



Curriculum, Assessment and Reporting, Homework, Literacy and Numeracy Policy

The King's School
Cadhay Lane
Ottery-St-Mary
Devon
EX11 1RA

Policy Change Control

Policy Owner	DHT Curriculum
Approved By	Curriculum Committee
Date of Last Approval	04/11/2020
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Date	Version	Person	Change / Action
16/06/2016	1.0	Trustees	Adoption of Policy
02/05/2017	1.1	LOE	Update to template and format
19/09/2017	1.2	DGW	Changes to: Year 11 Records of Achievement: deleted. Marking and feedback: teachers to date when marking and feedback has been provided in exercise books/folders. Marking and feedback to be initialled if given by any member of staff other than the timetabled class teacher. Inserted 'grade' (rather than just 'Levels') in KS3 internal assessment to reflect 'Life After Levels' from September 2018. Removal of extra classes in Write On but that Write On content it is now delivered within the English curriculum. Removal of ARROW strategy (literacy programme).
26/09/2017	1.2	Trustees	Presented to Trustees for Approval
18/09/2018		DGW	Changes to: All references to Key Stage 3 Levels removed. Inclusion of the promotion of British Values (p3) in aims of the curriculum. Changes to reporting (section 2.7) to reflect new reporting system KS3-5. Removal of homework timetable (section 3.5) Monitoring of marking and feedback changed to termly from twice termly to termly but with the caveat of increased monitoring if the need arises (section 4.1) Core RE to have homework set rather than on list of subjects where homework does not apply.
26/09/2018	1.2	Trustees	Policy Approval
26/09/2019	2.0	DGW	Significant changes made to reflect new Ofsted framework on 'Quality of Education': <ul style="list-style-type: none"> • Curriculum intent and implementation • Sequencing and connectedness • Monitoring effectiveness of implementation (impact) Included curriculum programme KS3-5. Included curriculum organisation Updated assessment information at KS3, 4-5.
30/10/2019	2.0	Trustees	Policy Approval
14/10/2020	2.1	DGW	Changes:

			<ul style="list-style-type: none">• Updated homework section to include that all homework will now be set via Edulink. Students also required to write H/W task in their planners. [p10]• COVID 19 appendix on remote learning [p21]

1 **Rationale**

At The King's School we endeavour to serve the local community by developing a learning environment based on high expectations, shared goals and strong partnerships. We encourage all members to develop their full potential in a caring environment where opinions are valued and achievement is celebrated.

The King's School curriculum is the agreed framework of planned experiences/activities provided to allow students to achieve their designated learning outcomes and realise their full potential.

At The King's School we seek to offer a curriculum that is broad and balanced and appropriate to all students irrespective of gender, ethnicity, belief, levels of ability or disability and social, cultural or economic background.

Our curriculum includes all the timetabled lessons together with various extra-curricular activities that are organised to enrich each student's experience and provide opportunities to build cultural capital. It also includes the hidden curriculum: what the students learn from the way that they are treated and expected to behave.

The curriculum intent

- to provide opportunities for all students to learn and achieve
- to provide students with the opportunities to become successful learners, who enjoy learning, make progress and achieve.
- to promote students' spiritual, moral, social and cultural development
- to prepare all students for the opportunities, responsibilities and experiences of life
- to be differentiated and personalised to the needs of individual students
- to provide students with genuinely memorable lifelong experiences.
- to provide students with as broad and balanced an educational experience as possible for as long as possible
- to reflect the overarching aim of inclusion
- to provide all students with the opportunity to master the key skills and content relevant to their key stage
- to promote British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

1.1 Curriculum organisation & implementation

At all key stages, lessons are taught as five, 60 minute lessons per day. The timetable is organised on a fortnightly rotation. Whilst all lessons at key stages 3-4 are taught during periods 1-5, at key stages 5 in order to allow the greatest flexibility for students and to maintain a broad and balanced curriculum, subjects may be timetabled either at lunchtime or after school. The King's School follows a 3 year Key Stage 3 curriculum and a two year Key Stage 4. Some departments may introduce GCSE knowledge and skills during Year 9 to prepare students explicitly for the increased demands of GCSE.

Within these structures collaboration and independence are equally valued, with students actively involved in their own learning. Opportunities should exist within each curriculum area structure for students to explore, discover, frame and solve problems, to discuss and debate, to enact, to create, to communicate and to evaluate using the appropriate media.

Education begins in the home but it is a partnership between the home, school and above all, the student and this partnership should be fostered and developed at every opportunity.

The curriculum policy of the school cannot stand alone and should be considered in conjunction with other relevant school policies.

Key Stage 3

During Key Stage 3 (years 7, 8 and 9) students study a wide variety of subjects that will provide them with a secure grounding in each subject and equip them with the key knowledge and skills to be successful in their GCSE qualifications and to meet the overriding intent of the whole school curriculum.

Key Stage 3 is divided into carefully sequenced and connected three yearly blocks each with its own set of knowledge and skills that students aim to master.

The content and skills that each subject delivers across Key Stage 3 has been carefully chosen and sequenced to ensure that it provides students with a rich learning experience, the opportunities to master key areas of subject content and increasing intellectual challenge and rigour as they progress from one year to the next. Through the taught and non-taught curriculum, the whole school curriculum intent is delivered.

The table below outlines the subjects that are taught at Key Stage 3 (years 7-9)

YEAR 7	HRS	YEAR 8	HRS	YEAR 9	HRS
English	6	English	6	English	8
Maths	6	Maths	6	Maths	8
Science	6	Science	6	Science	6
Art	2	Art	2	Art	2
D&T*	4	D&T*	4	D&T*/Music**	4
ICT	2	ICT	2	Drama	2
MFL: French & Spanish	4	MFL: French OR Spanish	4	ICT	2
Geography	4	Geography	4	MFL: French OR Spanish	4
History	4	History	4	Geography	3
Music	2	Music	2	History	3
PE	4	PE	4	PE	4
PSHE & Citizenship	2	PSHE & Citizenship	2	PSHE & Citizenship	1
RE	4	RE	4	RE***	3

* D&T: this forms part of a carousel of discrete Design Technology subjects (Resistant Materials, Textiles, Food and Electronic Products). Students will rotate between each of these during the course of the year. Each separate D&T subject is given the same teaching time.

** In Year 9, Music forms part of the Design & Technology carousel. Students will therefore rotate between the separate D&T subjects and Music.

***In Year 9, students commence GCSE Short Course RE. This is completed in Year 10.

Key Stage 4

Key Stage 4 is comprised of two years (years 10-11). In the Spring Term of Year 9, students choose their GCSE/L2 subjects. Advice and guidance is given to all students through the taught and non-taught curriculum on how best to choose GCSE/L2 subjects and we maintain an 'open options' system which is led by student choice allowing us to respond to the specific needs of any given cohort. A strong academic

core is at the heart of the curriculum and this provides all students with opportunity to study a range of subjects, many of which contribute to the EBACC.

The sequencing of lessons at Key Stage 4 is driven by the demands of the exam board and syllabus and is carefully connected to the key skills and content that has been delivered to students at key stage 3.

The table below outlines the subjects that are taught at Key Stage 4 (years 10-11)

YEAR 10	HRS	YEAR 11	HRS
CORE SUBJECTS			
English (Literature & Language)	7	English (Literature & Language)	7
Maths	7	Maths	7
Triple Science OR	13	Triple Science OR	15
Combined Science	8	Combined Science	10
Core PE	4	Core PE	4
Core RE	2	PSHE & Citizenship	2
PSHE & Citizenship	2		
OPTIONAL SUBJECTS			
Additional Studies*	5	Additional Studies*	5
Life Skills *	5	Life Skills *	5
GCSE Art	5	GCSE Art	5
GCSE Business Studies	5	GCSE Business Studies	5
L2 Award in Digital Information Technology	5	L2 Award in Digital Information Technology	5
GCSE Computer Science	5	GCSE Computer Science	5
GCSE Dance	5	GCSE Dance	5
GCSE Design & Technology	5	GCSE Design & Technology	5
GCSE Drama	5	GCSE Drama	5
GCSE Food Preparation & Nutrition	5	GCSE Food Preparation & Nutrition	5
GCSE French	5	GCSE French	5
GCSE Geography	5	GCSE Geography	5
GCSE History	2	GCSE History	5
GCSE Music	5	GCSE Music	2
GCSE PE	5	GCSE PE	5
GCSE RE	5	GCSE RE	5
GCSE Spanish	5	GCSE Spanish	5

* By invitation only

Key Stage 5

Key Stage 5 is comprised of two years (years 12-13). In the Spring Term of Year 11, students choose their A' Level/L3 subjects. Advice and guidance is given to all students through the taught and non-taught curriculum on how best to choose A' Level /L3 subjects.

The table below outlines the subjects that are taught at Key Stage 5 (years 12-13)

YEAR 12	HRS	YEAR 13	HRS
CORE			
Enrichment*	2	The Extended Project	2
PSHE	1	Core PE	2
Core PE	2		
OPTIONAL SUBJECTS			
GCSE English and/or Maths resits	2	GCSE English and/or Maths resits	2
A' Level Art (fine)	8	A' Level Art (fine)	8
A' Level Textile Design	8	A' Level Textile Design	8
A' Level Biology	8	A' Level Biology	8
A' Level Business Studies	8	A' Level Business Studies	8
A' Level Chemistry	8	A' Level Chemistry	8
A' Level Computer Science	8	A' Level Design & Technology	8
A' Level Design & Technology	8	A' Level Drama & Theatre Studies	8
A' Level Drama & Theatre Studies	8	A' Level English Language	8
A' Level English Language	8	A' Level English Literature	8
A' Level English Literature	8	A' Level Further Maths	8
A' Level Further Maths	8	A' Level French	8
A' Level French	8	A' Level Geography	8
A' Level Geography	8	A' Level History	8
A' Level History	8	BTEC L3 National Extended Certificate in IT	8
BTEC L3 National Extended Certificate in IT	8	A' Level Maths	8
A' Level Maths	8	A' Level Photography	8
A' Level Photography	8	A Level Physical Education	8
A Level Physical Education	8	A' Level Physics	8
A' Level Physics	8	A' Level Politics	8
A' Level Politics	8	A' Level Psychology	8
A' Level Psychology	8	A' Level Philosophy & Ethics	8
A' Level Philosophy & Ethics	8	A' Level Sociology	8
A' Level Sociology	8	A' Level Spanish	8
A' Level Spanish	8		

*Enrichment: Students choose from a suite of subjects which includes: CSLA; the Duke of Edinburgh Award; Food, PE, ICT, the Extended Project and Conversational Italian. In addition, some highly gifted and talented students are selected (based on their GCSE results) for our 'Aspire' programme in order to prepare them for applications to highly competitive Russell group universities.

Further details on the subjects taught at all key stages together with curriculum maps outlining the sequencing of units of study, can be found on the website and in the following documents found online:

- Key Stage 3 Curriculum Details
- Key Stage 4 Options Booklet.
- Sixth form prospectus.

Further curriculum details for each subject can also be found on our website www.thekings.devon.sch.uk

1.2 Monitoring the implementation of the curriculum

The effectiveness of how the curriculum is implemented together with its overall impact is continuously monitored in a variety of ways:

- Learning walks conducted by members of the Senior Leadership Team, Heads of Department and Heads of House.
- Formal lesson observations.
- Work scrutinies e.g. monitoring the frequency and effectiveness of marking and feedback in student exercise books.
- Discussions with students
- Student and parent/guardian questionnaires at key stages 3-5
- Line management meetings between members of the SLT and Heads of Department.
- Data analysis and meetings
- Heads of Department/House meetings
- Department meetings
- Departmental and Heads of House SEF
- Whole School SEF
- Whole school and departmental development plans
- SLT meetings

2 Assessment and reporting

2.1 Assessment

Effective assessment depends upon being clear about the purpose of assessment and having an agreed overall policy on the assessment of learning. In the context of assessment the standardisation of professional judgements depends upon consistent interpretation of clear and shared criteria.

Assessment is an integral part of student learning. It is a continuous, essentially formative process, involving students, teachers and parents/carers, with the aim of enabling each student to develop their full potential. Assessment should, therefore, recognise students' achievement and effort and inform planning for future learning. It should be transparent, accurate and consistent.

The school values the use of a range of strategies to collect evidence for assessment from everyday informal discussions to exam results. It also recognises that informal assessments that are not recorded also form part of good teaching and learning practice.

2.2 Aims of Assessment

- to acknowledge students' achievements
- to diagnose students' future needs including the identification of students with special learning requirements
- to inform teachers' lesson planning
- to ensure effectiveness and manageability of record-keeping

- to inform reporting and communication with parents/carers
- to involve students in the process of assessment including self-assessment where appropriate
- to relate to the key stage 3 curriculum and assessment developed at The King's School or Exam Board criteria and grades as appropriate
- to guide students towards achieving their potential

2.3 Guidelines

At Key Stage 3, students are graded from 9-1 and within bands. These are:

- Grade 9
- Grades 7-8
- Grades 5-6
- Grades 3-4
- Grades 1-2

Subject areas at Key Stage 3 have produced detailed grade descriptors for each grade banding. These can be found on the school website.

This ensures a consistency and commonality of language between Key Stage 3 and Key Stage 4 grades. However, Key Stage 3 grades reflect only the key content and skills relevant to that key stage and therefore should not be seen as identical to GCSE grades.

As students' progress through Key Stage 3, they are assessed according to how well they have 'mastered' each subject's learning for the year. In Year 7, students are graded from 7.1 up to 7.9 where 7.9 indicates a total mastery of that year's work.

In Year 8, students are graded from 8.1 to 8.9 and in Year 9, 9.1 to 9.9. Each year the grading reflects how secure they are in the knowledge and skills for that year's work.

Most students will follow a 'flat path' as they move through the Key Stage: a student achieving a 7.6 in Year 7 should typically achieve 8.6 in Year 8 and 9.6 in Year 9. This means that the student has shown considerable progress from Year 7 and has continued to grade highly in the more demanding content and skills delivered in years 8 and in year 9. It will also be expected that the student should then continue this progress in Key Stage 4 to achieve at least a grade 6 in that subject.

During Key Stage 3 students will receive timely assessments. These will focus on how well they have mastered the key skills and content relevant to that unit of study whilst also assessing skills and content that has been taught previously. In this way, assessment should be both modular but crucially, linear as well.

At key stages 4-5, assessment will focus on the requirements of the exam syllabus and will again cover key skills and content. Exam board mark schemes will be used to assess students' mastery of exam questions and/or wider units of study. Again, this assessment will combine both modular and linear methods of assessing student mastery.

2.4 Record Keeping and Moderation

Continuous record keeping is important, in order to inform future planning, ensure continuity and differentiation, enable negotiation with students and provide evidence of achievement and effort.

To ensure consistency between teaching groups, departments should discuss the outcomes expected and carry out moderation, where appropriate across all key stages.

Procedures for record keeping and moderation are a departmental/subject area responsibility and should be addressed in individual subject area policies.

2.5 Data

Data relating to potential and actual performance should be considered in order to:

- estimate the potential of students when they join the school
- identify those students who require differentiated tasks/activities
- set minimum performance targets for students
- identify underachievement and put remedial action into place
- act as an indicator of our teaching and the learning taking place

2.6 Reporting

Reports are a formal communication with parents that are also accessed by the students.

2.7 Aims of Reporting

- to reflect what the students has achieved and his/her strengths
- to indicate in a constructive manner what the student needs to do in order to move towards achieving their potential
- to indicate potential by grades at Key Stage 3 and GCSE and A' Level grades at Key Stage 4 and 5.

Interim Progress Reports provide information about students' progress towards targets and in their commitment to learning, behaviour and homework in each subject, as well as suggestions of strategies to guide students towards improvement for those students who achieve grades of 'good', 'inconsistent' and 'cause for concern.' Students who gain an 'excellent' grade in their interim reports will not be provided with a strategy for improvement. Details of involvement in extra-curricular activities are also included.

In Years 7-10, tutors write a report once a year which should be detailed and substantial, including comments about academic progress and effort made over the year, personal qualities and involvement in the tutor group, contributions to House and extra-curricular activities and targets for further development.

In Year 11, students are provided with a report outlining the courses that they have studied and a summative comment from their tutors. These are presented to Year 11 students on Celebration Day.

Year 12 and 13 students receive a written report from each of their subject teachers. These reports should, in general, be positive but can contain constructive criticism. They should be written in clear unambiguous language, avoiding acronyms and jargon unless these are clearly explained. Reports should include comments on knowledge and understanding, subject specific skills, attitude to work, personal and social development, attendance and punctuality. Year 12 and 13 tutor reports, whilst relating to subject reports, should reflect on the student as a whole, their contributions in all aspects of school life and their development as a person.

2.8 Reporting Practice

The schedule for report writing and parents' consultation evenings is set out in the school calendar at the beginning of the academic year. Where possible, the consultation evening, the written achievement report and the interim report are spaced out to ensure three distinct contact points in the course of an academic year – ideally once a term. In the event of whole-year examinations not coinciding with reporting, a separate summary sheet of examination results is sent to parents.

2.9 Monitoring and Evaluation

Any successful process of assessment and reporting must adapt to the requirements of the school and school users, as well as fulfilling any statutory obligation. To this end, the procedures must be monitored at all stages, and their effectiveness evaluated regularly as part of the process of continuous further improvement. Formal and informal feedback from students, parents/carers, teachers, Heads of Department, Heads of House, Governors and Inspectors is important for monitoring and evaluating the effectiveness of assessment. Regular reviewing of feedback should provide recommendations for further development and eventual change.

3 Homework

Homework is an essential part of the curriculum. Homework is work that is set to be completed outside the timetabled curriculum. It contains an element of independent study and is an important part in raising student achievement. When appropriate homework is set, it enhances student learning, improves achievement and develops students' study skills. Effective homework requires careful planning and integration into each subject's programme of study.

All homework will be uploaded on to Edulink. This also allows for any support material and resources to be sent to students electronically. Students are also required to write the homework task in their planners.

3.1 Aims:

- To allow students to make rapid progress in their learning.
- To allow students to develop the skills of independent learning.
- To allow students to take greater responsibility for their learning.
- To allow students to consolidate and extend the knowledge, understanding and skills gained in lessons.
- To allow students to use materials and other sources of information not always available in the classroom.
- To allow students to plan and organise work effectively.
- To provide opportunities for long term research and other work.
- To provide opportunities to study topics in greater depth and breadth.
- To provide students with experience of working to deadlines and to facilitate staff with their marking schedules.

3.2 Examples of Homework Tasks:

- Extended research allowing students to explore an issue in depth
- Revision
- Reinforcement of work covered in class to ensure that all students are able to complete such work independently.
- Completion of an exercise started in class.
- Preparatory work for forthcoming task or lesson.
- Devising assessment criteria for a forthcoming task/research.
- Making models to exemplify an item of work.

3.3 Amount of time spent on homework tasks:

Key Stage 3 students

- For Years 7-8, each homework task set should take approximately 30 minutes to complete.
- For Year 9 each homework task should take approximately 40-60 minutes to complete.

Subjects may provide students with extended homework tasks which cover a number of weeks e.g. students may be set a project/research to complete which will take two or more weeks to complete. Therefore, students may be set the same homework covering two or more weeks.

Key Stage 4 students

- For Key Stage 4, students should expect homework every week in all of their subjects with the exception of PSHE, Core PE and Activities
- Each homework task should take students 60-90 minutes to complete.

Key Stage 5 students

- Key Stage 5 students should expect homework every lesson in all of their subjects with the exception of Core PE, PSHE (Year 12 only) and some of the enrichment subjects.
- Each homework task should take students 60-90 minutes to complete.

If a student, across any key stages, does not fully understand the homework task that has been set, it is their responsibility to inform the teacher before the deadline so that appropriate action can be taken to ensure that the homework is completed on time.

3.4 How can parents/carers help with homework tasks

By checking the tasks set in the student planner.

By helping the student organise his or her time so that tasks are not left to the last minute or are forgotten.

By ensuring that where a task is undertaken at home that there are suitable working conditions available.

By taking a positive and active interest in the task set rather than just checking that it is done.

By communicating with the school if difficulties in completing the task have occurred.

3.5 Completion of homework

It is essential that homework tasks are completed by all students and on time. We aim to ensure that we provide appropriate support for all of our learners to complete their homework tasks whilst also ensuring that they develop the key skills of independent learning. However, if homework is not completed the appropriate action below may be taken:

- If there are valid reasons why the homework was not completed (accompanied by a note in student planners from parents/carers) the deadline may be extended or opportunities provided for the student to complete the work during lunchtime.
- A detention may be set.
- A homework report may be issued.
- Persistent refusal to complete homework will lead to referral to Heads of Department, Heads of House and the Senior Leadership Team.

4 Marking and Feedback

Assessment is integral to effective learning and teaching and focuses on helping students to learn. Its purpose is to inform students, parents and teachers about progress together with providing constructive, personalised feedback which helps students understand what they have achieved and what they need to do next.

4.1 Key Principles

- Students' work should be marked as soon as possible after completion.
- Marking should inform students how well they have completed the task. The depth of detail in the feedback will vary depending on the nature of the piece of work.
- Marking may sometimes be done in class with the student or group so that dialogue can take place and areas of difficulty quickly dealt with.
- Opportunities must be given to students to self-assess their own work or to participate in peer assessment.
- Teachers should look for strengths before identifying weaknesses when marking work.
- Whilst departments marking procedures may vary according to the curriculum demands of specific subject areas, marking standards should be consistently applied across the key stage and school.
- Students and parents should understand the meaning of the marks/ marking on work
- Marking should support consistently high standards and expectations of the quality and presentation of students' work.
- Marking should always be legible and is expressed in clear language appropriate to the needs and abilities of the individual student.
- Marking should always be focussed and targeted in order to make it meaningful and for the student and manageable for the teacher.

- Whilst knowledge, understanding and the development of new skills will drive what teachers mark, effort and neat and tidy presentation will also be a key consideration.
- Students should be trained in self-assessment
- Marking should inform the teacher if learning and teaching has been effective.
- It is the responsibility of all subject areas to promote correct spelling, punctuation and grammar.
- The Head of Department, with their team, will ensure that marking and feedback to all students is in line with the whole school policy
- Monitoring of students' work, to include marking, feedback and presentation, within departments will take place during a calendared termly "Learning Walk Week". Feedback on the monitoring will be reported at the next department meeting and next Line Management meeting.
- The school may, if the need arises, monitor the implementation of the marking and feedback policy with greater frequency over and above the termly calendared 'learning walk week.'

4.2 Aims of marking:

For students:

- To inform them of their progress and motivate them to improve their performance.
- To help them identify the criteria by which their future progress can be measured.
- To develop their ability to accept criticism and praise in order that they can reflect more effectively on what they have learnt.
- To equip them with the skills of constructive self-criticism so that they can become effective independent learners.

For teachers:

- To inform them of the personal progress that students are making.
- To diagnose individual learning needs.
- To evaluate the impact of learning and teaching on students' knowledge, understanding and skills.
- To become reflective practitioners.
- To reinforce expectations and students' sense of purpose.

4.3 Guidelines for good marking:

- Work should be assessed on quality of learning -not solely on quantity of work, presentation or effort.
- Greater attention should be given to what the student does well and what should be done to progress rather than on grading/scoring.
- Should provide feedback that leads to students' recognising their next steps and how to take them.
- Should help students to know and to recognise the standards they are aiming at.
- In order for students to progress in their learning, dedicated time should be provided (both in lessons and through independent time) to allow students to improve on their work and formally re-submit work, either in whole or part, focusing on the targets set out by the teacher.
- Targets should be challenging but achievable.
- Marking may include written and or verbal feedback. Marking should on occasions involve students in self-assessment
- Selective self-marking is acceptable, provided the accuracy of marking is checked and written acknowledgement is made by the teacher afterwards.
- Marks awarded at the end of a piece of work should have their place but should not dominate.

- Where 'see me' is written, teachers should tick and initial when this has taken place.
- When marking, staff should note where students are missing important notes handed out in lesson time. Instruction on how to obtain such notes should be given.
- Over-marking should be avoided. It is more realistic to set two or three key points for learning in feedback.
- A limited number of key (e.g. high frequency words or specific terms and words relevant to the subject) should be identified for correction by being underlined and written out in the margin by the teacher. There is no need to correct every error as this can have a demoralizing effect on students.
- All independent work produced by the students should be clearly shown as Homework/Independent Work.

4.4 Presentation of work

- Student work should be presented to a high standard.
- Untidy, incomplete or work which shows minimal effort must never be accepted. It is essential that students re-do work until it reaches the required standard for that individual
- Students should be continually reminded of the importance of presenting their work in a neat and orderly manner.
- Students should always write in black or blue ink (unless completing a specific task agreed by the teacher which may require the use of a pencil etc.). Date and headings should be underlined. Loose sheets should always be stuck in exercise books/folders.
- Under no circumstances should students be allowed to de-face their folders/exercise books through graffiti or random or inappropriate writing/drawings.

4.5 Frequency of marking and feedback

- All marking and feedback must be done in red ink.
- Students will improve their work using purple or green ink.
- Students work will be formally marked and assessed (with clear targets for improvement) at least every 6 weeks.
- At Key Stages 4 and 5, students work will be marked every two weeks.
- Core subjects such as English, Maths and Science which have greater curriculum time would be expected to assess with greater frequency.
- The six week cycle of marking and feedback may not necessarily take place at the same time. Each department will assess at a time relevant to the content and skills covered in subject specific units.
- Departmental marking policies will each outline their own marking and feedback systems which will be shared with students-
- At Key Stage 4 and 5, marking policies will reflect the demands of the exam syllabus. Students will therefore be assessed according to exam board levels, grades and marks.
- Once marking and feedback has been written in student exercise books/folders, this should be dated by the teacher.
- Marking and feedback given by any member of staff other than the timetabled class teacher should also be initialled.

4.6 Marking for literacy guidelines:

i. Correcting spelling errors:

- Spelling errors should be indicated in the margin with a 'Sp' code when appropriate.
- Generally, the teacher will allow time, either in a lesson or as part of homework, for students to correct underlined spelling errors themselves – teachers may want to use a spelling grid in the literacy folder

on the S Drive. Where students are learning to write in a foreign language, it may be more appropriate for teachers to correct spelling errors.

- It may not always be appropriate for every spelling error in a piece of writing to be corrected. Corrections may be limited to subject specific key words and words it is felt students should know.

ii. Correcting grammar and punctuation:

- Punctuation and grammar errors should be indicated in the margin with a p/g code (when appropriate) and the phrase underlined.
- It may not always be appropriate for every punctuation or grammar error in a piece of writing to be corrected.
- Departments should devise their own follow-up strategies for improving punctuation and grammar. An example might be including a literacy comment and/or objective when marking pieces of work.

Where students are learning a foreign language, punctuation and grammar correction will necessarily be more detailed than in other subjects, and that language teachers will need to use a wider range of codes and marking for literacy strategies.

Marking code

Margin	In the text	Meaning of code
√	√*	Good point or expression (either in margin or text)
Para	//	Paragraphing error
Sp	<u>beleive</u>	Spelling error (word underlined)
p/g	<u>I should of</u>	Punctuation or grammar error (phrase underlined)
^	R^bbit	Word or letter missing
?	<u>The rabbit this that then</u>	Unclear meaning / clumsy expression

*N.B. Using the tick symbol to denote pleasing literacy does not exclude its use as a way of showing a correct factual answer.

Subject specific marking for literacy codes may be used alongside the above, or necessary adjustments to the above code can be made, e.g. for pieces of work where there is no margin.

5 Literacy

At The King’s School we are all teachers of literacy and strive to develop the skills of reading, writing and speaking and listening. Literacy is key to improving learning and raising standards; it enables students to access all subjects, to read for information and pleasure, to communicate confidently and effectively and to prepare for the adult world. Literacy also enhances students’ capacity to think, create and question and empowers them to participate more effectively in society.

Aims:

1. To promote a whole school approach to literacy across the curriculum.
2. To raise staff awareness of key literacy strategies
3. To improve levels of reading writing and speaking and listening throughout the curriculum

5.1 Strategies to promote literacy:

Year 7:

During a two week timetable, English lessons in Year 7 are divided into four lessons for English and two lessons for Literacy. The two lessons for Literacy are delivered through the 'Write On' schemes of work which have a particular focus on writing.

Speaking and Listening

We value verbal confidence and effective communication at The King's School. Conscious demands need to be made on students' spoken language. They should be encouraged to speak appropriately in different situations. Teachers should be aware of the nature of the questions they ask, and ensure that opportunities exist for students to use their own language and the key words from their subject.

Planning for group work should include consideration of:

- What a successful speaking and listening task would look like
- Size and composition of groups
- Expected outcome
- Strategies for group talk and feedback
- The use of language appropriate to the task
- The promotion of careful listening and questioning strategies

Reading

Reading is of central importance to our curriculum and we seek to promote it across the curriculum through the use of Reading Buddies for Year 7, reading time in tutor sessions, competitions, and events such as World Book Day and activities led by our literacy leaders. The library and the school librarians also play an important role in promoting the use of the library and raising the profile of reading.

In Year 7 students will have Cognitive Ability Tests and Context Comprehension Tests which help us identify those for whom reading support is required. Students who have been identified as struggling readers may be paired with a Year 12 Reading Buddy with whom they read once a week.

Most departments have a responsibility in the promotion of reading and should be aware of incorporating the following into their schemes of work:

- Building 'active reading' strategies into units of work.
- Identifying and being explicit about the most common types of reading 'behaviours' (continuous reading/close reading/skimming/scanning) required by a task.
- Showing the skills of working with texts (e.g. how to identify key points, how to take notes, how to skim and scan)
- The promotion of further reading relevant to their subject

Writing

Students at The King's School need to develop the ability to write in a variety of ways. Departments should model the different forms of writing style appropriate to their subject, some examples are;

Information	Recount
Explanation	Instruction
Persuasion	Discursive writing
Analysis	Evaluation

Departments should define the appropriate style for pieces of writing. This may be through a writing framework or the modelling of that type of writing. Frameworks and features of all these types of writing are displayed in classrooms and every student has a page in their planner with the same information. Also in planners and on display in classrooms is a written work checklist so that students can check or peer mark work before handing it to a teacher.

Spelling and Vocabulary

All teachers at The King's School take responsibility for the accuracy of students' work. Departments have lists of key words important to their curriculum and these are often displayed in classrooms and in exercise books.

Subject teachers should correct spelling and vocabulary errors as part of their regular marking or assessment (as appropriate). Many staff use the cross curricular spelling grids available on the S drive to do this.

Wider Support

At The King's School we recognise our responsibility in promoting literacy reaches more widely than simply what goes on in our classrooms, and we fully see the importance of developing close links with local primary schools and parents/carers. To this end we liaise with local schools and run 'How to support your child's Literacy' evenings for parents. All Year 7 parents are offered a booklet with ideas for supporting their students at home with ideas for both supporting weaker students and challenging those who are gifted and talented. We liaise with local primary schools and share good practice.

Literacy resources

Literacy resources are stored and updated on the S Drive by the Literacy coordinator. New resources are communicated to staff through staff briefing and email.

6 Numeracy

Numeracy is defined as: 'a proficiency which involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Numeracy also demands practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams, charts and tables.'

Whilst numeracy skills will be predominantly taught by the mathematics department other key subject areas can, through liaison with the Maths department, contribute towards our students developing confidence and competence with numbers and measures.

Aim:

- To promote a whole school and consistency of practice approach to numeracy across relevant areas of the curriculum.
- To raise staff awareness of key numeracy strategies
- To improve levels of numeracy in our students.

6.1 Numerate students should:

- Have a sense of the size of a number and where it fits into the number system.
- Read numbers correctly from a range of meters, dials and scales
- Know basic number facts and recall them quickly and confidently
- Use what is known to work answers mentally
- Use calculators and other ICT resources appropriately and effectively to solve mathematical problems.
- Make sense of number problems, recognise the operation(s) needed and are available to work confidently with numbers
- Know when answers are reasonable and give results to an appropriate degree of accuracy
- Are able to manipulate algebraic expressions and simple formulae
- Understand and use correct mathematical notation and terminology
- Are able to explain methods, reasoning and conclusions
- Use units of measurement of length, angle, mass, capacity and time; can suggest suitable units for measuring, make sensible estimates of measurements and measure accurately using a range of instruments.
- Use simple formulae and substitute numbers in them.
- Measure and estimate measurements, choosing suitable units and calculate simple perimeters, areas and volumes.
- Appreciate the concept of scale in geometrical drawings and maps.
- Interpret, analyse and predict data from graphs, diagrams, charts and tables.
- Understand probability and risk.

6.2 The Maths Department:

As the main subject area with responsibility in promoting numeracy across the school the Maths department, through liaison with other relevant subject areas, should seek to know where content taught in departments is broadly numeracy based. Relevant departments will be identified through subject audits of their content. In order to improve students understanding of Maths and mathematical concepts, the Maths department will, when appropriate, incorporate topics from other subjects in their lessons.

Through staff training, meetings and bulletins the Maths department should provide information to other subject teachers on appropriate expectations of students and difficulties likely to be experienced in various age and ability groups.

6.3 Whole school intervention strategies to promote numeracy:

When relevant and applicable, subjects should:

- Use and explain mathematical vocabulary whenever it will enhance pupils' knowledge, skills and understanding of the topic.
- Display key mathematical terms and vocabulary in classrooms.
- Seek to use mathematical techniques which are consistent with the ways taught in Maths.

6.4 Promoting mental calculation:

When relevant and applicable, subjects should:

- Encourage students to estimate when appropriate.
- Give emphasis to and use mental calculation as the first step when faced with any calculation.
- Explain any calculation they have done by showing all their working out.
- Consider the reasonableness of their answers after a calculation has been done.

6.5 Understanding of numerical data:

When relevant and applicable, subjects should:

- Use the appropriate method of presentation for their data.
- Correctly label a graph/chart.
- Draw relevant conclusions from numerical data including comparisons of averages.
- Identify limitations in the reliability and scope of the conclusions

6.6 Targeted intervention to improve numeracy

At the start of year 7, students who find numeracy especially challenging are placed in to one of two mathematics nurture groups. These groups are taught by staff who have particular expertise in working with students who find numeracy challenging and benefit from further TA support. In addition, the groups are small which allow staff maximum time to offer one-on-one support. There is a particular focus on key facts, types of number and proficiency with basic calculation techniques in order to stimulate an interest and appreciation in mathematics.

6.7 Ensuring consistency in the use of mathematical techniques

When relevant and applicable, subjects should:

- Use standard written techniques to multiply and divide numbers
- Use correct formats for graphical presentation
- Make clear the area of mathematics the work is requiring pupils to use.
- Make effective use of calculators in lessons with expectations pupils bring their own to every lesson.

6.8 Wider support

At The King's School we recognise our responsibility in promoting numeracy reaches more widely than simply what goes on in our classrooms and we fully recognise the importance of developing close links with parents/carers. At parents' evenings, parents/carers are offered helpful advice on ways in which they can support their child's numeracy. This may be in the form of feedback to parents/carers from Maths teachers or through booklets and/or presentations.

Strategies to develop numeracy can also feature in tutor time activities under the guidance of the Maths department.

7 Evaluation

This curriculum policy should also be read in conjunction with the following separate policies:

- Relationships and Sex Education Policy
- Special Needs, G&T and Inclusion Policy
- Statement for RPE Education
- PSHEE & Citizenship Policy
- Equality Statement and Equality Objectives

Curriculum changes

Whilst the national curriculum at Key Stage 3 does not apply to The King's School, various curriculum changes (particularly with regards to GCSE, A Level and overall school performance in league tables) will inevitably have a significant impact on how we deliver our curriculum. Whilst it is essential to ensure that our curriculum always provides our students with every chance of success in external examinations, it is imperative that our curriculum also ensures that our students gain the skills, values and attitudes needed for success in all walks of life. Any curriculum changes that the school proposes will always be made in the best interests of our students and all key groups will be fully consulted and informed of these changes.

APPENDIX: REMOTE EDUCATION SUPPORT

Current government [guidance](#) places an expectation on schools to have a strong contingency plan in place for remote education provision to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of students are required to remain at home.

For individuals or groups of self-isolating pupils, remote education plans should be in place. Where a class, group or small number of students need to self-isolate, or there is a local lockdown requiring students to remain at home, the government expect schools to have the capacity to offer immediate remote education.

On 1 October 2020, the Secretary of State published a new [Temporary Continuity Direction](#), legally requiring schools to provide immediate remote learning for individual pupils and groups of pupils who are unable to attend school due to Covid-19, in effect from 22 October 2020. The Direction does not specify that remote learning has to include live virtual lessons, or any other specific remote pedagogies. However, it does require schools to be ready to deliver their full school timetable remotely where there is disruption, and immediately when a pupil or group of pupils cannot attend school. The Direction suggests that schools should have regard to the expectations on the quality of remote learning, set out in the guidance. The government published guidance on [remote education good practice](#) to support schools in delivering this legal duty and teachers should read this guidance alongside this document to support them in delivering remote learning.

School leaders and trustees are mindful of the workload and welfare of staff when implementing this guidance. Therefore, the following school guidance is intended to support staff and parents at The King's School in understanding the approach that would be taken to ensure that this is possible.

Supporting teachers and students without suitable online access

We recognise that not all teachers and students will have access to suitable IT hardware or sufficiently robust broadband services to support remote teaching and learning.

We will:

- ensure that students who are in receipt of free school meals (FSM) are provided by a personal laptop to be used during a period of self-isolation or lockdown;
- identify students who do not have suitable online access and, where possible, provide printed resources, such as text books and workbooks to enable to access learning;
- provide teachers with laptops and/or webcams for use at home if they are self-isolating or teaching online from their classrooms to classes that are accessing education remotely.

Individual student absence due to self-isolation

A number of students on a daily basis are follow the government advice to self-isolate. In some circumstances, students are unwell and have COVID-19 symptoms. In these cases, students may be too unwell to undertake school work. Other students are self-isolating as they have had contact with someone with symptoms of the virus but are currently asymptomatic themselves. Therefore, they are able to engage with learning remotely. Given our legal duty to provide work for individuals that are self-isolating -

We will:

- inform teachers daily of any individuals needing to self-isolate, told to stay at home by a public health officer, and students unable to attend school due to local or national lockdowns.

We expect:

- students to work independently from home where they are well enough to do so;
- students to make every effort to catch up any work missed as a result of self-isolation;
- staff to ensure that students have a good understanding of where they currently are in the sequence of lessons that support the curriculum, briefing students on this on a regular basis;
- suitable learning resources, which support remote independent learning, used in the classroom are routinely shared on Edulink (or are signposted via Edulink) by the teacher for all individuals self-isolating. We do not require teachers to plan separate resources but should, instead, look to utilise the resources already planned where possible
- teachers to reduce their workload by setting work for these students for 2-3 days at a time (experience shows that most students return to school within 72hrs of self isolating).

Class absence due to self-isolation

The school will ask group of students, potentially a whole class or year group, to self-isolate should the advice from the Public Health England be to do so. This would happen only following a risk assessment and follow up from the local Health Protection Team. In this instance the school would be expected to have contingency plans for remote education support.

When teaching students remotely we would expect teachers to:

- set assignments so that students have meaningful and ambitious work each day in their subject;
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by the teacher in the school. This could utilise high-quality curriculum resources or videos such as those provided by the Oak National Academy;
- gauge how well students are progressing through the curriculum, using questions and other suitable tasks
- check work regularly through class teaching and assessments
- adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding

The programme of delivery of this remote learning will be organised as follows:

- students will follow their normal timetable;
- the school has selected MS Teams as the online tool which will be used consistently across the school in order to allow interaction between teachers and students;
- all homework must be communicated via Edulink;
- lessons will commence 10 minutes after the start of the timetabled lesson and finish 10 minutes early. This is to allow students and staff the opportunity to routinely have time away from the computer screen (or equivalent) throughout the day. It will also allow students and staff the opportunity to ensure that all the appropriate resources for the lesson are available;
- the school will ensure that teachers are provided with webcams for their classrooms to allow them to teach from their usual teaching environment if they wish;
- teachers will plan how the lesson is delivered but we expect teachers to be available for the whole of the lesson duration i.e. 40 minutes.
- teachers will keep a paper register of all the students present during that lesson or monitor attendance via the tool in MS Teams.
- students may be asked to upload work in order for staff to be able to monitor progress

Remote learning in practical subjects is challenging. This is due to the variability of access to resources at home. As such, departments will need to carefully consider the work that they set for students who face these barriers to ensure that the learning experience is the meaningful and ambitious. There is specific reference to physical education in the good practice guidance.

Teachers are reminded that there are variety of online resources available to support remote learning. Some examples include:

Oak National Academy: <https://www.thenational.academy/>

BBC Bitesize: <https://www.bbc.co.uk/bitesize/secondary>

GCSEPod: <https://www.gcsepod.com/>

Seneca Learning: <https://senecalearning.com/en-GB/>

MathsWatch: <http://www.mathswatch.co.uk/>

These are not exhaustive and many departments will have their preferred online resources.

Teacher absence due to self-isolation

There will be occasions where teachers have to self-isolate, either because they have been in contact with someone who has COVID-19 symptoms or because they themselves have symptoms. Clearly, if a teacher is unwell and not able to work from home there is no requirement for them to set cover work for their class – in this instance it will be the Head of Department that is responsible for setting the work.

If a teacher is self-isolating but is asymptomatic we would expect that the teacher is able to teach remotely unless their home context is such that this is impossible e.g. childcare. This expectation is for all Key Stages, including Key Stage 5. If the home context makes remote teaching impossible, we would expect teachers to provide cover work for their classes, where possible utilising technology to ensure that the lesson is engaging and provides access to input from subject expertise. Examples of where teachers have worked from home effectively during self-isolation include:

- providing PowerPoint presentations with a voiceover to enable specialist input for the class;
- teachers are available during their timetabled lessons to provide online teaching for part or all of the lesson, whilst the class is covered the Cover Supervisor;
- teachers record a lesson which students can access via TEAMS