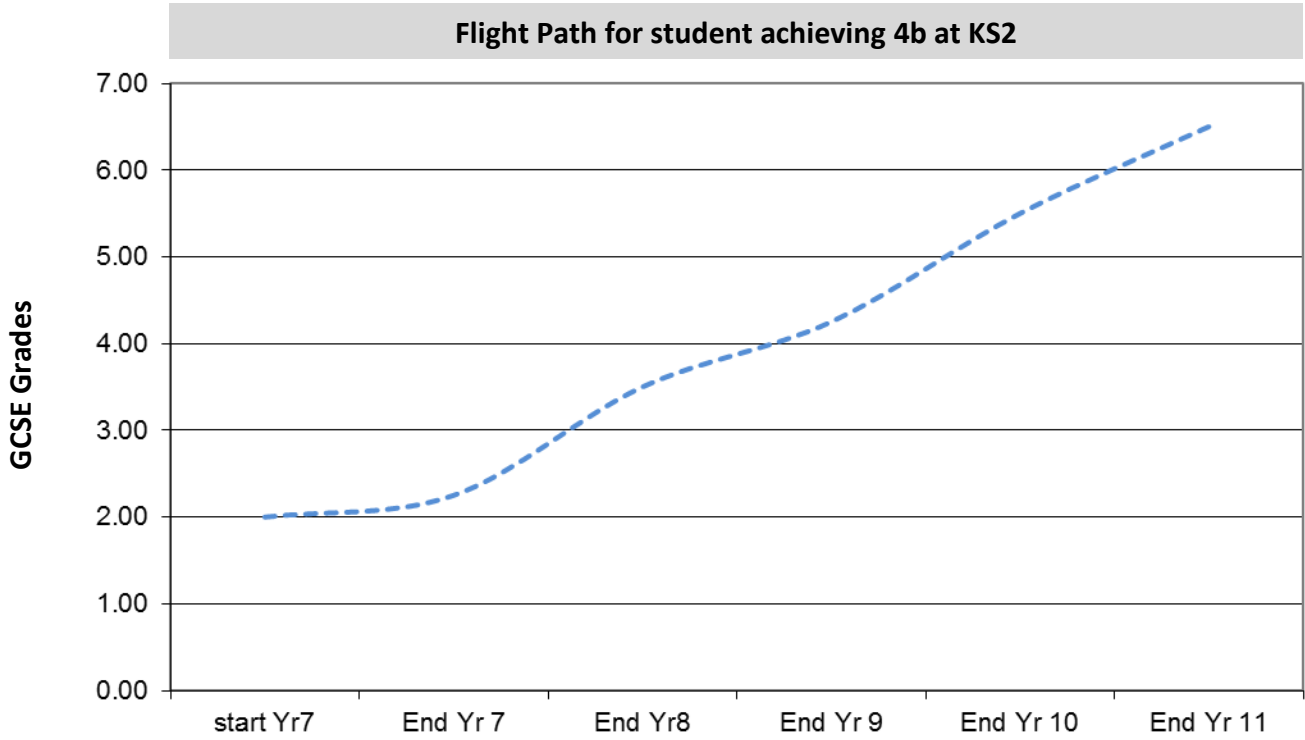
A**	9
A*	8
A	7
B	6
C	5
D	4
E	3
F	2
G	1
U	0

Flight Path for student achieving 2b at KS2



Flight Path for student achieving 3b at KS2





Changes to KS2 assessment – scaled scores and setting targets

The government published guidance on scaled scores in 2015 which made clear that they would not be setting standards on the new tests until pupils have taken them. Also, as this was the first cohort to have reached the end of the key stage it wouldn't be fair or accurate to set the new scale using data from pupils that had studied the old national curriculum. The government says this significant reform will take time to get right and for this reason, secondary schools have yet to receive clear guidance on target setting using the new data. Currently we are using our own analysis of the data from primary schools and our professional judgements to set challenging targets for children in year 7 which teachers can use as a guide. Until we receive further guidance from the government on how the scaled scores should be used to set GCSE targets, we will communicate with students and parents about their progress with specific subject knowledge and skills across the curriculum.

Links to other policies

- Attendance, Assessment, Teaching & Learning, Homework, SMSC, Behaviour for Learning & individualised department assessment policies.

Implementation and Roles & Responsibilities

- Heads of Department have responsibility for advising the Deputy and Headteacher about resources and time requirements for subjects and the deployment of staff.
- Following consultation with staff and students, the Leadership Team constructs an annual curriculum model.
- The Headteacher anticipates curriculum needs and staffing requirements to inform about teacher recruitment and retention.
- The Headteacher presents the curriculum model to governors for consideration.
- The Headteacher recruits appropriate staff to meet the needs of the curriculum.
- Governors discuss, amend and approve the annual curriculum model.

Monitoring, evaluation & review

The Leadership Team continuously monitors the implementation of the curriculum to ensure that:

- Curriculum is appropriate, challenging and relevant whilst following guidance from the DFE and examination bodies.
- The curriculum is delivered successfully through the monitoring and development of good and outstanding teaching and learning.

- The appraisal and capability policy is used to ensure that standards in all areas of this policy are implemented to a high level.
- This policy is reviewed annually, utilising parent consultation and feedback to ensure all views are considered on how we report progress.
- All national guidance on changes to curriculum and assessment are reflected in our curriculum and assessment models.
- Targets are challenging and linked to GCSE and higher qualifications.

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