

Quality of Education Policy (Curriculum, Homework and Assessment)

Hartford Church of England High School



Approved by: Curriculum & Standards Committee

Date: 7th July 2022

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**Next review due
by:** Summer Term 2023

HARTFORD CHURCH OF ENGLAND HIGH SCHOOL

Our curriculum focuses on the four Is of **Intent, Implementation, Impact and Intervention** and all subjects plan well-sequenced and coherent lessons to ensure that all students make progress.

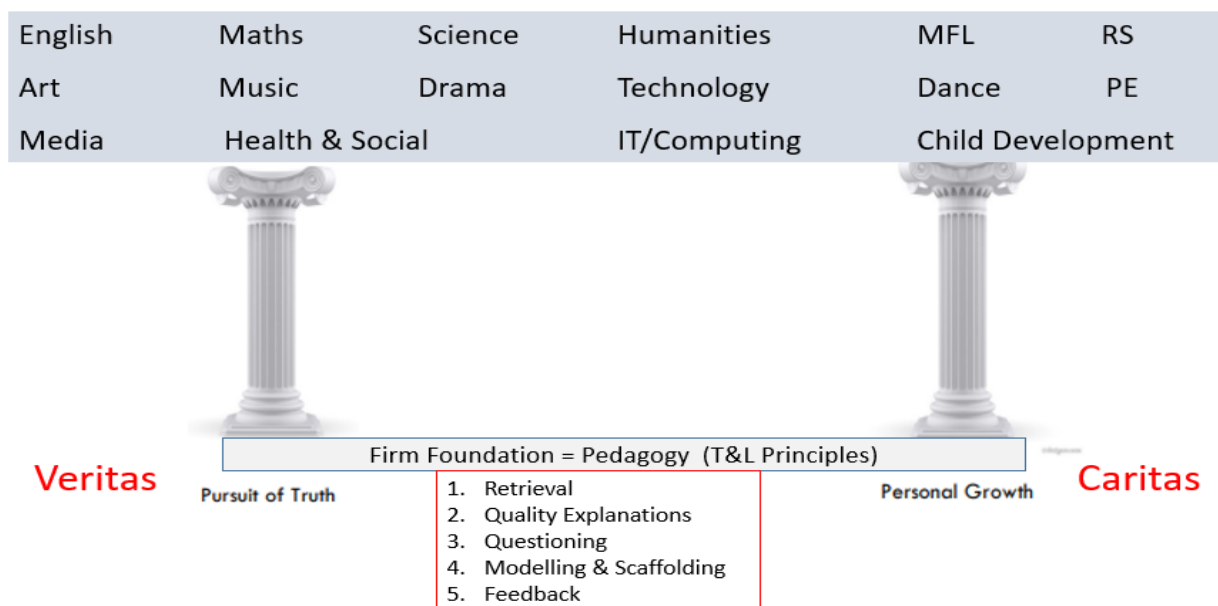
CURRICULUM INTENT AND VISION

" Intelligence plus character – that is the goal of true education" – Martin Luther King

We know that knowledge is power and that education has the power to transform lives. That is why we are uncompromising in our delivery of a **broad and balanced** curriculum that is firmly supported by the two pillars of our school moto *Caritas & Veritas*.

Our learning aim is the **pursuit of truth** through the study of powerful knowledge that all of our students, irrespective of starting point, have full access to. The curriculum builds on knowledge learnt in primary school and is based on key knowledge outlined in the National Curriculum. Our curriculum is sequenced to ensure students master essential knowledge for GCSE and beyond.

Combined with powerful knowledge, at the heart of our curriculum intent is the **personal development** of all our students to inspire them to become the best version of themselves, so that they can make a positive contribution to society.



[Click here to see our Curriculum Subject Allocation](#)

[Click here to see our Enrichment Provision](#)

CURRICULUM IMPLEMENTATION

"As long as you go to school, which school you go to doesn't matter very much, which classrooms you are in matters a lot." Dylan William

Subject leaders develop their Intent, Long Term Plans and Middle Term Plans that draw together and carefully sequence powerful knowledge. Each scheme of work specifies the core knowledge that students should acquire, and in lessons students are given time to practise what they know so they can deepen their understanding. The retrieval of core knowledge across schemes of work supports students in **knowing and remembering more** in the long term.

Our Implementation Intent is to create and deliver a curriculum that ensures all children master the core knowledge regardless of their starting points. With this in mind, we have adopted **5 T&L principles influenced by Cognitive Science** to guide teachers to make knowledge stick in long-term memory.

1. High expectations of learning behaviour
2. Retrieval Practice
3. Quality of explanations (Effective questioning , Chunking, Scaffolding and Modelling)
4. Effective feedback.
5. Literacy.

[Click link to see full description of T&L principles](#) and how they feed into our [Lesson Expectations](#)
The implementation of the curriculum is regularly monitored and reviewed to provide evidence that inform the evaluation and development of the curriculum. We conduct two types of quality assurance of the curriculum:

- Vertical via Curriculum reviews (Deep Dives) to gain a comprehensive overview of the strengths and weaknesses in relation to the quality education, behaviour & attitudes, personal development and leadership & management across *all year groups* within a specific department. This is out in conjunction with the Middle Leaders
- Horizontal via Learning Walks and Book Scrutinise to measure the strengths and weaknesses in relation to the quality education across a specific year group and or a member of staff. This is carried out in conjunction with the Middle Leaders

[Click here to see details of our Quality Assurance Process](#)

We are fully committed to the development of students but also staff and our curriculum; hence there is a professional development programme in place to build and develop teachers' expertise in curriculum implementation and teaching and learning. [Click here to see CPD pathways](#)

CURRICULUM IMPACT

"The primary purpose of assessment is to improve student learning" -Anne Davies, PHD

In addition to the quality assurance of the curriculum implementation, we monitor the impact of the curriculum through assessments and homework.

Homework

Homework provides an opportunity for students to apply their knowledge and skills to consolidate their learning. Homework extends the learning and helps promote independent study. Our homework system is designed to ensure that parents and carers can support children's learning at home via the use of Knowledge Organisers. This is a booklet which has everything that a student needs to learn in all subject areas over the half-term. A number of homeworks will be learning homeworks attached to on line quizzes, when students use their Knowledge Organiser to try to memorise key facts and knowledge and commit this to their long-term memory

Homework timetable

Students are required to complete the amount of homework indicated in the table below.

Homework Frequency	
Key Stage 3 (Years 7,8 & 9)	
KS3 Subjects with two lesson a fortnight Drama, Religious Studies	1 piece of homework a fortnight
KS3 Subjects with three lesson a fortnight Art, DT, Food Tec, Computing, History and Geography	1 piece of homework a fortnight (Art and Technology) 2 pieces of homework a fortnight (Geography, History and Computing)
KS3 Subjects with four lessons a fortnight MFL	2 piece of homework a fortnight
KS3 Subjects with six or seven lessons a fortnight English, Maths and Science	4 pieces of homework a fortnight
The amount of time required for each homework will vary from 30 minutes to 60 minutes meaning KS3 students should spend between 5-7 hours per week on homework. Drama, PE, Caritas Award and Music do not set homework	
At Key Stage 4 (Years 10 & 11)	
In Year 10 and 11 subjects with three lessons a fortnight Religious Studies	1 piece of homework a fortnight.
In Year 10 and 11 KS3 Subjects with five lessons a fortnight Options	3 pieces of homework a fortnight.
In Year 10 and 11 subjects with six lessons a fortnight Core: English, Maths, Combined Science and MFL (Yr 10)	4 pieces of homework a fortnight.
In Year 10 and 11 subjects with nine lessons a fortnight Combined Science	6 pieces of homework a fortnight
In Year 10 and 11 Subjects with fourteen lessons a fortnight Separate Science	9 pieces of homework a fortnight

Year 10 students will have approximately ten pieces of homework a week, which should take 8-10 hours to complete. Some option subjects are coursework projects; therefore, projects planning and research will be completed as larger and more frequent tasks.

In addition to homework set by teaching staff, we also encourage students to engage in self-quizzing using their knowledge organisers. This will help them consolidate the learning from the lesson. Reading is also an excellent way to enhance their learning and building good vocabulary.

School engages parents with homework through the online app Satchel One which keeps parents informed of homework set and completion.

Assessments . Our assessments are categorised into three types.

Low Stake Testing

Retrieval tests/quizzes. These happen at the start of every lesson via Do Now Activities. They are marked promptly by the student. Student performance is then used effectively by teachers to identify misconceptions and plan accordingly to narrow gaps in knowledge.

Middle Stake Testing

These are purposeful practice tasks completed independently in lessons. These tasks take place twice per half term and allow students to apply the knowledge and skills acquired. Students receive personalised written feedback that identifies strengths and targets (Try Now task). Students reflect and respond to the feedback they receive. [Click to see our feedback and marking policy](#)

High Stake Testing

These are cumulative summative assessment, taking place once per term, which interleave knowledge and skills to support students in developing long-term memory. Students receive personalised written feedback, identifying strengths and targets (try now task). Students receive a score and/ or a grade and a stand alone feedback lessons ensure that students reflect and respond to teacher comments.

The information drawn from all these three types of assessments as well as homework form the basis of our reporting processes to parents. [Click here to see our Reporting Process](#)

CURRICULUM INTERVENTION

"Every student can learn, just not on the same day or in the same way."

We are fully aware that some students will require additional support beyond the school lessons. We also know that the best form of intervention is a well-planned lesson where students have the opportunity to work in smaller groups with specialist teachers to address misconceptions and bridge the knowledge gaps identified in assessments. With this in mind, we have designed an intervention programme to support students who are below their expected progress to ensure that we do all that we can to help them to achieve their potential.

Students identified as being below target in a particular subject, based on assessments and progress data, will be selected to attend one of the intervention pathways outlined below.

Curriculum Intervention

Level 1	Level 2	Level 3	Level 4
Whole School Intervention	Teacher Intervention	Small Group Intervention in lesson	Small Group Intervention as additional lesson
All students	Underachieving Students	Underachieving students	Underachieving students
Quality First Teach in all lessons Period 6 at KS4	Teacher Classroom Intervention <ul style="list-style-type: none">• Seating plans• Questioning• Feedback• Contact home• Additional work	In class Intervention: <ul style="list-style-type: none">• Deploy of <u>EBacc TA</u>• Deploy of tutor	Additional Lesson Intervention: <ul style="list-style-type: none">• Deploy of EBacc TA• Deploy of tutor