



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

The King's School  
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## 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. It also includes the hidden curriculum: what the children learn from the way that they are treated and expected to behave.

### ***The curriculum:***

- aims to provide opportunities for all students to learn and achieve
- aims to provide students with the opportunities to become successful learners, who enjoy learning, make progress and achieve.
- aims to promote students' spiritual, moral, social and cultural development
- aim to prepare all students for the opportunities, responsibilities and experiences of life
- aims to be differentiated and personalised to the needs of individual students
- aims to provide students with genuinely memorable lifelong experiences.
- is designed so that all students should receive as broad and as balanced an educational experience as possible
- reflects the overarching aim of inclusion
- should be considered part of a continuum linking primary, secondary, post 16 and tertiary education.
- 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 Delivery/Continuity**

The unique demands of the various areas of the curriculum, coupled with the varied learning needs of individuals, require flexibility of teaching methods and organisation. Whilst the timetable by definition must have structure, it must also have the facility to respond to the uniqueness of the various curriculum areas. In order to maintain breadth and balance the school seeks to find methods of delivery, where appropriate, that are outside of the "normal teacher/classroom" delivery.

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.

A good curriculum relates to and makes use of the wider community, of which the school is a part, with opportunities taken to encourage the regular involvement of either groups or individual students in the community and its activities.

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.

Whilst the school has developed its own curriculum it must remain aware of life-long opportunities for learning.

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

## 1.2 Subject Details

These are reflected in the following documents available in paper form or on the web site:

- 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](http://www.thekings.devon.sch.uk)

The King's School follows a three year Key Stage 3 curriculum and a two year Key Stage 4. Some departments may introduce GCSE work during Year 9 to prepare students explicitly for the increased demands of GCSE.

## 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

One of the fundamental aims of assessment is to aid student learning through informative comments. This aim should also be inherent in the day-to-day marking of students' work.

Within the framework of this **general formative principle**, it is acknowledged that different types of work will need to be assessed in different ways, depending on their nature and the expected outcome. Grades or marks alone are not generally formative, and, if used, should be put into context. This context should refer to the projected target grade for each subject undertaken, current performance and "how to improve". When asked 'what does this mark/grade mean?' comments should be made in the light of clear expectations and understanding of individual circumstances.

## **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 KS3 and GCSE and A'Level grades at Key Stage 4 & 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.

### **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
v	v*	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 King’s 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 King's. 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 King's 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 King's 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 King's 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 children 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* subjects 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**

Through the use of a numeracy intervention key worker, targeted intervention is provided for students who are seen to be underperforming in relation to their target grades/levels. Extra specific attention is given to pupils entering the school with level 3 (or equivalent scaled score) or less in year 7 to boost their working numeracy. Intervention strategies may also include one-to-one support or teaching in very small groups.

## **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 King's 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**

The curriculum policy will be monitored and reviewed through:

- The school and departmental development plans
- Lesson observation
- Sampling pupils' work
- Discussion with staff, parents and governors
- Reviewing planning
- Analysing assessment data
- Discussion with students
- National curriculum changes
- Changes to school accountability measurement criteria.

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

- Sex Education Policy
- Special Education Needs Policy
- Religious Education Policy
- Equal Opportunities Policy

### **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.