



Aylesford School

COURAGE
CONFIDENCE
CHARACTER

Curriculum and Assessment Policy

| | |
|--------------------------|-----------------------|
| Ratified/Reviewed | To be reviewed |
| October 2021 | October 2022 |

Curriculum and Assessment Policy

Curriculum at Aylesford School

The vision for Aylesford School is to provide high quality academic and Character Education which develops confident young people who are successful learners and contribute positively to society. This aim is underpinned by a rich, relevant, broad and balanced curriculum, characterised by personalisation, innovation and creativity. It is a curriculum which challenges students to excel in their studies and one which inspires a quest for learning through enthusiasm and empathy and prepares students for further study and employment.

Our curriculum is one of academic and personal rigour underpinned by a culture of high expectation which effectively fosters students' commitment to succeed. It will provide a focus on the needs of the individual to ensure equality of opportunity allowing our programmes to be personalised to meet their needs and those of the school.

Our Key Stage three curriculum has been carefully mapped to ensure coverage of the National Curriculum content and skills. However, following a process of curriculum review we now have a three year Key Stage 3 curriculum from September 2020. This is enabling Year 9 students to continue studying the National Curriculum, whilst being prepared for and exploring GCSE content in the core subjects. It also provides year 9 with the opportunity to increase their focus on a particular bucket three subject, whilst studying all subjects on the national curriculum.

Curriculum Aims and Intent

- To have a broad and balanced curriculum – we follow the National curriculum for all subjects. RE does not have a National Curriculum but follows the guidance from Kent SACRE – The Kent Agreed Syllabus
- The Ebacc is at the heart of the curriculum (This is not the case at KS4 yet but we have done a lot to move forward with this and it is certainly our intention (English, Maths, Science (x2), Humanities and a language)
- To support the development of good character in our students
- To develop in ours students the knowledge and skills to have a voice and an opinion
- To ensure our students develop the skills, knowledge and understanding to gain valuable qualifications that lead to high quality progression routes into higher education and/or employment
- To equip students with the knowledge and cultural capital they need to succeed in life
- To provide enrichment opportunities that students might not have the opportunities to experience at home
- To ensure students are educated about local national and international issues.
- To ensure that all students have mastered basic skills in English and Maths and that reading widely is a priority.

At Aylesford School we design our curriculum to support:

- Promotion of students' spiritual, moral, social, cultural and well being of physical and mental health
- A comprehensive PSHE programme which includes health and well being, relationships and living in the wider world, relationships and sex education to empower students to become thoughtful, safe and respectful citizens with good character.
- Enriched links with external partners and providers
- Citizenship to support British values and allow pupils to have a better understanding of the world around them

These aims is underpinned by a rich, relevant, broad and balanced curriculum, characterised by, personalisation, innovation and creativity. It is a curriculum which challenges students to excel in their studies and one which inspires a quest for learning through enthusiasm and empathy and prepares students for further study and employment.

Curriculum Implementation:

The curriculum is broad, balanced and challenging and where possible follows the National Curriculum. Comprehensive schemes of learning are reviewed – Heads of Department from Aylesford and our partner school review the schemes of learning together and following on from this are given time as departments to discuss and collaboratively plan through planning days and professional development meetings. The National Curriculum local/national issues and subject knowledge expertise have helped support the effective writing of schemes of learning to ensure sequencing and assessment can be built and delivered coherently whilst endeavouring to develop knowledge and skills and bridge gaps in experiences. Our schemes of learning include Character Education and there are focus Character strengths for each year group it is important that students not only have good academic qualifications and opportunities but that our students also develop good character. Our curriculum should also engender enjoyment of education and school.

Implementation of our intent is through:

- High quality first wave teaching (Please see the Teaching and Learning Policy)
- Targeted Interventions to ensure strong outcomes for all pupil groups
- The Formal and Informal Curriculum – Enrichment Activities, Visits, Extra Curricular activities, Clubs etc
- High Quality Careers Information and Guidance- we employ an experienced Careers Advisor who works full time at the school

Our formal Curriculum is as follows:

Key Stage 3 (Year 7 & 8)

| Subject | Allocation |
|--------------------|------------|
| English | 5 |
| Maths | 4 |
| Science | 3 |
| Physical Education | 2 |
| History | 2 and 1 |
| Geography | 1 and 2 |
| French | 2 |

| | |
|---------------------|---|
| Technology | 1 |
| Music | 1 |
| Art | 1 |
| Computing | 1 |
| Religious Education | 1 |
| Drama | 1 |

Key Stage 3 (Year 9)

| Subject | Allocation |
|--------------------------------------|------------|
| English | 5 |
| Maths | 4 |
| Science | 3 |
| Physical Education | 2 |
| History | 2 |
| Geography | 2 |
| French | 2 |
| Computing | 1 |
| Religious Education | 1 |
| Creative Option Hours on Rotation | 3 |

Food Tech, Engineering, Art, Music, Drama and Performing Arts are studied by all students as one lesson in 3 of these subjects for term 1 and 2, then the other 3 subjects for term 3 and 4. Term 5 and 6 are the opportunity for all students to select the 3 of these 6 subjects they would like to specialise in further by taking an additional set of lessons.

Key Stage 4 (Year 10 & 11)

Where students no longer formally study a subject there are extensive opportunities to continue to engage with them through our informal curriculum and enrichment activities and clubs including, Art, Drama, Dance, Music, Language Club (learn Spanish for holiday), Philosophy Club and many more.

As part of the PE curriculum, all students have the opportunity to gain an additional qualification as a level 2 NCFE Health and Fitness which provides a broad spectrum of health and fitness capabilities.

| | Year 10 | Year 11 |
|--|---------|---------|
| GCSE English Language and English Literature | 5 | 5 |
| GCSE Combined Science or Triple Science | 5 | 4 |
| GCSE Maths | 4 | 5 |
| Physical Education | 2 | 2 |

The following subjects will be considered for Options for year 10 & 11

| | |
|--|-----------------------------|
| GCSE Art | 3 Hours per week; 3 options |
| BTEC Business | |
| GCSE French | |
| GCSE Geography | |
| GCSE Health & Social Care | |
| GCSE History | |
| GCSE ICT | |
| GCSE Religious Education | |
| BTEC Sport | |
| Level 2 BTEC in Engineering | |
| NCFE Level 2 Certificate in Food and Cookery | |
| Level 2 BTEC in Music | |
| Level 2 BTEC in Performing Arts | |
| GCSE Computer Science | |

Character Education in the formal and informal curriculum

At Aylesford School we prioritise the development of good character as it equips our students and staff with the tools required to make good decisions at school and beyond, so that they may do good in the world. In addition, we believe that a focus in developing character strengths through spiritual, moral, social and cultural opportunities leads to the effective personal development of well-rounded individuals, and embeds British values into the culture of our school.

Students, parents, staff and governors have helped identify ten character strengths that we aim to develop in the individuals that make up our school community. Further thought has been given to identify character strengths that will be particularly important for students to focus on at certain ages, to help them both face challenges, and take advantage of opportunity. These are shown below.

| Year Group | Character Strength Priorities |
|------------|--|
| 7 | Resilience Open-mindedness Courage |
| 8 | Self-discipline Confidence Curiosity |
| 9 | Integrity Compassion Motivation |
| 10 | Courage Respect |
| 11 | Resilience Self-discipline |
| Post 16 | Self-discipline Curiosity |

To develop each of the priorities shown in the table above, we have established a range of activities and learning opportunities that are delivered through extra-curricular activities, assemblies, and morning 'mentor time'.

Curriculum Assessment at Aylesford School in more detail

1. Transition from KS2 to KS3

Subject Leaders must have a secure knowledge and understanding of progression from KS2 to KS3, given the changes to the primary curriculum and changes to assessment at the end of Year 6. Subject

Leaders should couple their knowledge of the KS2 curriculum with other useful data such as KS2 results, CATS results and the outcomes of their own baseline assessment to demonstrate a thorough understanding of students starting points when they arrive at Aylesford in Year 7.

When students arrive at Aylesford in Year 7, Subject leaders and teachers should be secure in their understanding of the knowledge skills and understanding which students should be able to demonstrate based on their experience at KS2. This should include the subject specific skills and concepts they have acquired and developed so far including the topics and topics and themes which should have been taught previously?

Appropriate support must be given to teachers of KS3 to ensure they have a secure understanding of students' experiences from KS2.

2. Transition from KS3 to KS4

Subject Leaders must have a secure knowledge and understanding of progression from KS3 to KS4, given changes to the GCSE specifications and the implications for examination success at the end of KS4.

It is an expectation of all teachers and leaders to have an effective knowledge of where students need to get to on their learning journey. A thorough knowledge of the subject specific exam specification at KS4 is therefore crucial.

Subject Leaders and teachers should be secure in their understanding of the knowledge and skills that students must be able to demonstrate to achieve well at the end of KS4. Consideration must be given to:

- What subject specific skills and concepts will they need to acquire and develop?
- What topics/themes will need to be taught?

- How much time is needed?
- What are the assessment objectives of the specification?
- What contribution do they make to the final outcome?

Subject Leaders must ensure all department members, especially those teaching KS4 are secure in their knowledge of the examination specifications and how these should be delivered. This obviously has implications for planning a curriculum from Year 7 all the way through to Year 11.

- Has appropriate support been given to teachers of KS3/KS4 to ensure they have a secure understanding of expectations at the end of KS4?
- To what extent do Line Managers have a secure understanding of requirements of these specifications to ensure they can hold their Subject Leaders to account?

To address the priority of improved student progress, it is imperative that we as a school establish the link between outcomes at KS2 and expectations for performance at KS4.

All Senior and Subject leaders should therefore be aware of the implications with regard to Attainment 8 and Progress 8 to understand this important link.

Based on an improved knowledge of start and end points, clear expectations will be set for a KS3 and KS4 curriculum to ensure challenging goals and targets are achieved.

3. Transition from KS4 to KS5

Subject Leaders must have a secure knowledge and understanding of progression from KS4 to KS5, given changes and reforms to post-16 courses including the new exam based units in applied general courses.

It is an expectation of all teachers and leaders of KS5 to have an effective knowledge of where students need to get to on their learning journey. A thorough knowledge of the subject specific exam specification at KS5 crucial.

Subject Leaders and teachers should be secure in their understanding of the knowledge and skills that students must be able to demonstrate to achieve well at the end of KS5. Consideration must be given to:

- What subject specific skills and concepts will they need to acquire and develop?
- What topics/themes will need to be taught?
- How much time is needed?
- What are the assessment objectives of the specification?
- What contribution do they make to the final outcome?

Subject Leaders must ensure all department members, especially those teaching KS5 are secure in their knowledge of the course and examination specifications and how these should be delivered. This obviously has implications for planning a curriculum from Year 10 all the way through to Year 13.

- Has appropriate support been given to teachers of KS4 to ensure they have a secure understanding of expectations at the end of KS5?
- To what extent do Line Managers have a secure understanding of requirements of these specifications to ensure they can hold their Subject Leaders to account?

To address the priority of improved student attainment and progress, it is imperative that we as a school establish the link between outcomes at KS4 and expectations for performance at KS5.

All Senior and Subject leaders should therefore be aware of the implications with regard to new post 16 performance measures.

Based on an improved knowledge of start and end points, clear expectations will be set for a KS5 curriculum to ensure challenging goals and targets are achieved.

Students will be supported and prepared for GCSE option choices from Year 7. Students start exploring possible careers pathways and do work shadowing in Year 7 and 8 to shadow someone in the profession the students might be considering. The options process includes students having taster sessions in subjects that they have not studied before such as Health and Social Care and Business, an information booklet with key information, an information evening, a parents consultation evening, a one to one careers meeting and a one to one meeting with either the Headteacher or the Progress Leader.

Assessment in IBCP

Assessment in the IBCP programme will collate the following information during termly data collection points.

- IB Subjects Working at & Target Grades 7 – 1
- Vocational Subject Grades
- 1-4 Assessment for the core element of the CP in behaviour, attitude, KSU and independent study (see section 9)

4. Progressive Curriculum Plans

Each curriculum area needs to provide evidence of a coherent and progressive Curriculum Plan between Year 7 and Year 11 (and year 12&13) building on the skills and concepts developed at KS2 and targeting those skills and concepts which are set out in the examination specifications at the end of KS4 and KS5.

Key Considerations

- Does the curriculum meet the requirements of the National Curriculum? If not, this must be addressed.
- To what extent does the curriculum build on the prior experiences at KS2?
- To what extent does the curriculum effectively address the skills and concepts needed for success at KS4?
- Are expectations clearly mapped out from Year7 to Year 11 (and year 12&13) in a progressive Curriculum Plan?

- Is progression evident across an academic year? Do students undertake more challenging tasks from term 1 to term 6?
- Do students complete more challenging and complex tasks from Year 7 to Year 11 (and year 12&13)?

Subject Leaders should ensure that CPD time is used to ensure all team members know what should be taught and when, what resources are needed and what are the best teaching methods for delivery.

Curriculum Plans should include:

1. Overview of content – Topics and themes
2. Approx time scales for teaching – No of weeks etc
3. Clearly identifiable assessment objectives
4. Outline of assessment task/assessment method.

A transparent approach to Curriculum planning will provide effective opportunities for departments to critique each other's provision to support school improvement.

Leaders within the school should be able to know what is being taught to whom and when with a clear overview of how and when this is assessed.

5. Planning Schemes of Learning

A successful Curriculum Plan is underpinned by good quality schemes of Learning which outline the specific details for lesson delivery. All departments must have in place schemes of Learning which meet the curriculum intent, are fit for purpose and provide every opportunity for students to progress.

There should be a clearly defined and identifiable assessment object for each scheme of work to drive learning and progress for students. SoL should identify the skills and concepts needed to be successful, the content to be covered an approximate timescale, the criteria for success and exemplification of success through modelling.

All department members have opportunity to contribute to SoL and must have a good understanding of the SoL to be able to deliver it effectively. Knowledge of the assessment tasks and outcomes should be the driving force behind any good SoL.

Leaders at Aylesford should not leave curriculum provision to chance and must act to address fundamental weaknesses in provision through the improvement of SoL.

6. Delivery of Schemes of Work

Teachers must have the skills and ability to deliver the curriculum effectively in the classroom. Assessment should drive this delivery within the classroom and students must be aware of how they will be assessed before embarking on a unit of work. It is imperative then that, as teachers, we actively share success criteria with those we teach. Thus, ensuring that the delivery of the SoL prepares students for assessment through the acquisition and development of the most appropriate knowledge and skills. Use of modelling will be essential for this process to be a success.

Teachers must be sufficiently skilled to deliver the planned SoL using the most appropriate and most effective teaching strategies that engage, enthuse and challenge our students.

Subject Leaders must be aware of individual strengths and weaknesses of teachers and take these into account with their support for lesson delivery.

To ensure improvements to the quality of teaching and the effective delivery of SoL and assessment tasks, teachers must be reflective in their approach to evaluating their practice. This can be achieved through:

1. The collaborative planning of tasks in small groups or pairs. Planning should not take place in isolation
2. The effective use of continued professional development meeting time to develop lessons
3. Teachers must talk about their lesson delivery methods and seek advice when evaluating their practice
4. Collaborative marking and moderation of assessment tasks should take place in an open and supportive way.
5. Opportunities for peer lesson observations should be created and encouraged (Lesson Study)
6. Teachers should teach each other about effective lesson delivery

Through these methods the school's most effective practice will be shared and enhanced.

Visits to lessons are conducted on a regular basis to establish the quality of teaching over time. This will be supported by a scrutiny of student work, teachers planning and their marking. Student voice activities will be undertaken to triangulate information from a range of sources. Where concerns arise, these will be addressed rapidly through as a consequence of effective monitoring and evaluation.

Leaders at Aylesford must be able to effectively evaluate the quality of provision across the school and can judge its effectiveness in terms of students learning and progress. Leaders must have a good understanding of the strengths of teaching and on the strengths and weaknesses of individuals and groups of teachers. This information should be used to inform targeted additional support and to identify staff to support improvement through coaching programmes.

7. Assessment for Learning

Through the delivery of high quality Schemes of Work, opportunities for formative and diagnostic assessment for learning should be enhanced. A clearly identified diagnostic assessment task for each unit of work will enable assessment for learning to support progress through the SoW.

Examples of strategies to support this process will include the use of formative marking and feedback to build on current practice and the work undertaken as part of continued professional development. The continued development of a Marking and Feedback Toolkit will facilitate these improvements and will provide strategies to be used and shared within and across departments.

The use of Peer and Self-Assessment techniques will support students to identify progress in relation to success criteria.

Finally, effective Level Up time will provide the appropriate opportunity to enable students to respond to feedback and improve their work as a consequence of the good feedback they have received. Improvements will be demonstrated through the feedback loop where teachers remark the work.

All of this must be underpinned by a set of clear assessment/success criteria linked to the skills and concepts needed to be successful in the subject area (linked to requirements at GCSE as discussed previously).

For effective AfL to take place students must have a good understanding of the criteria by which they are being assessed and they should know explicitly what this looks like through high quality modelling.

Specific assessment criteria, to identify the progressive development of subject specific skills and concepts, must be evident in each department. The use of Personal Learning Checklists (PLCs) will support this. All subjects should also provide students with a learning journey to enable students to see the progression of their learning.

Students and teachers will then be able to use this when assessing tasks as part of the SoW delivery to identify strengths and learning gaps and to plan targeted intervention as a consequence.

Subject Leaders must ensure the following:

- Clearly identified and specific assessment tasks which drive the delivery of each SoW
- Assessment tasks must be accompanied by a clear set of assessment criteria that identifies the progression through subject specific skills and concepts.
- Assessment criteria should be used to develop a mastery approach to learning.
- Opportunities must be taken to model what success looks like in relation to outcomes.
- Teachers must be familiar with the assessment tasks and know how progress towards their completion can be tracked.

Moderation of student work should take place at timely intervals to provide opportunities to compare to modelled responses. The outcomes of these assessment tasks should inform class and departmental intervention planning in line with a Diagnosis, Therapy and Testing model. Identifying specific KSU gaps will allow Subject Leaders with the opportunities to review and amend SoL in light of the assessment outcomes. Teachers should use these outcomes to directly influence their classroom practice.

8. Tracking Learning and Progress over time

Tracking progress and attainment over time is crucial in light of performance measures. This will be particularly important for the tracking of sub groups of students. Summative Assessment should be conducted at timely intervals to establish an overall summary of progress based on achievement over time. This supports the tracking of progress from starting points and towards established targets. Summative assessment should identify how well students have mastered or secured subject specific skills and concepts.

At all years, teachers must keep clear records of grades achieved to inform whether students are making good progress and allow effective tracking at all levels. Following summative assessment points, leaders must conduct a thorough analysis of attainment and progress data through the moderation and standardisation of student work and outcomes.

This should be undertaken for each year group and will include the analysis of different sub groups. A detailed analysis of performance in relation to attainment should inform Subject Leader analysis meetings and improve individual staff accountability for performance where the contribution of every student grade in the school will contribute to whole school improvement.

Key stage 3:

KS3 termly assessments should allow the collection of formative data to suit the subject and assessment type. This may take the form of numerical scores, medal attainment or skills tracking which is important for allowing comparison of students across classes, year groups and sub-groups and to track students progress across topics and through the year and key stage.

At data collection points students will be reported on their progress against their GCSE targets as explained in the next section.

Key stage 4:

Summative assessment grades will be based on a 9 Point Scale in line with outcomes at Key stage 4, where 1 is the lowest and 9 the highest. By assessing students summatively in this way, it allows for clear tracking of performance against targets and allow for timely action from teachers based on subject specific knowledge, skills and understanding.

PPE assessments will be used systematically to allow holistic data to be collected based on students' attainment at GCSE level, these will be supported by in class assessments in each subject to assess progress against current and previously taught content and skills. The collation of these examinations, assessments and classwork will allow teachers to closely monitor students progress and track their current and predicted grades over the course of year 10 and 11.

9. Reporting Outcomes and Data collection

It is important to keep parents and carers informed of the progress their children make at Aylesford. The most effective way to communicate this information is through regular dialogue between teacher and parent. A dedicated parents evening will provide face to face opportunities to communicate these important areas and these should be the basis for any professional conversation between teacher and parent.

At different points in the academic year, a report will provide a further opportunity to communicate vital information to parents from teachers, including summative assessment data and progress towards targets. The grade sheet will provide useful summary information on attitude to learning (ATL), behaviour and attendance. At KS4 & 5 these assessment points will be six times per academic year at the end of each term and three times per year for KS3

At KS3, students will receive a progress towards target grade and an attitude to learning score. By using progress rather than numerical scores, assessment is more personalized leading to greater motivation for students. This method allows accurate and meaningful reporting that can be understood by students and parents. The reporting will be based on 4 categories of progress:

| |
|-------------------------|
| Exceptional progress |
| Above expected progress |
| Expected progress |
| Below expected progress |

At each assessment point KS4 & 5 students will receive a current working grade. This is the level of attainment they are currently working at based on their most recent assessments, classwork homework etc. Students are also provided with a Predicted Grade. This is the level of attainment they are expected to achieve at the end of the year if they continue to make progress.

Students are also assessed in relation to their Attitude to Learning to the development of their

knowledge, skills & understanding, their homework, effort and behaviour. This is based on a scale of 1-4 where 1 is outstanding and 4 is inadequate.

The emphasis of these grade sheets will be on praising and rewarding effort, commitment and diligence to induce a growth mind-set amongst students which in turn will facilitate their improvement.

In addition to these aspects, the school will also report on attendance, punctuality and character strengths. KS3 students reports will include annual reading age data.

The data will be analysed and is collected with the intention to provide targeted intervention for students and to praise hard work and good attitudes.

Curriculum Impact:

The impact of the curriculum offer will be measured by:

- Improved outcomes in English and Maths (Above National Expectations)
- All student groups making at least expected progress (HPA, PP, SEN, SEN-K; High Ability at least grade 8 or distinction, Middle Ability Grade 6 or Merit, LPA Grade 4 or Pass)
- Attendance to be above National
- Increased number of students graduating in each year.
- No NEETS
- Increase number of students going to University
- Increased numbers in the school (Year 7 and 6th Form Particularly)
- Decrease in incidences in poor behaviour
- Student voice and parent voice data.
- The quality of students work

10. Curriculum amendments for Covid-Proofing Learning

Within the teaching and learning policy are the detailed plans for blended learning but in terms of curriculum alteration in order to ensure students still make progress in case of a school closure, all HOD's and department leaders review the curriculum and prioritise the skills and knowledge for their teams.

Attendance is monitored and students are assessed in order to minimise any missing education time. Support is given to ensure every student has access to the blended learning opportunities and engages with them. This support includes, but it not limited to: Technology provision, parental contact, home visits (where appropriate) and 1-2-1 guidance for students and parents.