



Braunton Academy

The Curriculum and

Assessment Overview

2019 – 2020

November Update

LEARNING AT BRAUNTON ACADEMY

CURRICULUM STATEMENT – Overview

The curriculum, in its full sense, comprises all the opportunities for learning provided by our Academy. It includes the formal programme of lessons in the timetable, the rich extracurricular activity programme and the positive climate of values, relationships, attitudes, and style of behaviour promoted in our school community.

Our shared key principles provide a coherence to our curriculum. They are at the heart of our approach to teaching and learning and they are integral to the way that we challenge, support and guide our students as they progress academically, socially and personally during their time at the academy.

THE CURRICULUM AIM – *Aspire and Achieve*

Our core aim is to provide the students at Braunton Academy with a curriculum which offers them a rich learning experience which will help to develop their personal, social and academic skills for a happy and prosperous future in the modern world. We have high expectations of *all* our students in *all* aspects of their learning and encourage them to fulfil our school motto of *Aspire and Achieve*.

To achieve this, we provide:

- A curriculum that builds on the learning of KS1 and KS2 through close transition liaison.
- A wide variety of subjects for students to study in our three-year Key Stage 3 programme.
- A Key Stage 4 curriculum that supports individual pathways of learning across a broad range of subjects.
- Well-constructed schemes of work that provide depth and rigour in terms of knowledge, skills and understanding in each subject.
- A formative and summative assessment programme that informs teaching and learning and student progress.
- A wide range of curriculum enrichment activities and extra-curricular opportunities.
- Opportunities for students to develop independence, resilience and perseverance through our daily Independent Study programme.
- A focus on the personal, learning and thinking skills required for students to transfer 'soft skills' across the curriculum.
- An explicit focus on the literacy and numeracy demands placed on students across the curriculum.
- Support and guidance for students of all abilities and backgrounds throughout their education with us through our pastoral structures, ALN support and wider curriculum.
- A clear and coherent programme of personal, social, health and economic education.

CURRICULUM STRUCTURE

Key Stage 3: Years 7 - 9

The programme of study in Key Stage 3 is designed to provide students with challenging and stimulating knowledge, skills and understanding in all the National Curriculum subject areas. Subject leaders have identified key constructs

for study and have designed schemes of work in which these constructs are revisited in new contexts year on year. The 'mastering' of these constructs provides the basis for formative assessments throughout the Key Stage.

Curriculum Subjects

English – Mathematics - Science - History - Geography - Beliefs and Values - French - German - Design & Technology
Art & Design - Drama - Music - Computing - Physical Education - PSHEE

Setting

Students are taught in all-ability groups in Key Stage 3, except in Mathematics. There is some setting in Science in Year 9 within two bands.

Key Stage 4 (GCSE and Equivalent Courses): Years 10 - 11

At KS4 the Academy is able to offer a good range of GCSE or equivalent courses. Where possible and appropriate, some students engage in vocational studies at Petroc College or extended work-related learning as part of their KS4 programme. A full programme of Careers, Advice and Guidance is provided for students before they make their choices for KS4 Pathways in line with their future education and career aspirations. Most students will study 9 GCSE subjects with some able mathematicians studying 10 GCSEs.

Compulsory Subjects

English Language GCSE - English Literature GCSE - Mathematics GCSE – Triple Sciences (Biology, Chemistry, Physics)
or Combined Sciences (Synergy) – Core Physical Education – Core Religious Education - PSHEE

Optional Subjects

Geography GCSE - History GCSE - Religious Studies GCSE - Physical Education GCSE - Art & Design GCSE - Drama GCSE
Music GCSE - French GCSE - German GCSE - Design & Technology GCSE - Food Preparation and Nutrition GCSE
Computer Science GCSE - Health and Social Care OCR National Level 2 - Business and Enterprise OCR National Level 2
Statistics GCSE

Setting

Students are set in Mathematics and Science and one high attaining group is identified in English. Decisions about sets are made using assessment data which is regularly reviewed.

Several students also pursue additional GCSEs either independently or through extra-curricular courses. Recently, these courses have included: Spanish, Polish, Italian and Additional Mathematics.

CURRICULUM DELIVERY

The Formal Curriculum

Our formal curriculum is delivered using the three elements of the **21st Century Trivium** model. Lessons and home learning will focus on the delivery of the subject **grammar** by the teacher; the exploration of the new learning by the students supported by the teacher in the **dialectic** phase of the learning and then the independent, **rhetoric**, phase in which students demonstrate their knowledge, skills and understanding. This equips our students with the ability to think about and apply their learning in a range of new and challenging contexts.

We operate a **mastery curriculum** model at KS3 with key concepts in each subject having been identified by subject teams. Progress towards the mastery of these concepts is tracked through both formative and summative assessments. The **key concepts** are those that are integral to success in each subject at GCSE and beyond. In this

sense our curriculum is a **five-year model** with students building and refining their grasp of the key concepts year on year.

We encourage our students to actively be able aware of the significance of developing a range of personal, learning and thinking skills in their formal curriculum. They are encouraged to become good team-workers, active participators, creative thinkers, self-managers, reflective learners and independent enquirers. The last three are all key components of daily **Independent Study** which takes place in period 6.

Independent Study (Period 6)

“Give a man a fish, you feed him for a day; teach a man to fish you feed him for life.”

The above maxim is our guiding principle for our Independent Study period each day. Our commitment is to help students to develop the skills and attributes of an independent learner and thinker so that they can best face the challenges with which they are presented. This curriculum initiative promotes the following outcomes:

- Opportunities for students to plan and manage their own learning and to complete that work independently.
- Time for reflection on the lessons of the day to identify strengths and weaknesses.
- Opportunities for cognitive and meta-cognitive thinking.
- Development of a regular reading habit.
- Valuable revision and learning time.
- A time for quietness to promote wellbeing.
- Opportunities for bespoke interventions to take place in the school day.

Strategies for effective learning are embedded across the curriculum and can applied independently by students in this study period.

The Wider Curriculum

The purpose of our wider curriculum is to prepare students to meet the challenges of their education and their future lives effectively so that they can take their place in society. We encourage students to respect and be kind to each other, to understand the value of community and enjoy all aspects of their learning.

The Academy’s values are promoted through:

- The daily tutorial lasting 20 minutes in which students engage in a pre-planned programme.
- The House system.
- A programme of assemblies focusing on a theme of the week to address SMSC issues.
- A well planned PSHEE programme including citizenship.
- Fund-raising events.
- Pastoral and academic support, mentoring, advice and guidance including liaison with outside agencies.
- Clear expectations of behaviour and engagement.
- Student leadership, e.g. *School officers, prefects, reading partners, peer mentors, library assistants, sports captains, school, house or year group council representatives, Eco-representatives.*
- Clear communication between the school and parents.
- Celebrations of student achievements through displays, assemblies, lunches, performances and presentation evenings.

Students can develop personally, socially and academically through a wide variety of extra-curricular activities including:

- The PiXL Edge, The Duke of Edinburgh Award, Accelerated Reading
- Sporting clubs, teams and competitions
- Drama clubs and performances. Art club.
- Music clubs, orchestra, choir and performances
- Public Speaking in English and MFL
- Writing a regular newspaper column for the North Devon Journal.
- Theatre, gallery, museum and event visits
- Involvement in the Amigos charity in Uganda.
- Competitions in a wide range of subject areas.

Enrichment activities are offered to groups of students or whole cohorts on a regular basis. These events or activities provide students with the opportunity to deepen their understanding or broaden their experience of subject areas or to develop personally and socially by broadening their horizons.

These opportunities regularly include:

- Year 7 residential for all students at the Pinkery Outdoor Education Centre.
- Work experience week for Year 10
- French and German exchanges
- Erasmus projects with partner schools in Europe
- Cultural visits both in Britain and abroad.
- Easter celebration in Beliefs and Values.
- Curriculum enrichment days – cross-curricular projects designed to help students to apply knowledge in new and creative contexts.
- Visits by authors, artists, speakers
- High-attaining student workshops

Literacy and Numeracy

Literacy and numeracy are promoted across the curriculum, managed by designated co-ordinators who raise awareness of key areas of focus throughout the year and who provide activities, resources, CPD support and guidance to teachers and subject leaders across the curriculum.

“Literacy is the ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world.”

National Literacy Trust

‘Numeracy is a proficiency which is developed not just in mathematics but also in other subjects. It is more than an ability to do basic arithmetic. It involves developing confidence and competence with numbers and measures. It requires understanding of the number system, a repertoire of mathematical techniques and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Numeracy also demands understanding of the ways in which data are gathered by counting and measuring, and is presented in graphs and diagrams, charts and tables.’

National Numeracy Strategy

All teachers have a responsibility to teach literacy and numeracy at Braunton Academy.

We aim to:

- Identify and embed aspects of literacy and numeracy teaching across the curriculum as appropriate.
- Recognise the importance of literacy and numeracy in all subjects across the curriculum.
- Develop a common understanding of how different language and mathematical concepts might be taught across the curriculum, to aid consistency.
- Encourage cross-curricular projects that utilise literacy and numeracy skills in new contexts.

Additional Learning Needs

The ALN department follows the SEND guidelines from the 2014 Code of Practice, which states the importance of Quality First Teaching. Quality First Teaching is teaching which is planned around the needs of each individual student. Information to support Quality First teaching and individual students is supplied and updated by the ALN department. Further support for some students is supplied by the ALN specialist, HLTAs, Literacy Specialist TA, Teaching Assistants, and other outside agencies.

Personal, Social, Health and Economic Education (PSHEE)

PSHEE is a core curriculum subject in both KS3 and in KS4. This is supplemented by a daily tutorial session, assemblies and workshop events. PSHEE is defined by Ofsted as:

“...a planned programme to help children and young people to develop fully as individuals and as members of families and social and economic communities. Its goal is to equip young people with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly.”

Spiritual, Moral, Social and Cultural Education

SMSC is an integral part of our students' 'character' education: all students benefit from a 'thoughtful and wide-ranging promotion of spiritual, moral, social and cultural development opportunities' (see **Wider Curriculum**) equipping them to be thoughtful, caring and active citizens both in school and in the wider society.

CURRICULUM IMPLEMENTATION, ROLES AND RESPONSIBILITIES

- Heads of Department lead on the quality of curriculum provision within their subject areas supported by their line manager.
- All teachers share in the leadership and delivery of the wider curriculum.
- Following consultation with staff and students, the Leadership Team reviews and then constructs the annual curriculum model.
- The Deputy and Principal anticipate curriculum needs and staffing requirements to inform about teacher recruitment and retention.
- The Deputy and Principal present the curriculum model to governors for consideration.
- The Principal recruits appropriate staff to meet the needs of the curriculum.
- Governors discuss and approve the annual curriculum model.
- CPD is provided throughout the academic year to ensure that the curriculum is delivered to the highest standard possible.

Monitoring, Evaluation and Review

The Leadership Team continuously monitors the implementation of the curriculum to ensure that:

- The curriculum is appropriate, challenging and relevant to the students of Braunton Academy.
- The curriculum is informed by current educational research and meets the formal requirements of the DfE and examination bodies.
- The curriculum is delivered successfully through the monitoring and development of 'Quality First', good and outstanding teaching and learning.
- The appraisal and capability policy is used to ensure that standards in all areas of this policy are implemented to a high level.
- The curriculum is reviewed annually, utilising consultation and feedback to ensure all views are considered.

STUDENT PROGRESS THROUGH THE CURRICULUM - THE ASSESSMENT PROCESS

Assessment Principles and Practice

Assessment at Braunton Academy is the process of obtaining, analysing and interpreting evidence for use by both students and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

We view assessment in three ways:

Assessment *for* Learning Assessment *of* Learning Assessment *as* Learning

In **Key Stage 3**, the focus of the curriculum, and therefore of assessment, is the mastery of key concepts relevant to the study of each subject.

In **Key Stage 4**, the focus of the curriculum, and therefore of assessment, is progress towards the Assessment Objectives outlined in each subject's GCSE (or equivalent) specifications.

A range of assessment tasks throughout the academic year allow us to monitor progress, provide feedback to identify gaps in learning and then to support students to move forward. This information is shared with parents/carers in accordance with the Reporting Calendar.

As an Academy, we believe that assessment should be transparent, clear and always focused on encouraging improvement. Tasks set should provide students with an opportunity to demonstrate their learning in a meaningful way at key points in their schemes of work. It may take different forms in different subjects and at different points in the year but it will always be appropriate and challenging. Students with ALN are supported to access the assessments in such a way as to allow them to demonstrate their knowledge, skills and understanding. This may include the use of a reader/writer, the granting of additional time or the use of a word processor.

CPD opportunities are given to staff to ensure that their judgements in assessments are moderated and standardised in relation to colleagues in the same department and against national criteria.

Benefits of Assessment

For Students

- Provides feedback on current grasp of key concepts or objectives and learning attributes.
- Identifies next steps in learning to bridge gaps in knowledge, skills or understanding.
- Provides opportunities to develop the skills, resilience and perseverance necessary for KS4 terminal examinations.

For Teachers

- Informs teachers of the progress of individual students and of key groups.
- Informs future planning and interventions for teaching and learning.
- Provides the information required to report progress to parents and senior leaders.

For Parents / Carers

- Provides clear information about progress of children through the curriculum and highlights areas for improvement through the termly MTA and scheduled consultation evenings.

For SLT and Governors

- Provides ongoing information about the progress of individuals, key groups and whole cohorts to prompt strategic planning and action.
- Facilitates regular tracking and monitoring in relation to progress and attainment targets.

Methods of Assessment

Key Stage 3

Throughout Key Stage 3 students will be assessed in class and in relation to their home learning. Tasks will include knowledge tests and quizzes, extended writing tasks, creative projects, performances, presentations, and formal examinations. Assessment will be ongoing throughout the academic year with at least one formal assessment each term for all subjects.

Key Stage 4

Assessment will largely relate to GCSE / OCR National examinations with students undertaking elements of or whole question papers in line with examination board models. In the Summer Term of Year 10 and in the autumn Term of Year 11, students will sit a formal series of Pre-Public Examinations (PPEs). There will also be a shorter supplementary series in March of Year 11.

Recording Assessment

Teachers will record the progress of their students using 4Matrix and SIMS software. A record of student progress will therefore build up over time. These records are monitored by subject leaders to ensure consistency and accuracy.

Reporting Assessment Outcomes

- Braunton Academy Reports conform to statutory requirements.
- Reports to parents/carers are clear, succinct and informative.
- Mid-Term Assessments (MTAs) provide a snapshot of current performance and generic areas for improvement. Current performance is mapped against the starting Profile Progress Tracker.
- Parents/carers receive more detailed feedback on their child's progress at the consultation evenings held throughout the year.
- Parents / carers wishing to discuss their child's progress can also request an appointment at any mutually convenient time during the year.

ASSESSMENT RESPONSIBILITIES

The Principal and SLT are responsible for:

- Ensuring there is a shared understanding and common practice amongst staff.
- Maintaining a coherent policy and carrying out regular evaluations of assessment practices.
- Ensuring there is effective monitoring and analysis of results of summative assessments.
- Liaising with middle leaders regularly about progress of students and key groups.
- Developing effective target setting strategies.
- Ensuring that statutory requirements are fulfilled.

Heads of Department are responsible for:

- Leading and managing assessment in their curriculum area.
- Ensuring that all teachers are confident and supported in relation to all aspects of assessment.
- To moderate and standardise assessment within the department.
- Tracking the progress of individuals and key groups.
- Planning and monitoring suitable intervention strategies to support learners.
- Liaising with line managers to discuss outcomes and issues arising from assessment.

Heads of Year are responsible for:

- Tracking the progress of students in their year group.
- Identifying barriers to learning for individual students and implementing strategies to overcome those barriers.
- Liaising with parents, when necessary, to support students to achieve improved outcomes.

Teachers' responsibilities are:

- To follow the Academy's Code of Practice in relation to all aspects of marking, feedback, assessment and reporting.
- To instigate meaningful interventions when students are at risk of not achieving their potential.
- To take an active role in departmental and whole-school work on assessment.
- To meet the Teachers' Standards in relation to marking, feedback, assessment and reporting.

Students' responsibilities are:

- To ensure that they prepare well for all assessment tasks so that their outcomes represent their best efforts.
- To take full advantage of opportunities to engage in 'Dedicated Improvement and Reflection Time' (DIRT) and Independent Learning in Period 6.
- To respond to the feedback given either verbally or in writing so that they can make further progress.
- To be aware of their targets and to make every effort to reach or exceed them.
- To engage responsibly when asked to engage in peer or self-assessment activities.
- To maintain excellent levels of presentation in line with the Academy's 'Presentation Policy'.

Governors' responsibilities are:

- To provide suitable levels of challenge and support in relation to assessment outcomes for key groups and cohorts.