



WROTHAM SCHOOL

CURRICULUM AND ASSESSMENT POLICY

Document Review

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Committee Responsible:	Local Governing Body
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Wrotham School Curriculum Intent

At Wrotham School, we follow the C.O.U.R.S.E- because every student deserves to grow, thrive and succeed.

Character**All students will:**

- Be given the opportunity to develop their social, moral, spiritual and cultural awareness
- Be given the opportunity to develop their moral character through building their integrity, resilience, empathy and their awareness of responsibility
- Be rewarded for demonstrating good character, including: Respect, Communication, Integrity, Confidence, Teamwork, Open-mindedness, Motivation, Creativity, Compassion, and Resilience.
- Understand the importance and relevance of British Values.
- Be given opportunity to demonstrate good character in all aspects of school life.
- Be encouraged to reflect on their character and personal development to help promote good mental well-being.
- Be encouraged to develop character which will in turn shape confident individuals and good citizens.

Opportunity**All students will:**

- Be provided with opportunities to partake in extra-curricular activities which develop their character and enhance their curriculum.
- Be provided with equal access to learning, enrichment, and personal growth.
- Be given the opportunity to access an appropriately challenging curriculum.
- Gain sufficient knowledge and skills for future learning and employment, thereby raising aspirations.

Understanding**All students will:**

- Be encouraged to develop empathy and emotional intelligence.
- Be given the opportunity to expand their cultural awareness.
- Be given the opportunity to develop strong interpersonal skills.

Respect**All students will:**

- Be encouraged to show respect for their peers, teachers and themselves.
- Be encouraged to show respect for their environment.

Success**All students will:**

- Study a broad and balanced curriculum.
- Experience and enjoy a full range of subjects.
- Improve skills that facilitate social responsibility and mobility.
- Gain the knowledge, character and experience to succeed in adult life.
- Be given the opportunity to make better than expected progress.

Excellence**All students will:**

- Study an ambitious and challenging curriculum.
- Be challenged to achieve and exceed prior expectations.
- Be challenged to strive for the highest standards in work, behaviour, and personal growth.
- Develop their understanding of larger concepts over time in a range of contexts.
- Be encouraged to confidently express their opinions and views orally and/ or in the written form.

Vision and Principles- Curriculum Intent**Driven by the values of C.O.U.R.S.E. — Character, Opportunity, Understanding, Respect, Success and Excellence**

At Wrotham School, our curriculum is built around our guiding ethos of C.O.U.R.S.E. — because every student deserves to grow, thrive and succeed. These six core values shape not only what we teach, but how we teach, and the environment in which every student learns and develops:

Character – We nurture integrity, resilience, empathy, and personal responsibility. These traits help shape confident individuals and active, engaged citizens.

Opportunity – We believe every student should have equal access to learning, enrichment, and personal development. Our curriculum removes barriers and opens doors.

Understanding – Emotional intelligence, cultural awareness and empathy are integral to how we teach. We help students build strong relationships and understand the world around them.

Respect – A culture of mutual respect is central to our school community. We promote respect for self, others, learning, and the wider environment.

Success – Success looks different for each learner. Whether academic, personal, creative or social, we support every student to achieve and exceed their goals.

Excellence – We promote a mindset of aiming high in everything we do — from work and behaviour to personal growth and ambition.

Our curriculum is designed to be broad, balanced and inclusive, ensuring every student is supported, challenged and inspired. We provide a wide range of academic and vocational pathways that cater to different learning needs and aspirations. At Key Stages 4 and 5, students are guided to make informed, ambitious choices that prepare them for future education, training or employment.

We place particular emphasis on the importance of Literacy and Numeracy, which serve as the foundation for progress in all subjects. These core skills also enhance life opportunities and support social mobility.

The creative arts and performance subjects play a vital role in our curriculum at Key Stages 3, 4 and 5. We value their unique ability to build emotional well-being, Confidence, Resilience and Communication — which is why these subjects are prioritised, particularly in the earlier years of study.

Beyond the classroom, we provide extensive extra-curricular and enrichment opportunities designed to develop character, leadership, teamwork and life skills. Our approach supports students' spiritual, moral, social and cultural development, as well as a deep appreciation of British values.

In every aspect of school life, the principles of C.O.U.R.S.E. are embedded to ensure our students leave Wrotham School as respectful, responsible and resilient individuals, equipped to succeed — not just academically, but as people.

Character Education

Character education at Wrotham School is not simply a programme — it is a whole-school approach that is both implicit and explicit in everything we do. It is deeply embedded in our curriculum, our culture, and our relationships, and is guided by our core ethos of C.O.U.R.S.E.: Character, Opportunity, Understanding, Respect, Success, and Excellence.

Our approach to character development cultivates the moral virtues and personal strengths that underpin common morality and good citizenship. Character, the cornerstone of our ethos, is nurtured through every subject, interaction, and experience. We believe these traits — including resilience, integrity, empathy, and responsibility — are essential not only for academic success but for building meaningful, fulfilling lives. This work extends far beyond the classroom: it shapes the kind of people our students become as friends, neighbours, colleagues, parents, and leaders, benefitting their lives, their communities, and wider society.

In line with Opportunity and Understanding, we provide a rich range of spiritual, moral, social and cultural (SMSC) experiences that promote personal development and embed British Values into the heart of our school culture. These opportunities allow students to reflect, grow, and appreciate diverse perspectives, encouraging open-mindedness and emotional intelligence.

Our school community — including students, parents, staff and governors — have worked together to identify ten core Character Strengths we seek to develop in all our learners. These strengths are reflected in the daily life of the school and are nurtured through the values of Respect, Success, and Excellence, ensuring that our students not only meet academic challenges, but also grow into confident, principled and well-rounded individuals.

At Wrotham School, C.O.U.R.S.E. is more than an ethos — it is a lived experience that shapes the character and futures of every student.

Reading and Oracy

We aim to encourage and foster an enjoyment of reading by incorporating reading opportunities and wider reading into our day-to-day curriculum. In subject areas, we encourage discussion and provide opportunities for students to speak confidently and fluently about subject content, topics and wider issues.

DEAR reading provides students with an opportunity to read for pleasure and for their enjoyment. Students are encouraged to choose books which interest them and to therefore expose themselves to different writers, genres and text types. Further to this, Sparx Reader is used to help students improve their reading skills and comprehension.

In Key Stage Three, as part of our Progress Time curriculum, students read books linked to our whole school Character Strengths. These reading sessions develop student's reading comprehension skills and draw links between our whole school Character Values and the characters, themes and topics covered in the novels.

In Key Stage Four, students utilise a resource called First News and other non-fiction articles to promote literacy and to develop real-world awareness. The topics of current events, politics, science, environment, and global affairs help students to make connections between the classroom and the wider world.

In Key Stage Five, students partake in wider reading opportunities to support their Level 3 studies and qualifications.

KS3 Intervention and Reading Provision

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 bespoke intervention sessions to quickly improve reading and numeracy skills.

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 teamwork. As part of our curriculum, every student attends a Progress Time session: these sessions cover a range of topics and wider social issues including: Citizenship, RSHE, British Values, Commemorative and Awareness days, PSHE and religious celebrations.

At Wrotham School we offer a vast range of clubs and extra-curricular activities which enrich our curriculum. In Years 7, 8, 9 and 12, students partake in an Enrichment curriculum.

RSHE

Relationships Education, Relationships and Sex Education (RSE) and Health Education is delivered as part of our Progress Time curriculum from Years 7 to 13. It is also delivered as discrete lessons during our 'Life and Society' curriculum in Years 7, 8 and 9.

Religious Education

In KS3, students study Religious Education (R.E) in discrete R.E lessons- these lessons offer learning opportunities that relate to spirituality, ethics, religion and philosophy and cover a balanced range of world religions and belief systems. In KS4, students have the opportunity to study R.E as a GCSE subject as part of our curriculum offer. R.E is also delivered as part of our Progress Time curriculum in KS3, KS4 and KS5.

Careers

We recognise the importance of a comprehensive careers education that is embedded in the curriculum. To this end, we are using the Gatsby Benchmarks and the CDI framework to plan and quality assure our careers provision. The eight Gatsby benchmarks act as a guide to support students' careers information, education, advice and guidance with opportunities to experience the workplace, the full range of options at key transition points, to give personal guidance, and to link curriculum learning to careers. The benchmarks have been revised and updated for the 2025-26

academic year. Wrotham School is committed to meeting the updated requirements including supporting inclusion and impact for each and every young person, as well as embedding parent and carer engagement into our careers programme.

Careers Education and Guidance across Key Stages

Wrotham School's CEIAG provision is designed to support students through the different stages of their journey through school. Relevant and targeted guidance is given at each key transition stage to ensure students' develop the necessary understanding and skills.

- In Years 7 and 8 the focus is on exploring interests and motivations and developing a broad understanding of the world of work.
- In Year 9 the focus is on building aspirations and exploring career opportunities in more detail, including challenging stereotypes.
- In Year 10 the focus is on developing self-presentation skills and understanding what employers want.
- In Year 11 the focus is on making plans and applications for post-16 learning.
- In Years 12 and 13 the focus is on preparing the students to make good choices, engage in work experience, and understand personal development.

A full list of the variety of activities that are available for students at different stages is included in Wrotham School's CEIAG Policy and is published on the Careers Plan section of the careers section on our school website. In addition to this, careers education is embedded into curriculum lessons, following Gatsby Benchmark 4. Activities range from relating specific topics to future careers, to interactions with employers and focussing on employability skills.

As students move through the various stages of their schooling, they will take part in a broad and balanced programme of careers education. This programme is designed to inform them about the wide range of future opportunities available at local, national, and global levels, and how these opportunities may evolve over time.

Students will also receive personalised guidance to help them make informed decisions and improve their readiness for future pathways. This includes support in developing self-awareness, character traits, and key skills that enhance their ability to access opportunities. In addition, they will receive timely advice during key transition points - both within school and when engaging with employers, training providers, and institutions offering further and higher education.

Our Provider Access Policy is reviewed and updated annually. It is available on the Careers section of the Wrotham School website, along with information on how we assess the impact of our careers education provision.

Access to Student Records and Assessment in Careers Education

All students have full access to a personalised record of their careers education through our online platform, *Morrisby*. This record includes:

- A log of careers education delivered during Progress Time sessions
- Records of participation in additional careers-related activities, such as workshops, guest speaker events, and workplace experiences
- A facility for students to provide feedback on careers activities
- Access to feedback from employers and key documents stored in their digital locker (e.g. work experience reports)
- Tools for students to self-assess their skills, interests, and aspirations, which support increased self-awareness and provide personalised career suggestions, including detailed labour market information for each suggested pathway

In accordance with the CDI Code of Ethics, this information is confidential and accessible only to relevant school staff who are directly involved in supporting the student. Students also have the option to grant access to their parent or carer via the platform's home page.

The school employs a full time, level 6 qualified, Careers Development Professional (Careers Adviser). This ensures that we meet our statutory responsibility to provide quality careers guidance for our students.

Curriculum Design and Implementation

Subject leader specialists design a curriculum which builds on prior subject knowledge and develops skills and concepts 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

Key Stage 3 (KS3)

In 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.

In Key Stage 3, all students study a range of subjects: English; Mathematics; Science; French; Physical Education; Geography; History; Art; Drama; Food and Nutrition; Religious Education; Life

and Society; Design and Technology; Music; and ICT. In Years 7 and 8 students partake in an Enrichment programme.

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, Travel and Tourism, Sociology, Drama, Music, Sports Studies, Media Studies, Enterprise and Marketing, Dance Film Studies, and Citizenship. Further to this, students partake in an Enrichment rotation. All students also study Physical Education, Religious Education and Life and Society (RSHE).

This is in addition to the study of: English; Mathematics; Science; Geography; History; French and some students study Spanish too. Year 9 students will commence the study of foundation 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 Groupings

At Wrotham School, we provide an Excellence pathway in Years 7, 8 and 9. We also have mixed ability classes.

KS3 Curriculum – allocation of lessons

(Please note: lessons are 75 minutes in length)

YEAR 7	
Subject	Number of Lessons
English	3
Mathematics	3
Science	2
Geography	1
History	1
Art	1
Design/Food and Nutrition	1
Drama	1
Music	1
Physical Education	2
Religious Education/Life and Society	1
French	1
ICT	1
Enrichment	1

YEAR 8	
Subject	Number of Lessons
English	3
Mathematics	3
Science	2
Geography	1
History	2
Art/ Design	1
Drama	1
Music	1
Physical Education	2
Religious Education/Life and Society	1
French/ Spanish	1
ICT	1
Enrichment	1

Year 9	
Subject	Number of Lessons
English	3
Mathematics	3
Science	4
History	1
Geography	1
French or Spanish	2
Physical Education	2
Religious Education	1
Life and Society (RSHE)	1

Year 9 Options subjects on a termly rotation																		
<table><tr><th>Rotation</th><th>Rotation</th></tr><tr><td>Drama</td><td>Sociology</td></tr><tr><td>Media Studies</td><td>Sports Studies</td></tr><tr><td>Enterprise and Marketing</td><td>Travel and Tourism</td></tr><tr><td>Music</td><td>Photography</td></tr><tr><td>Art</td><td>Dance</td></tr><tr><td>Design and Technology</td><td>Film Studies</td></tr><tr><td>Citizenship</td><td>Enrichment</td></tr></table>		Rotation	Rotation	Drama	Sociology	Media Studies	Sports Studies	Enterprise and Marketing	Travel and Tourism	Music	Photography	Art	Dance	Design and Technology	Film Studies	Citizenship	Enrichment	2
Rotation	Rotation																	
Drama	Sociology																	
Media Studies	Sports Studies																	
Enterprise and Marketing	Travel and Tourism																	
Music	Photography																	
Art	Dance																	
Design and Technology	Film Studies																	
Citizenship	Enrichment																	

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: the law, healthy lifestyle choices, and relationships. This curriculum time will include the 2020 mandatory Sex and Relationships curriculum content.

Further to this, aspects of the 2020 Sex and Relationships curriculum content will be covered during Progress Time in Years 7 to 13.

KS3 Curriculum Rationale

At Key Stage 3, our curriculum builds on knowledge from Key Stage 2 and provides our students with a solid foundation for GCSE study. Our Key Stage 3 curriculum broadens students' experiences of a range of subjects. We aim to offer all students the opportunity to study a repertoire of subjects with the intention of helping them later choose their subject specialisms for GCSE study.

We build the core skills of Numeracy and Literacy and students study the content of the National Curriculum. Additional Literacy and Numeracy support is available to students who require further support through our intervention programme and reading provision

In Year 9, students start to study GCSE Foundation skills in English, Mathematics, Science, Humanities and Modern Foreign Language to build a strong foundation for the English Baccalaureate.

Key Stage 4 (KS4)

In Key Stage 4 we follow a range of courses that are recognised as suitable for Level 2 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.

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

Enrichment

In Years 10 and 11, students partake in some Enrichment opportunities during Progress Time.

KS4 Groupings

In Years 10 and 11, classes are mixed ability across the Option subjects. Excellence pathways are provided in English, Mathematics and Science.

KS4 Curriculum – allocation of lessons

(Please note: lessons are 75 minutes in length)

Year 10		Year 11	
Subject	Number of lessons	Subject	Number of lessons
English	3	English	4
Mathematics	4	Mathematics	4
Science	4	Science	3
P.E	1	P.E	1
Option		Option	
A	2	A	2
B	2	B	2
C	2	C	2
D	2	D	2

Year 10				Year 11			
Subject	Option block	Number of Lessons	Level/Award	Subject	Option Block	Number of lessons	Level/Award
Geography	A	2	GCSE	French	A	2	GCSE
Design and Technology	A	2	GCSE	Geography	A	2	GCSE
Enterprise and Marketing	A	2	Vocational	Design and Technology	A	2	GCSE
History	A	2	GCSE	Enterprise and Marketing	A	2	Vocational
Sociology	A	2	GCSE	History	A	2	GCSE
Film Studies	A	2	GCSE	ICT Creative iMedia	A	2	Vocational
Sports Studies	A	2	Vocational	History	A	2	GCSE
History	B	2	GCSE	Photography	A	2	GCSE
Spanish	B	2	GCSE	Religious Studies	A	2	GCSE
Design and Technology	B	2	GCSE	History	B	2	GCSE
Enterprise and Marketing	B	2	Vocational	History	B	2	GCSE
Photography	B	2	GCSE	Hospitality and Catering	B	2	Vocational
Geography	B	2	GCSE	Photography	B	2	GCSE
Media Studies	B	2	GCSE	Spanish	B	2	GCSE
Drama	C	2	GCSE	Sports Studies	B	2	Vocational
Hospitality and Catering	C	2	Vocational	Sports Studies	B	2	Vocational
History	C	2	GCSE	Statistics	C	2	GCSE

Art	C	2	GCSE	Design and Technology	C	2	GCSE
French	C	2	GCSE	Drama	C	2	GCSE
ICT	C	2	Vocational	Enterprise and Marketing	C	2	Vocational
Geography	C	2	GCSE	History	C	2	GCSE
Computer Science	D	2	GCSE	Media Studies	C	2	GCSE
History	D	2	GCSE	Sociology	C	2	GCSE
Hospitality and Catering	D	2	Vocational	Art	D	2	GCSE
Music	D	2	GCSE	Computer Science	D	2	GCSE
Spanish	D	2	GCSE	Film Studies	D	2	GCSE
Sports Studies	D	2	Vocational	Geography	D	2	GCSE
Sociology	D	2	GCSE	History	D	2	GCSE
				Hospitality and Catering	D	2	Vocational
				Music	D	2	GCSE
				Sports Studies	D	2	Vocational

KS4 Curriculum Rationale

In Key Stage 4 we offer a range of academic and vocational subjects which are chosen by students in Year 9 for their study in Years 10 and 11. We offer a broad choice of subjects and qualifications which allow for Post-16 progression, higher education and future employment. We aim to prepare students to make informed and suitable Post-16 choices. Students may take the English Baccalaureate by studying: English Language, English Literature, Mathematics, Combined or Triple Science, History or Geography and a Language. Our curriculum can offer students the possibility of studying two Languages or two Humanities subjects if they wish to do so. The EBACC pathway is available to all students and our curriculum offer is inclusive and is not narrowed for any student.

Key Stage 5 (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.

Enrichment

In Year 12, students will also partake in an Enrichment programme.

Some Year 12 students help support and deliver extra-curricular clubs to Lower School students.

KS5 Curriculum – allocation of lessons

(Please note: lessons are 75 minutes in length)

Year 12				Year 13			
Subject	Option block	Number of Lessons	Level/ Award	Subject	Option Block	Number of lessons	Level/ Award
Medical Sciences	A	4	Vocational	Mathematics	A	4	A
Mathematics GCSE resit/ study	A	4	GCSE	Business	A	4	Vocational
Mathematics	A	4	A	Sociology	A	4	A
Film Studies	A	4	A	Politics	A	4	A
Psychology	A	4	A	Study	A	4	Study
Enrichment/ Study	A	8	Enrichment/ Study	Biology	B	4	A
Accounting	B	4	A	Film Studies	B	4	A
Geography	B	4	A	Photography	B	4	A
Product Design	B	4	A	ICT	B	4	Vocational

Chemistry	B	4	A	Study	B	4	Study
Criminology	B	4	Vocational	Chemistry	C	4	A
Study	B	4		Criminology	C	4	Vocational
English Literature	C	4	A	English Literature	C	4	A
				Art	C	4	A
English GCSE retake/ study	C	3	GCSE	Drama	C	4	A
Business	C	4	Vocational	Study	C	4	Study
Drama	C	4	A	Psychology	D	4	A
Art	C	4	A	Geography	D	4	A
Enrichment/ Study	C	4	Enrichment/ Study	Sport	D	4	Vocational
Sport	D	4	A	Accounting	D	4	A
Sociology	D	4	A	Study	D	4	Study
Photography	D	4	A	Physics	E	4	A
History	D	4	A	Product Design	E	4	A
Physics	D	4	A	Criminology	E	4	Vocational
Enrichment/ Study	D	4	Enrichment/ Study	History	E	4	A
Football Academy	E	4	N/A	Football Academy	E	4	N/A
Criminology	E	4	Vocational	Study	E	4	Study
Politics	E	4	A				
Biology	E	4	A				
Enrichment/ Study	E	4	Enrichment/ Study				

GCSE resit

Any student who has not achieved a Grade 4 in English Language or Mathematics is required to resit in Year 12. They attend resit GCSE lessons.

Intervention

In KS5 we too offer tailored intervention lessons after-school to support students with their learning.

KS5 Curriculum Rationale

In Key Stage 5 we offer A Level and Vocational subjects. Students have the opportunity to select the subjects to specialise in their chosen field and to explore these subjects more deeply. The Key Stage 5 curriculum is designed to develop students' independent research, study and time management skills. Further to this, our Key Stage 5 curriculum is designed to prepare students for future learning and employment.

Assessment Intent

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
- Used to assess embedded knowledge
- Used to support progress
- Used as a means to support teaching and identify gaps
- Used to respond to gaps in learning
- Easily and clearly understood by everyone
- Presented in a way that makes sense when moving up to KS4 and KS5

Assessment in KS3

- All students are assessed against subject specific skillsets.
- A percentage grade is reported home at three points throughout the year.
- As part of our assessment cycle, all subjects will review progress against these skillsets at three points throughout the year.
- In KS3, all students will receive a Attitude to Learning grade.
- Reports will go home to parents:
In Terms 2, 4 and 6 – Percentage grades and Attitude to Learning grades.

In KS4 and KS5 students are given challenging target grades to fit with our whole school ethos of C.O.U.R.S.E.

Assessment at KS4

- Assessment at KS4 is based on GCSE and vocational qualification criteria and markschemes. Students are assessed to the syllabus they are working towards and they are 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 three points throughout the year.
- In KS4, all students will receive a Attitude to Learning grade.
- In KS4, as part of our assessment cycle, all subjects will report on student progress towards their target grade as follows:
Year 11 – in Terms 2, 3 and 4
Year 10 – in Terms 2, 4 and 6

Assessment at KS5

- Assessment at KS5 is based on A Level and vocational qualification marking schemes. Students are assessed to the syllabus they are working towards and given a current grade that can be compared to their target grade.
- In KS5, as part of our assessment cycle, all subjects will report on student progress towards their target grade on a termly basis.
- In KS5, all students will receive a Attitude to Learning grade.
- In KS5, as part of our assessment cycle, all subjects will report on student progress towards their target grade as follows:
Year 12 – in Terms 1, Term 2 (vocational subjects only), Term 3 (other subjects), Term 4 and Term 6
Year 13 – in Terms 1, Term 2 (vocational subjects only), Term 3 (other subjects), and Term 4

Assessment Rationale

Wrotham School fully endorses the belief that assessment is one of the most powerful tools in encouraging and managing progress.

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 feedback lessons to improve their work and their attainment level. “Levelling-up” also builds on prior knowledge and supports the recall of previously covered course content.

Marking

At Wrotham School, assessment is used as a means of checking understanding and thus informing teaching. It is used to identify gaps in knowledge and address these gaps through the process of levelling-up. Levelling-up is process where students are given the opportunity to revisit a piece of work as a means of improving the piece and to recap previous content.

Assessments can be used to check the knowledge of long term content and to assess the solidification of new knowledge and concepts.

Expectations of all staff

Time must be given in lessons for students to: peer/ self- assess their work, respond to teacher assessments and use feedback to level-up their work and improve their understanding of the subject.

Assessments and levelling-up

Written, verbal or practical assessments are used as a means of identifying gaps in knowledge and to assess a student's understanding of a topic. All assessments should be substantial including PPEs and end of unit tests.

- Teacher feedback will explain what a student needs to do to improve their work. This feedback might be given in a written or verbal form.
- Students will then be given the opportunity to level-up and improve their work.
- Where SPAG is part of the mark scheme it will be assessed.

Note book expectations:

Class work books are Note books- these are not marked by the class teacher, but we would expect to see some evidence of live marking.

- Teachers will embed peer-assessment / self- assessment/ verbal feedback into their curriculum.
- Peer-assessment / self- assessment comments will provide students with feedback on how to improve their work and this feedback may be given verbally or in a written format.

Links to other policies

- Attendance, Independent Learning, Teaching and Learning, RSHE, Remote Learning, Religious Education and Behaviour for Learning.

Implementation, roles and 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 and 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.

END

**This policy was adopted by the Governors Curriculum Committee
To be reviewed on an annual basis – September 2026**

Reference:

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook-for-september-2023>