



## Curriculum Policy (A3)

Scope:	Whole School (Including Boarding)
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Reviewer:	Senior Deputy Head Senior School
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### Linked documents

This policy should be read in conjunction with the:

- Admissions Policy (A1)
- SEND Policy (A2)
- Behaviour Policies (A4)
- PSHCE Policies (A5)
- Safeguarding Policy (A6)
- e-Safety Policy (A8)
- SEND 3 Year Accessibility Plan (A15)
- Equal Opportunities and Diversity Policy (Internal)
- AGT, Able, Gifted and Talented Pupils Policy (Internal)
- PS Staff Handbook (Internal)
- PS Marking Policy (Internal)
- Educational Visits Policy (Internal)
- School guidelines 'Improving accessibility to the curriculum for pupils with SEND' (Internal)
- AMT Teams Expectation document (internal)

## **Acronyms**

ADHPS	Assistant Deputy Head Prep School
ADP	Academic Development Plan
AGT	Able, Gifted and Talented
AHT&L	Assistant Head Teaching and Learning
AMT	Academic Management Team
BLM	Black Lives Matter
BLP	Building Learning Power
CAT	Cognitive Abilities Test(s)
CS	Computer Science (part of the Computing curriculum)
DL	Digital Literacy (part of the Computing curriculum)
EAL	English as an Additional Language
EAP	English for Academic Purposes
EHCP	Education, Health and Care Plan
EYFS	Early Years Foundation Stage (Reception Class and Kindergarten)
GL	Granada Learning
HLS	Head of Learning Support
HODs	Head of Department
ICT	Information & Communications Technology
KS1	Key Stage 1
KS2	Key Stage 2
LEA	Local Education Authority
LSA	Learning Support Assistant
NC	National Curriculum
PASS	Pupil Attitudinal Survey
PDR	Professional Development Review
PSHE	Personal, Social, Health and Economic Education
RSE	Relationship and Sex Education
SMSC	Spiritual Moral Social and Cultural
SDHPS	Senior Deputy Head Prep School
SEN	Special Educational Needs
TA	Teaching Assistant
WGS	Wisbech Grammar School
WGSP	Wisbech Grammar School Prep

## **Availability**

This Policy may be viewed on the School website, and a printed copy is available on request from Pupil Services Team.

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## **Roles and Staff**

### **Current Personnel**

**Mrs Keryn Neaves** - Senior Deputy Head Prep School

**Mrs Victoira Garment** - Deputy Head Academic, Senior School

**Mrs Karen Fairbrother** - Assistant Deputy Head Prep School

**Mrs Alexandra Means** - Key Stage 2 Lead

**Mrs Suzanne Doherty** - Key Stage 1 and EYFS Lead

**Mrs Hannah Wakefield** - Head of Learning Support

## Curriculum Intent

Wisbech Grammar School delivers a traditional, yet progressive, curriculum for children from 3 to 18 years. It is based on the National Curriculum but goes beyond this to provide a broad education for all pupils, while allowing increasing specialisation as pupils move through the school. We want to ensure children have access to an aspirational and challenging curriculum at all phases of their education.

Part of ensuring that we have the right curriculum for our pupils, is the need to review our curriculum offer, especially at both GCSE and A-level. This way we are able to offer an exciting and varied curriculum. It is important to recognise that WGS has a diverse student body and that we should ensure a curriculum that allows all children to succeed.

Each WGS child should be encouraged to discover the subjects that inspire them and lead them towards future learning and careers. Learning is not just about the core curriculum but also the Arts, Technology, Computing, Careers, RSE & PSHE, essential employability and life skills, ensuring that all children are able to enjoy a wider curriculum and embrace opportunities and experiences beyond the classroom.

We aim to offer an 'All-round Education That Inspires'. This is achieved through our carefully designed, varied and stimulating curriculum which in conjunction with the extensive range of extra-curricular activities available enables every child to 'Discover Who They Are' so they can fulfil their potential in the security of a caring, friendly atmosphere.

## Part 1: Prep Curriculum

The curriculum is designed to enable children to journey purposefully, confidently and happily on the road to becoming effective learners for life; intellectually curious, thoughtfully tolerant, morally and spiritually aware.

The National Curriculum (NC) forms the basis of but does not dictate our lesson plans. Our curriculum is designed to meet children's needs by developing their linguistic, mathematical, scientific, technological, aesthetic, creative, spiritual, moral and physical characteristics and abilities. The Personal Social Health and Citizenship Education (PSHCE) curriculum (including statutory RSE) supports the School's commitment to a collaborative and mutually supportive community promoting Fundamental British Values and non-discrimination on the grounds of Protected Characteristics.

EYFS pupils are offered a stimulating, broad and balanced Foundation Stage Curriculum based upon the Statutory Framework for the Early Years Foundation Stage. Our curriculum is designed using a combination of 'Development Matters' and 'Birth to 5 years'

Subject schemes provide material appropriate to pupils' ages and abilities, and teaching is differentiated as necessary to provide appropriate learning opportunities to all pupils whatever their ability. We believe very strongly in the promotion of literacy and numeracy skills and to aid this some aspects of Maths and English are set ability grouped from Prep 4, where class sizes allow, upwards thus extending the differentiation that already takes place. A variety of teaching methods are used to reflect individual learning styles and encourage independence.

In addition, curricular activities are carefully planned and organised to further enhance the pupils' experience, for example:

- Class sizes are such that individual attention can be given to pupils.
- Every class has access to a TA enabling 1:1 or small group support.

As pupils move through the Prep School the number of lessons taught by Senior School subject specialists increase:

- Pupils throughout School (including EYFS) are taught by Senior School subject specialists in Sports and Modern Foreign Languages,
- Science, Art and Drama lessons are added to the above from Prep 5,
- Food and Nutrition, Geography and Design Technology are introduced in Prep 6,
- Prep School pupils and staff have access to a wide range of Senior School resources e.g. computing rooms, music, drama and sports facilities, laboratories and laboratory equipment,
- Opportunities are provided in School for participation (along with older pupils) in nationally recognised programmes such as the Junior Maths Challenge,
- KS2 pupils have the opportunity for small group tuition from Senior School specialists in preparation for Trinity College Performing Arts Awards in Speech, Drama, and Communication Skills,
- Pupils have the opportunity for individual instrumental lessons and can sit Trinity College Music Exams,
- Regular sporting fixtures against other schools are organised for pupils in Prep 4 - 6,
- Individual sport lessons in hockey and cricket are offered to pupils in Prep 4 – 6,

- There are opportunities for participation in regional and national sporting events and competitions (on qualification),
- There is the opportunity for WGSP pupils to work alongside Senior School pupils in a range of contexts thereby enriching their learning experiences,
- An extensive programme of field and day trips, along with residential visits add breadth and depth to the curriculum as does the varied range of extra-curricular activities.

Alongside knowledge and skills, we recognise the development of positive learning attitudes is a vital characteristic in enabling pupils to progress to their full potential.

## Prep School Curriculum Assessment

At key points during the year, there are formal assessments of learning when pupils' performance is measured against appropriate personal, school and national expectations. In the EYFS the children complete a baseline assessment in Kindergarten and Reception. (School created against 2021 Statutory Guidance) in September. Their progress is tracked using SIMS and key moments and any concerns are recorded using 'Tapestry'. These concerns are then discussed at review meetings to move the individual child forward. They are assessed against the 'Early Learning Goals' at the end of the Reception year as 'secure' (2) or 'emerging' (1).

Throughout the rest of the Prep School a suite of on-line standardised assessments (The GL Assessments Complete Digital Solution) is employed for this purpose. This comprises of a bank of tests in the core curricular areas of English, Mathematics and Science and includes specific Reading and Spelling tests. These assessments provide in-depth information which aids teaching and learning progress and helps to track pupils' attainment. Tests are carried out from Prep 1 up to Prep 6, and the majority of these are administered on-line. An online cognitive abilities test (CAT) is used at the start of the year for Prep 4, 5 and 6 and a paper version Young Learners' CAT for Prep 2 and 3. In addition further information about pupil potential is provided through use of pupil attitudinal surveys (PASS). This latter survey helps build a picture of students' attitudes for staff. Summary assessment results of all tests are passed on to the following class teacher(s) with a view to having assessment results on SIMS, so data is easily accessible by all relevant parties in School and throughout the School.

### Reporting to Parents

Pupils' progress is monitored and assessed carefully throughout School by teaching staff, and this process is overseen by the Key Stage Leads. Parent/Teacher Consultations take place in Michaelmas 1 and Lent 2.

Written reports are provided at the end of the Michaelmas and Trinity terms. The Michaelmas report covers the core subjects, English, Math and Science and an additional General comment. A full written report is written in the Trinity term covering all subjects. These reports enable parents to be regularly informed of their child's individual progress.

In Prep 2, 3, 4, 5 and 6 the results of the baseline CAT tests taken in the Michaelmas Term are sent to parents and can be discussed with teachers. Results of paper assessments completed by Prep 1 pupils and online assessments completed by pupils from Prep 2 to Prep 6 for Reading, English, Spelling and Mathematics and Science (from Prep 3 upwards) are reported to parents as part of the regular assessment cycle. Parents of EYFS pupils are regularly updated with their child's progress using Tapestry and given the summary results in the Trinity Term.

All pupils in Prep 3 complete an online dyslexia screener in the Michaelmas Term to identify any signs of dyslexia. If a child shows signs of dyslexia, parents are invited for a meeting with the class teacher and our Head of Learning Support to discuss a way forward to best support their child's learning.

Class Teachers are always happy to meet or be contacted by parents to discuss the progress of their children in the first instance. The Key Stage Leads are also available to be contacted on such matters if necessary.



## Needs of Learners

The school is committed to achieving the best possible outcomes for all pupils as academic learners and to meeting the academic needs of each pupil at a level appropriate to individual ability.

Classroom activities are differentiated where necessary in order to value individual strengths and support individual difficulties. A variety of teaching methods and styles are employed in the pursuit of this aim. Setting and specific grouping takes place in some aspects of English and Maths where parallel classes occur in Prep 3 to Prep 6. This is seen as an extension of the differentiation already applied within lessons, and involves pupils being grouped in relation to their attainment in GL exam results and other assessments. The groups are not intended to be static and decisions will be made from regular assessments and reviews as to where pupils should be placed within the groups. When pupils are not set they are taught in their registration groups either with class teachers or a specialist teacher.

Pupils who have been identified as having outstanding ability are provided with extension and enrichment opportunities planned and carried out within individual subjects in various ways. There are regular opportunities for pupils to engage and succeed to a high level in nationally recognised exams such as Junior Maths Challenge.

For those needing infrequent additional support, one-to-one help is given in class by the Teaching Assistant or Class Teacher. For those who have been identified as requiring intervention to aid their literacy skills, individual or paired sessions take place in the Learning Support Room or within the classroom lessons. These sessions are carried out by Learning Support Assistants or staff qualified to work with children with specific learning difficulties. Use of a dyslexia screener at assessment for admission to the school or at the start of Prep 3 aids the identification of these pupils.

For pupils who have been admitted to the school and have a statement/EHC plan, the appropriate curricula plans and schemes of work are provided along with the necessary adjustments in order to take account of the needs/aptitudes of the individual, ensure effective learning and enable progress according to ability.

Support within the class is provided by LSAs and TAs is carefully planned by Learning Support Leads in conjunction with the class teacher and Head of Learning Support. Regular review meetings with the relevant teacher, Head of Learning Support (Prep School), LSA, staff and parents take place to ensure fulfilment of the pupil's statement/EHCP and provide information for future action/ planning and development.

Where it is deemed necessary to adapt the curriculum to meet the needs of individual children, we do so in consultation with the parents of the child and with the involvement, if necessary, of the appropriate external agencies. Due regard is given to the SEND 3 year accessibility plan, and school SEND guidelines (the latter of which details ways in which to adapt and differentiate resources) in addressing these matters.

Pupils with English as an additional language (EAL) may well have no particular learning difficulty in the sense that they have special educational needs. They are, in fact, in a position similar to that of any pupils learning a language other than their mother tongue. For pupils who have English as an additional language we endeavour to provide:

- a welcoming environment in which children can feel confident and can contribute in English,
- effective models of spoken and written language within the class and school in general,
- differentiated activities (as required),
- the use of appropriate dictionaries and/or electronic translators (the latter under adult supervision).

We recognise the role played by the first or home language in the development of English. Most children's difficulties can be remediated by in-class support (e.g. help with tenses and sentence structure). If required, external agencies specialising in EAL will be contacted for guidance in order that appropriate provision is made for the pupil/s concerned. In addition - if necessary - tuition in English as an Additional Language (EAL) or English for Academic Purposes (EAP) can be arranged at the parents' expense.

## Subject Leaders

Each subject has a co-ordinator who is responsible in consultation with the SDHPS and the Key Stage Leads for the oversight and development of their subject throughout the Prep School.

Our curriculum covers the requirements of the Foundation Stage for Kindergarten and Reception. For KS1 and KS2 pupils the curriculum is based upon the framework of the NNC.

For this academic year the Subject Leaders are:

EYFS	S Doherty
English	A Means/S Doherty
Mathematics	C Sandall/L Esser
Science	C Lidbetter (Head of Lower School Science) S Cook
Art/DT	L Lesniak
Computing (CS, DL, IT).	K Neaves
Food & Nutrition	M Tooke (Head of Food & Nutrition)
Humanities	J Page/D Hyland/K Bradley
Modern Languages	E Semper
Music	J Missin (Head of Music)/ E Fenn
PSHE/RSE	K Fairbrother
Religious Studies	G McMullen
Sport/PE	P Webb (Assistant Head of Sports and Partnerships)
Hockey	A Glover assisted by P Webb
Rugby	D Nunn assisted by P Webb
Netball	H Milton assisted by P Webb
Cricket	P Webb
Swimming/Athletics	S Webb
Learning Support	H Wakefield

The curriculum is under the overall supervision of the EYFS and Key Stage Leads. Subject Policies and Schemes of Work are held in the Central Area of the Staff computer system.

## Organisation and Planning

### Nomenclature and timings of lessons:

Period 1	50 minutes	Lessons
Period 2	50 minutes	Lessons
Period 3	50 minutes	Lessons
Period 4	30 minutes	Assembly Mon
Period 5	50 minutes	Lessons
Period 6	50 minutes	Lessons
Period 7	10 minutes 40 minutes	Form time Club Sessions Wed - Sports lesson Prep 5 & 6

### Weekly lesson totals:

Rec-Prep 2 - 22hrs  
35mins  
Prep 3 & 4 - 22hrs  
45mins  
Prep 5 & 6 - 23hrs  
25mins

### Nomenclature for Year groups:

<b>Foundation Stage</b>	Kindergarten (age 3-4 years) Reception (age 4-5 years)
<b>Key Stage 1</b>	Prep 1 (age 5-6 years) Prep 2 (age 6-7 years)
<b>Key Stage 2</b>	Prep 3 (age 7-8 years) Prep 4 (age 8-9 years) Prep 5 (age 9-10 years) Prep 6 (age 10-11 years)

In EYFS, the children follow the National EYFS Curriculum which consists of seven areas of learning – the Prime Areas: Communication and Language; Physical Development; Personal, Social & Emotional Development and the Specific Areas: Literacy; Maths; Understanding the World; Expressive Arts and Design. These are taught through teacher led sessions and continuous provision.

In Key Stage 1 and 2 English, Mathematics and Science form the core part of the curriculum, and other subjects are introduced in a cross-curricular manner. We plan the curriculum carefully to ensure coherence and coverage of the National Curriculum and progression across all areas.

All teachers are responsible for planning a timetable which takes account of the needs of the curriculum and allows sufficient time for the development of individual subjects.

Curriculum coverage for core and foundation subjects for each year group are available to view on the website and parents are issued with the relevant information pertaining to their child at the start of the academic year, including the class timetable and termly in the form of curriculum overviews.

## **Weekly Specialist Teaching**

Swimming occurs, once a week during the Michaelmas and Lent terms, for pupils in Kindergarten to Prep 4.

In Kindergarten, subject specialist teaching is provided for German (25 minutes) Mental Health and Wellbeing physical activity session (30 minutes) and PE skills (50 minutes).

In Reception, subject specialist teaching is provided for German (25 minutes), Music (30 minutes), Physical Wellbeing physical activity session (50 minutes) and PE skills, including swimming, (75 minutes).

In KS1 (Prep 1 and 2) subject specialist teaching is provided for German (50 minutes), Music (50 minutes), Physical Wellbeing physical activity session (50 minutes) and PE skills, including swimming, (75 minutes).

In Prep 3 subject specialist teaching is provided for German (50 minutes), Music (50 minutes), Physical Wellbeing physical activity session (50 minutes) and PE skills, including swimming, (75 minutes).

Prep 4 subject specialist teaching is provided for German (50 minutes), Music (50 minutes), Sport (100 minutes) and PE skills, including swimming, (75 minutes).

Prep 5 subject specialist teaching is provided for German (50 minutes), Music (50 minutes), Art (50 minutes), Drama (50 minutes), Design Technology (50 minutes per week for half a year), Food & Nutrition (50 minutes per week for a half year), Science – lab based (100 minutes – 2 x 50 minute sessions), Physical Wellbeing physical activity session (50 minutes) and Sport (150 minutes).

Prep 6 subject specialist teaching is provided for German or Spanish on a half termly rotation (50 minutes per week), Music (50 minutes), Art (50 minutes), Design Technology (50 minutes per week for half a year), Drama (50 minutes), Food & Nutrition (50 minutes per week for a half year), Geography (50 minutes), Science – lab based (100 minutes – 2 x 50 minute sessions), Physical Wellbeing physical activity session (50 minutes) and Sport (150 minutes).

Lessons in Art, Design Technology, Food & Nutrition and Science are based in the Senior School specialist rooms.

## Homework

Homework is an essential part of the curriculum. It helps develop the ability to work independently and reinforces, extends and enriches the work completed in the classroom. Parents' assistance is appreciated in providing a quiet environment in which their child may work and in helping their child where it is felt to be useful and appropriate. From Prep 3 pupils are given a diary in which to record homework for each evening.

**All pupils are expected to read to an adult regularly for a minimum of 3 times per week at a time set by the class teacher.**

**In addition, pupils have the following:**

- **Reception class** children are expected to practise phonics graphemes, words and numbers and complete an English or Mathematics worksheet at weekends as appropriate.
- **Prep 1 – Prep 2** children are expected to practise weekly spellings, high frequency words, number bonds or times tables. An English or Mathematics worksheet is distributed at the weekends where appropriate. The children also have a 'Topic Homework Book' for fun, practical homework related to the learning topic.
- **Prep 3 – Prep 5** in these year groups daily homework is set for up to 30 minutes.
- **Prep 6** daily homework is set for up to 40 minutes.

As the pupils progress through the School the amount of homework each week increases.

## Marking

The marking of pupil's work is a fundamental part of the process of teaching and learning in school and is also an important part of the assessment process. Marking:

- Demonstrates a respect for the work produced
- Gives feedback
- Indicates the ways in which the individual pupil can improve
- Encourages the pupil to look at errors in a positive manner.

This is in line with both the school's positive approach to self-assessment and the WGSP Marking Policy.

## Curriculum Planning

The curriculum is planned in three phases; long term, medium term and weekly.

## Long Term Planning

These plans indicate what topics/themes are to be taught in each term and are issued to parents on a termly basis by class teachers. They are in line with the National Curriculum which is used as a framework within the Prep School. We review our long-term plans on a regular basis.

## **Medium Term Planning**

The content of our medium-term plans (schemes of work) are based on The National Curriculum. We make use of a range of published and in-house material in the development of medium-term plans across all subjects. Schemes are reviewed on an ongoing basis and some older units of work continue to be utilised if appropriate. The schemes of work give clear guidance on the learning objectives/intentions, progression of skills and/or key questions for each lesson/unit of work and outline the skills and pupils' activities planned (including ICT and BLM opportunities).

## **Short Term Planning**

These are plans written on a weekly (forecast) and/or daily basis. They set out the learning objectives/intentions for each session and identify the activities and resources to be used in the lesson as well as differentiation, support, extension and accessibility (if required). Teachers may annotate plans and/or make notes regarding the outcomes of lessons in order to facilitate future action and ensure pupil understanding, progress and continuity.

## **Monitoring and Review**

EYFS & KS1 and KS2 Leads, in consultation with subject leaders and all teachers from every key stage, are responsible for monitoring the day-to-day organisation of the curriculum and the way the school curriculum is implemented. Subject areas are reviewed according to the Prep School Curriculum Development Plan. Pupils' attainment in writing is to be moderated.

Lesson plans continue to be monitored for all teachers, ensuring that all classes are taught the full requirements of the school's curriculum.

## Part 2: Senior School 2022-2023 Curriculum Implementation

There are seven periods per day, Monday to Friday. All periods are 50 minutes in length, except for Period 5 Tuesday to Friday which is 40 minutes. Some of these are arranged in double periods, particularly in the GCSE and A-level years and in practical subjects.

On Tuesday to Thursday, Period 5 is given over to co-curricular activities. On Friday Period 5, all pupils have a PSHCE lesson.

### 1st and 2nd Forms (Years 7 and 8)

English	4 periods per week
Mathematics	4 periods per week
Science	Biology, Chemistry and Physics taught separately with one period a week each plus one lesson for Science related skills – 4 periods per week
Languages	German & Spanish – 4 periods per week
History	2 periods per week
Geography	2 periods per week
RS	1 period per week
Drama	1 period per week
Music	1 period per week
Art and Textiles	Taught in 7 rotations, 1 lesson per week
DT/F&N	Taught in rotations, rotating once in the year.
Sport	4 periods per week
PSHCE	1 period per week
Future Skills	1 period per week, incorporating Careers and Computing elements

From the 1st Form onwards, the pupils are taught in ability-based sets for Mathematics.

### 3rd Form (Year 9)

English	4 periods per week
Mathematics	4 periods per week
Biology	2 periods per week
Chemistry	2 periods per week
Physics	2 periods per week
Digital Literacy	1 period per week
Sport	4 periods per week
PSHCE	1 period per week

In addition, pupils have a choice of six other subjects to include:

At least one Humanity: History, Geography or RS.

At least one Language: French, German or Spanish.

At least one Creative subject: Art/Textiles, DT, Food and Nutrition, Drama or Music.

All pupils also receive one lesson per week of Future Skills and one lesson per week of PSHCE.



## 4th and 5th Forms (Years 10 and 11)

### Compulsory subjects:

English (leading to two GCSEs – English Language and English Literature)	4 periods per week
Mathematics	4 periods per week
Sport	4 periods per week
Future Skills	1 period per week
PSHCE	1 period per week

### Options:

Each pupil chooses six GCSE subjects from the following list:

Each option subject is taught for 3 periods per week.

Each pupil should study at least one Science subject;

at least one Language;

at least one Humanities subject.

Some pupils are offered Learning Support instead of one of the options above. No other restrictions are made.

Art Biology Chemistry Combined Science Computer Science DT Drama Food and Nutrition French Geography
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German Computing History Music PE Physics RS Spanish Textiles
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## 6<sup>th</sup> Form (Years 12 and 13)

### Linear A-Level

The subjects available are:

Art	Government and Politics
Biology	History
Business Studies	Mathematics
Chemistry	Further Mathematics
Computer Science	Music
Criminology	Philosophy
DT	Physics
Economics	Psychology
English	RS
Food & Nutritional Science	Spanish
French	Textiles
Geography	Theatre Studies
German	BTEC Sport

The availability of these subjects is dependent on sufficient pupils choosing each option.

Each subject is taught for 6 periods per week in the 6th Form.

All 6th Form pupils have Sport for 4 periods per week.

Additionally, pupils will take an EPQ (Extended project Qualification) or 3 MOOCs (Massive On-line Open Courses), or another equivalent qualification, for the duration of the 6th Form, forming part of the 6th Extension programme. Study Skills and Life Skills are also included within the 6th Form curriculum programme.

### Schemes of Work

Heads of Departments are required to produce schemes of work for all year groups that study their subject. In addition to subject content and delivery, these schemes of work should:

- indicate how the subject is accessible to all pupils,
- decolonisation of the curriculum,
- reference opportunities to promote Fundamental British values,
- not undermine Fundamental British values, and include SMSC Education,
- embed the use of Digital technology as part of the whole school strategy.

Heads of Department are required to store electronically an updated copy of all their schemes of work so that they can be accessed by the Senior Team.

### Harkness Teaching

Alongside knowledge and skills, we recognise that the development of positive learning attitudes and an adaptability to various learning styles is a vital characteristic in enabling pupils to progress to their full potential.

Harkness Teaching encourages independent learning and academic discourse. This initiative is being led by the Assistant Head Teaching and Learning, supported by a group of staff who are developing a school-specific approach to Harkness Teaching in our many dedicated rooms.

## Key Employability Skills

1. There are a number of key skills that are as important as the academic qualifications the pupils are studying. These are the skills that employers and higher education establishments have identified as essential for life beyond WGS. All subject areas will ensure that we give the pupils the opportunity to learn and develop these skills through the School:Complex Problem Solving Skills
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with others
6. Emotional Intelligence
7. Judgement and decision-making
8. Service orientation
9. Negotiation
10. Cognitive Flexibility

It highlights the shift in focus towards cognitive and people skills and a movement away from technical skills and classic qualifications - 'human skills' being just as important as the technical skills of qualification.

We understand that future employers are also looking for key behaviours which the key skills above will support and develop. This is to ensure that our pupils are a success in future learning and careers

These behaviours are:

- Manner (attitude) - are they congenial? Affable? Team player?
- Self-Control- do they demonstrate a sensible perspective? Are they balanced? Do they 'know' themselves/who they are what makes them tick? Can they and will they listen to advice and act accordingly?
- Productivity- Do they get the job done? Do they make good decisions? Are they reliable? Hardworking? Adaptable and proactive?

## Senior School 2022-2023 Curriculum Impact

### Monitoring

The delivery of the curriculum is monitored by the Senior Team, Academic Management Team and line managers in a variety of ways including lesson observation, work scrutiny, discussion with pupils, review of internal and external exam results.

Following the publication of GCSE and A-level results in August, all Heads of Department have a meeting to discuss the results with the Deputy Head Academic.

After this, departmental targets are set for the year ahead, and drawn together in an Academic Development Plan. This is co-ordinated, monitored, and reviewed formally by the Deputy Head Academic through further review meetings in January and June, with all Heads of Department.

A system of PDR is in place for all Senior School teaching staff; this is administered by the AHT&L, and in Prep School the SDHPS.

All new members of staff have regular probationary reviews during their first year of employment at the School.

### Assessment & reporting

Below is an example of the Assessment calendar for 2022-2023:

Term	1 <sup>st</sup> form	2 <sup>nd</sup> form	3 <sup>rd</sup> form	4 <sup>th</sup> form	5 <sup>th</sup> form	Lower 6 <sup>th</sup> form	Upper 6 <sup>th</sup> form
Michaelmas 1	GC	GC	GC	GC	GC	AC	AC
Michaelmas 2	GC	GC	GC	GC	PM	PM	PM
Lent 1	GC	PM	PM (opt)	GC	GC	AC	AC
Lent 2	PM	GC	GC	PM	WR	WR	WR
Trinity 1	GC	WR	WR	GC		AC	
Trinity 2	WR	GC	GC	WR		PM	

GC – Grade cards/AC – Academic cards. This gives pupils and parents an overview in all subjects.

PM – Parents meeting. These are between subject teachers and parents/carers.

WR – Written report. This is a summative report with written comments from all subject teachers, form tutors and section leaders.

## **International Pupils**

International pupils' Mathematics and English are assessed before entry, and a further English assessment is sat when they start at WGS. Support in English as an Additional Language (EAL) and English for Academic Purposes (EAP) is provided at a level appropriate to each pupil's needs. Progress is monitored and reported in the same manner as other pupils. Pupils generally follow a reduced number of academic options to allow time for this additional English support.

Pupils entering pre-A Level study GCSE subjects, but may not sit exams. Each pupil's programme is considered individually. The pre-A-level pupils have an individualised report that is focused more on contribution and collaboration in class, rather than assessment. There is a comment for progress. The school will review and assess each individual pupil before making any decision with regards to the next phase in their education e.g. A-levels.

## **Homework and Marking**

Homework is an essential part of the education provided at WGS. It allows the development of independent learning skills, consolidation and enrichment of classroom work, broadens the curriculum, prepares for work to be covered in future lessons, fosters research skills and instils self-discipline. It is regularly set in accordance with the Homework Timetables issued for the academic year. These are distributed to pupils and parents at the beginning of the Michaelmas Term. They are also able to access their homework at home or in School by logging on to Microsoft Teams, so all tasks should be set on this platform in a timely manner, to ensure all pupils, including those who choose to write their homework down, have access. Departmental Handbooks should include information on the frequency of homework set, and teachers of each class should coordinate work set to ensure an even spread. This is important in allowing pupils to plan their time and scaffolding longer assignments. All Staff should aim to avoid setting work for the next day if possible.

Teachers should make HoDs and AMT co-owners of Teams when requested. When setting homework, teachers will make clear "What I am looking for", giving pupils sufficient information to achieve the best mark possible for them. The homework should be appropriately differentiated and accessible to all the pupils in the class, relevant and of interest to the pupils, carefully planned and integrated with class work and schemes of work and able to be completed to a high standard within the time allocated for the subject for that year group.

Departmental Handbooks should make reference to the method in which departments ensure pupils experience a wide variety of tasks, covering the spectrum referred to above, and offering different learning styles over each term.

We should be mindful of the effect of setting open-ended tasks, and the time some pupils are likely to spend on these. Reference should be made to the purpose of the task, and how this will aid learning. It is up to departments to select an appropriate way for this to be done, including the method in their handbook along with the mechanism for monitoring the amount and quality of homework set.

There is a range of tasks which can be set for homework, including ones that are internet-based. During each GC cycle, no more than half of the marked work should be machine marked. Teachers must have sufficient evidence to reach a professional judgement about pupil's progress. In addition, some homework tasks may be extended to cover more than one homework session.

Homework is set on the following basis:

1st and 2nd Form	2 subjects on 3 nights each week, with 3 subjects on the other nights. Art/Textiles, DT/FN, Computing and Music will each set one homework per fortnight. A pupil is expected to spend up to 20 minutes on each subject except those set fortnightly, where the expectation is 30 minutes.
3rd Form	3 subjects per night. A pupil is expected to spend up to 25 minutes on each subject (20 minutes for Modern Foreign Languages homeworks).
4th and 5th Form	3 subjects per night, with 4 on one night. A pupil is expected to spend up to 30 minutes on each option subject homework and up to 40 minutes on each English and Maths homework.
6th Form	6th Form pupils should expect to spend approximately 4 hours per week on each subject in Private Study or at home. In addition to this, they are expected to spend time on wider reading and independent research.

Pupils who fail to complete homework in a satisfactory way or by the deadline will initially be dealt with by the subject teacher with the support of the HODs. Please refer to guidance on Rewards and Sanctions in the Teachers' Guide.

Marking should show a pupil how they have performed on a given piece of work or in a test and help them to make progress in their learning. This will be done by considering "What went well" and "Even better if." Teachers at WGS encourage pupils to reflect on their achievements by commenting, traffic-lighting etc. Handbooks should make the preferred self-reflection methods for each department clear (this may be in the form of a tracking sheet in the front of the file for instance), along with the format of the marks, GCSE grade, percentage etc.

Work should be returned to pupil by the next lesson ideally, and at most within a week.

It is essential that pupils follow-up on comments and targets given to them by teachers. Departmental handbooks should include a mechanism to ensure this happens regularly. This may be a set period of 'Target Time' within the lesson when work is returned, a subsequent homework etc. This will be done by considering "What went well" and "Even better if", and addressing teacher comments/targets.

Standards of presentation must be insisted upon, with pupils being asked to re-submit work if necessary.

Departments will ensure they have agreed methods of quality-assurance that are sufficient to guarantee that homework meets these guidelines, and that these are published in handbooks.

Guidance on Blended Learning may be found in the AMT Teams Expectation document (internal only).