

CURRICULUM POLICY

It is the core function and duty of the school to ensure that effective learning and teaching takes place. The governing body will ensure that a written policy on the curriculum (Part 1), supported by appropriate plans and schemes of work, which take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and which does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Part 2 of this policy sets out the ways in which the quality of learning and teaching is monitored and reviewed at Gad's Hill School to ensure that high standards are maintained and that quality of learning and teaching are improved at every opportunity.

Related policies:

E1 Assessment and Reporting

E5 SMSC

E7 Inclusion policy

E8 Marking

E12 Work Related Learning

A05 Exam Procedures and Access Arrangements policy

S3 Behaviour Management

S5 Disability

PART 1 CURRICULUM

The aim of this policy is to ensure that the following criteria are implemented effectively:

- (a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- (b) that pupils acquire speaking, listening, literacy and numeracy skills;
- (c) personal, social, health and economic education which-
 - (i) reflects the school's aim and ethos; and
 - (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);
- (d) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that-
 - (i) is presented in an impartial manner;
 - (ii) enables them to make informed choices about a broad range of career options; and
 - (iii) helps to encourage them to fulfil their potential;
- (e) for pupils below compulsory school age (KN and KR), a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
- (f) that all pupils have the opportunity to learn and make progress; and
- (g) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

FULL-TIME EDUCATION

All pupils attend Gad's Hill School on a full time basis:

Kindergarten School (KN – K2): 32 hours 20min per week

Junior + Senior School (J3– U5): 36 hours 40min per week

SUPERVISED EDUCATION

The staffing ratio for children aged five or over, is usually a maximum of 1:20, but in exceptional circumstances, with the agreement of the Governing Body, the ratio may be increased to 1:21.

The following qualifications and adult-to-child ratios are requirements under the EYFS Statutory Framework. Children must usually be within sight of staff and always within sight or hearing.

Children aged three or over. In Reception classes, where the majority of pupils are five or over within the school year, the staffing ratio is 1:30 (as in maintained schools) provided that a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification is working directly with the children. Such a person may be an overseas qualified teacher or an 'instructor' (someone with the necessary qualifications or experience or both, where the governors/proprietor are satisfied with the qualifications or experience). In such Reception classes, there is no requirement, as previously proposed, for at least one other member of staff to hold a full and relevant level 3 qualification.

In other EYFS classes for children of three and above, with a person with Qualified Teacher Status (or other suitable person as defined above), the ratio is 1:13, and at least one other member of staff is required to hold a full and relevant level 3 qualification.

In EYFS classes for children of three or above, without a person with Qualified Teacher Status (or other suitable person as defined above), the staffing ratio must be at least 1:8. At least one member of staff must hold a full and relevant level 3 qualification and at least half of all other staff must hold a full and relevant level 2 qualification.

Two year old children must have a 1:4 ratio. Whereas rising 3s (those children who start school at the beginning of the term in which they have their third birthday) in the school nursery can count as a 3 year old and therefore a 1:8 ratio is applied.

Supervisors and managers. All managers must hold at least a full and relevant level 3 qualification, and half of all other staff must hold a full and relevant level 2 qualification. A named deputy must be identified, and be capable and qualified to take charge in the manager's absence.

Break and lunchtime. The EYFS Statutory Framework does not specify different ratios for these times, but allows a reduction of direct staffing when the children are at rest or sleeping. This is with the proviso that all the relevant staff are in the vicinity and readily available. The school should undertake risk assessments to assess the level of supervision that is required taking account of the particular needs and vulnerabilities of children in the EYFS. Inspectors make a professional judgement on the level of supervision and raise an issue if they have concerns. Safety should always be the first priority. It is unlikely that it would be acceptable for lunch-time supervisors to hold no qualifications and for qualified staff to be distant from the EYFS children.

AREAS OF EXPERIENCE

At Gad's Hill we strive to provide all of our pupils with a curriculum which provides experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The curriculum is constructed to ensure equality of access for all of our pupils. Whilst we cannot provide unlimited access to Learning Support (see Disability Policy for details of our provision), full details of our procedures can be found in the Learning Support Handbook. Curriculum planning promotes participation in a wide range of activities, and enables pupils of all ages to make progress according to their ability, increase their understanding and develop their skills.

Foundation Stage – KN and KR

Learning and development in KN and KR takes place through a wide range of adult-directed and child-initiated activities. Learning through play and first hand practical experiences provide the children with the opportunity to develop in all seven areas. Learning and development in all areas is interlinked – several areas of learning and development will take place during any one activity.

In the KN (Nursery) classes the majority of the day is timetabled as being Topic/theme/child initiated activities with free-flow between the two classrooms and the outside area. This enables the children to choose and move freely between adult directed and child initiated activities. The children gather together for: phonics sessions (Read Write inc, when children are developmentally ready) circle times, story times, Movement and Dance. On-going observational assessment takes place during this time and during other parts of the day.

In KR (Reception) lessons are timetabled – Communication and Language, Literacy and Maths (referred to as Phonics/Handwriting/Writing and Maths) occur mainly in the mornings. However, these lessons are adjusted on a daily basis to take into account the needs and interests of the class as a whole and of individuals. Lessons aim to be as practical and multisensory as possible with a range of play based activities involved within them. During the afternoons the children have longer periods of free play/ child-initiated activity time and are able to freely access resources in the classroom or in the outside EYFS gardens. On-going observational assessment takes place during this time and during other parts of the day. KN and KR pupils attend Forest School weekly.

ICT is incorporated into all areas of learning and daily life. The children in KN and KR have access to, and take turns to use iPads and IWB's. In KR most lessons involve the IWB for whole class, small group or individual work and the children often choose to use the IWB during their Child- Initiated times. CD players are also used as well as range of remote control toys, talking albums, talking points and microphones.

The Read, Write Inc programme is used in KR and follows through into KS1. Read Write inc phonics sessions are used in KN when appropriate.

All children in the Foundation Stage have access to a wide range of play based resources/activities designed to encourage them to develop mathematical awareness and understanding.

For more information, please refer to the **EYFS policy**.

Key Stage 1

Pupils in Key Stage 1 are taught largely by their Form Tutor. English and Maths are taught as distinct subjects. However, opportunities are given for developing these skills across the curriculum. Topics are taught in a cross-curricular manner. ICT is taught as a distinct subject however, links are made with other subjects as much as possible. This also applies to SMSC, including regular circle time activities. Within lessons, differentiation is planned for to ensure more/less able children are catered for. Pupils are taught by subject specialists for the following subjects: Spanish, PE and Music. Key stage one pupils attend Forest School on a weekly or fortnightly timetable.

Key Stage 2 Allocation of Teaching Periods

Number of 40-minute periods allocated per subject per week:

	Year 3	Year 4	Year 5	Year 6
English	11	11	11	11
Mathematics	10	10	10	10
Spanish	2	2	2	2
Science	3	3	3	3
ICT	2	2	2	2
Creative Design (DT/Art/Food & Nutrition)	4	4	4	4
Humanities	2	2	2	2
RE	1	1	1	1
Performing Arts (Drama/Music)	3	3	3	3
PE	4	4	4	4
Swimming	2	2	2	2
SMSC	1	1	1	1
Total	45	45	45	45

Key Stage 3 Allocation of Teaching Periods

Number of 40-minute periods allocated per subject per week:

	Year 7	Year 8
English	8	8
Mathematics	8	8
Spanish	3	3
Science	6	6
Computing	2	2
DT/Food & Nutrition	2	2
Geography	2	2
History	2	2
Performing Arts (Drama/Music)	3	3
Games	4	3
Swimming	2	-
Art	2	2
CCF	-	3
SMSC inc. RE	1	1
Total	45	45

Key Stage 4

In an effort to raise pupil attainment at Key Stage 4, Heads of Departments and subject tutors will select courses most appropriate to our students, currently:

GCSE English (OCR)
 GCSE English Literature (OCR)
 GCSE Maths (AQA)
 GCSE French (Edexcel) as option

GCSE Science Trilogy (AQA)
 BTEC Teamwork and Personal Development (through CCF) (by CVQO through Edexcel) with Duke of Edinburgh Award (Bronze) to add Leadership award (core from L4 2017 onwards, option prior to this)
 GCSE ICT (Edexcel) as option Computing?
 GCSE History (AQA) as option
 GCSE Geography (AQA) as option
 BTEC Music as option (by CVQO through Edexcel)
 GCSE PE (Edexcel) as option
 GCSE Drama (AQA) as option
 GCSE DT (AQA) as option
 GCSE Art (AQA) as option
 GCSE Food Preparation and Nutrition (AQA) as option

The way in which the Key Stage 4 curriculum is taught is configured as follows:

All subjects are taught as three-year courses starting in U4. Pupils in KS4 are able to choose four optional subjects: TBC GCSE Geography, GCSE History, GCSE DT, BTEC Music, GCSE PE, GCSE ICT, GCSE French, GCSE Drama, GCSE Food Preparation and Nutrition or GCSE Art. Until 2017, BTEC Teamwork and Personal Development (through CCF) was an option, but is being phased in as core from current L4. Each option group is allocated 4 periods per week.

The school maintains the right to withdraw any pupil from entry for any KS4 qualification following the trial examinations if their conduct and/or approach to study is unsatisfactory.

Key Stage 4 Allocation of Teaching Periods

Number of 40-minute periods allocated per subject per week:

	Year 10 & 11
English	8
Mathematics	8
Science	9
Games	3
OPTION 1	4
OPTION 2	4
OPTION 3	4
OPTION 4	4
SMSC	1
Total	45

A GCSE Induction Evening is held for pupils entering the U4th and their parents. At this Induction Evening pupils are issued with a Key Stage 4 Study Guide, which contains general information about GCSE examinations as well as individual subject information. **See Appendix B**

SPECIAL EDUCATIONAL NEEDS

EYFS

It is important that there is no delay in identifying a child with SEN within the Early Years and making the necessary provision. When a child is identified as having SEN the Key Person will work in partnership with the parents to establish the support the child needs. If Special Educational Support is offered in school these arrangements are shared with the parents. A graduated approach is then taken involving the Nursery Manager, Key Person, SENCO and the parents; assess, plan, do review. (As set out in the SEND code of practice 2015).

SEN support will be given when planning and preparing for transition. If moving to another setting parental permission will be sought before sharing any information as part of this process. For further information refer to the **EYFS policy**.

Junior and Senior Schools

We advise parents of children with special educational needs to discuss their child's requirements with us before he or she undergoes any entrance assessments so that we can make adequate provision for him/her and give advice on the levels of support we can offer. Parents should refer to the **Inclusion policy** and the **Exam Procedures and Access Arrangements policy**.

Additionally, we will identify and provide for those pupils whose learning difficulties and disadvantages have not been identified; where form/subject tutors feel that a pupil is experiencing difficulty and might benefit from individual Learning Support, the case will be discussed at the next Assessment Meeting, or before with the Learning Support Coordinator (LSC).

Statemented/EHC Pupils

In line with our inclusive SEN policy, parents may choose to educate their child with a statement or EHC plan at Gad's Hill at their own expense, but it should be made clear that inclusion of such a child must be compatible with the efficient education of the other children at Gad's. The SEND code of practice 2015 states that the LEA from which the child has received their statement must be satisfied that the School is able to make special educational provision that meets the child's needs before they are relieved of their duty to arrange provision in an appropriate school.

Parents will need to inform the LEA of the provision that they have opted for and the LEA still has a duty to maintain the child's statement/EHC plan and to review it annually. All members of the teaching staff should have full knowledge of the child's statement/EHC plan. (SEND code of practice 2015). For further information refer to the **Inclusion policy**.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

Pupils are provided with a range of activities which provide personal, social, health and economic education, and which promote spiritual, moral, social and cultural (SMSC) development. SMSC is taught to pupils from J3 – L5 as a 40 minute period per week. Aspects of SMSC is also delivered via subject-based, cross-curricular classroom teaching, through assembly or Tutor Group activities, or through presentations by visiting speakers. The teaching will encourage respect for other

people, with particular regard to the protected characteristics under the Equality Act 2010. For further details refer to the **SMSC policy**.

PREPARATION FOR LIFE IN BRITISH SOCIETY

Preparation for future life has the additional focus of British Society. This is explained in *Careers guidance and inspiration in schools April 2017* as ‘developing in every person the values, skills and behaviours they need to get on in life.’ This is delivered via SMSC lessons, tutor group discussions, assemblies and focussed year group assemblies.

Fundamental British Values are taught discretely during SMSC lessons, daily Form time and weekly assemblies. They are also a focus for school trips.

CAREERS EDUCATION

A programme of careers advice is delivered to enable pupils to choose courses of study at GCSE, A-levels and beyond, that are appropriate to their abilities. We aim to help them “know themselves” and how their strengths, weaknesses and interests relate to the world of work; to learn about different careers and opportunities; to obtain individual guidance; to have work experience and to gain information about training, education and occupations beyond school. For further details refer to the **Work Related Learning Policy**. Refer to *Careers guidance and inspiration in Schools. April 2017*.

COMPULSORY SCHOOL AGE

This starts at the beginning of the term after that in which the child becomes five. Pupils must stay in some form of education or training until their 18th birthday if they were born on or after 1 September 1997.

OPPORTUNITY TO LEARN AND MAKE PROGRESS

To raise standards of learning and teaching the school monitors, evaluates & reviews pupil learning, performance and progress using a system of measuring prior attainment by baseline testing. This is used alongside the analysis of value added data. Data is collected to enable staff to analyse pupil learning, performance and progress. Further information can be found in the E01 Assessment and Reporting policy.

PREPARATION FOR LIFE IN BRITISH SOCIETY

This is explained in *Careers guidance and inspiration in schools, March 2015* as “...developing in every young person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.”

A key to the development of the human and social education of our pupils in the Senior School is the participation of all pupils in L4, L5 and U5 (as an option), in CCF activities, becoming core from the current L4. These activities open the pupils to a wide range of experiences, encouraging pupils to think and learn for themselves by the application of intellectual, physical and creative effort outside a classroom situation. Skills fostered in CCF such as effective teamwork, leadership, problem-solving, responsible behaviour, and speaking and listening can all then be transferred into other learning environments, inside and outside school, as well as helping prepare our pupils for future life. Aspects of this subject matter are also delivered in PHSEE.

In the Junior School the children have an opportunity to take part in a diverse selection of after-school clubs to develop additional skills and attributes pertinent to life. Additionally the house system enables children to work as part of a vertically grouped team, plan and deliver an event with the guidance of the teachers or even lead a team towards a goal, be it through academic or sporting competitions. Each form will democratically vote for school council representatives who will attend meetings and convey the wishes of the Form that they represent to the council. Meetings are formal with minutes taken. Each form will also have a Captain who prepares and delivers a presentation to the class prior to voting. Both positions carry a degree of responsibility and dedication of time and effort outside of the usual curriculum demands.

PART 2 TEACHING AND LEARNING

General Principles of Good Practice

Within our procedures for learning and teaching there should be:

- 1 Clear learning intentions for each lesson / task / stage
- 2 Clear success criteria for each lesson / task / stage
- 3 The use of clear and effective feedback and self-evaluation
- 4 The use of open-ended questioning to promote reflective learning
- 5 The use of procedures to promote pupil self-assessment and target setting

Definitions:

- **'Fundamental British values'** is taken from the definition of extremism as articulated in the Prevent Strategy. It includes 'democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'.
- **'Parents'** is intended to include carers, guardians and other adults acting *in loco parentis*.
- **'Pupils'** is used to include references to children of all ages who are taught by qualified teachers, including those in the Early Years Foundation Stage.
- **'School'** means the educational setting the standards are applied in
- **'Special educational needs'**, as defined by the Department for Education.
- **'Statutory frameworks'** includes all legal requirements, including but not limited to the requirement to promote equal opportunities and to provide reasonable adjustments for those with disabilities, as provided for in the Equality Act 2010.

RESPONSIBILITIES

The Governing Body will ensure that a framework for pupil performance is to be evaluated, by reference to the school's own aims, and ensure that the teaching at the school:

- (a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- (b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- (c) involves well-planned lessons and effective teaching methods, activities and management of class time;
- (d) shows a good understanding of the aptitudes, needs and prior attainment of the pupils, and ensures that these are taken into account in the planning of lessons;
- (e) demonstrates good knowledge and understanding of the subject matter being taught;
- (f) utilises effectively classroom resources of a good quality, quantity and range;
- (g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- (h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
- (i) does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- (j) does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

Teacher Responsibilities

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Teachers must:**Set high expectations which inspire, motivate and challenge pupils:**

- establish a safe and stimulating environment for pupils, rooted in mutual respect ;
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils;
- provide a stimulating environment.

Promote good progress and outcomes by pupils:

- be accountable for pupils' attainment, progress and outcomes;
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;
- guide pupils to reflect on the progress they have made and their emerging needs;
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge:

- have a secure knowledge of the relevant subject(s) and cross-curricular areas, foster and maintain pupils' interest in the subject, and address misunderstandings;
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject;
- if teaching early reading or early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time;
- promote a love of learning and children's intellectual curiosity;
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired; (**see Appendix C for homework** allocations)
- reflect systematically on the effectiveness of lessons and approaches to teaching;
- and contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt the teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;

- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;
- have a clear understanding of the needs of all pupils, including those with special educational needs and disabilities; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Make accurate and productive use of assessment

- knowing and understanding how to assess the relevant subject, therapy and curriculum areas, including statutory assessment requirements;
- making use of formative and summative assessment to secure pupils' progress;
- using relevant data to monitor progress, set targets, and plan subsequent lessons;
- giving pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

- having clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy; praise, sanctions and rewards consistently and fairly;
- managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Whole school responsibilities

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position, including when using social media;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- and ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

EVALUATION AND MONITORING OF EFFECTIVE TEACHING AND LEARNING

This policy seeks to ensure that these standards are rigorously monitored, that the evidence is reviewed and that action is taken to improve where a need for development is identified. Support and training will be offered where areas of weakness are found.

a) Teaching

Teaching will be monitored through:

- a) Peer, SMT and Governor observations of lessons, pupil feedback and self-evaluation.
- b) Lesson Studies planning, teaching and feedback
- c) Curriculum group leader overview of observations and departmental planning
- d) Curriculum Group planning and work reviews
- e) Annual staff appraisal/review
- f) Departmental Handbooks and SIS departmental pages
- g) Departmental monitoring and review

b) Learning

Good learning results when the following are in place:

- Strong pastoral support from the form tutor (including daily contact and advice, review of student planners and weekly review and target setting)
- Close links with the home environment
- An effective behaviour management regime
- Differentiation, particularly for pupils who have learning difficulties or who are gifted or talented
- Targeted grade booster sessions

Data relating to the quality of pupil learning can be determined from:

- Pupil termly assessment grades
- Pupil termly and end-of-year exam data
- iSAMS tracking of pupil information
- Dynamic profile data
- CATs (externally marked) Public Examination Results
- Entrance Examination Data

Learning will also be monitored through:

- a) Scrutiny of pupils' learning via work scrutiny and observations
- b) Scrutiny of work against departmental schemes of work. If external schemes of work have been bought in, these need to have been modified to meet the needs of pupils in the school.
- c) Homework diary/formbook (monitored by the Form Tutor)
- d) Isams entries (monitored by Form Tutor/ Head of Kindergarten/Juniors/Seniors /Head)
- e) External data (monitored by the Director of Studies)
- f) Assessment meeting (monitored by the Head of Kindergarten/Juniors/Seniors)
- g) Termly examination data (monitored by subject teachers and Head of Seniors/SMT)

Responsibilities for monitoring and evaluation

SMT - The Director of Standards and Development (DSD) is responsible for the implementation and effectiveness of the system and will report to the Headmaster. The Head of Seniors, the Head of Junior & Kindergarten and the Director of Studies will also assist with the process. The role of SMT

will be to conduct observations, review data and other evidence, provide feedback and agree action, training or support strategies for future development.

Curriculum Group leaders - will have the responsibility to monitor the performance of their group members and offer support when necessary.

The respective **Heads of Seniors, and Kindergarten and Juniors** will be ultimately responsible for staffing issues as line managers to teaching staff.

Process

Data will be collected in a variety of formats (see above) to assess the quality of both learning and teaching. This data will be made available to staff, senior managers, CG leaders and governors to enable a review of the quality of learning and teaching to take place and to identify good practice and areas for development. Review of the data will lead to the implementation of a strategy which aims to ensure overall improvement and the maintenance of high standards in the future.

The data from each type of teacher assessment will be stored on the School Information Systems follows;

- 1) Lesson planning, structure and teaching strategies, quality of teaching and pupil engagement via lesson observations
- 2) Learning environment
- 3) Work review
- 4) Planning review

Observations

The DSD will publish a spreadsheet of SMT/CG leader observations to be completed each term. In the Autumn term peer observations will be conducted within curriculum groups; in the Spring and Summer terms they will be carried out across the school as published by the DSD. Each member of staff should have at least 4 observations per term: one from a member of SMT/CG leader, one peer observation, a self-observation and a pupil observation, but in the case of Kindergarten staff they should complete an extra self-observation instead of a pupil observation.

Peer observations

Teachers will participate in classroom observations as per the published schedule throughout the year. The observer will complete an observation form and forward a copy to both his/her colleague and the Director of Standards and Development (DSD). An early opportunity for informal feedback between the observer and observed must be arranged.

SMT and/or Curriculum Group Leader Observations/Target monitoring

During the year, SMT and CG leaders will conduct formal classroom observations. The DSD will publish a schedule each term. Members of SMT and CG leaders may carry out an on the spot observation.

Observations by the Headmaster

Throughout the year, the Head teacher will conduct formal lesson observations of some staff, focussing particularly on teachers new to the school.

Observations by Governors

Governors aim to complete two observations per year of allocated members of staff in the Curriculum Group to which they are attached. Governors will make an appointment with a member of staff to arrange a mutually convenient lesson for an observation.

Planning, Work Reviews and the assessment of the Learning Environment

Assessments are carried out at least twice a year within Curriculum Groups. Assessment sheets are completed and passed to the CG leader to be added to the staff assessment data and monitored. The blank forms for staff assessments are available on the Staff page of the SIS, in the training and development folder.

POLICY MONITORING AND REVIEW

The Curriculum committee will monitor and evaluate the current curriculum (academic and non-academic) offered in the school.

The Curriculum committee will:

1. consider future strategies in respect of academic and curricular issues, in order that pupils are prepared for the terminal exam based public examination system;
2. consider further opportunities to enhance pupils' ability to achieve academic success across the curriculum, with a focus on the core subjects of Maths, English and Science;
3. discuss and propose strategies to ensure that the school complies with its published strategic priorities (2010 – 2020), whilst taking into account changes in the national and local educational landscapes;
4. and maintain effective use of teachers and resources.

The Curriculum committee will report to the Governing Body, making recommendations and proposals for approval by the Governing Body, and will then be responsible for the successful implementation and subsequent monitoring of those agreed proposals. Further information regarding the Curriculum Committee can be found in the 'Curriculum Committee aims and objectives' available on the Governance page of the SIS.

Staff responsible: SB/SG

Reviewed and amended: Dec 2017

Review date: Dec 2018

Governor responsible: Rosnah Hassell

Appendix A Departmental Handbook

Each teaching department has a Departmental Handbook and a section on the SIS which contains details of how the curriculum within their department delivers these criteria. Each Departmental Handbook contains sufficient information to enable each member of staff to deliver that curriculum, and teach effectively. Each Handbook must also enable the monitoring of pupil attainment and progress.

The headings below form the outline of the Handbooks, and whilst the degree of detail will vary from department to department, each of the criteria must be considered.

1. Aims - What the department aims to achieve on a broad, school wide basis
2. Objectives – those pertinent to the department, outlining current plans or initiatives.
3. Organisation
 - of the department, list of members of staff and initials, departmental responsibilities etc.
 - of teaching groups, setting arrangements, dept timetable, who teaches which group etc
 - of the curriculum
4. Scheme of work (not lesson plans) – a half termly overview of what is covered in each year group, teaching strategies and resources, use of ICT within the subject, contribution to SMSC, provision for the more/less able, differentiation, controlled assessment and criteria for assessment, use of ICT, trips and visits that link directly to the curriculum.
5. Administration
 - ordering equipment, charging policy in the department for lost books, use of photocopier
 - exam entries
 - assessment records
6. Report Writing – departmental specific guidance for areas to be included
7. Policies, procedures and risk assessments
 - practical work + health and safety + risk assessments
 - learning support provision
 - assessment and marking, pertinent to the departmental work and in accordance with the school marking policy; how is pupil progress assessed, monitored and reviewed; procedures to enable monitoring of targets and pupil performance; procedures that describe how information from assessments inform future planning to ensure that pupils progress.
 - homework time allocations and frequency for each year group
 - other key policies specific to the work of the department – these may be cross referenced to the staff handbook on the SIS where the most up to date copy of the policy will be published

8. Monitoring the work of the department – how does this take place, analysis of exam data and performance of individual teaching groups, analysis of numbers opting for the subject if relevant
9. Extra-curricular activities – After school clubs, grade booster, revision or drop in sessions
10. Departmental development plan and review
11. Departmental budget – allocation of dept. budget and list of resources
12. Appendix - Departmental minutes and agendas – these should be held centrally in the department and on the SIS.

Heads of department must ensure that the Handbooks containing their schemes of work and departmental improvement plan are published to all those who teach the subject and a copy lodged in the school office for inspection by parents, governors, SMT and ISI. A copy must also be available on the school staff information system. They are to be working documents and amended as necessary throughout the course of the year.

Departmental Meetings

Members of every department are to attend departmental/curriculum group meetings which are scheduled in the school diary.

Departmental Improvement Plan

Departments will compile and operate a departmental improvement plan which makes reference to the school improvement plan. This will be reviewed at each departmental meeting and annotated to record progress, new deadlines, changes etc.

Pupils are in teaching groups where it is felt that they will be able to best achieve their full potential, with Maths and English teaching for Years 7 – 11 being set by ability.

Appendix B**Key Stage 4 Handbook**

A GCSE Induction Evening is held for pupils entering the U4th and their parents. At this Induction Evening pupils are issued with a Key Stage 4 Study Guide, which contains general information about GCSE examinations as well as individual subject information:

1. An introduction to the courses studied at KS4
2. Advice on effective work, study, and homework during the GCSE years
3. Advice on revision, coursework and exam preparation
4. Information about seeking help, subject specific after-school clubs

The handbook also contains specific subject information including:

1. Details of the exam board and specification.
2. A breakdown of the examination framework (coursework, theory, modules etc).
3. A term-by-term outline of the major aspects of the GCSE course.
4. A list of textbooks or other resources, which may be used during the course.
5. A list of resources which will be provided by the school (text books, maps, safety equipment etc).
6. A list of resources which the students may be encouraged to purchase (WHS, Letts study guides, worksheets, calculators, etc).
7. A detailed description of major coursework tasks.
8. A list of deadlines for draft and final submissions of coursework

Appendix C**Homework Allocations**

Homework is set daily as per a published timetable. Children should write down details of the tasks set in their school planner. Subject tutors add information about homework assignments to the SIS

Key Stage 1

Written homework (Topic/English): one piece per week – 40 minutes.

Reading: every night - 10 minutes.

Spellings: ten spellings to be learnt each week.

Maths: mathematics and/or written activity per week - 20 minutes.

In Year 2, in the summer term, an additional piece of maths or English is set on a Tuesday night, for collection on a Thursday – 20 minutes.

Key Stage 2 (amount in total, including at least 15 minutes independent reading)

J3 – 30 mins

J4 – 40 mins

J5 – 50 mins

Remove – 1 hour

Key stages 3 and 4 One subject homework per week (amount per subject per night, up to 3 subjects per night)

Shell – 30 mins

L4 – 35 mins

U4 – 45 mins

L5 – 50 mins

U5 – 1 hour

Staff must give sufficient time for homework to be completed, ideally one week in KS3. **All** homework set must be recorded clearly on the homework page of the SIS, with no exceptions.