



WROTHAM SCHOOL

CURRICULUM AND ASSESSMENT POLICY

Wrotham School Curriculum Intent

High expectations

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

Challenge

All students will:

- Study an ambitious and challenging curriculum
- Be challenged to achieve and exceed prior expectations
- Develop their understanding of larger concepts over time in a range of contexts
- Be encouraged to confidently express their opinions, views and understanding orally and in written form

Opportunity

All students will:

- Be provided with opportunities to partake in extra-curricular activities which develop their character and enhance their curriculum
- Be given the opportunity to access an appropriately challenging curriculum
- Gain sufficient knowledge and skills for future learning and employment, thereby raising aspirations
- Have the occasion to read which promotes enjoyment, fluency and confidence

Character

All students will:

- Be given the opportunity to develop their social, moral, spiritual and cultural awareness
- 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 partake in wider community engagement
- 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 help drive equity and social mobility

Vision & Principles- Curriculum Intent

‘High expectations, challenge and opportunity’

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 strongly believe 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 on providing a broad curriculum that engages students in making informed choices at KS4 and 5 and challenges students to achieve and exceed prior expectations.

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, particularly at KS3.

We provide opportunities for students to engage in extra-curricular learning and to develop their character traits. We aim to nurture and develop students’ social, moral, spiritual and cultural understandings and appreciation of British values. We intend to cultivate students’ individual strengths and to create a learning environment which builds students’ confidence and resilience. We intend to instil in our students the values of: personal responsibility; compassion; open-mindedness; respect; and integrity.

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 KS4 and KS5.

KS3 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.

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.

Access to The Book Nook 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.

Once a week during Progress Time 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.

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 including Citizenship, RSHE, PSHE and R.E topics.

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

Character Education

Character education at Wrotham School is not just an educational programme. It is an approach that implicitly and explicitly permeates all subjects, as well as the whole school ethos; it cultivates the virtues of character associated with common morality. Effective character education will have a legacy far beyond the school gates, impacting young people as friends, neighbours, parents, team members and employees, benefitting both the individuals themselves, their wider communities and broader society.

At Wrotham School, character development is both taught and caught through lessons such as RSHE and the constant modelling of our character strengths by all stakeholders. These are bound together through the overarching character strength of respect.

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 opportunities through the school.

Year Group	Character Strength Priorities	Character Education at Wrotham School
7	Respect Creativity Compassion Integrity	Camping Disco – Halloween History Club Samba Club and School Choir MFL Film Club Science Club Puzzle Club Various Sports Clubs
8	Respect Creativity Confidence Teamwork	Carrot wood Disco – Masquerade History Club Samba Club and School Choir Science Club Puzzle Club MFL Film Club Various Sports Clubs
9	Respect Open-Mindedness Compassion Communication	Outdoor Adventure Camp Prison Island Escape Room History Club Samba Club and School Choir Science Club Puzzle Club MFL Film Club Various Sports Clubs
10	All character strengths	Thorpe Park Fright Night Upper School Band Football Careers Fair Speakers Trust – Presentation and Oracy
11	All character strengths	Thorpe Park Fright Night Football Upper School Band Careers Fair Leavers BBQ and Celebration Kent Choices
Post 16	All character strengths	Thorpe Park Fright Night London Scavenger Hunt Winter Wonderland Careers Fair Upper School Band University Visits/Tours Leavers BBQ and Celebration UCAS Application and Workshops

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 as a framework for our careers provision. These eight benchmarks serve to provide students with opportunities to experience the workplace, further and higher education, to give personal guidance, and to link curriculum learning to careers.

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. 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 progress through the different stages of school life, they will experience a broad and balanced programme of activities that is designed to educate them about what future opportunities exist for them within our local, national and global labour markets, and how these might change over time. They will also receive guidance on how to increase their chances of taking those opportunities through developing and understanding their own character traits and skills, as well as receiving timely advice when making choices at important transition points both within school and when interacting with employers, training providers and further and higher education institutions.

Curriculum Design and Implementation

Subject leader specialists design a curriculum which builds on prior 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: English; Mathematics; Science; French and Spanish; Physical Education; Geography; History; Art; Drama; Food and Nutrition; Religious Education; Life and Society; Design and Technology; Music; and ICT.

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; Sociology; Psychology; Drama; Music; Sport; Media Studies; Finance; ICT Creative Media and Computer Science. All students also study Physical Education, Religious Education, and Life and Society.

This is in addition to the study of: English; Mathematics; Science; Geography; History; French and Spanish. 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, 13 and 14

KS3 Curriculum – allocation of lessons

(Please note: lessons are 75 minutes in length)

YEAR 7				YEAR 8			
	Number of Lessons				Number of Lessons		
Subject	SET F/E	SET C/B/D	SET A	Subject	SET G/F/E	SET C/B/D	SET A
English	3	3	4	English	3	3	4
Mathematics	3	3	4	Mathematics	3	3	4
Science	2	2	2	Science	2	2	2
Geography	1	1	1	Geography	2	2	2
History	2	2	2	History	1	1	1
Art	1	1	1	Design	1	1	1
Design/Food	1	1	1	ICT	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/Life and Society	1	1	1	Religious Education/Life and Society	1	1	1
French	2	2	0	French/Spanish	2 (French and Spanish)	2 (French only)	0

Year 9	
Subject	Number of Lessons
English	3
Mathematics	3
Science (Combined or Triple)	4
MFL (B,C)	1
Functional Skills (A,B,C)	1
Employability Skills (A)	1
History	1
Geography	1
French/Spanish (D, E, F)	2
Physical Education	2

Religious Education		1
Life and Society		1
Options subjects on a termly rotation		
Rotation	Rotation	2
Computer Science	ICT Creative Media	
Design and Technology	Sociology	
Music	Drama	
Psychology	Sports Studies	
Art	Photography	
Media Studies	Finance	

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, aspects of the 2020 Sex and Relationships curriculum content will be covered during Progress time in Years 7 to 13 covering age appropriate content.

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 curriculum time in these areas and this replaces their study of an additional Language.

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

KS4

At 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.

As well as the subject choices selected by our students, some students take the additional qualifications of Triple Science and Statistics, which are taught during Core Science and Mathematics lesson 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 – 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
Maths	4	Maths	4
Science	4	Science	3
PE	1	PE	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	Subject	Option Block	Number of lessons	Level
Geography	A	2	GCSE	Geography	A	2	GCSE
History	A	2	GCSE	History	A	2	GCSE
Hospitality and Catering	A	2	Vocational	French	A	2	GCSE
Finance	A	2	BTEC	ICT Creative Media	A	2	BTEC
French	A	2	GCSE	Hospitality and Catering	A	2	Vocational
Drama	A	2	GCSE	Art	A	2	GCSE
Design and Technology	A	2	GCSE	Geography	B	2	GCSE
History	B	2	GCSE	Spanish	B	2	GCSE
Computer Science	B	2	GCSE	Business	B	2	BTEC
Geography	B	2	GCSE	Music	B	2	GCSE
Hospitality and Catering	B	2	Vocational	Design and Technology	B	2	GCSE
Finance	B	2	BTEC	History	C	2	GCSE
Sports Studies	B	2	NCFE/ Vocational	Spanish	C	2	GCSE
Spanish	B	2	GCSE	Business	C	2	BTEC
R.E	B	2	GCSE	R.E	C	2	GCSE
Geography	C	2	GCSE	NCFE Health and Fitness	C	2	NCFE/ Vocational
History	C	2	GCSE	Photography	C	2	GCSE
Media Studies	C	2	GCSE	Geography	D	2	GCSE
Art	C	2	GCSE	History	D	2	GCSE
Finance	C	2	BTEC	Hospitality and Catering	D	2	Vocational
Music	C	2	GCSE	Drama	D	2	GCSE
Spanish	C	2	GCSE	ICT Creative Media	D	2	BTEC

ICT Creative Media	C	2	BTEC	Computer Science	D	2	GCSE
Photography	D	2	GCSE	Design and Technology	D	2	GCSE
Design and Technology	D	2	GCSE				
Hospitality and Catering	D	2	Vocational				
French	D	2	GCSE				
History	D	2	GCSE				
ICT Creative Media	D	2	BTEC				

KS4 Curriculum Rationale

At Key Stage 4 we offer a range of academic, vocational and technical subjects which are chosen by students in Year 9 for their study in Years 10 and 11. We offer a strong academic core 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. All students are encouraged to take the English Baccalaureate by studying: English Language, English literature, Mathematics, Combined or Triple Science, History or Geography and a Language. Our curriculum offers 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. Some students also study the additional qualification of Statistics.

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.

The International Baccalaureate

In September 2017, Wrotham School qualified as an IB world school. We offer IBO diplomas 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 (diploma)
	+	
	One A level	

KS5 Curriculum – allocation of lessons

(Please note: lessons are 75 minutes in length)

Year 12				Year 13			
Subject	Option block	Number of Lessons	Level	Subject	Option Block	Number of lessons	Level
Biology	A	4	A	Physics	A	4	A
Product Design	A	4	A	Sport	A	4	BTEC
Criminology	A	4	Vocational	Business	A	4	BTEC
LIBF Finance	A	4	LIBF (Vocational)	Geography	A	4	A
Art	A	4	A				
IB Psychology	B	2	IB				

Chemistry	B	4	A	Photography	B	4	A
Geography	B	4	A	Mathematics	B	4	A
ICT	B	4	OCR National	IB Psychology	B	4	IB
Business	B	4	BTEC	Business	B	4	BTEC
English Literature	B	4	A				
Maths	C	4	A	Chemistry	C	4	A
Health and Social Care	C	4	OCR Technical Certificate	History	C	4	A
IB Social Anthropology	C	2	IB	Art	C	4	A
Business	C	4	BTEC	Criminology	C	4	Vocational
Film Studies	C	4	A	LIBF Finance	C	4	LIBF (Vocational)
Physics	D	4	A	IB Music	C	2	IB
Sport	D	4	BTEC	Biology	D	4	A
IB Politics	D	2	IB	Product Design	D	4	A
Criminology	D	4	Vocational	IB Film	D	2	IB
IB Psychology	E	2	IB	IB Politics	D	2	IB
History	E	4	A	IB Psychology	D	2	IB
Photography	E	4	A	Criminology	E	4	Vocational
IB Theatre Studies	E	2	IB	ICT	E	4	OCR National
PSA	E	4		IB Social Anthropology	E	2	IB
				IB Theatre Studies	E	2	IB
				PSA	E	4	
Supervised Study	All	Min 4	N/A	Supervised Study	All	Min 4	N/A

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.

Year 14

Year 14 students take a qualification in Personal Training.

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. 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. The IBO Learner Profile further supports the character development of students.

IB Core	
Subject	Number of lessons
Reflective Project (only if the student is completing the IBCP)	1
Language Development	1
Service Learning	1
Personal Professional Skills	1

KS5 Curriculum Rationale

At Key Stage 5 we offer International Baccalaureate, 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

- We use an 'all through school' grading system which means that students are graded using GCSE criteria from year 7 in all subjects. Where appropriate, '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), or baseline tests where KS2 data is not available.
- 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 on a termly basis. In Year 7, only Core subjects will report on their performance in Term 1.
- In KS3, all students will receive a Character for Learning grade, focusing on the 4 character strands, consisting of Intellectual, Moral, Civic and Performance.
- The option rotation subjects in Year 9 are assessed on pupil strength in this area.

ASSESSMENT AT KS4

- Assessment at KS4 is based on GCSE and Vocational qualification 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 on a termly basis.
- In KS4, all students will receive a Character for Learning grade, focusing on the 4 character strands, consisting of Intellectual, Moral, Civic and Performance.

ASSESSMENT AT KS5

- Assessment at KS5 is based on A Level, Vocational qualification and 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 KS5, all subjects will report home on a termly basis.
- In KS5, all students will receive a Character for Learning grade, focusing on the 4 character strands, consisting of Intellectual, Moral, Civic and Performance.

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 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 the 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.

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.

Links to other policies

- Attendance, Assessment and Homework, SMSC, RSE, Remote Learning 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

This policy was adopted by the Governors Curriculum Committee

To be reviewed on an annual basis – September 2023

Reference: <https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework>

<https://www.gov.uk/government/news/changes-to-inspection-handbooks-for-september-2022>