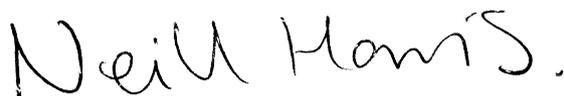


# Dean Trust Ardwick

## Curriculum Policy

### 2017 - 2018

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1.0	September 2016	
2.0	January 2018	Policy revised and updated by Steven Worthington, Deputy Headteacher, Dean Trust Ardwick

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Signature of Headteacher:	Signature of Chair of Local Governing Body:
	

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# 1. Introduction

The Curriculum Policy has been designed to allow parents and carers to become familiar with the Key Stage Three Curriculum. The following pages provide an overview of curriculum design, the topics covered throughout the year in each subject and important information on homework, assessment and pupil groupings.

## 1.1 The Dean Trust Ardwick Curriculum Aims

Our pupils are provided with a broad and balanced curriculum that enables pupils to develop a love for learning, gain the dispositions and attitudes to thrive within society and to acquire the knowledge and understanding to make informed decisions about their health and wellbeing.

Our curriculum seeks to give pupils opportunities to:

- ✓ Achieve academically.
- ✓ Exercise independence and initiative, to work participate, and thrive in a democratic society.
- ✓ Develop enquiring minds and the ability to find and use information.
- ✓ Question and debate rationally.
- ✓ Develop personal values and gain understanding of the values and ways of life.
- ✓ Understand the world in which they live and the interdependence of individuals, groups and nations.
- ✓ Develop appreciation and concern for the environment.
- ✓ Work cooperatively with others.
- ✓ Develop spiritually, morally, socially and culturally.

## 2. Curriculum Map

The Key Stage 3 curriculum is broad and balanced and it provides the foundations for pupils to be successful at Key Stage 4. It focuses on embedding deep understanding of key concepts in each subject and it is based on high-expected standards of pupils.

The map below shows how your child's weekly timetable of 30 lessons is split between the subjects at Key Stage 3. Each lesson lasts for 50 minutes and there are six lessons a day.

	Year 7	Year 8	Year 9
No. of lessons			
1	English	English	English
2			
3			
4			
5			
6	Maths	Maths	Maths
7			
8			
9			
10	Science	Science	Science
11			
12			
13			
14	Computer Science	Computer Science	Computer Science
15			
16	Modern Foreign Languages	Modern Foreign Languages**	Computer Science
17			Modern Foreign Languages
18			Modern Foreign Languages
19	Humanities*	Humanities	Geography
20			History
21			History
22	R.E, PSHE & Citizenship	R.E, PSHE & Citizenship	R.E, PSHE & Citizenship
23			
24	Physical Education	Physical Education	Physical Education
25			Physical Education
26			Physical Education
27	Technology & Art	Technology & Art	Technology & Art
28			
29	Performing Arts	Performing Arts	Performing Arts
30			

\*Humanities includes History and Geography

\*\*All classes study Spanish and some classes also study French.

### **3. Assessment**

#### **3.1 Assessment without levels**

Schools are no longer required to assess pupils using the national assessment framework, therefore, pupils' progress will no longer be reported on using national curriculum levels. The decision was made because the system was deemed to be no longer fit for purpose for the following reasons:

1. It was impossible to apply the national curriculum levels consistently or meaningfully.
2. A very high proportion of pupils, parents and even teachers become too focused on the grades rather than learning.
3. It was difficult for parents to understand the progress their child was making.

Schools have now been given the opportunity to decide how best to assess their pupils. Assessment at Dean Trust Ardwick aims to support our curriculum aims and to provide teachers with the opportunity to relay the correct information, at the correct time, about how pupils are progressing in their learning. Both formative and summative assessments are used throughout the curriculum.

#### **3.2 Formative Assessment**

Regular and effective formative assessment is integral to excellent teaching. It is the process of monitoring pupils' progress and providing ongoing feedback. At Dean Trust Ardwick teachers refer to this as 'responsive teaching'. All teachers aim to continuously test the temperature of learning in every lesson and adapt their teaching accordingly in real time. This approach to formative assessment helps pupils to measure their knowledge and understanding and to respond to feedback. Formative assessment also allows teachers to identify when pupils are struggling and what interventions are needed to close any gaps in knowledge.

Formative assessment is inclusive, involves high expectations for all and is underpinned by a belief that all children can succeed, regardless of perceptions about innate intelligence or economic background. Achievement should be interpreted in terms of the power of effort rather than the limits of ability. At Dean Trust Ardwick a variety of methods are used as formative assessment, including:

- ✓ Questioning during lessons.
- ✓ Marking of pupils' work.
- ✓ Observational assessment.
- ✓ Regular short re-cap quizzes.
- ✓ Scanning work for pupil attainment and development.

#### **3.3 Summative Assessment**

Summative assessment evaluates pupils' learning at the end of an instructional unit by comparing it against some standard or benchmark. Dean Trust Ardwick uses summative assessments to give pupils and their parents the opportunity to understand how well they have understood a topic or

course of work taught over a period of time. Teachers use summative assessments to evaluate their delivery of the curriculum and the impact that they have made. School leaders use the information generated from summative assessments to monitor the performance of pupil cohorts and to identifying any necessary interventions.

Summative assessments at Dean Trust Ardwick take place once a term either in the form of an end of term test and an end of year exam.

The summative assessments indicate what grade pupils are currently working at. Dean Trust Ardwick use a 1-9 grading system, in line with the new GCSE grading structure. From Year 7 pupils will be placed on a flight path to identify what grade they should achieve by the end of year 11, based on their performance at the end of Key Stage 2. The summative assessments indicate how well each pupil is progressing in relation to their individual flight path. Each year the school holds a 'How Can I Help My Child Evening' which explains these grades in greater detail so that parents and carers can clearly understand how well their child is progressing in their learning.

### **3.4 Additional Summative Assessments**

Pupils with SEND and/or EAL will have specific additional summative assessments to provide information for their on-going reviews. These are in place to ensure that their individual needs are being met by the school and to identify any further support that may be required.

## **4. Learning Plans and Knowledge Organisers**

Teachers create Learning Plans and Knowledge Organisers every half term to support pupils in their learning and to communicate, precisely, what they should be taught and what they need to learn. These are presented in the form of an A5 booklet and they are stuck into pupils' exercise books.

Each half term pupils are given a Learning Plan for each subject they study. Learning Plans outline the sequence of learning that will take place for a topic and they also outline the homework that will be set.

Pupils are also provided with a Knowledge Organiser for each subject they study. Knowledge Organisers are used to:

- ✓ Specify, in detail, the exact facts, concepts and precise definitions that pupils need to commit to memory.
- ✓ Indicate what pupils will need to know for their assessments and tests.
- ✓ Support 'self-quizzing' revision.
- ✓ Enable pupils to reflect on what they know and what they still need to learn.

Below is an example of a Learning Plan and Knowledge Organiser for Science.

Year 7 Science Learning Plan

### Year 7 Science Learning Plan

#### What is the world made of?

<p><b>Stage One</b></p> <ul style="list-style-type: none"> <li>Learn the difference between a pure substance and a mixture (E)</li> <li>Dissolve copper sulphate (E)</li> <li>Use a Bunsen burner to get solid copper sulphate from a solution (E)</li> </ul>	<p>Homework</p> <p>All homework resources are available on Moodle</p>
<p><b>Stage Two</b></p> <ul style="list-style-type: none"> <li>Use chromatography to separate the colours in an ink (E)</li> <li>See a demonstration of distillation (E)</li> <li>Understand the processes involved in producing pure water (E)</li> </ul>	<p>1. Complete Pearson Online 7Ea Mixtures</p> <p>2. Complete Pearson Online 7Ed Chromatography, 7Ee Distillation</p>
<p><b>Stage Three</b></p> <ul style="list-style-type: none"> <li>Build models of elements, compounds and mixtures (A)</li> <li>Make sense of particle diagrams (B)</li> <li>represent elements by their symbols (F)</li> </ul>	<p>3. Complete Pearson Online 7Hu The Air We Breathe, 7Hb The Earth's Elements.</p>
<p><b>Stage Four</b></p> <ul style="list-style-type: none"> <li>Heat magnesium in air investigate and explain the reaction (C&amp;G)</li> <li>React magnesium with hydrochloric acid, collect gas and test for hydrogen (C&amp;G)</li> <li>Represent chemical changes with models and diagrams (B)</li> </ul>	<p>4. Complete Pearson Online 7Hd Making Compounds</p>
<p><b>Stage Five</b></p> <ul style="list-style-type: none"> <li>react calcium carbonate with hydrochloric acid, test for carbon dioxide (C&amp;G)</li> <li>measure the energy released from the combustion of ethanol (C&amp;G)</li> <li>represent reactions with models, diagrams and equations (B)</li> </ul>	<p>5. Complete Pearson Online 7He Chemical Reactions.</p>
<p><b>Stage Six</b></p> <ul style="list-style-type: none"> <li>measure the energy released when water is added to white copper sulphate (G)</li> <li>describe the reaction between copper sulphate solution and ammonia solution (G)</li> </ul>	<p>6. Complete Pearson Online 7I Using ratios</p>

**Review the Learning - Three is the magic number!**

- it is important that you revisit the content of the lesson on at least three different occasions in order to successfully commit the learning to memory.

### Knowledge Organiser – Substances and Particles

A. Key Words and Ideas		F. Symbol	Element														
<b>Atom:</b> The smallest particle of an element. There are about a hundred different types.	<b>Molecule:</b> Two or more atoms joined together. There are millions of different types of molecules.	H	hydrogen														
<b>Element:</b> A simple substance made of one type of atom. There are about a hundred elements.	<b>Compound:</b> A substance made from two or more elements. There are millions of different compounds.	O	oxygen														
B. Chemical reactions can be shown by equations and diagrams		Cu	copper														
$\text{carbon} + \text{oxygen} \rightarrow \text{copper oxide}$ $\text{C} + \text{O}_2 \rightarrow \text{CO}_2$		Mg	magnesium														
		Cl	chlorine														
		S	sulphur														
		Na	sodium														
		N	nitrogen														
		C	carbon														
C. Reactions and Products		Formula	Compound														
<table border="1"> <thead> <tr> <th>reactants</th> <th>products</th> </tr> </thead> <tbody> <tr> <td>sulphuric acid + magnesium</td> <td>magnesium sulphate + hydrogen</td> </tr> <tr> <td>copper oxide + hydrochloric acid</td> <td>copper chloride + water</td> </tr> <tr> <td>magnesium + oxygen</td> <td>magnesium oxide</td> </tr> <tr> <td>ethanol + oxygen</td> <td>carbon dioxide + water</td> </tr> <tr> <td>calcium carbonate + hydrochloric acid</td> <td>calcium chloride + carbon dioxide</td> </tr> <tr> <td>hydrochloric acid + sodium hydroxide</td> <td>sodium chloride + water</td> </tr> </tbody> </table>		reactants	products	sulphuric acid + magnesium	magnesium sulphate + hydrogen	copper oxide + hydrochloric acid	copper chloride + water	magnesium + oxygen	magnesium oxide	ethanol + oxygen	carbon dioxide + water	calcium carbonate + hydrochloric acid	calcium chloride + carbon dioxide	hydrochloric acid + sodium hydroxide	sodium chloride + water		
reactants	products																
sulphuric acid + magnesium	magnesium sulphate + hydrogen																
copper oxide + hydrochloric acid	copper chloride + water																
magnesium + oxygen	magnesium oxide																
ethanol + oxygen	carbon dioxide + water																
calcium carbonate + hydrochloric acid	calcium chloride + carbon dioxide																
hydrochloric acid + sodium hydroxide	sodium chloride + water																
$\text{hydrogen} + \text{oxygen} \rightarrow \text{water}$																	
D. Naming compounds		G. Evidence of reactions															
1. There are often two words in the name.	2. The second element changes its ending to 'ide' when it's in the name of a compound.	light energy released															
3. If there is a metal its name goes first.	4. If the name finishes 'ate' this shows that oxygen is in the compound.	appearance or colour changes															
		clear (transparent) liquid goes cloudy															
E. Separation techniques		temperature change															
<b>Filtration</b> – separates an insoluble solid from a solution	<b>Distillation</b> – separates a solvent from the substances dissolved in it	'fizzing' (effervescence)															
<b>Chromatography</b> – separates different solutes from each other (small quantities)	<b>Evaporation</b> – separates a soluble solid from the solution that contains it	change of mass															

## 5. Pupil Groupings

Pupils are assigned to one of two bands, of equal ability, for timetabling purposes. Within these bands pupils are organised as follows: -

### 5.1 Tutor Groups

Pupils are assigned a tutor group using a number of factors. This relies mostly on the liaison with partner primary schools. The school also considers the balance of ability, gender and friendships, where appropriate.

### 5.2 General Teaching Set

By combining the Key Stage 2 National Curriculum Tests (SATs) and Cognitive Ability Tests (CATs) we create a ranked list of pupils, which generates the general teaching sets which pupils are assigned to. For each pupil we calculate an average of the raw scores achieved in the Key Stage 2 SATs. CATs are administered during the induction period. These tests assess pupils' thinking and reasoning abilities in verbal, non-verbal and quantitative competence. Pupils are placed into one set for their Maths lessons and another set for English lessons. For all other lessons pupils remain grouped in their English set. Grouping pupils in this way ensures that teachers can pitch the lesson at the appropriate level and that individual pupils' needs can be accurately met.

### **5.3 Meeting Individual Needs**

All pupils will receive inclusive quality first teaching (QFT). QFT is the effective inclusion of all pupils in high-quality everyday personalised teaching; in all lessons, pupils will be stretched, challenged and supported. However, some pupils may require additional support so that they can make the same level of progress as their peers. Support is given at different levels dependent on the pupils' needs.

### **5.4 Special Educational Needs and Disability (SEND)**

Pupils who are registered for Special Needs will have Individual Education Plans (IEPs) which ensure that the curriculum followed by the year group is tailored to meet their needs. Support is given according to statutory entitlement and the deployment of Learning Support Assistants within teaching groups as deemed appropriate. Please refer to the SEND information on the website for further information.

### **5.5 English as an Additional Language (EAL)**

All pupils with EAL will be supported to ensure that they can access the curriculum, make academic progress and successfully operate within society. Pupils with EAL are assessed on how proficient they are in English. Pupils identified as 'absolute beginners' and 'beginners' are withdrawn from lessons for a period of time so that they can receive intensive English Language teaching. Gradually pupils will be phased into a full timetable whilst still accessing support when necessary. For other pupils with EAL, who have some acquisition of English, support will be provided by the classroom teacher and they will receive intervention appropriate to their proficiency of the English Language.

## **6. Whole School Literacy and Numeracy**

A whole school approach is employed to help our school develop pupils' mathematics skills and their abilities to read, write and communicate effectively in order to access the curriculum and to reach their full potential.

### **6.1 Whole School Literacy**

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and prepares young people for the world of work. A whole school approach to literacy at Dean Trust Ardwick is required to ensure the teaching of reading, writing and communication is highly effective and cohesively planned and implemented across the curriculum, with all teachers regarding themselves as teachers of literacy, regardless of their subject specialism. The aims are that all pupils, by the end of Key Stage 4 will be able to:

- ✓ Read easily, fluently and with good understanding.
- ✓ Develop the habit of reading widely and often, for both pleasure and information.
- ✓ Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- ✓ Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

- ✓ Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

Core literacy skills have been identified. These skills are the foundations of our pupils' literacy development and therefore must be effectively embedded in all lessons across the curriculum.

### **6.1.1 Form Time Literacy**

Each form is allocated one of our form time reading books, which have been carefully selected to address topics relevant to our pupils. Using a variety of whole class reading strategies, the form read the novel and use it as a stimulus for appropriate comprehension and discussion tasks. Form time reading has three purposes:

- To ensure pupils have more opportunities to enjoy sharing reading with adults and peers reading.
- To develop pupils' SMSC (Spiritual, Moral, Social and Cultural) and PSICHE (Personal, Social Citizenship and Health Education) knowledge through the topics raised in literature.
- To develop pupils' comprehension and oracy skills through tasks related to the literature.

## **6.2 Whole School Numeracy**

The Mathematics Faculty offers support to all other faculties with the numeracy elements of their subjects. This is in order to ensure that the numeracy required in each GCSE is embedded within the KS3 curriculum and that all topics are taught in a consistent way across all subjects. When requested, the Mathematics faculty will deliver the content to pupils before it is taught in these subject areas.

### **6.2.1 Form Time Numeracy**

'Numeracy Ninjas' has been introduced as a numeracy form time activity to consolidate the mathematical skills taught within the curriculum. 'Numeracy Ninjas' allows pupils five minutes to attempt 30 skill based questions. Pupils earn 'belts' by scoring certain marks. These belts will award pupils in the form of a sticker each term. A prize will also be awarded to the highest scorer from each set each term, and they will be given a Grand Master badge.

### **6.2.3 Literacy and Numeracy Coordinators**

The school appoint specific teachers to run numeracy and literacy interventions for pupils requiring additional support. These interventions form part of the school's Year 7 catch up and Pupil Premium strategy, full details of these can be found on the school website.

## **7. Homework**

Homework is an essential part of pupils' learning, it is carefully planned and it is built into the curriculum. At Dean Trust Ardwick homework aims to:

- ✓ Develop good learning habits.
- ✓ Engage learners in retrieval practice.
- ✓ Deepen thinking.

- ✓ Provide opportunities for teachers to formatively assess pupils' knowledge and understanding.
- ✓ Develop and maintain high academic standards.

The whole school approach to homework at Dean Trust Ardwick is outlined in the table below.

<b>Whole School Approach to Homework – Key Stage Three</b>		
<b>Year 7</b>		
<ul style="list-style-type: none"> <li>✓ Develop good learning habits so that pupils understand how to effectively revise</li> <li>✓ Focus on pupils mastering key knowledge through regular engagement in retrieval practice</li> </ul>		
<b>Reading</b> - 3 x 20mins per week	<b>Maths &amp; English</b> - One main piece per week	<b>Other EBacc Subjects</b> - Quizzing and in-class low stakes test every three weeks
<b>Year 8</b>		
<ul style="list-style-type: none"> <li>✓ Maintain good habits whilst increasing the volume of homework</li> <li>✓ Focus on pupils mastering key knowledge and skills through retrieval practice, application and skills practice</li> </ul>		
<b>Reading</b> - 3 x 30mins per week	<b>Maths &amp; English</b> - One main piece per week	<b>Other EBacc Subjects</b> – PRET (practise, recall, extend & think) or Quizzing set once a week
<b>Year 9</b>		
<ul style="list-style-type: none"> <li>✓ Focus on mastering key knowledge and skills required for success in KS4 qualifications</li> <li>✓ Homework matches the demands of KS4 qualifications</li> </ul>		
<b>Reading</b> - 3 x 30mins per week	<b>EBacc</b> - One per week – specific to the demands of GCSE	<b>Non EBacc</b> Project based (half term) – similar to coursework demands of KS4 qualifications

The specific homework timetables can be accessed via the school website.

The following is a guideline of the amount of time pupils should be spending on their homework:

- 1 hour per week for English, Maths, Science.
- 40 mins for Spanish/French, History and Geography.

The importance of personal and independent reading is essential in developing the literacy skills of our pupils. As part of their homework pupils should be reading at least three times a week for 20/30 minutes from a book of their choice from home or the school library. Pupils are required to complete a weekly reading log, which is monitored by their English teacher.

## 7.1 Revision

As part of the homework strategy, revision is embedded into the curriculum. Three weeks before the end of term tests, the homework timetable is temporarily replaced by a revision timetable. The purpose of the revision timetable is to ensure pupils develop good revision habits. Pupils will learn that retrieval practice and interleaving is more effective than traditional methods and cramming.

An example of a revision timetable is included below.

Mon	Tues	Weds	Thurs	Fri
<b>English</b> Task 1: What is the writer's purpose?	<b>Maths</b> MathsWatch Task 1	<b>English</b> Task 2: How can you describe the effect on the reader?	<b>Maths</b> Half Term 2 Complete the Knowledge Organiser	<b>English</b> Task 3: What can you infer?
<b>Science</b> Module Revision organiser- Cells	<b>Humanities</b> Topic RAGY Quiz Master	<b>MFL</b> Self-quizzing- term 1 Spanish Vocabulary	<b>Science</b> Module Revision organiser- Acids & Alkalis	<b>Humanities</b> Topic RAGY Knowledge Organiser Organisation
<b>PE</b> Task 1: Muscles and Warm up quiz.	<b>Technology</b> Half Term 1 - Principles of Food Safety and Half Term 2 - Desk Tidy revision.	<b>PA</b> Half term 2 Key terms revision- knowledge organiser section B.	<b>Art</b> Drawing from observation using simple shapes.	<b>MFL</b> Self-quizzing- term 1 Spanish Vocabulary

## 7.2 Homework Support

The school provides excellent study facilities for pupils in the Library and ICT rooms, where they can do their homework before, after school and at lunchtimes.

Pupils have access to Moodle, the school's Virtual Learning Environment. This is where they can access resources and support for their homework tasks. It is also a valuable means by which parents and carers can support their child's learning.