

# Aylesford School

# Curriculum and Assessment Policy

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# 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 our 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 are 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 endeavoring 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 because we recognize the importance of students not only having good academic qualifications and opportunities but also developing 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
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 are required to possess a comprehensive and solid understanding of the progression from Key Stage 2 to Key Stage 3, in light of the changes implemented in the primary curriculum and the alterations in Year 6 assessments. In addition to their familiarity with the KS2 curriculum, Subject Leaders should complement their knowledge with other valuable data, such as KS2 results, the results of Cognitive Abilities Tests (CATs), and the outcomes of their own baseline assessment. This approach will serve to showcase a thorough comprehension of students' starting points upon their arrival at Aylesford in Year 7.

When students commence their educational journey at Aylesford in Year 7, it is crucial for Subject Leaders and teachers are confident in their understanding of the knowledge, skills, and understanding that students should be proficient in, based on their experiences at KS2. This should encompass subject-specific skills, as well as the concepts they have acquired and developed thus far, including the previously covered topics and themes.

To ensure the smooth transition and continuity of learning, it is imperative that teachers are provided with adequate support in understanding students' experiences from KS2 during the KS3 phase. This support will enable teachers to cater to students' needs effectively and ensure a seamless educational progression.

### 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.

## **2. 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)

### **3. 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. Successful 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 ample opportunities for students to progress.

Furthermore, each scheme of work should incorporate a distinct and discernible assessment objective, serving as a catalyst for student learning and development. The schemes of learning ought to identify the essential skills and concepts required for success, the content to be covered within an approximate timeframe, the criteria necessary for achievement, and exemplified instances of success through modelling.

It is crucial for all members of each department to have the opportunity to contribute to the development of these schemes of learning. Additionally, they must possess a comprehensive understanding of the schemes in order to effectively deliver them. The driving force behind any well-constructed scheme of learning should be knowledge of the assessment tasks and outcomes.

At Aylesford, leaders must not leave curriculum provision to chance. Instead, they must take proactive measures to address any fundamental shortcomings in provision through the enhancement of schemes of learning.

## **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**

Students understanding and progress through the curriculum is regularly checked by their class teachers through formative assessment. Schemes of work and curriculum planning for each subject considers opportunities for diagnostic assessment, this assessment is used to check students current understanding and therefore identify their current learning stage and the actions required to ensure they continue to make progress and master the required skills and knowledge.

Assessment for learning takes many forms, including but not limited to: questioning, use of whiteboards, hands up, book marking, peer and self assessment, personal learning checklists, quizzes and debates or discussions. The use of peer and self assessment is a valuable part of the assessment process. This allows students to gain a stronger understanding of the success criteria and what a 'good' answer looks like so that they can apply this in their future learning. Through structured peer and self-assessment tasks the students are able to receive almost instantaneous feedback on their work which allows them to make rapid progress.

### **Summative assessment**

Alongside the formative day-to-day assessment that teachers use to modify and refine the teaching and learning in their classrooms based on students needs, there are opportunities for summative assessment to take place each term.

Moderation of student work takes place at timely intervals and includes opportunities for students to see modelled responses at the highest grades attainable. 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.

Part of the assessment process at Aylesford is the use of 'Level up' opportunities. Students are provided opportunities to improve their work as a response of the quality feedback they have received from their teacher. This helps build a growth mindset whereby students understand that they are able to improve their work through effort and ensures they are working at their full potential. Misconceptions are addressed rather than remaining embedded as part of the students understanding of the topic.

The assessment process undergoes quality assurance from the middle leaders and senior leadership team including moderation across the trust schools and standardisation of student work and outcomes.

### **8. Tracking progress over time**

All teachers at Aylesford are considered leaders in their own classrooms and teaching roles. As part of this leadership they will track the results from summative assessments at all key stages in order to collate a summary of progress over time. At key stage 3 the teachers report centrally on students assessment scores as a numerical value allowing for tracking of student progress across the curriculum and in comparison to their year group. The progress data is also fed back to students through progress sheets which are presented on students books – these allow students to see their own progress and reflect on their learning from term to term.

The results collected are analysed with particular highlighting of the progress of different student groups and identification of any outliers who require additional challenge or support in lessons. The assessment process therefore acts as the diagnosis which informs further therapy in the form of interventions. Subject leaders also engage in analysis of each cohort to allow for quality assurance and inform future changes to curriculum design where the curriculum is not meeting the needs of our students.

The tracking and analysis of assessments is important to ensure the curriculum is fit for purpose and is also used as an accountability measure for staff performance. The learning and progress of every student contributes to whole school improvement.

### **Key stage 4 assessment**

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. Parents and teachers are encouraged to make contact throughout the year where further communication is beneficial to the student. At different points in the academic year reports provide a further opportunity to communicate vital information to parents from teachers, including summative assessment, character developments, behaviour and attendance.

At KS4 and KS5 these assessment points take place termly and include grading on a 1-9 basis (in line with the GCSE criteria) or A-E grade (for KS5).

At KS3 parents receive timely reports to keep them informed of their students progress in different areas of our curriculum intent. This includes a twice-yearly character report which identifies individual student development of a selection of characters strengths, attitude to learning and attendance. We report to parents on students attainment across their subjects using their assessment data and furthermore they receive a formative report once a year. Our formative reports have been designed by Subject leaders to report to

parents on three key areas of their curriculum – these range from classwork or assessment to behaviour, homework or character development. Parents receive written feedback on student performance in each of the three identified areas for the subject allowing them to clearly see how the student is performing, behaviour and progressing in school.

Attitude to learning scores are used with all year groups to provide a summary of the development of their effort, behaviour, motivation and work ethic. This is based on a scale of 1-4 where 1 is outstanding and 4 is inadequate.

### **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 6<sup>th</sup> Form Particularly)
- Decrease in incidences in poor behaviour
- Student voice and parent voice data.
- The quality of students work