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

The King's School
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Policy Change Control

Policy Owner	DHT Curriculum
Approved By	Curriculum Committee
Date of Last Approval	26/09/2024
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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': • 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
14/102020	2.1	DGW	Changes: • 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]
04/11/2021	2.2	NJT	Minor changes: • Monitoring of the Curriculum. [p8]

			• Reporting – adding in the fact that our Reassurance evenings are also a form of reporting. [p10] • Homework – clarifying the use of EduLink for all students, parents and staff. [p11 & 13] • Appendix – given the numbers involved staff are not being told daily of Covid absences – this is happening through the 'X' in registers. [p22]

19/10/2022	2.3	NJT	Minor changes:
			• Updating the qualifications on offer
			• Minor word changes:
			    o Work scrutinies > Book Reviews
			    o RE > RPE
			    o PSHE & Citizenship > PSHE
			    o Linear > summative
			• Removal of the Covid-19 protocols around remote education.

15/09/23	2.4	NJT	Minor changes this year with a major review during the 2023-2024 academic year. • Removal of 'Life Skills' at GCSE. (A name change only)
12/09/2024	2.5	NJT	Re-write to incorporate changes to: 1. the wording of our Curriculum purpose, vision and values; 2. our feedback policy; 3. assessment calendars.
26/09/2024	2.6	Trustees	Policy Approval

1 Curriculum purpose, vision and values

1.1 Purpose of the Curriculum – 'Achievement for All'

Our curriculum, which extends beyond the academic, is designed to deliver the school's core purpose and reflects our school values of achievement, creativity, integrity, respect and resilience. We inspire every young person to achieve their best possible academic and personal outcomes within a highly supportive and challenging school community.

1.2 The Curriculum Vision

As a school, we aim to work with young people in our community to raise their aspirations and achievement. With our success rooted in The King's School's rich history, we respond to the present and look to the future. This is reflected in what we believe students need to know and what they should be able to do.   We achieve this by putting our young people at the heart of our decision-making, ensuring that everyone has access to excellence in teaching and learning within a rich, broad curriculum tailored to meet their needs and aspirations. We embrace diversity, respect difference and celebrate the unique characters of our individual students through the curriculum.

1.3 The Curriculum Values

The following values underpin our curriculum:

- **Balanced** – Promotes intellectual, moral, spiritual, aesthetic, creative, emotional, and physical development.
- **Rigorous** – Seeks to develop intra-disciplinary habits of mind; powerful ways of thinking that are developed through sustained engagement with every discipline.
- **Coherent** – Makes explicit connections and links between the different subjects and experiences.
- **Vertically Integrated** – Focuses on progression by carefully sequencing knowledge; provides clarity about what 'getting better' at the subject means.
- **Appropriate** – Matches the level of challenge to a student's current level of maturity, skill level and knowledge.
- **Focused** – Seeks to keep the curriculum manageable by teaching the most important knowledge; identifies the big ideas or key concepts within a subject.
- **Relevant** – Seeks to connect the valued outcomes of a curriculum to the student being taught; provides opportunities for students to make informed choices in order to study subjects, and engage in opportunities, they are passionate about.

1.4   The curriculum will:

- provide **opportunities** for all students to learn and achieve;

- promote students' spiritual, moral, social and cultural **development**;

- prepare all students for the opportunities, responsibilities and experiences of **life**;

- be **adapted** to the needs of individual students;

- provide students with genuinely **memorable** lifelong experiences;

- provide students with a **broad and balanced** educational experience **for as long as possible**;

- reflect the school's commitment to **inclusive education**;

- provide all students with the opportunity to **master** key skills and content relevant to their Key Stage;

- promote British **values** and the school's values.

Our curriculum is more than timetabled lessons. Students' engagement in enrichment activities is integral to our purpose and ethos.

Through formal and informal meetings and student voice, there areregular discussions around the curricular choices at King's. Leaders set ambitious intent and always consider what is taught before drilling down into how it will be taught as we recognise the importance of the curriculum in realising our core purpose of 'Achievement for All'.

1.5   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 Stage 5 in order to allow the greatest flexibility for students and to maintain a broad and balanced curriculum, subjects may be timetabled at lunchtime. 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, to discover, to 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. This partnership should be fostered and developed at every opportunity.

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 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, 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	2	PSHE	2	PSHE	1
RPE	4	RPE	4	RPE***	3

* D&T: this forms part of a carousel of discrete Design Technology subjects (Resistant Materials, Textiles, Food and Electronic Products). Students 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 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. 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 which 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 specification 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 SUBEJCTS			
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 RPE	2	PSHE	2
PSHE	2		

OPTIONAL SUBEJCTS			
Additional Studies*	5	Additional Studies*	5
Work Skills*	5	Work Skills*	5
Life Skills*	5	Life skills*	5
GCSE Art	5	GCSE Art	5
GCSE Art Textiles	5	GCSE Art Textiles	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	5	GCSE History	5
GCSE Music	5	GCSE Music	2
GCSE PE	2	GCSE PE	5
GCSE RE	5	GCSE RE	5
GCSE Spanish		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 – choice from:		Enrichment – choice from:	
• The Extended project	2	• The Extended project	2
• Core Maths	4	• Core Maths	4
• CSLA	2	• CSLA	2
PSHE	1	Core PE	2
Core PE	2	Supervised Study	2
Supervised Study	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 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 Media Studies	8	A - Level Media Studies	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

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:

- The King's Departments and Subjects
- KS4 Options page
- 6th Form pages

1.6   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.
- Book reviews.
- 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.
- Departments presenting to SLT feeding into ASCL headteacher's commentary form.
- Whole School SEF.
- Whole school and departmental development plans.
- SLT meetings.

2.   Assessment and Reporting

Rationale

The taught curriculum at The King's School revolves around carefully planned and sequenced series of lessons where knowledge is introduced and subsequently revisited. Assessment is an essential element of adaptive teaching as it tests the extent to which these key components are understood, learnt and applied by the students. In doing so, it gives teachers and students the chance to address knowledge gaps and misconceptions and informs the next steps for each student.

Teachers use formative assessments as part of their day-to-day teaching, to help them identify misconceptions and gaps. These assessments take many forms, from questioning or one-to-one work through to quizzes or low-stake short-form assessments. They are an integral part of our high-quality instruction phase of teaching.

Summative assessments occur at planned stages of each year. The aim of them is to check that the key knowledge has been fully understood and embedded in students' long-term memory.

Assessment, Feedback and reporting

2.1   Assessment

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   Feedback

Feedback is not just marking books, nor should it be seen an isolated event. It should be viewed as a cycle that encompasses any time when staff give targeted advice to students, be it verbal, written, individual or whole-class. Such effective feedback cycles have been proven to be one of the most effective interventions to improve student learning.

Aims

The feedback policy has two main aims:
1. To have a feedback cycle that enables effective, supportive and impactful feedback to students which means that they can make good progress.
2. To protect staff from undue workload pressures caused by ineffective feedback expectations.

Rationale

According to the Education Endowment Foundation[1] (among others), the evidence suggests the following four principles:
1. Staff lay the foundations for effective feedback in their classrooms. This includes providing **high quality instruction**, using **formative assessment** and **follow-up tasks to address misconceptions** and **learning gaps**.

2. Considering the task the pupil and the class, staff deliver **appropriately timed feedback that focuses on moving learning forward**. Given the purpose of the feedback, this may focus on the **subject knowledge, understanding or skills**, but it is **specific, manageable, meaningful** and **motivating**.
3. To ensure that students **understand the feedback** and maximise their opportunities to progress, staff plan for how students will receive and use feedback by:
   a. ensuring feedback is part of a **collaborative dialogue about learning**;
   b. discussing the **purpose of the feedback and modelling its effective use**;
   c. giving students **time and opportunities to improve**;
   d. encouraging student **reflection, self-regulation and ownership of their learning**;
   e. ensuring that students have the necessary **skills to assess, feedback and proofread**.
4. There are significant 'opportunity costs'[2] associated with ineffective feedback expectations which negatively impact on staff workload and wellbeing, as well as not being in students' best interests. The school has exemplified the rationale and the key principles below in a 'Feedback Toolbox' and will train staff on best practices. Departments will also have their own procedures which exemplify this policy. Staff are free to use their professional judgement around the best feedback approach and all aspects of the feedback cycle should aimed at improving students' progress and outcomes.

Key Principles

Expectations and presentation:

- Feedback addresses gaps and misconceptions in learning.
- Following feedback, students will understand how to move their learning forward.
- We give students dedicated time to enable them to practice and improve their work following feedback.
- Marks/grades can be given but they are not the primary focus.
- Staff will challenge and support students to present their work in an orderly way.
- SPaG will be addressed using the universal expectations in the table below.
- Classwork in books will be distinguished from homework/independent work.
- Where applicable, students will be challenged on their use of technology.
- In line with latest research and policies from the government we ask staff to not triple mark (remarking the same piece of work once a student has had time to improve on it following the initial feedback).

How we feedback in books:

- We give challenging but achievable individual targets. These targets, centred around knowledge, understanding or skills, enable students to recognise their next steps and how to take them.
- All assessment feedback sheets will be clearly identified as a feedback sheet. There will be a marked, summative assessment once per term.

How students respond in books:

- Students should act on feedback appropriately using a green pen. This may include additional exercises, re-drafting of work etc.
- Peer and self-assessment in green pen.
- Missing work should be obtained from the class teacher.

Quality assurance:

The effectiveness of feedback to students will be monitored through the following ways:
- Formal lesson observations.
- Monitoring in department meeting time and learning walks.
- Focus five students identified.

Universal expectations when marking for SPaG

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:
- Subject specific codes may be used alongside these codes.
- It may not always be appropriate to correct all errors for all students.
- Using the tick symbol to denote pleasing literacy does not exclude its use as a way to show correct answers.
- Corrections to SPaG should be done by the student in green pen.

2.3   Grading

In Year 7, students will have Cognitive Ability Tests and Context Comprehension Tests which help us identify those for whom reading support is required.

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. 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. The Key Stage 3 grade also indicates very broadly the potential grade outcome at GCSE should the student continue this progress throughout Key Stage 4.

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, summative 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 summative 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 form of communication with parents that are also accessed by students and, for written reports, are discussed in tutor sessions. The aim is to:
- to reflect what the student has achieved and their strengths;
- to indicate in a constructive manner what the student needs to do in order to move towards achieving their potential;
- at key times, to indicate potential grades.

The schedule for report writing and parents' evenings is set out in the school calendar at the beginning of the academic year. We aim for one contact home per term. The types of report are set out below:

Type of 'report'	Content
Interim reports	Information about students' progress towards targets and 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 are not necessarily provided with a strategy for improvement.
Tutor reports	In years 7-10 and Year 12, tutors write a report once a year focused on students' personal development
Parents' evening	All years have one parent/ carer evening.
Extended subject report	Year 12 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.
Reassurance evening	Years 7 and 10 have a reassurance evening where they meet with their tutor to discuss a brief report from each subject. The emphasis here is on students who are struggling or excelling in different subjects. Year 12 have a reassurance evening with the AHT i/c 6th Form to give an overview of 6th Form expectations and how 6th Form life differs

3   Homework

Homework is an essential part of the curriculum, 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 signposted on to EduLink, even if it is being set on Microsoft Teams. This allows for any support material and resources to be sent to students electronically.

3.1   Aims:

- To allow students to make rapid progress in their learning.
- To allow students to develop the skills of independent learning and 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.

3.2   Amount of time spent on homework tasks:

Key Stage 3 students

- For years 7-8, As a guide, homework should take no longer than 30 minutes per subject per week to complete.
- For Year 9, each homework task should take no longer than 60 minutesto complete per subject per week.

- For Key Stage 3, students should expect homework in all of their subjects, with the exception of PSHE and Core PE.

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.

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
- As a guide each task should take no longer than 90 minutes to complete.

Key Stage 5 students independent study

- The expectation is that students at Key Stage 5 are completing approximately 1 hour of independent study for every each hour in lesson.

If a student, across any Key Stage, does not fully understand the homework task that has been set, it is their responsibility to inform the teacher <u>before</u> the deadline so that appropriate action can be taken to ensure that the homework is completed on time. Where possible, staff will add a suggested time to the homework on EduLink.

3.4   How can parents/carers help with homework tasks?

- By checking the tasks set on EduLink.
- By helping the student organise their 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 message from parents/carers) the deadline may be extended or opportunities provided for the student to complete the work during lunchtime. Messages should be via EduLink.
- 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   Strategies to promote literacy:

Please also refer to our Literacy Strategy which can be found in the Appendix at the end of this document.

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, competitions, and events such as World Book Day. The school librarians also play an important role in promoting the use of the library and raising the profile of reading.

In Year 7, all 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.

Departments have a responsibility in the promotion of reading and should be aware of incorporating the following into their schemes of work where applicable:

- 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 including (but not limited to) ;

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.

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).

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. At parents' evenings, parents/carers are offered helpful advice on ways in which they can support their child's literacy. This may be in the form of feedback to parents/carers from Enchlish teachers or through booklets and/or presentations. Additional strategies are listed in appendix 1. The Second in the English Department has the responsibility for developing literacy across the school.

5   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.

5.1   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.

5.2   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.

5.3   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.

5.4   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.

5.5   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.

5.6   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.

5.7   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 students to use.
- Make effective use of calculators in lessons with expectations students bring their own to every lesson.

5.8   **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.

6   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.
- PSHE & 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.

Literacy Strategy
2024-25

Literacy is fundamental to success in school and later life; it is the key to a student's academic success across the curriculum. Our aim is to improve students' disciplinary literacy through reading, writing, talk, and targeted vocabulary development, whilst providing high quality specialist support for those students who struggle.

Universal

Needs are met with **Universal Provision**

- Promotion of reading for pleasure through suggested reading lists in years 7-9
- Reading lessons delivered as part of the English curriculum in years 7-8
- Reading logs in years 7 and 8
- Independent reading activities in English and weekly reading tasks
- Rewards system used to promote regular reading
- Visiting authors
- Targeted academic vocabulary instruction to help students access and use academic language
- Active reading strategies to improve students' comprehension and promote independence when faced with complex academic texts
- Library Induction during year 6 induction and in term 1 for year 7
- Themed competitions and 'challenges' run by the Library
- 'Reading for pleasure zones' in the Library
- Access to the Library computer station
- Read and Write software and Immersive Reader available to all students.
- Standardised reading and spelling ages/scores shared with all teachers
- SEN pupil profiles are shared with all teachers
- Assessment and monitoring of reading levels for years 7-9
- Staff can refer students to the specialist SEN teacher for further assessment/advice

TARGETED

Needs are met with **intervention**

- Carnegie Shadowing Reading Club aimed at Year 9 students
- Year 7 Pupil Premium Reading Club
- Guided Reading
- Visiting Authors for selected students
- GCSE Poetry Live! event
- Invite Only Book Club
- Targeted Year 7/12 Reading Buddies intervention
- 6th form study support
- Targeted Library displays updated monthly
- Student Librarian Scheme
- Literacy Intervention programmes for students with a standardised reading score of 84 or below underpinned by screening to identify specific difficulties with word recognition, phonological awareness, and phonics

SPECIALIST

Needs are met with **intervention**

- Small group and one to one tuition
  - during English lessons with an English teacher who is not the class teacher. Students are extracted from their English lesson and work with adapted resources
  - offered to students who are underachieving in teacher assessments and require specialist support with subject knowledge, comprehension and expression
- 1-1 reading sessions for Pupil Premium students after school in the Library
- Individual Support
  - Pupils identified as needing individual support with reading are offered a personalised programme of support. This can vary from a systematic phonics intervention at Key Stage 3 to academic reading skills as part of wider Study Skills support at Key Stage 4 and Key Stage 5