

# WROTHAM SCHOOL



## CURRICULUM AND ASSESSMENT POLICY

**This policy was adopted by the Governors Curriculum Committee**

**To be reviewed on an annual basis – September 2021**

# 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 broad and balanced 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 a full curriculum that is designed to support a range of abilities through offering an appropriate menu of academic and vocational qualifications. Our focus is providing a broad curriculum 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.

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.

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

## Catch-up

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.

## **SMSC, Progress Time and Extra-curricular learning**

Extra-curricular learning 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. As part of our curriculum, every student attends a morning Progress time session- these sessions cover a range of topics and wider social issues.

At Wrotham School we offer a vast range of clubs and extra-curricular activities which enrich our curriculum.

## **Character strengths**

At Wrotham School, we prioritise the development of good character as it equips our students and staff with the tools required to make good decisions at school and beyond.

In addition, we believe that a focus in developing character strengths through spiritual, moral, social and cultural opportunities leads to the effective personal development of well-rounded individuals, and embeds British values into the culture of our school.

Students, parents, staff and governors have helped identify ten character strengths that we aim to develop in the individuals that make up our school community. Further thought has been given to identify character strengths that will be particularly important for students to focus on at certain ages, to help them both face challenges, and take advantage of opportunity.

<b>Year Group</b>	<b>Character Strength Priorities</b>
7	<b>Respect</b> Creativity Compassion Integrity
8	<b>Respect</b> Creativity Confidence Teamwork
9	<b>Respect</b> Open-Mindedness Compassion Communication
10	<b>Respect</b> Integrity Motivation Communication
11	<b>Respect</b> Resilience Confidence Motivation
Post 16	<b>All character strengths alongside the IB student profile</b>

## Curriculum design

Subject leader specialists design a curriculum which builds on subject knowledge and develops skills over time. Subject leaders map out their curriculum and when doing so consider the learning pathway and learning experience required for future progression, future learning and employment.

## KEY STAGES

### KS3

At Key Stage 3 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. Department leaders plan a broad curriculum which builds on prior knowledge and develops the understanding of subject content.

At Key Stage 3, all students study a range of subjects of: English, Mathematics, Science, Physical Education, Geography, History, Art, Drama, Food Technology, Religious Education, Design and Technology, Media, Music and ICT. There is additional support for those requiring extra literacy and numeracy provision.

In Year 9, students study a broad curriculum. All students are given an opportunity to study a range of subject choices on a rotation basis before selecting their option subjects in Key Stage 4. The rotation taster GCSE subjects include: Art, Design and Technology, Photography, Graphics, Drama, Music, NCFE Health and Fitness, Media, Hospitality and Catering, Business, ICT Creative Media, Computer Science and Travel and Tourism. All students also study Physical Education, Religious Education and Life and Society.

This is in addition to the study of: English, Maths, Science, Geography, History, French and Spanish whereby in Year 9 students will commence the study of GCSE content in these subjects.

We aim to study a full range of subjects in Key Stage 3 before students specialise in their chosen 'Option' subject areas in Key Stage 4.

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

## KS3 Curriculum hours

YEAR 7				YEAR 8			
	Learning Hours				Learning Hours		
Subject	SET F/E/D	SET C/B	SET A	Subject	SET E/D EBACC	SET C/B PROF AC	SET A ASPIRE
English	4	4	5	English	4	4	5
Maths	4	4	5	Maths	4	4	5
Science	2	2	2	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/Media	1	1	1	Design/ Food	1	1	1
Drama	1	1	1	Drama	1	1	1
Music	1	1	1	Music	1	1	1
Physical Education	2	2	2	Physical Education	2	2	2
Religious Education	1	1	1	Religious Education	1	1	1
French/Spanish	2	2	0	French/Spanish	2	2	0
Life and Society	1	1	1				
ICT	1	1	1	ICT	1	1	1

<b>Year 9</b>		
<b>Subject</b>	<b>Learning Hours</b>	
<b>English</b>	<b>5</b>	
<b>Mathematics</b>	<b>4</b>	
<b>Science (Combined or Triple)</b>	<b>4</b>	
<b>History</b>	<b>2</b>	
<b>Geography</b>	<b>2</b>	
<b>French</b>	<b>1</b>	
<b>Spanish</b>	<b>1</b>	
<b>Physical Education</b>	<b>2</b>	
<b>Religious Education</b>	<b>1</b>	
<b>Life and Society</b>	<b>1</b>	
<b>Foundation subjects on a termly rotation</b>		
Rotation	Rotation	<b>2</b>
Art	Business	
Design and Technology	Health & Fitness	
Music	ICT Creative Media	
Drama	Computer Science	
Photography	Travel & Tourism	
Food/ Media and Hospitality and Catering	Graphics	

## Life and Society

In Key Stage 3, students will study a subject called 'Life and Society' which will cover a wide range of topics including: life skills, social behaviours, politics, the law, healthy lifestyle choices and relationships. This curriculum time will include the new 2020 mandatory Sex and Relationships curriculum content.

Further to this, the 2020 Sex and Relationships curriculum content will too be covered during Progress Time in Years 7 to 11.

## KS4

At Key Stage 4 we follow a range of courses that are recognised as suitable for level 2 and level 3 study by the government and the DFE. Students are given the opportunity to select four Option subjects to study for GCSE. We offer a selection of vocational and academic subjects and this prepares our students for Post 16 progression and for life in modern Britain.

As well as the subject choices selected by our students, some students take additional qualifications of Triple Science and Statistics which are taught during Core Science and Mathematics time.

We also offer additional intervention in subject areas through the provision of: after-school catch-up sessions, targeted intervention sessions within the school day, holiday intervention sessions and homework support.

## KS4 Curriculum hours

Year 10		Year 11	
Subject	Learning Hours	Subject	Learning Hours
English	4	English	5
Maths	4	Maths	5
Science	5	Science	4
PE	3	PE	2
		Extra Geography (instead of PE)	2
Option		Option	
A	3	A	3
B	3	B	3
C	3	C	3



## KS5

All Wrotham Sixth Form students are expected to undertake a full programme of study. Students are expected to study a minimum of three subjects at Level 3 (both vocational and academic courses are available). Typically students study three subjects at Level 3, although some students do study four subjects if this is in line with their academic ability and their future aspirations. All subjects are taught by exceptionally well-qualified, experienced teachers, alongside a personalised structure of support and mentoring.

### IBO Certificates

In September 2017, Wrotham School qualified as an IB world school. We offer IBO certificates as stand-alone subjects that can be studied in any combination with other Level 3 qualifications. Some of our students study the International Baccalaureate Career-related Programme (IBCP) and this involves one of the following combinations of subjects:

Combination 1	Combination 2	Combination 3
Two IB courses (at either Standard or Higher level)	Two IB courses (at either Standard or Higher level)	Two IB courses (Higher level)
+	+	+
Two vocational subjects	One vocational subject	One vocational subject
	+	
	One A level	

## KS5 Curriculum hours

Year 13				Year 12			
Subject	Option block	Learning Hours	Level	Subject	Option Block	Learning Hours	Level
Biology	A	5	A	Film	A	3	IB
Business	A	5	BTEC	Finance	A	5	LIBF (vocational)
Film Studies	A	3	IB	Chemistry	A	5	A

Environmental Science	A	2	IB Standard	Geography	A	5	A
				Criminology	A	5	Vocational
Chemistry	B	5	A	English Literature	B	5	A
English Literature	B	5	A	Biology	B	5	A
ICT	B	5	OCR National	IT	B	5	OCR National
Product Design	B	5	A	Environmental Science	B	5	IB Standard
History	C	5	A	Sport	C	5	BTEC
Mathematics	C	5	A	Theatre	C	3	IB
Mathematical Studies	C	5	IB Standard	Mathematics	C	5	A
Criminology	C	5	Vocational	Mathematical Application	C	2	IB Standard
Visual Arts	D	3	IB	Visual Arts	D	3	IB
Sport	D	5	BTEC	Social Anthropology	D	3	IB
Physics	D	5	A	Business	D	5	BTEC
Criminology	D	5	Vocational				
Social Anthropology	D	3	IB				
Photography	E	5	A	Criminology	E	5	Vocational
Politics	E	2	IB Standard	History	E	5	A
Theatre Studies	E	3	IB	Photography	E	5	A
Finance	E	5	LIBF (vocational)	Physics	E	5	A
Pro-soccer	E	5		Pro-soccer	E	5	
Supervised Study	All	Min 5	N/A	Supervised Study	All	Min 5	N/A

## Intervention

In KS5 we too offer tailored intervention lessons, after-school and during school holidays to support every student with their learning.

## Enrichment and IB Core:

In their sixth form study programme, all students (apart from Pro Soccer Academy scholars) will have the opportunity to demonstrate that they are International Baccalaureate Learners and take part in activities that satisfy the expectations of service learning, professional and personal skills, and language development (which culminates in a visit abroad in their second year with us). Students who are enrolled on the full International Baccalaureate Career-related Programme also have the opportunity to earn extra UCAS tariff points by completing the reflective project qualification.

IB Core	
Subject	Learning Hours
Reflective Project (only if the student is completing the IBCP)	1
Community Support (instead of the Reflective Project – for students not taking the IBCP)	1
Language Development	1
Service 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/ KS2 data 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.

Year 7

TEACHING GROUP F EBACC (Year 7)	Higher Prior Attainment in Maths and English
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 Aspire	Nurture group - additional support in English and Maths

Year 8

TEACHING GROUP E EBACC	Higher Prior Attainment in English and Maths
TEACHING GROUP D EBACC	Higher Prior Attainment in English and Maths
TEACHING GROUP C Professional Academic	Middle Prior Attainment in English and Maths
TEACHING GROUP B Professional Academic	Middle Prior Attainment in English and Maths
TEACHING GROUP A Aspire	Nurture group - additional support in English and Maths

Year 9

In Year 9, the core subjects are streamed based on ability which is based on prior attainment. The option taster subjects, History, Geography, French, Spanish, Life and Society, Religious Education and Physical Education are taught in mixed ability classes.

## Assessment

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.
- Used as a means to support teaching and identify gaps.
- Easily and clearly understood by everyone.
- Presented in a way that makes sense when moving up to KS4 and KS5.

## Assessment in KS3

### Key Changes Summary

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

- We have introduced an 'all through school' grading system which means that students are graded using GCSE criteria from year 7 in all subjects. Where appropriate, BTEC 'pass, distinction and merit' grades are awarded.
- 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.
- As part of our assessment cycle, all subjects will report on student progress towards their target grade at two points during the year.
- All students will receive a termly ATL class grade and a ATL for Homework score.
- The taster subjects in Year 9 are assessed on pupil strength in this area.

## ASSESSMENT AT KS4 and KS5

- Assessment at KS4 and 5 is based on GCSE and A Level Criteria, IB Criteria and marking schemes. Students are assessed to the syllabus they are working towards and given a current grade that can be compared to their target.
- In KS4, as part of our assessment cycle, all subjects will report on student progress towards their target grade at two points during the year.
- In KS4, all students will receive a termly ATL class grade and a ATL for Homework score.

## ASSESSMENT AT KS5

- In KS5, all subjects will report home on a termly basis.
- In KS5, all students will receive a termly ATL class grade, an Independence score and a ATL for Homework score.

## 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 two points in KS3 and KS4 during the academic year and use this data to inform planning, intervention, feedback and improvement strategy. In KS5 data is collected on a termly basis and is used for targeted intervention and action planning.

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

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. “Levelling-up” also builds on prior knowledge and supports the recall of previously covered course content.

## 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. Marking is monitored by HODs and through lesson observations and learning walks. HODs feedback their findings to both staff and their Line Manager.

## Measuring Progress and target grades

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. The flight paths are created based on KS2 average point scores and for KS5 these are based on GCSE scores.

Target grades are designed to challenge each pupil to reach their full potential and to acquire the knowledge, understanding and skills required to achieve the very best grade they can at GCSE and into their Post 16 studies. Students have target grades which show high aspirations and a strong drive for success. The targets will be regularly monitored and reviewed to ensure that each pupil achieves their full potential.

## GCSE grades

We measure progress using GCSE grading criteria from year 7. Where appropriate, BTEC 'pass, distinction and merit' grades are awarded. In KS5 International Diploma (Higher and Standard Level) grades are awarded in some subject areas (Theatre Studies, Film, Social Anthropology)

## Links to other policies

- Attendance, Assessment, Homework, SMSC, RSE and Behaviour for Learning

## Implementation and Roles & Responsibilities

- Heads of Department have responsibility for advising the 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.
- 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.

**END**