

# The Four Stones Multi Academy Trust

## Curriculum, Assessment and Teaching Policy

### Version Control

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Policy approved by:	Trust Board
Next policy review date:	July 2022

Version	Date	Details
1.0	15 <sup>th</sup> July 2019	Policy written
2.0	13 <sup>th</sup> July 2020	General updates
3.0	14 <sup>th</sup> Dec 2020	Updated to include The De Montfort School (see Appendix 3)
4.0	12 <sup>th</sup> July 2021	Re-write to further align policy and practice

### Introduction

Schools within The Four Stones Academy Trust share the same principles around curriculum, assessment and teaching. We believe the elements covered within this policy provide students with the best opportunities to master content and increase their likelihood of success, whilst supporting teaching workload. Schools are encouraged to adapt these principles when implementing them to suit the needs of their students, school ethos and their environment.

### Curriculum-features and rationale

The curriculum:

- supports students' academic success by promoting knowledge-based learning;
- is academically challenging and rigorous;
- is broad and balanced offering both breadth and depth;
- supports students to master language and numbers; and
- promotes students' social, moral, spiritual and cultural development.

### Supports students' academic success by promoting knowledge-based learning

- The knowledge students are expected to know in each year group is specified throughout the subjects. This knowledge forms the foundations for curriculum planning including the schemes of work, homework and assessments. Application of knowledge is taught once the students' knowledge is secured.
- Subject leaders map the sequencing of knowledge throughout their subject curriculum so that knowledge is built upon throughout the year and in subsequent years of study.
- Curriculum planning should define and minutely specify the core knowledge and core application skills that are regarded as most important for students to learn. Where curriculum content is minutely specified, clarity is provided which supports teacher workload, helps students understand the progress they are making, and enables high quality intervention for those who are not being successful.
- Subject leaders are expected to map out the core vocabulary the students should use fluently by the end of that year of study.
- We do not explicitly teach 21<sup>st</sup> century thinking skills (creativity, collaboration, problem solving, critical thinking and communication). Every student naturally develops these skills within the school environment. Furthermore, these skills can only be applied to 21<sup>st</sup> century problems if children have a broad base of academic knowledge.
- A knowledge-based approach to the curriculum is accessible for all learners and therefore we do not expect to see differentiated tasks or objectives in lessons. Instead we keep scaffolding in place for longer whilst maintaining our high standards so that the students can master the essential elements of the curriculum
- The knowledge acquired forms the basis for students to succeed in an intellectual and academic society. It is vital that students have a diverse knowledge of place, time and society thus developing their cultural capital.
- The knowledge we deliver is powerful in that it changes students' perceptions, values and understanding. It encourages students to ask new questions and explore alternate explanations.
- The focus on imparting knowledge does not mean we dismiss the value of students acquiring application skills however, without an understanding of subject content students will never be able to successfully create, infer, analyse, evaluate and synthesise. By integrating factual knowledge with

procedural knowledge, we encourage students to think with increasing sophistication about the subjects they study.

- Knowledge includes knowing the language required to apply knowledge. Therefore, the best language for students to learn in order to apply their knowledge at each point in the curriculum should be specified, taught and practised
- Students from deprived sectors of society are less likely to have had a knowledge-rich start to their lives and we feel it is our responsibility to help address this and close any potential gaps in attainment.

### **Academically challenging and rigorous**

- We believe that studying the EBacc qualifications will considerably enhance students' life chances as they facilitate the greatest flexibility both into A-Level and University courses.
- We promote highly academic courses in all key stages. Students are not permitted to follow "easier" pathways. No student can take more than two vocational courses.
- The core curriculum (English, maths, science, humanities and MFL) offers a good variety of knowledge, knowledge application and is rigorous and challenging. The core curriculum pathway challenges social inequality as we promote this pathway to all students, regardless of their ability or class.
- The curriculum is constantly developing. Each year group's curriculum is regularly reviewed throughout the year. This is supported by formative and diagnostic assessment information. Where there are areas of development in content the sequencing, instructional explanation, modelling and deliberate practice time are reviewed and adapted for the current and future year groups.

### **Broad and balanced offering both breadth and depth**

- At Key Stage 3 we do not narrow the curriculum. All of our students follow the full range of National Curriculum subjects.
- The range of subjects on offer at Key Stage 4 and 5 is varied ensuring that students are able to continue their studies in areas of interest to them.
- No subjects at Key Stage 4 are constrained by the examination specification. Each subject's curriculum offers a deeper approach to the subject, offering a wide range of content that we deem is important for life-long learning. Appropriate time is given to these subjects to allow for the full delivery of the syllabi and wider domain subject content to all students. This can be done by increasing the contact time for these subjects at GCSE or by increasing the length of time to study.
- The 3-year Key Stage 4 is to support students' academic success on a very challenging pathway whilst maintaining a breadth of study. Appropriate time must be given to these subjects to allow the full delivery of the syllabi and wider domain subject content to all students.
- Every subject offers depth. Subject leaders plan their curriculum to look at a wider domain than the expectations of the national curriculum and deliver the information that they believe is most meaningful to the students' futures.
- We acknowledge the prior learning covered in the students' primary schools (or previous key stage) and look to review and build upon that content.
- We will not cover GCSE material, or use GCSE style assessment, in Years 7 or 8 as we believe this reduces the quality of the provision. Although Key Stage 4 begins in Year 9, Year 9 is a transition year with the curriculum focussed around the components required to be successful as well as offering deeper, wider reaching complimentary content to support the future GCSE years.

### **Supports students to master language and numbers**

- Strong literacy and numeracy skills have a positive impact on students' self-esteem, behaviour, motivation and attainment as well as being fundamental to student development and the achievement of a rich and fulfilling life. Mastery of language and fluent mathematical skills are and always will be a top priority.
- Reading underpins everything that our students do in school. We believe that our students are entitled to become competent, resilient and fluent readers by: equipping them with a range of skills and strategies; promoting reading of challenging texts; and developing an appreciation of a wealth of literature to build upon their cultural capital.
- We want students to be reading, writing about and discussing whole-class texts. Background knowledge to every text students encounter is vital to reading comprehension. The teacher is the expert of content in the classroom, and delivers necessary background knowledge to comprehend texts.
- A recent Department for Education study showed that there "is a difference in reading performance equivalent to just over a year's schooling between young people who never read for enjoyment and those who read for up to 30 minutes per day". We recognise the importance of reading and expect that every student should be reading every day for a minimum of 30 minutes.

- We expect all students to be reading challenging material. We do not allow for students to choose books that lack challenge. We insist students read a variety of classic literature and challenging non-fiction books.
- Numeracy is key for individuals to develop logical thinking and reasoning strategies in everyday situations. To solve problems and make sense of numbers, time, patterns and shapes for activities like cooking, reading instructions and playing sport, numeracy is essential. We expect all students to complete 30 minutes of maths practice daily.

### **Promotes students' social, moral, spiritual and cultural development**

- PSHE/Personal Development and RE is compulsory for all students. The PSHE/Personal Development and RE programme maps out key subject content. The curriculum incorporates relationships and sexual relationships, drugs education, religious education, mental health, e-safety and citizenship education. Key content is also promoted throughout the core curriculum. For example, sex education in science, healthy lifestyles in PE and staying safe online in computing.
- Religious Education is taught in accordance with the nationally agreed syllabi for Religious Education. All our students are encouraged to participate in lessons. Parents/carers can withdraw their child from any aspect of RE, including collective worship by writing to the headteacher of their son/daughter's school. If parents/carers are not satisfied with the handling of a request to withdraw their son/daughter from RE or collective worship, they should use the school's 'Complaints Procedure'. The right of withdrawal does not apply to other areas of the curriculum where religious matters may be spontaneously raised by students or arise in other subjects such as history or citizenship.
- We aim to provide students with accurate information, to help them clarify their own values and attitudes, to help them practice skills in communication and decision making, and to recognise the value of family life and parenthood. In accordance with the Sex Education Act, parents/carers have the right to withdraw their son/daughter from non-statutory aspects of sex education by writing to the headteacher of their son/daughter's school. In addition to the core subjects, there will be opportunities to learn and put into practice the knowledge and skills related to work related learning and enterprise. These will take place across the curriculum within different subjects and activities as well as a week's work experience.

### **Teaching-features and rationale**

Teaching has been around for hundreds of years and so some teaching techniques and strategies have become ingrained in the profession meaning that things often go unquestioned. In the Four Stones Academy Trust, we pride ourselves on our outward looking perspective and our use of the latest education and cognitive research. Asking 'why do we do it this way?', 'what do other schools do?' and 'what does the research tell us?' have swiftly become our mantra. Teaching in the Four Stones Academy Trust has the following key elements:

- Simple, effective and research driven teaching;
- The importance of 'closing the gap';
- The importance of regular review; and
- Expert teachers.

Please see appendix 5 for the principles and features of teaching and learning in the trust.

### **Simple, effective and research driven teaching**

- We strongly believe that in order to become highly effective teachers should eliminate all strategies and/or activities that have very little or no impact on student outcomes and instead ruthlessly focus on the activities that do have an impact on student outcomes.
- Collaborative planning is a basic requirement of the teachers across the trust. It is our belief that regardless of the teacher at the front of the class the students all have access to the same high quality explanation, modelling and resources/. This can only be achieved through collaborative planning.
- We recognise the importance of metacognition and strive to ensure that students are always taught the reasons behind our teaching, actions and expectations. Via ongoing training during morning meetings, tutor time and teacher narration in lessons, students are taught about how we learn, the key findings from cognitive science and most importantly how to employ these techniques to their learning both in and out of school. This knowledge coupled with character education enables our students to succeed not only whilst at school but at university and beyond.
- The principles and features of our streamlined, research driven teaching model is based upon research into cognitive science, how the brain acquires and uses new information, and on the studies of classroom practices of teachers, schools and countries whose students show the highest gains. As such, all teachers follow a streamlined, research driven teaching model consisting of:

1. **Review:** all lessons start with a low stakes quiz of previous knowledge strengthening previous learning and leading to fluent recall.
2. **Explain:** lessons are teacher led as opposed to activity or student lead. Explanations are carefully planned with core message, audience and misconceptions in mind.
3. **Model:** modelling is completed using 'I do, we do, you do' basis. Numerous models and worked examples and non-examples are provided for students helping them to solve problems and identify and focus on the specific steps in learning.
4. **Questioning:** 'no hands up' questioning is used with the teacher in charge (cold call) asking a high number of closed questions linked to facts to promote lasting learning. Teachers expect further explanation of answers and will not accept students to opt out.
5. **Deliberate practice:** teachers provide opportunities for frequent practice/oral rehearsal (call and response) of key facts and concepts. Activities have a narrow focus to allow students to drill and perfect. Once complete, students are provided with the opportunity to practise application of the knowledge for example via extended writing pieces or drawing tasks.
6. **Plenary test:** students complete a plenary test at the end of each lesson in order to assess what they have learnt and their knowledge application. Completion of a plenary test holds students accountable for their learning during the lesson as well as providing teachers with key information that can be used to inform planning.
7. **Feedback:** feedback takes many forms such as verbal feedback and discussion, whole class feedback, visualiser feedback, questioning, self and peer feedback and low stakes quizzing.

- All lessons share the following common traits:

1. Reading is an integral aspect of most lessons. Teachers set extended text and use textbooks for students to read. We do not encourage students to read via digital media as this can impair their facility to read deeply. Students read as a class with a rotation of students reading aloud.
2. We do not promote the use of ICT (unless the subject requires it) in our lessons. In order for students to be successful they need clear, explicit explanation, modelling followed by practice, testing and feedback. The key resource in all of our lessons is the teacher. Using computer rooms/laptops does not support this.
3. Every classroom provides students with a calm, purposeful and safe working environment. All classes have a seating plan, entry and exit routines, no distracting wall displays and high standards of behaviour throughout. This ensures teachers can teach and students can learn.
4. Teaching knowledge is a primary focus in the majority of lessons. Students receive a knowledge organiser at the start of every unit. Knowledge organisers are stored in a folder and is taken to every lesson. Lessons are based upon knowledge acquisition and then the application of knowledge. Students are taught, practice and perfect proven knowledge recall techniques in every year group.

- We do not expect to see strategies that have little or no impact on student progress. Research shows that the following have very little impact on student progress:

1. **Praise:** There have been a number of studies carried out on the effect of praise. Stipek argues that lavish praise that is meant as encouraging and protective, actually conveys the message that you have low expectations. This then leads to students attributing failure to lack of ability. Praise is good, but use it sparingly and reserve it for when it is really deserved.
2. **Discovery learning:** The discovery learning method is ineffective when teaching novices. If we want students to learn we need to provide clear, explicit and direct instruction.
3. **Re-reading and highlighting:** Re-reading and highlighting provides a sense of satisfaction and gives a false sense of familiarity with the material, but it does not help students to learn. To learn we need to test, generate the answers and create intervals between testing, in other words – retrieval, spacing and interleaved practice. Please see the philosophy section of this handbook for further explanation.
4. **Addressing low confidence/aspirations:** addressing low confidence/aspirations first does not lead to success and that "the research reviewed shows that the effect of achievement on self-concept is stronger than the effect of self-concept on achievement." Poor student motivation is due to repeated failure. The simple answer to addressing low confidence and aspirations is achievement.
5. **Group work:** we recognise that the most important resource in the classroom is the teacher. With the exception of identified specialist practical subject classrooms, all tables in classrooms are arranged in rows facing the front of the class ensuring that students can track the teacher and the teacher can ensure all students are focussed and on task. It is the expectation that students will work in silence when working individually. At this stage in our effort to improve our practice, we have made a conscious decision to avoid group work and focus on paired learning when discussion is necessary, with the exception of identified subjects such as PE, dance or drama.

6. **Teaching to learning styles:** Research shows that there is no direct link between learning styles and outcomes. Presenting something in a way that appeals to a visual learner is not going to help them improve. Teachers should follow the streamlined, research based teaching model above that is proven to improve student progress and outcomes.
7. **Active students equals learning:** The learning pyramid was developed years ago to show the link between how much material would be retained and how active the students was. There is no evidence or research to back up the learning pyramid and is completely unsubstantiated. As Willingham simply states “memory is the residue of thought” and if we want students to learn we need them to think about what we are teaching.

### **The importance of ‘closing the gap’**

The key idea behind our view of ‘Closing the Gap’ is simply figuring out what the students do not know and teaching them it.

- Teachers gather evidence about student progress through ongoing formative assessment.
- We expect teachers to look at books regularly and use the information to help them plan lessons that meet the needs of their students.
- Although marking has been billed as an essential teaching tool in the past, even when our marking was clear and well intentioned, it did nothing to ‘close the gap’. We do not expect teachers to mark every piece of student work and provide comments on how they can improve.
- Teachers gather evidence about student progress through a variety of means, starting with the most immediate, in the lesson while it is taking place. Teachers look at books regularly to assess the progress of the students in the class and identify common misconceptions.
- Teachers give whole class feedback on common errors and mistakes as well as re-teaching the information that students struggled with as well as providing 1:1 verbal feedback to students to ensure they fully understand what they need to do to ‘close the gaps’.

### **The importance of regular review**

We believe that not only does practice make perfect, but also practice makes permanent. We also recognise that there is a difference between teaching and learning. Just because we have taught it, does not mean that the students have learnt it and with a knowledge-based curriculum, comes lots of learning. With learning comes forgetting and with students retaining only 44% after an hour of being taught and 25% after a week.

- Retrieval practice is a fundamental part of lessons and homework tasks. Retrieval practice is simple and can be done by every student as it simply involves trying to remember key facts and knowledge about a certain topic or subject. Every time we try to remember something, the memory becomes stronger and easy to access the following time. Every lesson starts with a quiz that contains knowledge from current topics as well as knowledge from previous units.

### **Homework**

- Revision is not a task that can afford to wait until Year 11 and 13. We want students to have mastered the knowledge introduced throughout the curriculum to reduce the need to “cram” in an exam year. Homework is considered revision in all year groups. All tasks are designed so that students are memorising or practising the knowledge and application that they are taught in school in every year group.
- The homework strategy is based upon metacognition and so students are taught about the power of retrieval practice, the importance of spacing and retrieval as well as the actions that will both improve their learning as well as hinder it.
- The homework/revision strategy outlines the core knowledge required in each year group and is embedded in the set tasks throughout the year.
- Learning homeworks should be followed up by quizzes or assessments in class to establish that students have learnt the material successfully.
- In Years 7 and 8, quizzing homework is the only task that our students do to ensure that they fully mastered and understood this essential learning tool.
- In Years 9 to 13, quizzing is a consistent feature in every homework task alongside reading, application tasks and exam practice.
- Suitable activities include revising through creating revision cards or notes, practice of knowledge application or employing strategies to commit learning to memory.
- Pre-reading or learning of content prior to a lesson is also appropriate, although caution should be exercised in ensuring that students are able to access enough of the content and concepts without needing teacher explanation.

- Open-ended research homework, such as 'find out about' or 'find five facts' should not be set, particularly at Key Stage 3. It is our responsibility to identify core knowledge and provide this through the curriculum and resourcing, with students taught to learn and retain it at home. Open-ended research, whilst providing a surface sense of independence, frequently results in low quality work and little genuine understanding or retention, and is inefficient in promoting learning. It is also likely to disadvantage vulnerable students still further.
- Tasks such as posters or model-making should never be set as compulsory homework.
- Homework is designed with learning and teacher workload in mind. Quizzing homework in Years 7 and 8 has substantially reduced planning and setting of tasks. It also requires zero marking, only checking. Other tasks in Years 9 to 11 can be self/peer marked in class and require minimal teacher marking.
- Use of online packages for homework such as Hegarty Maths or Quizlet to further reduce planning, setting and marking.

### **Expert teachers**

We ensure every one of our teachers are experts in their field. Subject specialism is a necessity, but in our opinion to become an expert teacher requires more than just expertise in your subject area.

- Teachers must know which misconception traps their students will fall into,
- Teachers should know the best way to explain difficult concepts and which examples to use to improve students' comprehension,
- Teachers know what students should be practising, when and for how long,
- Teachers know how to identify gaps in students' knowledge and how and when best to close them
- Teachers know how to achieve the top marks in examinations and are familiar with the latest examiners' reports.
- We continually review and evaluate our working practices to make sure that we are not creating workload issues for our teachers as well as ensuring we are removing any barriers that may stand in the way of teachers spending quality discussion and planning time together and still get home to their families at a reasonable time.

### **Assessment-features and rationale**

We believe in seeking academic excellence for all our students, within the context of a caring and mutually supportive partnership between the school and the community. Effective assessment includes the following characteristics:

- Promotes learning
- Informs teaching
- Formative focussed
- Reduces teacher workload
- Identifies progress

#### **Promotes learning**

- Whole class feedback details exactly what content requires review. Teachers' direct instruction and modelling during the feedback session provides clarity for the students to understand what they previously had not.
- Instant feedback from students' self/peer assessment allows them to analyse what they know and what they still need to master
- Formative assessment allows the students to be aware of the specific content that needs development.
- Feedback strategy advises the students on exactly how to improve. Using modelling and directive teaching students are able to correct mistakes and redraft work effectively.

#### **Informs teaching**

- All annual assessments are cumulative in that they test knowledge since the start of the Key Stage. This informs all stakeholders of mastered content.
- The annual assessments are internally tracked using question (or topic level) analysis. This enables the subject leaders to have an overview of areas of strengths and weaknesses of the curriculum.
- Whole class feedback strategies from recall quizzing informs teachers on mastered content and allows the teacher to adapt the lesson or scheme of lessons.
- Teacher class assessment records recognise what content has been mastered and what requires more time
- Assessment data is used in collaborative planning meetings to review and develop the curriculum and delivery strategy.

- The MAT believes that the use of both summative and formative assessment are characteristic of good practice and form part of the assessment culture. The most effective assessment strategies that includes all the characteristics of good assessment are:
- **Daily review quizzing** – cumulative content retrieval practice at the start of all lessons. Students receive instant feedback as the quizzes are marked, corrected and improved by the students themselves. The teacher uses a range of whole class feedback strategies to inform them of what is learned and what is still required to be taught.
- **Cumulative tests** – annual tests that cover content introduced from the beginning. Students receive instant feedback as they mark, correct and improve the work themselves. Teachers record diagnostic assessment information centrally to monitor students understanding. The summative scores are reported to parents/carers.
- **Application tasks** – development of knowledge application (such as extended writing pieces or drawing tasks) are undertaken during a deliberate practice session. The work is assessed and feedback is given to the whole class through feedback sessions, where common errors are identified and addressed. Teachers record diagnostic assessment information to monitor students' attainment.

### **Formative focussed**

- Teachers do not have to assign grades until the students' mock examinations.
- Frequent formative assessments test both current and prior learning.
- Assessments (in Years 7-9) test components rather than the attainment goal.
- The assessment plans are created and set by the subject leaders.
- Assessment is mapped so that it is clear about what students should know and covers a significant sample of the subject content statements.
- Target grades are not issued until the summer of Year 10 and Year 12.

### **Reduces teacher workload**

- We have significantly reduced the number of data collection points in the calendar.
- We do not expect teachers to enter data multiple times following an assessment.
- The whole school assessment calendar is created alongside middle leaders to ensure the best possible timings of exams and moderation and to avoid pinch points.
- Assessments should be designed in a way to reduce the amount of marking time for the teachers. This includes using multiple choice questions, short answer questions, on-line question systems and using self/peer marking.
- Tests and exams should clearly indicate what students do and don't know and what they can and can't do in order to inform future planning and help students progress.

### **Identifies progress**

- The vast majority of assessment is formative.
- The annual assessments and mock examinations are summative, testing a sample from a large domain of content and students across the MAT.
- Student performance is ranked and compared to their starting points providing a starting point for investigation of students who are underachieving as well as indicating what is working well and what needs further development.
- National standardised tests are used, where available, in Year 7 and 8 to reference attainment in English, maths and science.
- Subject Leaders have autonomy in choosing what content to include. In Key Stage 3 all students sit the same assessment in each subject. In Key Stage 4 we differentiate tiers of entry.
- In Key Stage 3 median average marks are used to compare attainment of subgroups. The averages for each subject and for the year group are also reported to allow for students/parents/carers to make comparative judgements. GCSE grade descriptors are not used.
- Summative marks are norm referenced and compared to students' Key Stage 2 results to analyse progress in comparison to their peers.
- Core subjects use common assessments across the MAT. This increases the sample size, improves accuracy and provides a powerful benchmarking tool against which progress can be measured.
- Predicted/current grades are issued following mock examinations in Years 10, 11 and 13. Progress is estimated based upon the performance of the prior cohort.
- Parents and carers have three 'communication opportunities' about the attainment and progress of their son/daughter over the course of the year. We provide students and parents/carers with reliable and accurate data identifying student progress and attainment. We host a parents' evening once a year for Years 7-13. This is an opportunity for parents/carers to meet to discuss their son/daughter's attainment

and progress with their class teachers. Reports are generated at least twice a year. The first is an “attitude to learning” report whereby we inform parents/carers information about attendance, behaviour, homework completion and reward points. The second report is an attainment report where we report on the following:

- **Years 7 to 10:** All subjects will conduct a formal summative assessment at least once in an academic year. They are common assessments, in that students all sit the same paper. These assessments test students’ ability to recall the content introduced up to that point in their studies. The report shares the students test scores (%), average score for the year group, the average score for the class and the best mark in the year. It also includes the ranked order placement of the students’ assessment result in each subject.
- **Year 11:** Students will sit one internal summative test (mock examination) during the year. Students’ work is assessed using the grading criteria that matches the course that they are studying. GCSE courses are marked using a numerical system that ranges from a maximum of 9 through to 1. Anything less than a 1 is ungraded. Vocational (BTEC and technical awards) courses are marked using the 4 tier marking system that goes from Pass, up through Merit and Distinction to Distinction\*. These grades will be an assessment of their current position and also a prediction of where the teacher believes that they will be at the end of Year 11. The report shares the students test scores (%), average score for the year group, the average score for the class, the best mark in the year and the predicted grade (generated from the mock assessment).
- **Key Stage 5 (Years 12 & 13):** Students’ work is assessed using the grading criteria that matches the course that they are studying. GCE courses are marked using a letter system that ranges from a maximum of A\*, down through A and B until the minimum pass of an E is reached. Anything less than an E is a fail, and noted as a U grade. BTEC courses are marked using the 4 tier marking system that goes from Pass, up through Merit and Distinction to Distinction\*. These grades will be an assessment of their current position and also a prediction of where the teacher believes that they will be at the end of Year 13. Students will sit internal summative tests (mock examination) once a year. The report shares the students test scores (%) and the predicted grade (generated from the common assessment).



# King Charles I School

The following policy demonstrates how the MAT's curriculum, assessment and teaching policy is applied at King Charles I School.

## Curriculum-features

1. The vast majority of our Key Stage 4 students will study a minimum of 9 GCSE (or equivalent) subjects.
2. We review the curriculum three times a year for each year group.
3. The timetable for Key Stage 3 is based on a two-week cycle and comprises of a 25 period week with 5 periods per day (3 in the morning and 2 in the afternoon). Each period lasts one hour. Lessons are scheduled as one hour sessions and are taught as mix of double or single periods where appropriate for the subject.
4. The vast majority of students study one language (German) at Key Stage 3 with approximately half of students learning two languages (French and German). The vast majority of students will continue to study a language at Key Stage 4 with some choosing to become dual linguists and study both French and German.

Subject	Y7	Y8
Art	2	2
Computing	2	2
Design & Technology	3	3
English	7	7
Geography	4	4
History	4	4
Mathematics	7	7
MFL	6	6
Music	2	2
PE	3	3
PSHE	1	1
RE	2	2
Reading	1	1
Science	6	6

5. At Key Stage 4 and 5 we have a wide curriculum offer enabling students the opportunity to continue to study in subjects of interest to them. We design the option blocks so that there is maximum flexibility of choice.
6. At Key Stage 4 and 5 students are offered information, advice and guidance for their option choices but will not be segregated into curriculum pathways.
7. The timetable for Key Stage 4 is based on a two-week cycle and comprises of a 25 period week with 5 periods per day. Lessons are scheduled as one hour sessions and are taught as mix of double or single periods where appropriate for the subject.

Subject	Y9	Y10	Y11
English	8	8	8
Mathematics	8	8	8
Science	8	8	8
French or German	5	5	5
History or geography	5	5	5
Option 3	5	5	5
Option 4	5	5	5
PE (core)	3	3	3
PSHRE	1	1	1
Sports science/separate sciences	2	2	2

8. The following table shows the range of subjects on offer at King Charles I School:

Key Stage 3 (Years 7-8)	Key Stage 4 (Years 9-11)	Key Stage 5 (Years 12-13)

English Maths Science MFL (French/German) History Geography PE Art Music Technology Computing Religious Education PSHE Reading	<b>GCSE:</b> Art & Design Biology Chemistry Computing D&T – product design D&T – textiles Drama English language English literature French Geography German History Mathematics Music Physical education Physics Religious education Science (combined award)  <b>Vocational:</b> Business Catering Health and social care ICT Performing arts – dance Performing arts – drama Sports studies  <b>Non-examined:</b> PSHRE PE	<b>A-Level:</b> Biology Chemistry Computing Criminology (Hagley) Economics (Haybridge) English language and literature Fine art French Further maths German Geography Government and Politics History Hospitality Law Maths Music (Haybridge) Physical education (Haybridge) Physics Product design (Haybridge) Psychology (Haybridge) Religious studies (Hagley) Sociology  <b>Vocational:</b> Business Engineering (Haybridge) Health and social care Psychology Sports studies Travel and tourism (level 2)
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9. Core PE has 3 hours/fortnight allocated. The core PE programme covers areas of fitness and diet relating them both to health and wellbeing.
10. Drop-down days are organised where specialists are invited in to deliver key content to specific year groups.

### Assessment-features

11. Teachers internally track their students' progress following internal assessments. Progress is discussed during "teacher progress meetings" and "year progress meetings". Progress is judged by students' attainment through the curriculum. Each subjects' curriculum progressively gets more challenging with both the amount and the type of material delivered. Students show how they progress by what they remember on cumulative tests.
12. National chance tables are referred to during parent evening meetings and assemblies in Years 11 and 13. This is to contextualise the students' target and predicted grades.

# Haybridge High School

The following policy demonstrates how the MAT's curriculum, assessment and teaching policy is applied at Haybridge High School.

## Curriculum-features

- The timetable for Key Stage 3 is based on a two-week cycle and comprises a 25 period week with 5 periods per day (3 in the morning and 2 in the afternoon). Each period lasts 60 minutes and lessons can be either single or double periods. The number of lessons allocated to each subject in Years 7&8 is shown in the table below:

Subject	Y7	Y8
English/Drama	7/1	7/1
Mathematics	7	7
Science	7	7
PE	4	4
Personal Development	1	1
Religious Education	2	2
Computing	2	2
Modern Foreign Languages	5	5
History	3	3
Geography	3	3
Art	2	2
Music	2	2
Design & Technology (inc Food Tech and Textiles)	4	4

- At Key Stage 4, students will study a broad and balanced academic core of EBacc subjects to GCSE. These are: English, English Literature, mathematics, Science (most will study for the separate sciences, and will take at least the Dual award), History or Geography and at least one Language. PE, RE and Personal Development complete the core requirement.
- The timetable for Key Stage 4 is based on a two-week cycle and comprises a 25 period week with 5 periods per day (4 in the morning and 1 in the afternoon). Each period lasts 60 minutes and lessons can be either single or double periods. The number of lessons allocated to each subject in Years 9, 10 & 11 is shown in the table below:

Subjects	Y9	Y10	Y11
English	7	7	8
Mathematics	7	8	7
Science	9	8	8
PE	4	4	4
Personal Development	1	1	1
Religious Education	2	2	2
Option 1	5	5	5
Option 2	5	5	5
Option 3	5	5	5
Option 4	5	5	5

- The majority of our post-16 students will opt for 3 courses, alongside non-examined co-curricular activities, such as the EPQ qualification. A small number of very able students choose to study 4 subjects. All students are expected to complete a period of work experience as part of their Post-16 study and super curricular pursuits are expected.
- Students are also supported with the development of independent study skills and all students partake in supervised independent study, as core part of their study-programme.
- The table below shows the range of courses available as options to students at Key Stages 4 and 5 at Haybridge High School and Sixth Form. We are able to offer a large number of courses in collaboration with our partner schools, King Charles I School and Hagley Catholic High School, and are confident that

students can choose combinations of courses on which they are most able to succeed. This collaboration provides us with flexibility when meeting the requirements of our students.

<b>Key Stage 4 (Y9-11)</b>	<b>Key Stage 5 (Y12-13)</b>
<p style="text-align: center;"><b>GCSE:</b>            Art            Business            Computing            D&amp;T: Product Design            D&amp;T: Food and Nutrition            Drama            Geography            German            History            Music            Physical Education            Religious Education</p> <p style="text-align: center;"><b>Applied Courses:</b>            Health and Social Care            ICT            Engineering            Business</p>	<p style="text-align: center;"><b>A Level:</b>            Art, Craft and Design            Biology            Business            Chemistry            Computing (HCHS)            Economics            English Language            English Literature            French (KC1)            German            Geography            History            Law (KC1)            Mathematics            Media Studies            Music            Music Tech (with HCHS)            Physical Education            Physics            Product Design            Psychology            Religious Studies (HRCHS)            Sociology</p> <p style="text-align: center;"><b>Applied Courses:</b>            Engineering            Health and Social Care            ICT            Business            Psychology</p>

### Assessment-features

1. Teachers internally track their students' progress following internal assessments. Progress is discussed during collaborative "Departmental planning time" and "Tutor teams progress meetings". Progress is judged by students' attainment through the curriculum. Each subjects' curriculum progressively gets more challenging with both the amount and the type of material delivered. Students show how they progress by what they remember on cumulative tests.
2. Present Predicted Grades (PPGs) are referred to during parent evening meetings and assemblies in Years 11 and 13. This is to contextualise the students' target and predicted grades.

# The De Montfort School

The following policy demonstrates how the MAT's curriculum, assessment and teaching policy is applied at The De Montfort School.

## Curriculum-features

- At Key Stage 2 the timetable for Key Stage 3 is based on a two-week cycle and comprises of a 25 period week with 5 periods per day (3 in the morning and 2 in the afternoon). Each period lasts one hour.

Subject	Y6
Art	1
Computing	1
Drama	1
English	15
French	4
Humanities	3
Mathematics	15
Music	1
PE	4
PSHE	1
Science	4

- The timetable for Key Stage 3 is based on a two-week cycle and comprises of a 25 period week with 5 periods per day (3 in the morning and 2 in the afternoon). Each period lasts one hour. Lessons are scheduled as one hour sessions and are taught as single periods.
- The vast majority of students will study French at Key Stage 3 and will continue to study it at Key Stage 4 from September 2022.

Subject	Y7	Y8
Art	2	2
Computing	2	2
Design & Technology	1	1
Drama	1	1
English	9	9
Food	1	1
French	6	6
Geography	3	3
History	3	3
Mathematics	8	7
Music	2	2
PE	4	4
PSHE	1	1
Philosophy	2	2
Science	5	6

- The timetable for Key Stage 4 is based on a two-week cycle and comprises of a 25 period week with 5 periods per day. Lessons are scheduled as one hour sessions and are taught as mix of double or single periods where appropriate for the subject.

<b>Subject</b>	<b>Y9</b>	<b>Y10</b>	<b>Y11</b>
English	10	10	10
Mathematics	7	7	7
Science	9	9	9
Option 1 (French from 2022)	5	5	5
Option 2 (History or geography from 2022)	5	5	5
Option 3	5	5	5
Option 4	5	5	5
PE (core)	3	3	3
PSHRE	1	1	1

5. The following table shows the range of subjects on offer at The De Montfort School:

<b>Key Stage 2 (Year 6)</b>	<b>Key Stage 3 (Years 7-8)</b>	<b>Key Stage 4 (Years 9-11)</b>	<b>Key Stage 5 (Years 12-13)</b>
Art Computing Drama English French Humanities Mathematics Music PE PSHE Science	Art Computing Design and technology Drama English Food French History Geography Maths Music PE Philosophy PSHE Science	<b>GCSE:</b> Art Biology Business Chemistry Computing Dance D&T – product design Drama English language English literature French Food Geography History Mathematics Media Physical education Physics Psychology Philosophy Science (combined award) Spanish  <b>Vocational:</b> Health and social care Music Sports studies  <b>Non-examined:</b> PSHRE PE (core)	<b>A-Level:</b> Art Biology Business Chemistry English Geography History Maths Media Physical education Physics Product design Psychology Philosophy Sociology  <b>Vocational:</b> Criminology Health and social care Music Performing arts Sports studies Travel and tourism

6. Core PE has 4 hours/fortnight allocated in Key Stages 2 & 3 and 3 hours/fortnight allocated in Key Stage 4. The core PE programme covers areas of fitness and diet relating them both to health and wellbeing.

# Research

This is a research driven policy drawing on a variety of resources such as:

- The 'Principles of Instruction' by Barak Rosenshine  
<https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>
- The Sutton Trust 'What makes great teaching' <http://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf>
- The Education Endowment Foundation teaching and learning toolkit  
<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>
- The mastery handbook <https://readingallthebooksuk.files.wordpress.com/2016/01/mastery-handbook-ifa1.pdf>
- The Hattie's influences on learning <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>
- Strengthening the student toolbox <https://www.aft.org/sites/default/files/periodicals/dunlosky.pdf>
- <http://www.aft.org/sites/default/files/periodicals/Clark.pdf>
- Workload Challenge - Eliminating Unnecessary workload around marking:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf)
- EEF Toolkit: <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/>
- Michaela Brent: <https://readingallthebooks.com/2016/03/19/giving-feedback-the-michaela-way/>
- Andy Tharby: <https://reflectingenglish.wordpress.com/2016/01/10/how-to-ensure-that-feedback-leads-to-real-learning/>
- <https://www.aft.org/sites/default/files/periodicals/dunlosky.pdf>
- <http://www.learningscientists.org/>

# Principles and features of teaching and learning

Principle	Feature	How it is used	Rationale
<b>Knowledge based</b>	<p>Knowledge organisers identifying key facts to be learnt</p> <p>Lessons are based upon long term knowledge acquisition</p>	<p>Students receive a knowledge organiser at the start of every unit.</p> <p>Knowledge organisers are stored in a folder and is taken to every lesson.</p> <p>Lessons are based knowledge acquisition and the application of knowledge.</p> <p>Students are taught, practice and perfect proven revision techniques across the 5/7 years.</p>	<ul style="list-style-type: none"> <li>▪ The 'Principles of Instruction' by Barak Rosenshine. <a href="https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf">https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</a></li> <li>▪ The Sutton Trust 'What makes great teaching' <a href="http://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf">http://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</a></li> <li>▪ The Education Endowment Foundation teaching and learning toolkit <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</a></li> <li>▪ The mastery handbook <a href="https://readingallthebooksuk.files.wordpress.com/2016/01/mastery-handbook-ifa1.pdf">https://readingallthebooksuk.files.wordpress.com/2016/01/mastery-handbook-ifa1.pdf</a></li> <li>▪ Hattie's influences on learning <a href="https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/">https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/</a></li> <li>▪ Strengthening the student toolbox</li> </ul>
<b>Regular quizzing (retrieval practice)</b>	<p>Quizzes every lesson linked to current and previous learning</p> <p>Lessons contain regular opportunities for retrieval practice enabling students to remember knowledge for longer</p>	<p>All lessons start with a quiz of previous knowledge/skills strengthening previous learning and leading to fluent recall.</p> <p>Teachers use quizzes to review previous learning required for that lesson.</p> <p>Teachers use the quiz to identify gaps in knowledge and respond by either re-teaching and reviewing or informing planning of subsequent lessons.</p> <p>Students self-quiz using their knowledge organiser for homework enabling students to remember knowledge for longer and regularly practice a proven revision strategy.</p>	
<b>Explicit direct Instruction</b>	<p>Teacher led direct instruction featuring:</p> <ul style="list-style-type: none"> <li>- clear, concise and structured explanation</li> <li>- modelling</li> <li>- identifying misconceptions</li> <li>- questioning to check for understanding</li> <li>- construction and deconstruction of exemplars</li> </ul>	<p>Lessons are teacher led (as opposed to activity or student lead) and collaboratively planned.</p> <p>New material is presented in small steps.</p> <p>Explanation is clear and students are fully aware of what they are doing and what success looks like.</p> <p>Explanations are carefully planned with core message, audience and misconceptions in mind.</p> <p>Modelling is completed using 'I do, we do, you do' basis.</p> <p>Numerous models and worked examples are provided for students helping them to solve problems and identify and focus on the specific steps in learning.</p> <p>Student practice is guided and plentiful and allows students to rehearse new material and dispel misconceptions.</p> <p>Explanation and modelling is coupled with questioning to check for understanding and increase challenge.</p>	
<b>Questioning</b>	<p>Cold call</p> <p>No opt out</p> <p>Bounce the question</p> <p>Wait time</p> <p>Check for understanding</p>	<p>A large number of questions are asked promoting thought, engaging students, providing necessary student practice, identifying gaps in students' knowledge and helping to connect new material to prior learning. Excellent questioning is:</p> <ul style="list-style-type: none"> <li>- 'no hands up' questioning with the teacher in charge of who answers (cold call)</li> <li>- asking a high number of closed questions linked to facts to promote lasting learning</li> <li>- drilling down and requests for explanation of answers</li> </ul>	



		<ul style="list-style-type: none"> <li>- the demand for high quality student answers containing subject specific vocabulary.</li> <li>- not allowing students to opt out with 'I don't know' or 'I forgot'</li> </ul> <p>Teachers don't waste time asking questions that require students to guess answers.</p>	<p><a href="https://www.aft.org/sites/default/files/periodicals/dunlosky.pdf">https://www.aft.org/sites/default/files/periodicals/dunlosky.pdf</a></p> <ul style="list-style-type: none"> <li>▪ Ebbinghaus forgetting curve <a href="https://sidsavara.com/the-ebbinghaus-curve-of-forgetting/">https://sidsavara.com/the-ebbinghaus-curve-of-forgetting/</a></li> </ul>
<b>Deliberate practice</b>	<p>Quality assured resources</p> <p>Narrow focus/drill</p> <p>Do it again – redo</p> <p>Call and response</p>	<p>Teachers are encouraged to use quality assured resources such as textbooks rather than PowerPoint</p> <p>Activities are focussed to encourage students to think about what they are learning and practising.</p> <p>Activities have a narrow focus to allow students to drill and perfect.</p> <p>Work not meeting high expectations will be redone.</p> <p>Teachers provide opportunities for frequent practice/oral rehearsal (call and response) of key facts and concepts.</p>	<ul style="list-style-type: none"> <li>▪ Putting students on the path to learning <a href="https://www.aft.org/sites/default/files/periodicals/Clark.pdf">https://www.aft.org/sites/default/files/periodicals/Clark.pdf</a></li> <li>▪ Explanation, feedback, practice <a href="https://bunsenblue.wordpress.com/2018/02/09/explanation-feedback-practice/">https://bunsenblue.wordpress.com/2018/02/09/explanation-feedback-practice/</a></li> </ul>
<b>Feedback</b>	<p>Feedback is integral to every lesson informing the teacher and student current performance, areas of strength and weakness.</p>	<p>Feedback is systematic, frequent and timely.</p> <p>Feedback takes many forms such as verbal feedback and discussion, whole class feedback, visualiser feedback, written feedback where appropriate, self and peer feedback and low stakes quizzing.</p> <p>Feedback aids student progress and provides students with clear and focussed next steps.</p>	
<b>Cumulative testing</b>	<p>Tests contain questions based upon topics covered since the start of Year 6.</p>	<p>Where possible, all students sit the same assessments.</p> <p>Multiple choice quizzes are used in assessments.</p>	