

This Policy has been adopted and approved by Gippswyk Community Educational Trust and has been adapted for use by Copleston High School.

CURRICULUM AND LEARNING POLICY	
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Responsible Officer	Vice Principal- Georgina Orrin
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Definition of a Parent

- All biological parents, whether they are married or not.
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

Introduction

Copleston High School was established as a new style Academy in July 2011, providing education for students aged from 11 to 19 years. The school is firmly committed to the principle of providing a broad, balanced and relevant curriculum for all students and is proud of its inclusive ethos.

Curriculum Principles- The Vision for Our Curriculum at Copleston

All students will receive a curriculum that provides access to powerful knowledge which will provide opportunities and maximise life chances. Our school will challenge social inequality by instilling powerful knowledge.

- By providing powerful knowledge our students will access the best that is thought and said. They will receive more than just everyday knowledge and will be challenged on a daily basis
- By providing powerful knowledge to our students, we will give them something that is cognitively superior to everyday knowledge, transcending and liberating students from their daily experience. They will be able to interpret the world, and to think in new and unexpected ways meaning they will not be dependent upon those who have powerful knowledge
- Powerful knowledge creation will be maximised by exposure to a carefully sequenced curriculum for all students

- All students will be taught the core values that provide a foundation for a just and sustainable democracy. Students will share an understanding of what these core values mean, and how they will help them to play a part in shaping a brighter future
- All students will be prepared so they can maximise opportunities in modern Britain and globally. Labour markets are both competitive and dynamic. Our curriculum will prepare students for the opportunities as well as challenges that this will bring

How Our Curriculum Vision Works in Practice

- Our curriculum is highly ambitious for all students and when designing it our mantra is always to consider the needs of the most disadvantaged learner. We teach to the top and make sure that scaffolding is in place to support all students to reach this level.
- Curriculum breadth and academic rigour are key to our offer. We believe that imparting broad knowledge to all children is the single most effective way to narrow the gap between demographic groups through schooling.
- Our curriculum is not simply about the subjects on offer. It is about the quality of the offer. It is led by, collaborated on and delivered by high-quality subject specialists, working in teams to create the richest narrative possible for their students
- The grammar of each subject is given high status; the specifics of what we want students to learn matter and the traditions of subject disciplines are respected
- Skills and understanding are seen as forms of knowledge and we do not believe that there are any real generic skills that can be taught outside of specific knowledge domains
- The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. Intelligent sequencing supports the initial mastery of basic principles so students have the building blocks to move onto more and more complex learning over time. Sequencing is also used to identify gaps in learning allowing a renewed focus on the things that students have missed out on where necessary
- The design of the curriculum reflects the school's local context. It has been mapped out with thought and care taking into account the high frequency gaps that our students have in their knowledge, understanding and skills
- The curriculum is designed to be remembered in detail: to be stored in our students' long-term memories so that they can later build on it forming ever wider and deeper schema. As a result, our knowledge-rich curriculum embraces learning from cognitive science about memory, forgetting and the power of retrieval practice leading to a position where students inherently know things and they are able to illustrate automaticity of responses
- The curriculum is owned by students from all faiths and backgrounds, not by one in particular. The selected content conforms to shared cultural agreements of what is considered valuable to know and embraces the most powerful knowledge from a variety of cultures and traditions. It is the entitlement of all and we place a great deal of emphasis on culture, diversity and inclusion
- At each phase, the curriculum focuses on closing gaps, early intervention, and developing the core literacy and numeracy skills for success at that level
- Both in and out of the classroom, the curriculum will build the hard work, diligence and resilience necessary for success in life. The personal development of our students is a key driver for our curriculum design
- The curriculum should introduce students to new experiences and powerful knowledge beyond the classroom and outside the academy to broaden their horizons and to prepare them fully for later life. The school offers a huge range of extra-curricular clubs and educational visits. This allows students to develop the cultural capital that will help them to navigate the society in which they live

How We Measure The Success of Our Curriculum

- By the time a student reaches the age of 18 they will have the choice of Higher Education or a high-quality apprenticeship

- Regardless of setting, streaming or mixed ability classes, children of all abilities will gain the most powerful knowledge they can retain and to the highest expectations they can meet
- Children will be prepared thoroughly for national assessments and this will be evident from the attainment and progress that the students at Copleston achieve
- All students will acquire sufficient knowledge wider domains and a broader cultural understanding to fully enable both further study and an enriched life
- Students are entitled to high currency qualifications which improve their life chances. This is an entitlement for all students and the academy will ensure that its practice makes this a reality
- The Core Values of being Respectful, Resourceful, Resilient, Aspirational and Compassionate will be seen in the students at Copleston and their behaviour will display these values

Key Stage 3

We provide challenging content and substantial time across our subjects for students to acquire a deep understanding of the Ebacc subjects and more. In English, students will study 'A Midsummer Night's Dream' and 'Oliver Twist' to ensure they appreciate classic texts. By the end of KS4, students will have in-depth knowledge of both Shakespeare and the modern playscript and will have accessed a selection of influential texts that are classic and modern as well as a wide selection of poetry. In mathematics, pupils in Year 7 build on year 6 learning and develop their mental arithmetic and fluency around negatives and fractions, geometry and ratios; in science students will learn about the periodic table and the respiration system, electricity and magnetism. Students will learn about physiology in the fitness suite and about movement in PE and dance. We also offer a bespoke enrichment offer in year 7 where students can benefit from learning about a broad range of areas such as Italian, sign language, photography or join the Imaginarium book club. Each subject goes into great depth, spending six weeks rather than short period on topics, securing knowledge before moving on. In MFL, Year 7 pupils learn the foundations of French or Spanish grammar and learn to create complex sentence structures covering a range of topics. In music, performing arts and drama, pupils learn the art of singing and musical expression, and study the history and variety of musical styles and influential genres as well learning about theatre production and performance. Students will also learn different techniques in art; about texture and fabric construction in textiles; health and safety and hygiene in food technology and in design they will discover about CAD and different materials- all of these subjects combined provide a broad and rich curriculum that is challenging and allows for deep thinking. We also ensure all students develop an understanding of issues that affect all of us through their bespoke form time programme, The Base and PSHE education so that their personal development is nurtured alongside the academic. As they move on into KS4, they become equipped with the wider knowledge that helps them grow as individuals.

Key Stage 4

Our key stage four curriculum is broad and challenging and allows for academic growth as well as deepening personal development. At KS4, the following subjects are compulsory:

Mathematics

English Language and English Literature

Science: separate (Biology, Chemistry and Physics) or combined

Computer Science/Information Technology - Creative iMedia

PHSE

Copleston Culture (our unique programme exploring race, class, migration, discrimination and more through debate and discussion)

Physical Education

In addition, we offer different pathways for our students depending on their personal choice, academic ability and future post 16 plans. Our most able learners must follow the English Baccalaureate pathway. This means that in addition to the above subjects, they also study a language (French or Spanish), history and/or geography and separate sciences (Biology, Physics and Chemistry). Other students are able to follow this pathway if they wish to, but we will provide personalised support and guidance to each student to enable them to make the right choice. We also provide a broad choice beyond these subjects and students can choose

alternative GCSEs from drama, music, PE, media, sociology, business studies, food technology, textiles, design technology or graphic communication. Copleston Culture is a unique course for all students in year 9 that helps them continue to develop their maturity and character by reading and debating key issues. For those students that require it, we also offer out bespoke Resilience Curriculum to ensure these students gain the necessary skills to help them move forwards successfully in life. The Base form time programme continues each morning with students developing their mature understanding of key topics and issues that affect us all through deep reading, discussion and debate.

Key Stage 5

The academic curriculum offered at our sixth form gives each student a broad range and opens up possibilities. We want our sixth form students to achieve the best possible grades at A-level and develop a deep understanding and appreciation of their subjects as well as provide choices for them to move on to the best universities and post 18 options available to them. As well as the more traditional subjects such as art, English Language, English Literature, economics, mathematics, further maths, and the humanities subjects, students can also study religious studies and philosophy, business studies, sociology, government and politics, psychology, graphic communication and media or film studies. Many students will also study the Extended Project which will develop them as independent young adult thinkers. All students have access to individualised enrichment time whereby they can acquire deeper knowledge and critical thinking via online lectures and Open University courses. The Apex form time programme also offers a wealth of debate and discussion whilst students learn about personal finance, gender discrimination, the political system and class amongst many other key topical and broad subject areas. We want our students to be confident, articulate and proficient young adults that can help shape society as they move into the post 18 world.

The curriculum is reviewed each year by leaders to ensure that it delivers the best it can be for each cohort of learners. The relevance of the curriculum is always under review as we prepare students for the exciting opportunities, responsibilities and challenges they face in modern Britain in an ever changing world. Our curriculum is underpinned by UN Sustainable Development Goal number 4 – ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, and by the DFE Character Education Guidance 2019.

Responsibilities

The Governing Body

- To review regularly the school curriculum and make amendments which reflect students' needs.
- To have an overview of local and national developments which affect the curriculum.
- To understand the necessity for strong progression routes. This should include effective transition from primary school and progression within Key Stages 3 to 4, 5 and beyond.
- To have an understanding of the curriculum model and the impact this has on student progress and achievement, as well as staffing and the school budget.
- To monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects

The Principal and Senior Leadership Team

- To review the curriculum intent annually making changes in response to any local or national initiatives that will maximise student learning and achievement.
- To keep abreast of local and national changes and apply these judiciously.
- To ensure that the curriculum allows clear progression through all key stages.

- To monitor curriculum impact on achievement, learning and progress and adapt as necessary in order to maximise these.
- To have a broad understanding of the curriculum in the subjects they line manage.
- To support the implementation of the planned curriculum through the staff development programme, including the ECT induction policy.
- To monitor the implementation of the planned curriculum through the school quality assurance cycle and intervene where necessary.
- To ensure that the curriculum model leads to a timetable which supports learning.

Heads of Department/Leaders of Subject Areas

- To monitor curriculum developments in their subject area and implement these in discussion with Senior Leadership Team (SLT) line managers.
- To design and sequence a curriculum that ensures students' progression within the subject and meets the principles set out in this policy. This will include having a shared curriculum map with a clear rationale to explain how the curriculum builds as a progression model. The planned curriculum should be at least as ambitious as the National Curriculum.
- To provide schemes of work which break down topics to assist staff planning and content delivery. Memory for learning is central and retrieval and interleaving feature highly in curriculum maps. Knowledge organisers and other strategies such as mini quizzes are embedded as part of the delivery of the curriculum.
- To monitor the impact of the curriculum on standards of student learning and progress.
- To keep abreast of changes which impact on the curriculum at a local and national level.
- To support teachers with the implementation of the planned curriculum through effective use of collaborative planning time, individual support and access to relevant CPD, including adherence to the ECT induction policy when appropriate.
- To support the devising of the timetable within their subject.
- To monitor the implementation of the planned curriculum through a range of measures including book-looks, feedback reviews, lesson observations following the appraisal processes, supportive learning walks, monitoring of homework in line with school policy and to use the information gained to support curriculum implementation and raise standards across the department.
- To ensure an appropriate range of enrichment activities are provided and that a high quality Super Curriculum is in place for all students.

Teaching Staff

- To deliver the curriculum in line with the CHS Curriculum and Learning Policy, enacting the 'Base 6' Learning Journey strategies in the classroom.
- To understand the curriculum map for their area, the rationale for its sequencing and how it builds for their students' over time.
- To have high expectations of all students and scaffold and personalise the curriculum to allow all students to access the learning.
- To plan lessons which engage students and ensure they make at least expected progress.

- To be aware of opportunities to develop students' cultural capital and reading skills, and signpost links in learning with other subjects where appropriate.
- To provide learners and Heads of Department/SLT with timeline feedback in line with the Assessment, Feedback and Reporting policy.
- To implement the School Behaviour for Learning Policy and Assessment and Feedback policy to support learning.

In line with our Equality Policy, we aim to provide all students with a curriculum which meets their needs, and to ensure that access to the right curriculum does not depend on a student's prior attainment, gender, ethnicity, social background or religion. In designing the curriculum we consider all students equal.

Organisation

Our curriculum is delivered through a fortnightly timetable, with each day divided into five periods, each of 65 minutes. Period 5 each Wednesday is a Student Enrichment/Staff Development period.

School Day Timings:	School Hours 8.30am to 3.10pm
Monday – Friday	
8.30 a.m. Registration/Assembly	
8.40 – 9.45 a.m. LESSON 1	
9.45 – 10.50 a.m. LESSON 2	
10.50 – 11.10 a.m. BREAK	
11.10 a.m. – 12.15 p.m. LESSON 3	
12.15 – 1.00 p.m. LUNCH	
1.00 – 2.05 p.m. Registration in LESSON 4	
2.05 – 3.10 p.m. LESSON 5	
Wednesday: School ends at 2.05 p.m. for enrichment activities (WoW) and collaborative staff planning	

Exam classes also run at critical times, and holiday/weekend booster programmes are consistently delivered to meet students' needs.

For additional details on the curriculum structure please see the appendix.

Curriculum Organisation

Key Stage 3:

All students follow the National Curriculum core and foundation subjects. From Year 7, students will spend two years in Key Stage 3 and three years in Key Stage 4. The curriculum is flexible and is able to support personalised pathways. At Key Stage 3 students are regularly assessed in line with "Mastery Statements": Foundation, Breakthrough, Intermediate, Advanced, Exceptional. Standards for substantive and disciplinary knowledge are identified for each of these statements in subjects' formal assessments and progression plans. For more information see the "Assessment" section.

During the first term in Year 7 students are assessed based on a range of data including GL assessments with verbal and non-verbal reasoning scores. Most classes are organised on a mixed prior attainment model. Maths and Science classes are organised into groups that take some consideration of students' prior attainment, whilst understanding that all groups contain students of varying abilities and therefore require appropriate challenge. Comprehensive continued monitoring and assessment ensures that appropriate needs are identified and addressed, including those of the more able students and vulnerable students. With a clear focus on literacy and numeracy across the key stage, the curriculum and timetable provide a degree of flexibility to accommodate individual needs. Students benefit from a comprehensive form time programme, The Base, that allows them to learn and experience information about key worldwide and important events and issues and read and discuss around these topics. An embedded PSHE (Personal, Social, Health Education) is delivered through timetabled lessons at Key Stage 3 and 4 (Year 9) and through events and drop-down days to older years. A comprehensive literacy programme is delivered in Key Stage 3 which enables students to see links between areas of learning. Additional literacy support and additional numeracy support are also provided to those students in need of catch up support. All students will learn one language from a choice of French or Spanish. Regular liaison and planning meetings between the primary schools and Copleston ensures that transition is smooth.

Key Stage 4:

The core curriculum consists of:

- GCSE English
- GCSE maths
- GCSE science
- PE (non-exam course)
- PSHE (Years 9 and into 10)

The options process allows students to choose from a variety of academic and/or vocational subjects based on their individual interests. The provision is regularly reviewed and the curriculum currently enables students to meet the Ebacc criteria as well as ensuring that students have a programme to achieve the national expectations for Attainment 8 and Progress 8. GCSEs involve terminal exams which students will sit at the end of Year 11.

The English Baccalaureate (Ebacc)

The Ebacc is a measure used to acknowledge any student achieving 5-9 grades in the following: Maths, English, science, one or more modern foreign languages, history, geography, or computer science. Whilst students and parents are made aware of this accreditation when deciding Year 8 options, we do not insist that students must achieve this combination of subjects. However, we do strongly encourage students to complete the English Baccalaureate where we believe it is right for them through our pathways programme and the majority of students will be guided to at least one Ebacc subject based on prior attainment, either a language or a humanities subject. Students are also given the option, where possible, to sit a qualification in their first language when this is not English.

The Options Process

Students selecting their Key Stage 4 courses are provided with course details via the 'Options Booklet' which is distributed at the start of the Spring Term of Year 8. Responsibility for providing additional advice lies with the Information, Advice and Guidance (IAG) Co-ordinator, the Year 8 tutors, the Year 8 Pastoral Team and relevant members of the Leadership Team.

All students in Year 8 complete an options preference form identifying their initial preferences for Key Stage 4 subjects.

Students are guided towards relevant options through our pathways structure. This helps to ensure all students keep a broad and balanced curriculum, whilst offering a high degree of choice and personalisation. The pathways system has the Ebacc at its heart but does not insist that students select this combination. The pathways are frequently reviewed by Leaders of Learning and senior leaders. The number of classes (in each subject) and range of subjects in each block are designed to maximise the number of students who can study all of their first choices.

We make every effort to offer all subjects but cannot guarantee that it will be possible to meet the first choice options of every student. If we cannot accommodate a student's first request, we will use second preferences and our professional judgment to allocate an appropriate option. We endeavour to run as many option subjects as is viable.

Once the blocks are formed the subjects in each block remain fixed. Additional classes can, however, be added to blocks if demand for a subject in that block is high. Year 9 commences with a transitional period, until Christmas, where subjects teach and explore key core concepts to prepare students for GCSE study. During this time students are able to move classes within option blocks.

At both Key Stage 3 and 4 a wide variety of enrichment activities are provided, with work experience offered to students in Year 10. Our "Copleston Culture" programme helps students to develop further a love of, and proficiency in, reading and a greater understanding of themes and issues affecting the modern world. This also supports our work experience offer in Year 10. Students have opportunities to take part in specific learning activities organised throughout the school year. These may include such things as field trips, museum visits, art exhibitions, theatre performances and university visits.

PSHE is delivered along with Copleston Culture as timetabled lessons in Year 9. In year 10 students will have extended sessions and assemblies on key areas pertinent to their age group to complement the information shared in The Base. Students in year 10 also receive one week of work experience. In year 11, students receive their PSHE learning via extended weekly form time sessions. Core RE entitlement is delivered through form time. The Base form time programme provides broader coverage of themes and key issues to supplement the curriculum and develop the students' wider awareness and understanding.

Post 16 Provision

The post-16 provision is developed around the Government's five-year strategy and the 14-19 Education and Skills White Paper. Personalised learning lies at the core of the progression into this route as with Key Stage 4 and there is a rigorous system of IAG supported by individual learning plans.

The curriculum offers breadth of provision through collaboration with education partners, employers and work-based learning providers to ensure that the Post 16 provision offers a wide range of A-level courses together with level 3 vocational qualifications to meet the needs of all learners. The Post 16 curriculum is overseen by the Director of Sixth Form and the curriculum lead.

The sixth form curriculum provides clear pathways of progression with opportunities for students to progress successfully onto university, apprenticeship training, employment or further education. Retakes in GCSE English and Maths are available so that students at all levels may achieve the baseline qualifications needed to progress.

Key Stage 5:

Subjects	Year 12	Year 13	Comments
Option 1	9	9	Many KS4 subjects are offered alongside new ones such as further maths, psychology, Business Studies and Economics.
Option 2	9	9	
Option 3	9	9	
Option 4	9	9	
Enrichment programme	3	1	In year 12, re-takes in English and maths are offered for appropriate students. Other subjects and opportunities offered include mentoring and the EPQ
PSHE	Drop down sessions throughout the year / The Apex		
Self-Supported Study	4	1	Opportunities for independent study online with Open University courses

Students choose from a wide variety of courses delivered at Copleston. Examination courses are delivered within nine timetabled lessons. These courses are supplemented by an extensive tutor and enrichment programme, The Apex, that all Sixth Form students engage with as part of their programme of study. Students in Year 12 also have the opportunity to study the Extended Project Qualification (EPQ). The EPQ is an additional qualification that students undertake alongside their A Level study. The project is designed to inspire, challenge, and extend a range of skills through the development and realisation of a free choice topic, taking students beyond the scope of their A Level subjects.

Specific Aspects of the Curriculum

British Values

We promote British values to enhance the SMSC development of pupils. At Copleston we ensure that we:

- Actively promote the fundamental British values: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Prevent the promotion of partisan political views in the teaching of any subject in the school.
- Take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of students, they are offered a balanced representation of opposing views.

For more information please see the SMSC policy.

At Copleston we also ensure that we actively promote British values principles that:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives and working in the locality in which the school is situated, and to society more widely.
- Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England.

- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own cultures.
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

Example of action to promote British Values at Copleston

The following is not designed to be exhaustive, but provides a list of different actions that we take to promote British values:

- Include in suitable parts of the curriculum and in The Base and The Apex, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries.
- Ensure that all pupils within the school have a voice that is listened to and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils.
- Use opportunities such as general or local elections to discuss the democratic process and promote fundamental British values providing pupils with the opportunity to learn how to argue and defend points of view.
- Use teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- Consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

Information, Advice and Guidance (IAG) – students' progress is continuously tracked and intervention implemented as appropriate. Additional IAG is provided throughout each year via The Base form time programme but there is a clear focus in Year 8 as students choose their KS4 courses of study, in Year 11 to help them choose their continuing programmes and after external examinations and in Year 13. A robust system of IAG across the school includes a programme of training for staff, careers advice and guidance and the tutor system. An external adviser is employed by the school to offer high quality impartial advice.

Setting Policy

When students arrive at Copleston at the beginning of Year 7, they generally work in mixed ability settings to allow for a smooth transition process both in terms of learning and pastoral care. Some setting, particularly in the core subjects, takes place. This allows us to take into account judgements and assessments made by the students' previous primary schools alongside the assessment of their initial work at Copleston. All classes are reviewed and modified throughout the year, for every year group, to ensure the best learning opportunities for every individual. The Principal and members of the senior leadership team retain the right to move any student if it is deemed to be in their best interests.

Students are taught in sets in those departments where subject leaders and the Principal believe that it is advantageous to the learning of all students. A large number of subjects are taught in mixed ability groups. Designated subject leaders will co-ordinate the placing of students into sets and these will be approved by their line manager from the Senior Leadership team and the Vice Principal, Curriculum Implementation. Leaders of Learning will be consulted during set changes. Often, two or more subjects are grouped together when the timetable is designed, meaning these subjects have to operate the same setting arrangements. Where a student is significantly more able in one subject (within a cluster) than in another there is an aim to place the student in the higher of the two sets. High expectations are set by staff for all students in all groups.

Parents wishing to appeal against the placement of their child into a particular set should do so in writing to the subject leader in the first instance. If they are not satisfied with the response they should then write to the Principal highlighting their concerns and providing any evidence to support these.

In Year Admissions (students transferring from other schools)

When accepting 'In year' admissions we will make every reasonable effort to match the curriculum which the student has studied in their previous school. Any inability to do so will only occur if we do not run a specific course (or subject), all of the classes for a subject have reached a limit based on safety or if we have strong pastoral concerns about interactions with specific students.

When deciding on the student's sets we will take into account information from their previous school and from tests conducted on entry to Copleston. We cannot guarantee to match their previous set if some classes are already full, but every effort will be made to ensure that their curriculum meets their needs.

Complaints relating to the Curriculum

All complaints relating to the curriculum should be directed to the Vice Principal Curriculum in the first instance. If these are not dealt with to the satisfaction of the student's parents/carers then Copleston High School 'Complaints Procedure' can be brought into force. The Curriculum and Learning Policy will provide the main guidance document for governors when dealing with complaints relating to the curriculum.

Management, Leadership and Quality Assurance

The Vice Principal for Curriculum and the Principal have overall responsibility for the day to day organisation of the curriculum and reporting to the governing body. The subject leaders work with the senior leadership team (SLT) to provide a strategic lead and direction on the curriculum to ensure Copleston High School delivers the policy's aims.

It is the responsibility of curriculum and subject leaders to plan and manage the curriculum and assessment of their subject areas. Learning conversations take place regularly with members of the senior leadership team to monitor progress. Regular meetings between the Vice Principal for curriculum and subject leads occur to ensure that students are on track with their personalised programmes of study and that departments are meeting their targets. Meetings with the Principal, Deputy Principal, Vice Principal Data and Achievement, Director of Sixth Form and subject leaders take place to monitor progress related to targets set in the School Development Plan. They also meet with subject leaders to discuss future requirements for departments.

Curriculum Implementation

Our aim is to:

- create the highest possible standards in teaching and learning
- deliver high quality learning experiences for all pupils
- maximise learner outcomes through developing the whole person

Teachers set high expectations for **all pupils**. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds and vulnerable groups
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Further information can be found in our SEND and EAL policies.

Consistency is maximised through our whole school model that promotes a common language for learning through:

- A high quality Professional Development Programme for staff at all stages of their career.
- Staff led workshops (*peer-to-peer*)
- In house teacher mentoring programme for new teachers
- Collaborative Planning (PLT) on Wednesday afternoons
- Reflective practice
- Enquiry based research
- Quality assurance processes
- Learning walks

Our approach to curriculum implementation in the classroom is based around 6 key strategies and phases (the Base 6) and is clearly structured as the 'Learning Journey' (see Appendix for full Learning Journey)

1. An introductory opening task will be set-a mini **quiz** or question to **retrieve** prior learning, using a **knowledge organiser** where appropriate.
2. Teacher-directed steps are shared briefly to maintain student attention and consider cognitive load.
3. The '**We Do**' stage involves joint construction. Teachers and students **collaborate** on the building of a second example, usually through **modelling**, **questioning** and **dialogue**.
4. The '**You Do**' stage involves **independent practice**. This means that students **work alone** on a third similar problem or task. Students will **master** how to reach the outcome with expert guidance.
5. The teacher will **conclude** on any misconceptions and the learning seen
6. The teacher will **assess learning** to ensure it is embedded for future use- this may be done as an exit ticket or **cold calling**

The Learning Journey is displayed in all classrooms to allow both teachers, CTAs and students to benefit from it.

Staff are encouraged to foster a "can do" culture, sharing success and failures to develop learning. This will create students who are confident enough to challenge and be challenged. There is clear communication that some things will be difficult, and staff will be setting tasks that will stretch, planning that aims higher (zone of proximal development).

In addition to the "Base 6" Learning Journey strategies, where and when relevant, staff will also look to

1. Make sure all other supporting adults are clear on their role within the learning prior to the lesson.
2. Provide students with detailed written feedback when required and give them time to respond to this.
3. Promote students understanding of metacognitive strategies and get them to reflect on how they are learning.
4. Make sure students have appropriate depth to their learning by exploring the hinterland when needed. Provide students with appropriate opportunities to read around the subject and engage with

high quality literature through the Super Curriculum. Outline the links between current learning and future opportunities, including career pathways.

This approach is outlined in our implementation “Beacon of Brilliance” (see appendix). Staff are also supported in their lesson planning with exemplar material and a supportive lesson plan document. Staff should also follow the relevant guidance in the Assessment, Feedback and Reporting policy and the Behaviour for Learning policy to implement the planned curriculum effectively.

Appropriate homework is set by teachers- for more details see the Homework and Home Learning policy. Homework includes engagement with Super Curricular activities to promote wider reading and cultural capital.

Assessment:

This policy has been guided by the principles outlined by the Department for Education Data Management Policy Review Group report (2016). When used well, assessment data can have a profound and positive impact. It helps teachers to teach, school leaders to focus on the right issues and parents to support their children. However, we must ensure that the collection of assessment data is grounded in educational principles, impacts on learning and does not create excessive workload.

It is important to distinguish between formative assessment, which is part of the ongoing daily dialogue within classrooms, and summative assessment, which can be more formal to identify the attainment level a student has reached and what next steps to take.

In terms of summative assessment and the collection of data, teachers should ensure that:

- At least one summative common assessment task is levelled/graded using relevant assessment criteria **every term**, and the results entered promptly in the G4S markbook.
- The assessments should be reasonably spaced to enable time for response to feedback and progression in learning and to ensure staff are able to manage workload effectively.
- Additional informal teacher assessments are undertaken to help identify and tackle misconceptions. Results from these could be entered into G4S markbooks if appropriate.
- Ongoing formative assessment techniques are deployed in lessons. Formative assessment we would expect to see within lessons could include; short low stakes knowledge tests, exit cards, comparison with model work, use of visualisers to demonstrate on work, completing parts of answers, “live marking” in a lesson, individual questioning, peer and self-review against success criteria.
- Coursework and controlled assessment is assessed in a timely way to enable appropriate intervention to take place before final deadline dates, within exam board guidelines.
- Action targets are set and reviewed at strategic points during the year, such as reporting points, based on the assessments undertaken. Students need to know where to find these.

In addition, heads of subject should ensure that:

- The department has an effective, appropriate published Assessment and Feedback Policy which is in line with the whole school policy takes into consideration the different assessment and feedback strategies so as to assist staff in managing their workload. Summaries of department policies will be collated as part of the whole school policy.
- They provide members of the Department with relevant assessment criteria and examples of responses at different levels that enable teachers to accurately assess student’s performance.
- They ensure the quality and accuracy of the assessment of mock examinations and other common assessments by using a variety of marking, sampling and moderation strategies (e.g. cold marking, sampling across the target grade range, provision of models of standards, individual feedback to teachers about the standard of their assessments).

- The final key stage 3 assessment of the year is moderated in a designated collaborative planning session, preferably through a blind marking processes. This assessment will carry a weighting of 60% in G4S markbooks and will assess the whole domain taught during that year.
- All staff in the department have at their disposal a range of strategies with which to intervene in order to improve the performance of underachieving students.
- They respond to centrally provided tracking information after each reporting cycle to address underachievement and update raising achievement plans.
- They amend and improve course content and teaching methodologies in response to results obtained in order to build upon success and improve where shortcomings are found.
- They work with the Assistant Principal for Data and Performance to ensure that mark books are set up accurately.

Feedback:

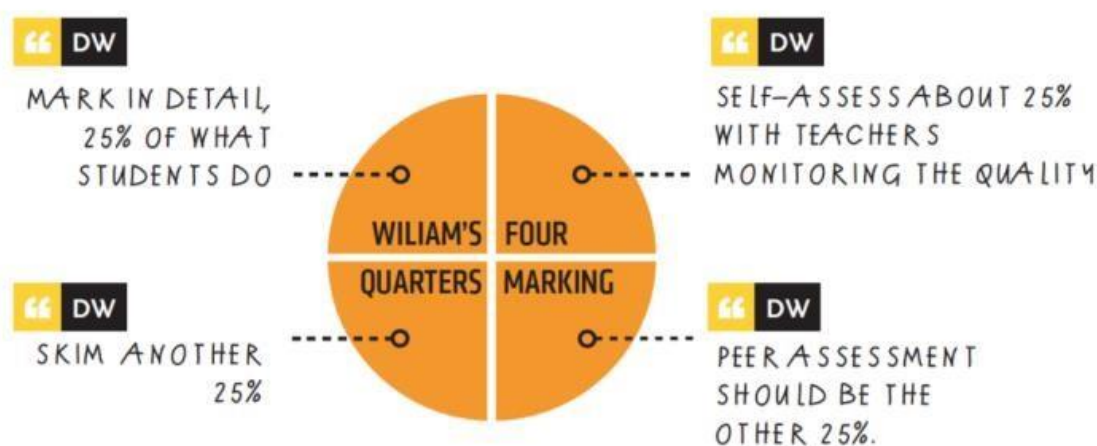
This policy has been guided by the principles outlined by the Department for Education Marking Policy Review Group report (2016).

Every member of staff with responsibility for teaching students is accountable for the progress of those students and for the accuracy of the assessment data provided throughout the academic year. The assessment of student progress and understanding is key to the learning process and should lead to high quality feedback to help scaffold improvement.

Prof John Hattie stresses 3 key questions regarding feedback, which students should be able to answer:

- Where am I going? (What does excellence look like?)
- How am I going? (What have I achieved or am doing well?)
- Where to next? (What are my next steps for progress?)




We encourage all our teachers to have a balanced approach and use a range of approaches to secure further student progress via the right form of feedback, following the Quadrants principle of Prof Dylan Wiliam, outlined below. There is **no requirement** for teachers to provide written feedback on every piece of work that a student completes. However, learning needs to be monitored closely and regular feedback provided. The quality of the feedback, however given, will be seen in how a student is able to tackle subsequent work. It will be the professional judgement of the teacher and department on which form of feedback will be most likely to secure student progress in different scenarios, but formal assessments and mock examinations should form part of detailed feedback quadrant.



The 3 principles of effective written feedback, or marking, are that it should be:

- **Meaningful** : marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and incorporate the outcomes into subsequent planning and teaching.
- **Manageable** : marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.
- **Motivating** : marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments are more effective. If the teacher is doing more work than their students, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

At Copleston, we also believe that improving literacy is fundamental to aiding student achievement and should, therefore, form a part of our feedback. Detailed marking should include literacy feedback where appropriate. The following codes should be used in the margin to help provide students with clarity across subjects:

Code	Meaning	Student should...
S 	Spelling error (word underlined)	Write the corrected spelling in the margin by the code.
C 	Capital letter missing (letter circled)	Write the word out with the capital letter in the margin by the code.
P 	Punctuation missing (error circled)	Write out the corrected part of the sentence in the margin by the code or underneath.

Feedback can, and should, be given on other literacy issues where appropriate, for example use of paragraphing, structure and terminology.

All teachers should ensure that:

- They monitor the performance of the students in their teaching groups, using a range of assessment techniques as outlined by their department policy, identifying those whose level of performance is lower than expected, and act on this information to put appropriate intervention in place at the earliest opportunity ensuring that they are helped to make the requisite progress. This includes high quality, focussed feedback.
- Students are given appropriate time to respond to feedback fully and make gains in their learning as a result. This could be immediately, for example through live marking and correction, or later through DIRT time or other whole class or individualised strategies.
- Modelling high quality work forms part of the feedback process when appropriate. This could include; using student work on a visualiser, providing model answers, constructing model work with students, explaining the planning process behind excellent work, students collaboratively or individually improving work to an excellent standard.
- Feedback given is more work for the recipient than the donor.
- Peer and self-assessment, along with appropriate corrections, should be undertaken in green pen.

- Formal mock exams and assessment should include an element of metacognitive feedback to increase students' self-regulation and improve preparation for future tests.

In addition, heads of subject should:

- Monitor the regularity and effectiveness of ongoing feedback in their Department via Learning Walks, analysis of feedback review information, calendared Book Looks and collaborative planning activities, and act to address inconsistencies.
- Provide suitable strategies for providing feedback to students after mock examinations and assessments, which are used and adhered to by all staff.

Associated Policies:

Reporting

Homework (and Home Learning)

Behaviour for Learning

SEND

EAL

SMSC

PSHEE

ECT induction Policy

Appendix:

- 1- Curriculum Organisation**
- 2- Option Pathways**
- 3- Curriculum Implementation Beacon of Brilliance**
- 4- Guidance documents for Curriculum Implementation**
- 5- Observation document and guidance**
- 6- Supportive lesson plan**
- 7- The Learning Journey (Base 6)**
- 8- Professional Language for Learning**
- 9- Department Feedback Summaries**
- 10- Tutor time example calendar**
- 11- Copleston Culture organisation**

Curriculum Organisation

	2022-23 Year 7 and Year 8 following a 2 year KS3 Programme												
YEAR 7	English	Maths	Science	History	Geography	Technology	MFL (Lit 4)	Art, Music & Drama	RE	IT	PE	PSHEE	TOTAL
No. of Periods	6	6	6	4	4	3	4	7	2	2	3	1	48
YEAR 8	English	Maths	Science	History (Lit 2)	Geography (Lit 2)	Technology	MFL	Art, Music & Drama	RE	IT	PE	PSHEE	TOTAL
No. of Periods	7	6	6	4	4	3	4	6	2	2	3	1	48
	Years 9, 10 and 11 following a 3 year KS4 Programme												
Year 9	English	Maths	Science	Option 1	Option 2	Option 3	Option 4	PE (core)	Copleston Culture	PSHE	TOTAL		
No. of periods	8	9	9	5	5	5	5	3	2	1	48		
Year 10	English	Maths	Science	Option 1	Option 2	Option 3	Option 4	PE core			PSHEE	TOTAL	
No. of Periods	8	8	9	5	5	5	5	3			Drop down	48	
Year 11	English	Maths	Science	Option 1	Option 2	Option 3	Option 4	PE core			PSHEE	TOTAL	
No. of Periods	8	8	10	5	5	5	5	2			Drop down	48	
	Sixth Form												
Year 12	Option 1		Option 2		Option 3		Option 4		EPQ (or resit Eng/Maths)		Self-stu ly		Total
No. of Periods	9		9		9		9		3		9		48
Year 13	Option 1		Option 2		Option 3		Option 4		Enrichment		Self-stu ly		Total
No. of Periods	9		9		9		9		1		11		48

Key Stage 4 Pathways

Block 1 (1 pm double, 3 am singles - 2 in Yr 10)	Block 2 (Mixed singles)	Block 3 (Mixed singles)	Block 4 (2 doubles, 1 single – 2 doubles in Yr 9)
French Spanish History Geography Resilience	French History Geography Media Music BTEC Music GCSE PE Art and Design ICT- i Media RE Dance	Spanish Geography Computer Science Performing Arts BTEC Drama GCSE Media Sociology RE Business	Computer Science History Art and Design DT – Textiles DT- Food DT- Product Design Graphic Communication PE ICT- i Media

Blue Pathway – Top 50 French and Spanish students from December of Year 8 (max. 100 students, 50 French and 50 Spanish)

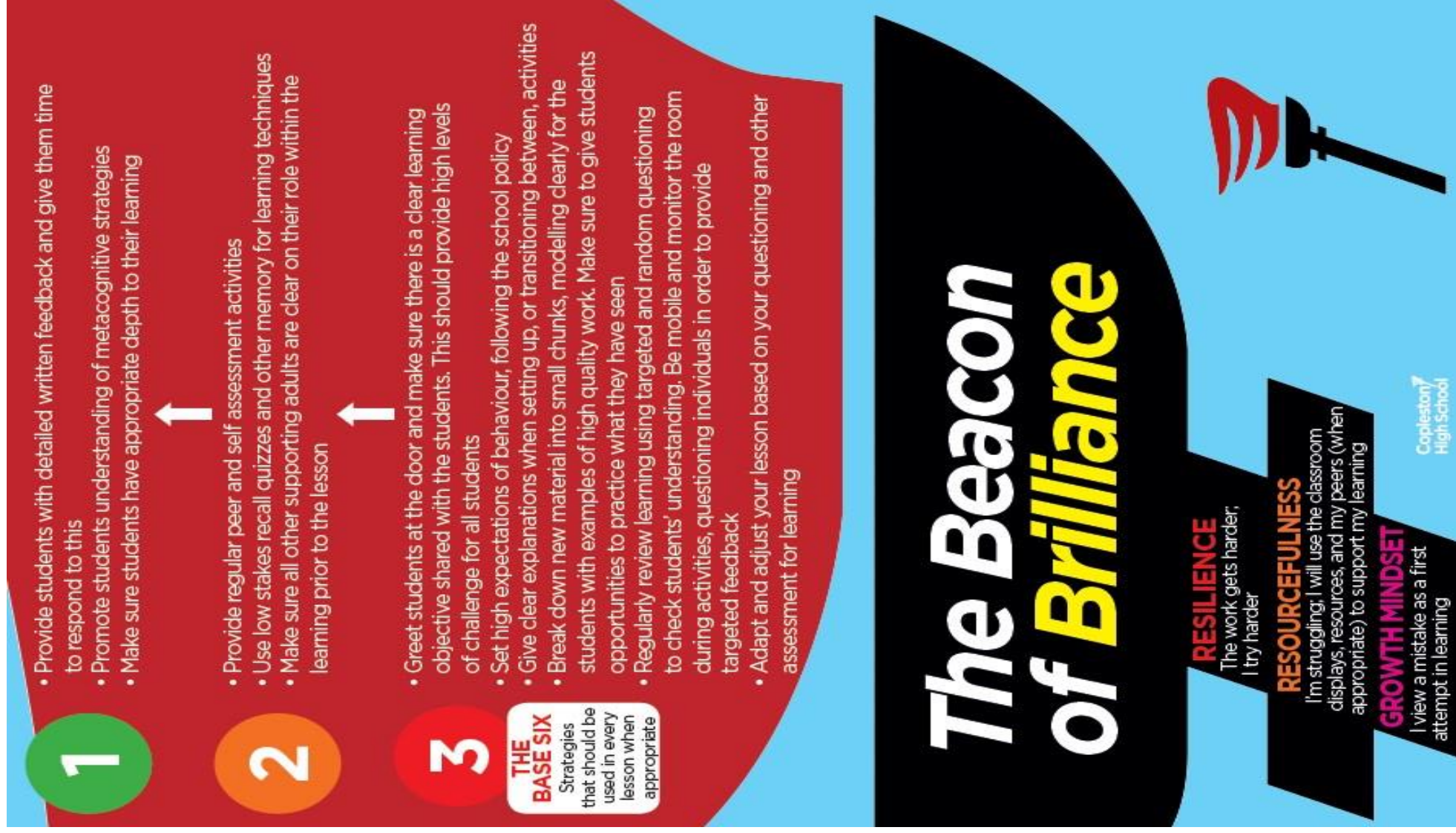
Block 1 (1 pm double)	Block 2	Block 3	Block 4 (2 doubles)
<p>French</p> <p>Spanish</p> <p>History</p> <p>Geography</p> <p>Resilience</p>	<p>French</p> <p>History</p> <p>Geography</p> <p>Media</p> <p>Music BTEC</p> <p>Music GCSE</p> <p>PE</p> <p>Art and Design</p> <p>ICT- i Media</p> <p>RE</p> <p>Dance</p>	<p>Spanish</p> <p>Geography</p> <p>Computer Science</p> <p>Music GCSE</p> <p>Performing Arts BTEC</p> <p>Drama GCSE</p> <p>Media</p> <p>Sociology</p> <p>RE</p> <p>Business</p>	<p>Computer Science</p> <p>History</p> <p>Art and Design</p> <p>DT – Textiles</p> <p>DT- Food</p> <p>DT- Product Design</p> <p>Graphic Communication</p> <p>PE</p> <p>ICT- i Media</p>

Yellow Pathway- Most students (180 approx) Note all can, and should, still be encouraged to study a Language in block 2 or 3.

Block 1 (1 pm double)	Block 2	Block 3	Block 4 (2 doubles)
French Spanish History Geography Resilience	French History Geography Media Music BTEC Music GCSE PE Art and Design ICT- i Media RE Dance	Spanish Geography Computer Science Performing Arts BTEC Drama GCSE Media Sociology RE Business	Computer Science History Art and Design DT – Textiles DT- Food DT- Product Design Graphic Communication PE ICT- i Media

Green Pathway - Resilience (20 students max) Note all can still select the full Ebac across blocks 2,3 and 4, but may be guided against doing so.

Block 1 (1 pm double)	Block 2	Block 3	Block 4 (2 doubles)
French Spanish History Geography Resilience	French History Geography Media Music BTEC Music GCSE PE Art and Design ICT- i Media RE Dance	Spanish Geography Computer Science Performing Arts BTEC Drama GCSE Media Sociology RE Business	Computer Science History Art and Design DT – Textiles DT- Food DT- Product Design Graphic Communication PE ICT- i Media



WALK
THRU



Principle - Challenge

'So that students have high expectations of what they can achieve.'

MELC

WHAT DO WE MEAN BY CHALLENGE?

When considering how teachers approach a lesson, challenge is about providing students with difficult work that makes them think deeply and engage in a healthy struggle.

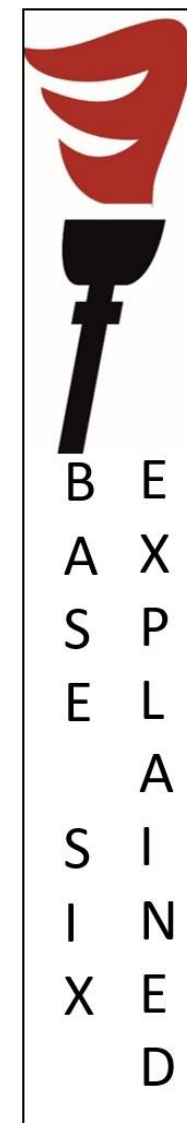
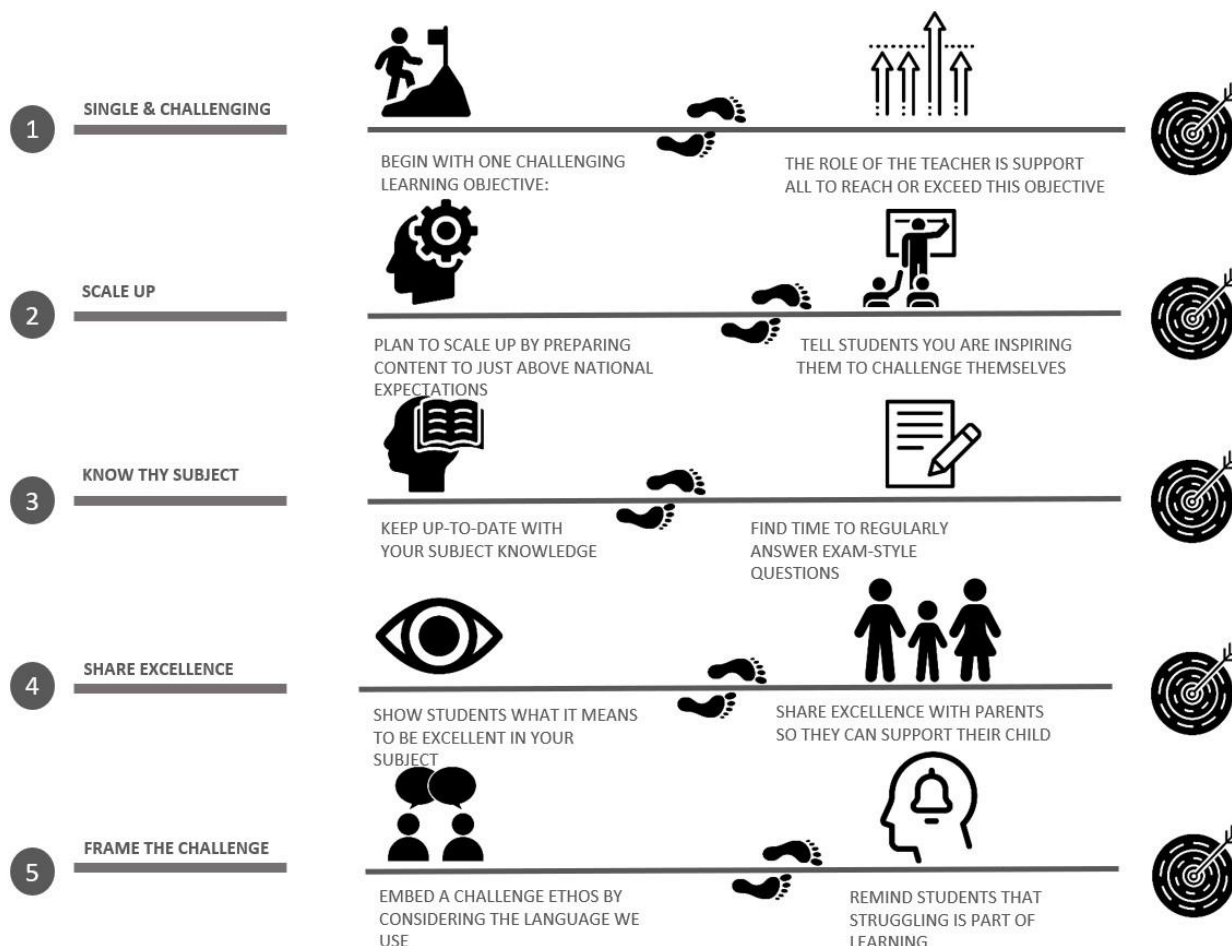
MISCONCEPTIONS

We should have high expectations of ALL students. Challenge is all too often seen as providing for the 'most able' students. It is important that teachers plan lessons that allow for ALL students to work just outside of their comfort zone because this is when they are likely to learn the most.

SCAFFOLDING

Set the bar high for ALL students to challenge them to aspire to reach the learning intentions. It is then the responsibility of the teacher to be responsive during the lesson to provide students with the necessary support to reach the learning goal.

TAKEN FROM MAKE EVERY LESSON COUNT BY SHAUN ALLISON AND ANDY THARBY



**WHAT IS IT?**

For many years the concept of teacher talk was considered to be inhibiting student progress and it should be kept to a minimum. However, recent evidence suggests that high quality teacher talk is one of the key ingredients to students achieving excellence.

THE KEY INGREDIENTS

The best teacher explanations have the following key ingredients:

- They are tethered to something students already know
- They are delivered in short, manageable chunks for students to grasp
- They aim to transform abstract ideas into concrete ones.

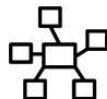
SUMMARY

Whilst teacher talk is vital for student success, it should not be seen as piece of theatre. It is a two-way process, where we interact with those in front of us to continually shape our explanations to ensure they have the greatest impact.

TAKEN FROM MAKE EVERY LESSON COUNT BY SHAUN
ALLISON AND ANDY THARBY

1 FIND THE SWEET SPOT

ESTABLISH WHAT STUDENTS
KNOW AND DON'T KNOW



ASK STUDENTS TO FORMULATE THEIR OWN
QUESTIONS ON AREAS THEY STRUGGLE
WITH

**2 MISCONCEPTIONS**

KEEP A RECORD OF COMMON
MISCONCEPTIONS FOR EACH TOPIC



DESIGN LESSONS SO THAT STUDENTS ARE
DRAWN IN TO MAKING OBVIOUS
MISTAKES

**3 EXPLAIN FIRST**

DILBERATELY HOLD KNOWLEDGE
TO SPARK CURIOSITY



PROVIDE OPPORTUNITIES FOR
STUDENTS TO MAKE PREDICTIONS

**4 BE A STORYTELLER**

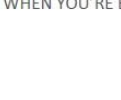
TURN MISCONCEPTIONS INTO
STORIES TO AVOID FUTURE
PITFALLS



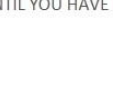
TELL PERSONAL ANECDOTES TO
EXEMPLIFY YOUR EXPLANATION

**5 RAZOR SHARP**

ENSURE THERE IS SILENCE IN THE
ROOM WHEN YOU'RE EXPLAINING



REMIND STUDENTS NOT WORK
UNTIL YOU HAVE FINISHED



WALK
THRU



Principle - Modelling

'So that students know how to apply the knowledge and skills.'

MELC

WHAT IS IT?

Modelling is a key element to be used in teaching. In order for students to learn how to do something, they need to be able to watch the expert as they guide them through the process, step by step.

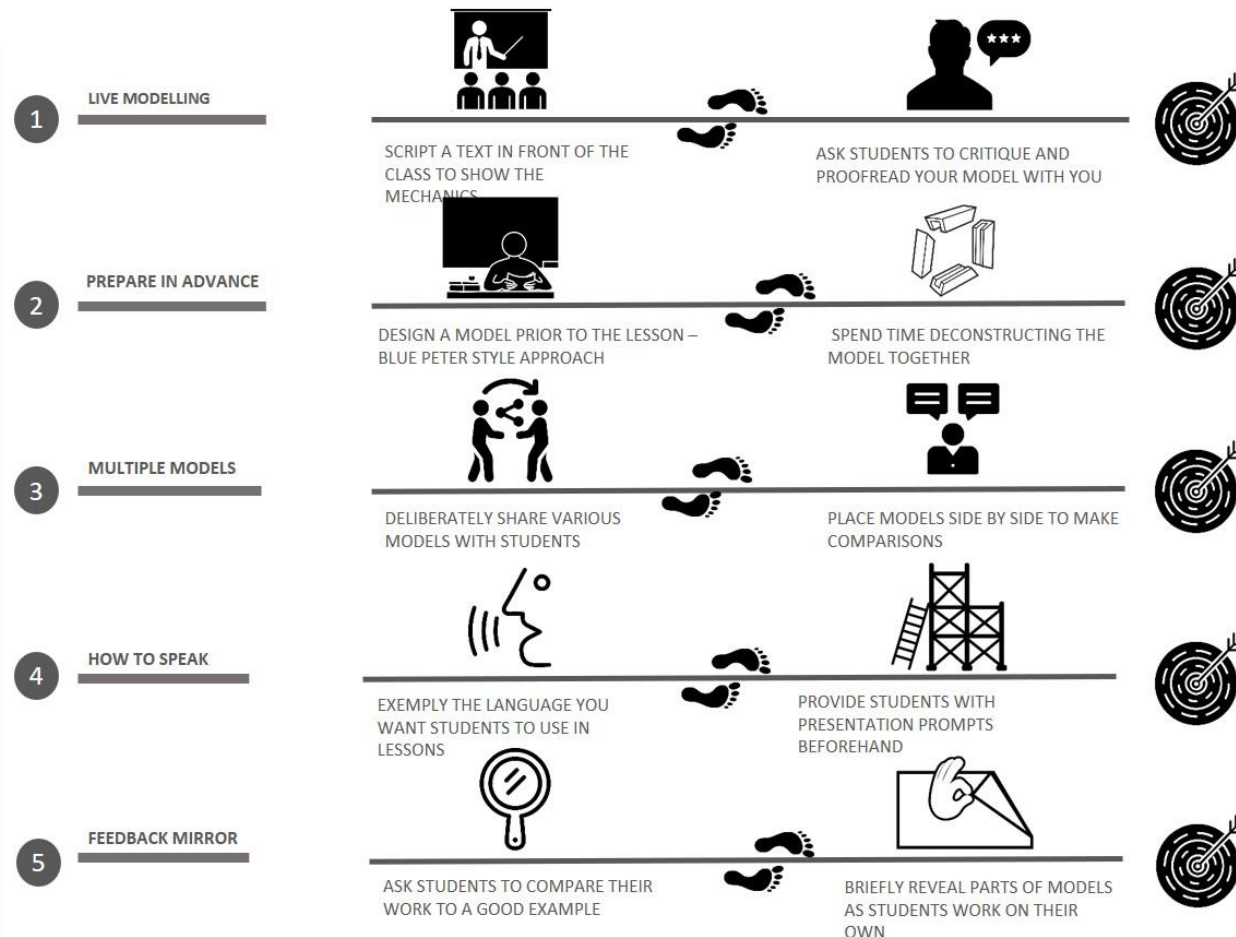
THE RESEARCH

In his Principles of Instruction Paper, Barek Rosenshine research found that modelling a procedure in small step-by-step chunks, then opportunities for focused practice, followed by more modelling and practise, is more effective in supporting students to grasp processes and concepts in lessons.

SUMMARY

Teachers are modelling every lesson, every day. We shouldn't assume that students know how to do something and always provide high quality models that benchmark excellence in your subject.

TAKEN FROM MAKE EVERY LESSON COUNT BY SHAUN ALLISON AND ANDY THARBY



**WHAT IS IT?**

'Practice makes permanent'. If we want our students to improve, then we must allow time for students to conduct quality practice. It is the role of the teacher to shape learning so that simple misconceptions and misunderstandings do not become immovable.

TYPES OF PRACTICE

We can define practice under two types.

Practice for fluency – where knowledge is established in the student's long term memory, allowing them to be able to recall it effortlessly.

Deliberate practice – where students are involved in a healthy struggle that challenges them to meet or exceed the learning objective.

SUMMARY

When considering the amount of practice in a lesson it will be determined by the confidence of the students in accessing the new learning materials. We should monitor carefully the performance and make decisions on whether to increase the level of independence as their confidence and fluency increase.

TAKEN FROM MAKE EVERY LESSON COUNT BY SHAUN
ALLISON AND ANDY THARBY

1 THE POWER OF THREE

TEACH LESS CONTENT TO ALLOW FOR
TIME TO REHEARSE AND PRACTICE



CREATE HOMEWORK TASKS TO
DRILL AND PRACTISE KEY CONCEPTS
AGAIN

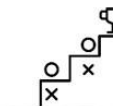
**2 MEMORY PLATFORMS**

CREATE CLOSED QUESTION QUIZZES TO
ENCOURAGE RETRIEVAL PRACTICE

GIVE STUDENTS TIME FOR REFLECTIVE
TASKS TO REVIEW WITHOUT NOTES

**3 GO MICRO**

SPEND TIME FOCUSING ON THE
COMPONENTS OF AN ANSWER



GIVE THEM TIME TO PRACTISE THESE MICRO-
DETAILS BEFORE ADDING GREATER
COMPLEXITY

**4 MAKE THEM THINK**

PROVIDE CHECKLISTS FOR
STUDENTS TICK OFF THE
STRATEGIES USED



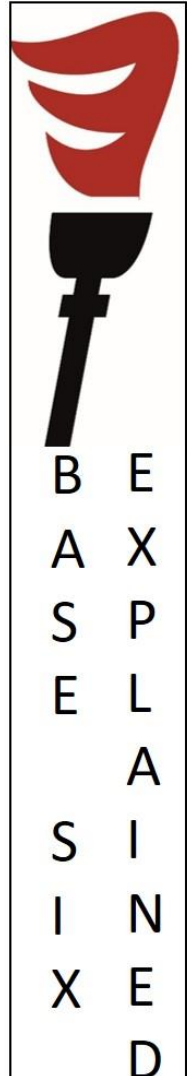
ENCOURAGE SLOW WRITING BY
PROVIDING GUIDED WRITING

**5 WITHHOLD SCAFFOLD**

INSIST THAT STUDENTS 'GIVE IT A GO'
FIRST BEFORE OFFERING GUIDANCE



PLAN YOUR INTERVENTIONS CAREFULLY
AND USE ONLY WHEN NECESSARY



**WHAT IS IT?**

The art of questioning in lessons is ubiquitous and fluid, with it occurring in different forms during each part of a teaching and learning cycle. Questioning works to enhance the other principles of explanation and modelling.

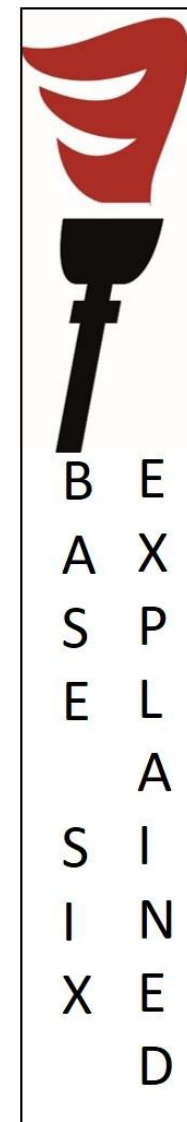
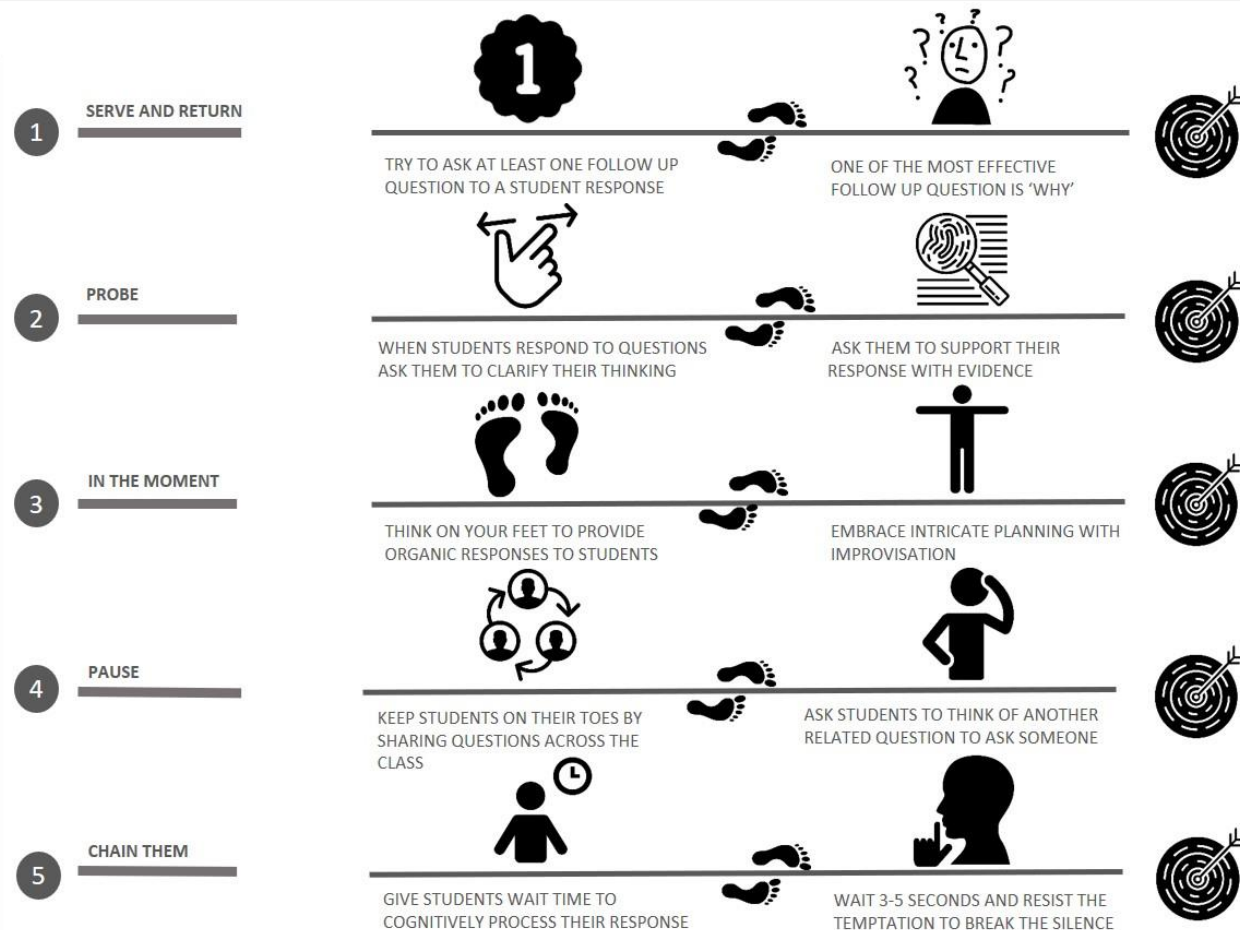
WHY IS IT IMPORTANT?

Questioning allows teachers to deepen and develop students understanding. Teachers should embed a culture where simple or incomplete answers are not accepted, we should dig deep for more. At the same time if we want our students to think deeply, we must allow them the time to think.

SUMMARY

The more that teachers embed a culture of good questioning in their classroom, the more you develop high levels of academic rigour, which leaves less chance of knowledge being unchallenged, and the better your students will learn.

TAKEN FROM MAKE EVERY LESSON COUNT BY SHAUN
ALLISON AND ANDY THARBY



**WHAT IS IT?**

The process of providing students with feedback is a key principle of learning. Students need to be provided with timely and precise feedback to keep them on track to achieving the learning goal and moving onto the next one.

RESEARCH

The Education Endowment Foundation Toolkit explores a range of education interventions, with feedback rated as having one of the highest impacts on student attainment. Hattie's research suggested that quality feedback contributed towards improving the rate of learning in one year by at least 50%.

SUMMARY

When considering the different strategies for providing students with feedback it should be responsive, with the evidence drawn from the performance of students used to inform future teaching.

TAKEN FROM MAKE EVERY LESSON COUNT BY SHAUN ALLISON
AND ANDY THARBY

1 GET DIRTY



RING FENCE TIME FOR STUDENTS TO READ AND RESPOND TO YOUR COMMENTS



INSIST THAT STUDENTS WORK ON THEIR OWN GRITTY EDITING



2 SYMBOL MARKING



USE CODES WHEN RESPONDING TO STUDENT WORK TO REDUCE REPETITION



EMBED A CODING MARKING POLICY TO ESTABLISH CONSISTENCY



3 MARK LIVE



USE A CORNER OF THE ROOM TO CALL STUDENTS UP TO DISCUSS THEIR WORK



TARGET A BETWEEN 8-10 STUDENTS A LESSON TO REVIEW THEIR WORK



4 FIND THE BEST BITS



WHEN GIVING FEEDBACK CLARIFY WHAT THEY ARE DOING WELL



ENCOURAGE STUDENTS TO SELF-VERBALISE THEIR SUCCESSES



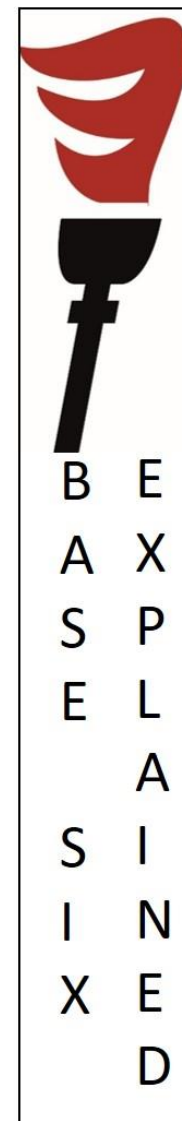
5 SWITCH THE ONUS



EMBED A CULTURE WHERE WORK IS MARKED WHEN IT HAS BEEN PROOFREAD



INSIST THAT STUDENTS INDICATE WHERE THEY WOULD LIKE FEEDBACK



Teacher:		Observer:	
Class:	Year:	Date:	
Context, Prior learning, Place in SOW	Vulnerable groups e.g. SEND, EAL, G&T, PP, role of support staff where applicable	Cultural capital and SMSC links? Reading opportunities? Explicit vocabulary teaching?	
Agreed focus for lesson:			
Indicate how this focus is linked to the teacher standards by highlighting the relevant standard(s):			
TS1 Set high expectations	TS2 Promote good outcomes	TS3 Good subject and curriculum knowledge	TS4 Plan and teach well structured lessons
TS5 Adapt teaching to needs of all pupils	TS6 Use of assessment	TS7 Manage behaviour	TS8 Wider professional responsibilities
Summary of the main points of lesson:			
Curriculum for learning	Teaching (assessment and feedback)	Behaviour for learning	

To be completed after the lesson in dialogue:

Key strengths: *(indicate how these could be shared e.g. through collaborative planning, T and L forum, CPD offer, etc.)*

Areas for development: *(indicate how these will be supported e.g CPD, subject mentoring etc.)*

Outline proposed follow-up action, including who will be involved:

Signed Teacher

Signed Observer

*For appraisal observations **Save** or **Scan** to HR Office sramsey@copleston.suffolk.sch.uk save file as **Surname, First Name 1** (or 2) **and** to Teacher Appraisal folder*

Teacher's Standards	
1. Set high expectations which inspire, motivate and challenge pupils	<ul style="list-style-type: none"> 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, value and behaviour which are expected of pupils.
2. Promote good progress and outcomes by pupils	<ul style="list-style-type: none"> 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.
3. Demonstrate good subject and curriculum knowledge	<ul style="list-style-type: none"> have a secure knowledge of the relevant subject(s) and curriculum 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, demonstrate a clear understanding of systematic synthetic phonics if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
4. Plan and teach well-structured lessons	<ul style="list-style-type: none"> 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 reflect systematically on the effectiveness of lessons and approaches to teaching contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
5. Adapt teaching to respond to the strengths and needs of all pupils	<ul style="list-style-type: none"> know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively have secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these demonstrate awareness of physical, social and intellectual development of children, & how to adapt teaching to support pupils' education at different stages of development have a clear understanding of needs of all pupils, including those with special educational needs; 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.
6. Make accurate and productive use of assessment	<ul style="list-style-type: none"> know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements make use of formative and summative assessment to secure pupils' progress use relevant data to monitor progress, set targets, and plan subsequent lessons give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
7. Manage behaviour effectively to ensure a good and safe learning environment	<ul style="list-style-type: none"> have 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 have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly manage 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.
8. Fulfil wider professional responsibilities	<ul style="list-style-type: none"> make a positive contribution to the wider life and ethos of the school develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support deploy support staff effectively take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • communicate effectively with parents re: pupils' achievements and well-being.

Personal and professional conduct

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
 - 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
 - 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.

Feedback for observations should be discussed verbally within 48 hours (excluding non-working days) with written feedback to follow no later than 1 week after observation.

The Copleston Learning Journey- The Base 6

<p>Intro, goal + prior learning</p> <p>Phase 1</p> <p>(5-10 mins)</p>	<p>Do now: An introductory opening task will be set-a mini <i>quiz</i> or question to <i>retrieve</i> prior learning, using a <i>knowledge organiser</i> where appropriate.</p> <ul style="list-style-type: none"> A <i>clear outcome</i> will be known by all using <i>precise language</i> e.g ‘Today you will effectively create a scone’.
<p>Teacher Exposition (I DO)</p> <p>Phase 2</p> <p>(5-10 mins)</p>	<p>Teacher-directed and brief to maintain student attention and consider cognitive load.</p> <ul style="list-style-type: none"> Purpose: Teacher shares <i>steps</i> needed and provides students with a manageable amount of material for them to apply later. The ‘I Do’ phase incorporates <i>direct instruction</i>, <i>modelling</i> and the teacher thinking aloud. In practical lessons, a visual show of final result will be shared.
<p>Develop (WE DO)</p> <p>Guided Time</p> <p>Phase 3</p> <p>(5-10 mins)</p>	<p>The ‘We Do’ stage involves joint construction. Teachers and students <i>collaborate</i> on the building of a second example, usually through <i>questioning</i> and <i>dialogue</i>.</p> <ul style="list-style-type: none"> <i>Cold calling</i> will be used to determine knowledge before beginning a task. The teacher will <i>model</i> how to write up or do part of the task on the board or by using a <i>visualiser</i> <i>Explicit vocabulary</i> will be used and explained/explored
<p>(YOU DO)</p> <p>Phase 4</p> <p>(15 mins)</p> <p>(10 mins)</p>	<ul style="list-style-type: none"> The ‘You Do’ stage involves <i>independent practice</i>. This means that students <i>work alone</i> on a third similar problem or task. Students will <i>master</i> how to reach the outcome with expert guidance. Students might be given <i>sentence starters</i> or some of the steps are already done for them. The original <i>model</i> or <i>concrete example</i> may remain visible to remind students of the steps they need to take. The teacher will offer <i>immediate feedback</i> as students complete the task- individual, verbal or whole class. <i>Live marking</i> will be used to assess progress- verbal or written <i>Show calling</i> will be used to share student’s excellent work Students will then improve on their work for the final minutes
<p>How did we do?</p> <p>Phase 5</p> <p>(5-10 mins)</p>	<p>Teacher will <i>conclude</i> on any misconceptions and the learning seen</p> <ul style="list-style-type: none"> <i>Rewards</i> and <i>success</i> will be shared An independent <i>follow-up</i> homework task will be set (where required) <i>Links</i> to other subjects/tasks will be made across the class

Reflect Phase 6 (5-10 mins)	<p>The teacher will <i>assess learning</i> to ensure it is embedded for future use- this may be done as an exit ticket or <i>cold calling</i></p> <p>Students will be dismissed silently in small, selected groups- i.e.one row at a time</p>
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Adaptable Resilient Moral Thoughtful Respectful Student-led Accountable Evidence-led

Copleston Supportive Lesson Plan

Date:

Period:

Group:

Context, Prior learning, Place in SOW	Vulnerable groups e.g. SEND, G&T, PP, role of support staff where applicable	Cultural capital and SMSC links? Reading opportunities?

Phase 1 Resources created and copied prior to lesson. Seating plan in place. Outcomes displayed.	Learning Outcomes –What do you want students to know/be able to do by the end of the lesson? <i>Think about the level of challenge- teach to the top and scaffold down.</i>
Phase 2 Starter activity – recap previous learning (R&R – recap and retrieve). Lead into new topic for today.	 AFL opportunity – assess the starter – feedback to students. Do you need to review and reshape?
Phase 3 Model new input. Break down big ideas. Be aware of cognitive load. Use visuals to support where appropriate.	
Phase 4 Give clear instructions. Monitor students working on main task. Think about timings, how you chunk the learning activities and scaffold where appropriate. Question and provide feedback.	 AFL opportunity- monitoring and questioning during task – feedback to students. Do you need to review and reshape?
Phase 5 Review the learning. Provide feedback. Give rewards where appropriate. Set home learning.	



At Copleston High School we believe teaching is a collegial activity and should have a shared professional dialogue. These are some of the terms we may use in professional discussions which we think all staff should understand.

Cognitive load theory: Emerging from the work of John Sweller, this is concerned with the architecture of memory. In brief, the short term memory can only hold a small amount of information. The long term memory is vast, containing schemata, which are complex structures that link knowledge and create meaning over time. Novice learners should therefore be taught in small chunks to avoid overloading the short term memory, until the long term links have been developed so they require less time processing content.

Cultural capital: Originally used by the sociologist Pierre Bourdieu to describe all advantages that accrue to people of a particular class based on social status not money. It is now seen as the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping engender an appreciation of human creativity and achievement. It can be developed through wider reading, visits or super-curricular activities.

Deep dive: Term from the Ofsted framework- a method for reviewing the curriculum of a subject area. This will include evaluation of middle leaders' curriculum plans and rationale, lesson observations, work scrutiny and discussion with both teachers and students.

Disciplinary knowledge: Understanding about how knowledge is established, verified and revised, for example analysing sources in History or conducting an experiment in Science.

Dual coding: This is the theory that representing information both visually and verbally enhances learning.

Feedback: Information provided by an agent (e.g. teacher, peer, book, parent, self) regarding aspects of one's performance or understanding. This can be delivered in a variety of forms. [Hattie J and Timperley H (2007) 'The Power of Feedback' *Review of Educational Research: March 2007 vol.77 pp 81-112*]

Formal or summative assessment: These are common assessment tasks used across departments often at the end of a unit of work. They help to judge comparative attainment, inform teacher planning and set learning goals.

Growth mindset: Emerging from the work of Carol Dweck, this is a theory that levels of attainment are not innately fixed, e.g. high or low, but can be expanded with hard work. Placing a high value on effort in feedback is key.

Hinterland: Wider contextual knowledge, to provide a deeper meaning, frame delivery, or give a sense of depth to a subject.

Informal or formative assessment: These are activities that enable a teacher to "stay close" to the students learning and reshape where required, for example verbal questioning and quizzes.

Intent, Implementation, Impact: Terms from the Ofsted framework- intent is what you want pupils to know and be able to do, implementation is how you teach your intended curriculum and impact is the extent to which pupils have learned what you intended them to learn, and how you know this.

Interleaving: Organising and sequencing learning within other learning, rather than presenting learning as consecutive blocks, for example introducing a new topic to assess current understanding, teaching unrelated content to allow thinking time, then recalling the new topic again to embed learning.

Live marking: a strategy which can be used to provide feedback to a range of pupils in a particular lesson. During whole class teaching, teachers can assess work and give questions to pupils; which closes the gap in learning.

Metacognition: Ways learners monitor and direct their own learning, for example, having decided on a particular strategy like creating flash cards, learners monitor whether this technique has been successful in achieving their learning goals and change or refine it based on their evaluation. This can lead to more effective self-regulated learning. [Education Endowment Foundation (2018) *Metacognition and SelfRegulated Learning Guidance Report*]

Prior attainment: This is the use of scores or results students have achieved to inform teaching strategies and structures. Although some external sources and data systems refer to past scores as evidence of ability, and ability bands, we do not believe that a students' ability is defined, or limited, in this way, so will internally use the term prior attainment.

Principles of instruction: Emerging from the work of Barak Rosenshine, these are specific practices, like reviewing previous learning, providing model responses for students, giving adequate time for practice to embed skills securely and progressively introducing new learning. [Rosenhine B, 'Principles of Instruction' *American Educator Spring 2012* <https://www.aft.org/sites/default/files/periodicals/Rosenhine.pdf>]

Retrieval practice: Low stakes quizzes or tests to help students recall previously taught information from long term memory and negate the forgetting curve.

Substantive knowledge: The content that is taught as fact.

Department feedback summaries:

Department	Key Stage	Assessment and Feedback Outline Approach
Art	3	<p>Throughout Year 7 and 8, students are taught one project per half term. Each project is structured in a similar manner to GCSE Art, meaning that students encounter different artists of inspiration, then experiment with materials and techniques, record their own ideas and then create a planned, refined and personal final piece. Each KS3 project is assessed against simplified GCSE assessment objectives:</p> <ul style="list-style-type: none"> • Artist pages • Experiments • Drawings • Final piece
	4	<p>GCSE Art & Design requires the completion of 2 components (personal portfolio and an externally set assignment). The personal portfolio, which accounts for 60% of the GCSE, is centre set and is completed over Year 9, 10 and half of Year 11. This involves the completion of 3 coursework projects, using a variety of 2D and 3D methods. The externally set assignment, accounts for 40% of the GCSE, and runs from February of Year 11 to May of Year 11.</p> <p>Both components are assessed in the same way; against the assessment objectives below:</p> <ul style="list-style-type: none"> • AO1: Develop ideas through investigations, demonstrating critical understanding of sources. • AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • AO3: Record ideas, observations and insights relevant to intentions as work progresses. • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
	5	<p>A Level Fine Art requires the completion of 3 components (personal portfolio, personal study, and the externally set assignment). The personal portfolio and personal study (12%) accounts for 60% of the A Level. This involves the completion of 2 coursework modules beginning in September of Year 12, and concluding in December of Year 13. The externally set assignment, accounts for 40% of the A Level, and runs from January of Year 13 until May of Year 13.</p> <p>Both components are assessed in the same way; against the assessment objectives below:</p> <ul style="list-style-type: none"> • AO1: Develop ideas through investigations, demonstrating critical understanding of sources. • AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • AO3: Record ideas, observations and insights relevant to intentions as work progresses. • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Department	Key Stage	Assessment and Feedback Outline Approach
Business Studies	5	The assessment timeline consists of one formal exam assessment in each half term for both year groups supplemented by knowledge tests after each Unit. <u>Year 12:</u> October Assessment 1 (Theme 1)
		December Assessment 2 (Theme 1) January Mock Exam 1 (Paper 1 AS) March Assessment 1 (Theme 2) May Assessment 2 (Theme 2) June Mock Exam 2 (Paper 2 AS) <u>Year 13:</u> October Assessment 1 (Theme 3) November Mock Exam 1 (Paper 2 A2) January Assessment 2 (Theme 3) February Mock Exam 2 (Paper 3 A2) April Assessment 1 (Theme 4) May Mock Exam 3 (Paper 1 A2) All of the above will be exam assessments consisting of exam style questions and will be marked formally. Students study 10 units in each year, and will be assessed on knowledge and skill at the end of each unit, with the majority of this assessment taking place through peer/self-assessment.

Department	Key Stage	Assessment and Feedback Outline Approach
Computer Science	4	Each topic delivered has an end of unit test which is marked by the teacher and graded using the 1-9 scale. Mock exams in Year 10 and 11 are based on past GCSE papers. Students are also using official course workbooks to practice exam questions on paper as well as an interactive learning grid to answer exam questions online during and outside of lesson time. A weekly homework task is set allowing students to practice exam questions and compare their answers with model answers.
	5	Students are using official course workbooks to practice exam questions on paper as well as an interactive learning grid to answer exam questions online during and outside of lesson time. A weekly homework task is set allowing students to practice exam questions and compare their answers with model answers. Mock exams are based on past papers and graded using A*/E grades using official grade boundaries. The coursework unit (20% of the overall grade) is marked in line with exam board guidance. The coursework is completed during the summer term of year 12 and the autumn and spring term of year 13, final deadline being the Easter break.

Department	Key Stage	Assessment and Feedback Outline Approach
Design Technology	3	The students are in DT for sixth months at KS3. <u>Year 7</u> There are two assessed projects- bookend and photo frames. There is a formal test at the start of the sixth months to assess current understanding and again a summative assessment at the end of sixth months. The booklets are differentiated with extension tasks and include teacher assessment, peer assessment and self-assessment. Literacy is a part of the booklets along with translations if a class has an EAL student (ICT access required). <u>Year 8</u> There are three assessed projects- lever toy, box and card. The booklets are differentiated with extension tasks and include teacher assessment, peer assessment and self-assessment. Literacy is a part of the booklets along with translations if a class has an EAL student (ICT access required). Each project has a summative assessment. Practical tasks are differentiated by level of difficulty.

	4	In Year 9 there are a range of skills-based projects support by booklets. The booklet contains peer, self and teacher assessment. There is one group project where students are assigned different tasks. Each project has a summative test. Mock exams in Year 10 and 11 also have detailed written feedback.
	5	An assessment timeline is shared with the students. Year 12 have a range of skills project (hammer and stool) and a design-based Graphics project. There are assessed. Year 13 have a NEA to complete assessed within exam board guidelines.
		Along with formal mock exams students have an example questions, a revision book and a self-study booklet to work through.

Department	Key Stage	Assessment and Feedback Outline Approach
Drama	3	2 units are taught each term, 1 of these units has a formal summative assessment which receives detailed written Teacher feedback. This is fed back in the KS3 Drama booklets. The other unit has more of a practical focus and evaluation is completed in verbal form by students. Teachers give immediate verbal feedback throughout lessons and also in response to every performance, outlining positives and areas to develop. Peer and self-assessment appears in every unit in both written and verbal form.
	4	Each unit completed is a mock of the actual exam units which we do in Year 11 to complete the GCSE course. This ensures that all feedback given is relevant to the course, as we do not teach/study any units that are not mocks of the 3 units sat. Written Mock exams in Year 10 and 11 also have detailed written feedback and students are made to respond to feedback by revisiting and improving answers to longer mark questions. Students self and peer assess in every unit, and this is a vital part of their coursework also. Each half term students are given a lengthy A4 feedback sheet detailing positives/improvements made and addressing areas to develop alongside also being set a target for the next half term.
	5	Year 12 is again a practice of the 4 units of the A Level course, which are sat/undertaken in Year 13. Weekly essays on the set texts are set and lengthy written feedback linked to mark schemes is provided. The constant re-visiting of the exam questions ensures that students have regular feedback and does not let one unit/exam paper fall short whilst another is being taught. There are 2 written exams and 3 set texts, so weekly essays are alternated between the 3 to give fair access to all. Students are given 1-2-1 coursework feedback sessions, in these sessions they are provided with lengthy written feedback plus verbal feedback on how to develop their coursework. This is also the case after formal mock exams.

Department	Key Stage	Assessment and Feedback Outline Approach
Economics	5	Students are set one major weekly assignment (once a fortnight per teacher). The vast majority of assignments are exam-based questions. We have been moving towards the use of assessment booklets in Y13. Individual feedback is given in both written and one-to-one form. Students are set revision using EzyEconomics. There are frequent vocabulary and multiple choice tests. Every topic has a terminal multiple choice test in Y12. In addition to the twice yearly formal assessments, Y13 students sit a number of further mocks. Teacher, peer and self-assessment are all regularly used. Informal quizzes are a regular feature of lessons too.

Department	Key Stage	Assessment and Feedback Outline Approach
English	3	Two units are taught each term. Reading skills and extended writing are incorporated into units and live marked; there is also one per term that receives detailed written feedback. Recap quizzes, spelling tests and homework projects are examples of where peer and self assessment can be used.

	4	Each Language and Literature topic delivered has a half termly assessment response which receives detailed written feedback. Mock exams in Year 10 and 11 are cold marked and have detailed written feedback and exemplar materials provided to students. In addition, key 10 mark questions are live marked in lessons for immediate improvement. Recap quizzes, exam questions using mark schemes, model answers and homework tasks are all examples of where peer and self-assessment can be used.
	5	An assessment timeline is shared with the students, which includes monthly summative assessments that receive detailed written feedback, along with formal mock exams. Some research tasks are also identified for detailed written feedback. Exam questions using marks schemes and exemplars/model answers and recap quizzes are examples of where peer and self-assessment can be used. Coursework is marked in line with exam board guidance. This is included as one of the summative assessments in February of Year 13.

Department	Key Stage	Assessment and Feedback Outline Approach
Food	3	<p>Students are introduced to The Eatwell Guide. They are taught to recognise and use Health and Safety and Food Hygiene in the classroom during practical sessions.</p> <p>Students make a range of products to introduce them to all parts of the cooker.</p> <p>Assessment: Students complete a start of unit test and an end of unit test which are peer and teacher marked, verbal feedback takes place within practical lessons to introduce how to make progress. Students self- evaluate each product made. Homework is given at regular intervals throughout the 10 week rotation.</p> <p>Formal assessment takes the form of a start of unit test, an end of unit test, and an overall level for Hygiene and Health and Safety, Practical Skills and The Eatwell Guide.</p>
	4	<p>Students cover a range of topics within food and these are assessed via end of unit testing, extended writing tasks and practical assessments. Extended writing tasks are live marked to ensure ongoing improvements are made.</p> <p>Year 9 and 10 assessments for each term will include a combination of testing, practical skills and techniques and extended writing.</p> <p>Model answers are used to encourage progress and live marking takes place on a regular basis to encourage improvement in written work.</p> <p>Self-assessment is clearly outlined in product evaluations and verbal feedback is given within these lessons in order to improve products and achieve success.</p> <p>The final stage of KS4 sees students produce two pieces of coursework in the form of the NEA 1 Science Investigation 15% and NEA 2 Food Preparation coursework assessment 35% and the final exam 50%</p>
Textiles	3	<p>Students are introduced to both hand and machine sewing. They are taught to recognise and use Health and Safety in the classroom during practical sessions.</p> <p>Students make samples that introduce them to using a sewing machine which encourages independence in the classroom environment.</p> <p>Assessment: Students complete a start of unit test and an end of unit test which are peer marked, verbal feedback takes place within practical lessons to introduce how to make progress. Students self- evaluate each product made. Homework is given at regular intervals throughout the 10-week rotation.</p> <p>Students are formally marked on a start of unit test, an end of unit test, Health and Safety, Practical Skills and Creativity and presentation.</p>

4	<p>Students cover a range of topics within textiles including art textiles, fashion design, constructed textiles and surface pattern. Working from a theme or starting point students explore different artists, designers and techniques to produce projects. Each project will consist of a folio of work including practical samples and a finished assessed piece.</p> <p>Each project is marked against the assessment objectives below:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Self-Assessment and reflection opportunities are used throughout the course, and live marking takes place on a regular basis to encourage improvements in folio work. Verbal feedback is given within lessons to improve outcomes and support success.</p> <p>The GCSE contain 2 units; Unit 1 is final stage of KS4 involves editing and refining the projects produced by the students to form their Unit 1 portfolio. This is worth 60% of their final grade. Unit 2 is an externally set task that is undertaken from January in Year 11. The question paper is issued by the Exam Board (AQA). It is marked by the centre and moderated by AQA. This is worth 40% of the overall mark.</p> <p>The externally set task consists of an exam paper containing a number of questions. The pupils choose one question and have a preparation period to produce research, ideas, designs and fabric samples. The preparation period is followed by a 10-hour examination.</p>
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Department	Key Stage	Assessment and Feedback Outline Approach
French	3	Students will follow the new Dynamo 1 course in Years 7-8 along with additional cultural topics. Each unit of work from Dynamo has a formal summative assessment. Listening, reading, writing and speaking skills will be assessed throughout the key stage. Translation and extended writing tasks are incorporated into the different units, these are also identified for detailed written feedback. Spelling tests, grammar exercises and some reading and listening tasks are examples of where peer and self-assessment can be used.
	4	Students follow the AQA Studio course book. Each topic delivered has an end of unit test which receives detailed written feedback. Mock exams in Year 10 and 11 also have detailed written feedback. Spelling tests for key vocabulary and core structures, reading and listening comprehensions, grammatical exercises, exam questions using mark schemes and model answers, and homework questions are all examples of where peer and self-assessment can be used.
	5	Students follow the AQA French A level course. At the end of each module summative assessments are set which receive detailed written feedback, along with formal mock exams. Students are given guidance and set individual targets connected with the Individual research project. Exam questions using marks schemes and model answers and grammatical exercises are examples of where peer and self-assessment can be used. Detailed written feedback is given on the paper 2 essay paper as well as any practice/mock speaking tests.

Department	Key Stage	Assessment and Feedback Outline Approach
Geography	3	2 units are taught each term, 1 of these units has a formal summative assessment which receives detailed written feedback. Decision making exercises that require extended writing are incorporated into units, these are also identified for detailed written feedback. Recap quizzes, spelling tests and some homework projects are examples of where peer and self assessment can be used.

	4	Each topic delivered has an end of unit test which receives detailed written feedback. Mock exams in Year 10 and 11 also have detailed written feedback. In addition, key 9 mark questions are identified in lessons for detailed feedback. Recap quizzes, exam questions using mark schemes and model answers, and homework questions are all examples of where peer and self-assessment can be used.
	5	An assessment timeline is shared with the students, which includes monthly summative assessments which receive detailed written feedback, along with formal mock exams. Some research tasks are also identified for detailed written feedback. Exam questions using marks schemes and model answers and recap quizzes are examples of where peer and self assessment can be used. Coursework is marked in line with exam board guidance. This is included as one of the summative assessments in February of Year 13.

Department	Key Stage	Assessment and Feedback Outline Approach
Graphic Communication	4	100% coursework - 60% Component 1 (centre set) 40% Component 2 (Externally Set) For each component an assessment timeline is shared with students which includes four assessments deadlines where students will be given detailed written feedback on their current progress. Coursework is marked in line with exam board guidance. A weekly homework task is set allowing students to improve upon their preparatory work. Mock exams in Year 10 and 11 are practice runs for students to learn how to craft a response within a set time frame (10hours). Component 1 is started in Y10 and concludes in the December of Y11. Component 2 is released by the exam board in January of Y11. Exam Dates: Monday 4th May 2020 and Tuesday 5th May 2020
	5	100% coursework - AS and A-Level - 60% Component 1 (centre set) 40% Component 2 (Externally Set) For each component an assessment timeline is shared with students which includes four assessments deadlines where students will be given detailed written feedback on their current progress. Coursework is marked in line with exam board guidance. A weekly homework task is set allowing students to improve upon their preparatory work. Mock exams in Year 12 and 13 are practice runs for students to learn how to craft a response within a set time frame (15hours). Component 1 is set in Y12 and completed by December of Y13. Component 2 is released by the exam board in February of Y13. Exam Dates: Monday 11 th , Tuesday 12 th and Wednesday 13 th May 2020

Department	Key Stage	Assessment and Feedback Outline Approach
History	3	2 units are taught each term, 1 of these units has a formal summative assessment which receives detailed written feedback and is completed in the Formal Assessment Booklet. Staff will also be expected to give formative feedback on 1 extended piece of writing per term, this may take the form of assessment practice prior to formal assessments or extended prose in response to a given question. Starter knowledge tests and end of unit tests will be peer and self-assessed with teacher guidance given.
	4	At Key stage 4 GCSE Modules are divided into 3 Assessment points per unit equating to 6 assessment points over the course of the year (roughly one per half term) to be completed at the appropriate assessment point in the course. These will receive detailed feedback and require self-reflection and response from students. In addition, regular retrieval practice is undertaken to embed core knowledge as starter and plenary self and peer assessed tests. Larger knowledge tests are undertaken prior to formal assessments.

	5	An assessment timeline is shared with the students, which includes monthly summative assessments which receive detailed written feedback, along with formal mock exams. Exam questions using marks schemes and model answers and recap quizzes are examples of where peer and self-assessment can be used. Coursework is marked in line with exam board guidance. This is included as one of the summative assessments in February of Year 13.
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Department	Key Stage	Assessment and Feedback Outline Approach
ICT	3	1 unit is taught each term, which has a summative assessment based on the success criteria defined in the online ICT markbook. The criteria are shared throughout the unit and used through self and peer assessment activities for students to gain a better understanding of the assessment criteria and identify areas for improvement in their work. Regular live feedback is given by the teacher checking on pupils' progress during lessons. The 6 units for work covered in year 7 and 8 cover a range of skills to prepare students for three possible KS4 pathways: IT (iMedia), Computer Science and Graphic Communication
IT / iMedia	4	75% Coursework based 25% Exam Students worked on each coursework unit is given through the use of the department online mark book used to assess pupils' work against a range of specific success criteria. Regular live feedback is given by the teacher checking on pupils' progress during lessons. A mock exam is used in year 11 to practice for the exam unit. Students also have access to an interactive learning grid to answer exam questions online during and outside of lesson time.
	5	34% Externally Assessed Exam 50% Internally set Coursework 16% Externally set Controlled Assessment(Database) Students complete one internal and one external piece of work in both Y12 and Y13. Internally Assessed:
		Students are provided with the examination criteria from the course specifications, alongside a written description for each grade (D, M, P). They have to submit their work by a set deadline and then after receiving feedback, they are allowed 15 days to make improvements and re-submit. Externally Assessed: 1) Written exam: Students sit a mock assessment in line with the school timetable. This provides them an opportunity to sit a real test and receive feedback. Use of online tool (www.knowitallninja.com) to revise key terminology across all specification content. Use of departmental learning grids – including previous exam questions. 2) Database controlled assessment: Live feedback is provided by the teacher during the lesson to support student understanding on database concepts. Use of exam style tasks with written feedback to provide students with feedback on smaller chunks of the controlled assessment. Lots of similar but different tasks, preparing the students for the real controlled assessment.

Department	Key Stage	Assessment and Feedback Outline Approach
Maths	3	In Year 7 and 8, there are 8 individual units are taught across the year. All units are split into two parts with each part having a specific assessment assigned to it. Each assessment has an extension question to encourage pupils to familiarise themselves with this style of questioning in preparation for their GCSE examinations. Pupils are given detailed feedback and model solutions are worked through after every assessment. Problem solving questions are incorporated into both the teaching and assessment elements of the course in preparation for the objectives at GCSE level. Homework tasks are a mixture of online tasks via my maths or Hegarty maths, written work or research-based activities. Written homework is peer, self or teacher marked with a brief comment. Tasks marks in greater depth will have a dialogue between teacher and pupil as to what went well and next steps. Online homework is recorded in student books and based on the results a teacher might identify misconceptions and follow up with worked examples to support learning. Research based homework would be to gauge prior knowledge, to introduce a new topic or consolidate prior learning.
	4	Topics are delivered following a prescribed scheme of work ensuring all exam criteria is met. Each term there is a formal assessment based on GCSE examination material assessing content that has been covered in the scheme of work. Pupils are given detailed feedback and model solutions are worked through after every assessment. In year 9 pupils complete 3 formal assessments written by the department based on skills they have learnt to date. In year 10 pupils complete 2 formal assessments written by the department based on skills they have learnt to date and an assessment involving GCSE papers in the summer term. In year 11 pupils sit 2 series of formal mock examinations in which past GCSE Papers are used. QLA and examiners reports are used from the mock examinations to move learning on and focus for the next steps on teaching and learning. Teachers give assessments that are less formal during the interim periods to continue monitoring pupil progress. Homework tasks are a mixture of online tasks via my maths or Hegarty maths, written work or GCSE examination questions. Written homework is peer, self or teacher marked with a brief comment. Tasks marked in greater depth will have a dialogue between teacher and pupil as to what went well and next steps. Online homework is recorded in student books and based on the results a teacher might identify misconceptions and follow up with worked examples to support learning.
	5	Half termly assessments are given to pupils based on course content covered to allow the tracking and monitoring of pupil progress throughout the course. Two formal assessments are completed in both year 12 and year 13 Pupils are given to all pupils in addition to the half termly assessments. Detailed feedback and model solutions are worked through after every assessment. Regular homework based around subject content and examination questions also facilitate in the monitoring of pupil progress.

Department	Key Stage	Assessment and Feedback Outline Approach
Media and Film	4	Each unit has an assessment booklet with summative assessments identified for detailed feedback. Results are recorded on G4S and students will respond to feedback in the booklets. Other key exam questions are identified in schemes of work for detailed feedback, for example on industry context and newspapers using <i>The Sun</i> . There are a wide range of peer and self-assessment opportunities include low stakes tests and comparing answers to model work.
	5	Every half-term topic delivered has an end of unit written piece which is recorded on G4S. Mock exams in January and June will replace the half term assessments. Feedback will be a mixture of written and verbal feedback talking through key areas with students. Students will be given time in lesson to redraft sections of their written work based on the feedback they have received in class using green pen. Short recap quizzes based on media industry contexts, unseen analysis homework tasks, as well as spelling tests are where peer and selfassessment can be used.

Department	Key Stage	Assessment and Feedback Outline Approach
PE and Dance	3	<p>5 units of practical PE are taught per year group. Each one is assessed against GCSE PE criteria in regard to skills and application to games/performance. These are subjective on going assessments but completed at the end of a block of work.</p> <p>2 units per year have a formal summative assessment which on the theoretical aspects of PE that related to GCSE topics. These have short answer questions and 1 longer prose. They peer assessed initially then moderated by the staff.</p> <p>During practical activities there is time for plenty of peer and self-assessment.</p>
	4	<p>PE</p> <p>Year 9, 10 & 11 - Each topic delivered has an end of unit test which receives detailed written feedback. We set longer answer questions for both homework and during class time that received detailed feedback.</p> <p>Mock exams in Year 10 and 11 also have detailed written feedback. In addition, key 9 mark questions are identified and time given to go over with scaffolding provided when necessary. Mark schemes and model answers are used at this point.</p> <p>Starter activities involved 10 minute quizzes.</p> <p>Exam questions in class and homework are used throughout the years with peer assessment a major part of the learning process.</p> <p>Practical assessment in summative, subjective process</p> <p>Dance</p> <p>As above except practical assessment is a formative process at the end of unit based upon exam focus. Duo, trios and set study work maybe attempted during this time.</p> <p>Detailed assessment occurs during written work which is varies between long and short questions at the end of each unit.</p> <p>Mock exams for each year are detailed and have DIRT with in the process.</p>
	5	<p>PE</p> <p>Shorts answer questions are performed as starter tasks with peers marking each other's work from marks schemes.</p> <p>End of unit tests are performed early in Year 12 to assess initial understanding and aptitude for the course.</p> <p>Mock exam are mark in detailed with DIRT as large part of the process alongside mark schemes and model answers. Dance</p> <p>As above except practical assessment is a formative process at the end of unit based upon exam focus. Duo, trios and set study work maybe attempted during this time.</p> <p>Detailed assessment occurs during written work which is varies between long and short questions at the end of each unit.</p> <p>Mock exams for each year are detailed and have DIRT with in the process.</p>

Department	Key Stage	Assessment and Feedback Outline Approach
Politics	5	<p>A formal written assessment in the form of an exam question will be set at least once per unit at the point that the teacher knows enough content has been covered in that unit to undertake such a task. These will receive extensive feedback on the assessment and in class. Model answers will be provided when the teacher feels it is necessary. Formal mock exams will also be undertaken as per the sixth form calendar. All essays and mock examination answers will be marked against exam board criteria. On-going assessment will be carried out in lesson in the form of recap quizzes and other activities that the students can assess themselves.</p>

Department	Key Stage	Assessment and Feedback Outline Approach
Psychology	5	Students will study 12 topics, across two years, for each topic students will complete two, 16 mark, formally assessed pieces of work which receive detailed written feedback. At least one of these two formally assessed pieces of work must be a 16-mark essay question (with the exception of the two research method units which do not have essay questions). All students will also complete two mock exams each year, formal feedback on these exams will be given by allocating at least a lesson to going through the paper with the students. During lessons exam questions using marks schemes and model answers and recap quizzes are examples of where peer and self-assessment can be used.

Department	Key Stage	Assessment and Feedback Outline Approach
Religious Education	3	One unit is taught per term. Each unit has a formal summative assessment at the end which receives detailed written feedback from the teacher. Literacy for each unit is highlighted at the beginning of the unit and a literacy test is set. This is peer marked and students review their spelling. Mid-term reviews are a set of 10 questions built around the unit's key factual information which will be tested in lesson. Homework is a mixture of literacy tasks and creative assignments.
	4	Students study 8 topics, each has an end of unit test which is based upon real exam questions. Students receive detailed written feedback and have the opportunity to improve their answers. Key word tests occur during each topic, along with a mid-term review which are peer marked. Mock exams in Year 10 and 11 also have detailed written feedback. In addition, exam practice writing of 12 mark essays, supported with model answers are regularly set in lesson which are peer reviewed and teacher assessed. Homework is usually reading with accompanying questions to answer.
	5	An assessment timeline is shared with the students, which includes monthly summative assessments which receive detailed written feedback, along with formal mock exams. Some research tasks are also identified for detailed written feedback. Exam questions using marks schemes and model answers and recap quizzes are examples of where peer and self assessment can be used.

Department	Key Stage	Assessment and Feedback Outline Approach
Science	3	6 units are taught each year. Each unit has 4 skills that are assessed twice in each unit. For the first assessment one skill is teacher marked with feedback and the other three are peer or self-marked. The second assessment of the skills is covered in a teacher marked End of Unit Test (the test is broken into four sections). Finally there is an end of year exam each year covering all the modules
	4	Each subject (Biology Chemistry and Physics) has 3 to 5 modules of varying lengths a year. A range of teacher assessments with feedback are done in each subject consisting of end of unit tests, mid unit tests and required practical assessments using exam material. End of year exams are done in Y9 and Y10 and two mock exams in Y11 all using exam questions
	5 Biology	24 units of work are covered across the 2 year. Each unit has an end of unit test (in four cases smaller units are combined into one test). All tests use past exam questions from the newer specification. We have two mock exams each year which use whole past paper and theses are marked and moderated using the exam board mark schemes and graded
		using exam-board grade boundaries. Formal feedback is given for every test and mock exam and there is continuous dialogue between teachers and students regarding classwork, homework and practical work

	5 Chemistry	27 Units of work are covered across the 2 years. Each has an end of unit test (in two cases 2 small units are combined into one test. Exam questions are a key part of the course, and are particularly used in the subject form group. 2 mocks held each year, using the previous year's exam papers, and marked according to the grade boundaries of those papers. Formal feedback is given for every test and mock exam. Homework is set regularly and are a mix of exam questions and text book questions
	5 Physics	19 modules are covered over the 2 years (10 in the first and 9 in the second). Each module has an end of unit assessment based on past exam questions for that module and using typical grade boundaries. Other questions are done for homework in class and marked either by peer/self-marking or by the teacher. Feedback is an ongoing dialogue involving tests, homework and class discussion. Two mocks are held each year using past exam questions and graded according to exam board grades and given formal feedback.
	5 Applied Science	<p>Year 12 level 3 Certificate. Assessed terminally by 2 x 90 minute written exams, (one with pre-release materials), plus an externally moderated portfolio of experimental techniques, taught throughout the course.</p> <p>Year 13 Level 3 Extended Certificate – 1 x 90 minute written exam, one original extended practical investigation, (internally assessed and externally moderated) and one practical investigation based on the option unit studied.</p> <p>Throughout the course, students are monitored within externally assessed units of content by end of topic tests using past papers and real grade boundaries. Coursework units are continually being assessed informally between staff and students before final submission and grading. The Year 12 mock exam is based on a past paper. The Year 13 mock exam grade is based on first draft submission of unit 5 coursework. Homework can be discrete tasks relevant to the course, or revision activities for upcoming assessments, and during coursework units, will be based purely on completion of relevant tasks within the unit or investigation.</p> <p>Completion of Year 12 yields a Certificate in Applied Science which can either be used as a discrete qualification or the first 50% of an Extended Certificate.</p>

Department	Key Stage	Assessment and Feedback Outline Approach
Sociology	4	<p>Each lesson in each Topic has a progress check question which acts as the Learning Objective. Colleagues are expected to upload the results of these progress checks on G4S in order to monitor consistency and teaching of the SOW. These progress checks will be collated in an Assessment booklet. In year 10 and 11, small mark questions (3 & 4 marks) will be marked through a range of peer, self, and teacher assessment (if required). In each Topic there will be a maximum of four 12 mark mini-essay questions. Teachers are expected to give detailed feedback on these. For year 9 there are no mini-essay questions, therefore the 3&4 mark questions will work on a cycle of teacher, self and peer assessment.</p> <p>For all years, there will be a standardised End of Topic assessment for each of the topics studied, these will require detailed feedback and will be added to G4S to provide a current working grade, in line with the whole school assessment policy. Sometimes it might be necessary to undertake a mid-topic assessment in order to fulfil the requirements of the whole school policy of a formal assessment once a term.</p> <p>Year 10 and 11 will also have detailed feedback on mocks. Exercise books are used for class work and note taking, and teachers are only expected to mark for literacy and to monitor the rate and level of class work taking place.</p>
	5	<p>An assessment booklet is shared with the students, which includes A list of EOTs (end of topic assessments) and progress checks. Progress checks are completed and peer assessed throughout lessons without notes.</p> <p>EOT – Every other EOT will be teacher assessed. Model answers are provided for every EOT. Students are expected to self-assess EOTs that are not teacher marked. They are expected to add changes after model answers are handed out. Each EOT contains a mark scheme to help</p>

		<p>students self-assess but an additional self-assessment sheet will be required to be completed. Sometimes WABOLL answers (what a bad one looks like) are used and students improve them instead of model answers.</p> <p>Students sometimes complete research tasks and presentations which are peer marked. Mocks are teacher marked and model answers are always handed out.</p>
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Department	Key Stage	Assessment and Feedback Outline Approach
Spanish	3	One unit is taught each term, each unit has a formal summative assessment which receives detailed written feedback. Exercises that require extended writing are incorporated into units, these are also identified for detailed written feedback. Vocabulary tests and classwork exercises for Reading and Listening activities examples of where peer and self-assessment can be used.
	4	Each topic delivered has an end of unit test which receives detailed written feedback. Mock exams in Year 10 and 11 also have detailed written feedback. Exam questions using mark schemes and model answers, and homework questions are all examples of where peer and self-assessment can be used.
	5	An assessment timeline is shared with the students, which includes monthly summative assessments which receive detailed written feedback, along with formal mock exams. Some research tasks are also identified for detailed written feedback. Exam questions using mark schemes and model answers are examples of where peer and self-assessment can be used. Assessments are marked in line with exam board guidance.

TUTOR TIME ACTIVITIES 2022-23

The Base and The Apex provide a weekly programme with a key focus on diversity, equality and raising awareness of news and current affairs, as well as providing regular opportunities for reading and allow for assemblies and Leaders of Learning important messages. The timetable will be:

Monday	Tuesday	Wednesday	Thursday	Friday
SMT/Lol led assembly on key themes	The Base/Apex <i>N.B Year 11 follow a subject focussed intervention programme.</i>	The Base/Apex <i>Literacy/numeracy work for selected students</i>	The Base/Apex <i>Literacy/numeracy work for selected students</i>	Independent Reading

The Sixth Form also follow an Enrichment package stemming from The Apex form tutor activities covering key themes as with the main school. It will also address and develop study skills, post-16 future skills and knowledge required beyond school for work and university such as finance and will provide an opportunity for students to work independently on a project looking deeply into a cause or area of interest.

Core RE entitlement and SMSC/British Values also delivered through form time programme and assemblies.

Copleston Culture – Yr 9 (2 periods per fortnight)

Year 9- Copleston Culture					
Term 1		Term 2		Term 3	
<i>Cultural Reading- Of Mice and Men (10 periods)</i>	<i>Cultural investigation- Global citizenship and climate change. (5 periods)</i>	<i>Cultural Reading- Animal Farm (10 periods)</i>	<i>Cultural investigation- Political theory and global political movements (5 periods)</i>	<i>Cultural reading- Roll of Thunder, Hear my Cry (10 periods)</i>	<i>Cultural investigation- Global art, architecture and musical movements and history (5 periods)</i>