


St George's School

	Curriculum and Learning Framework
	Committee: Students and Staff Committee
	Co-ordinator : Mr M Tookey
	Last Reviewed : Summer 2023 Next Review : Summer 2024

Section	Area of focus	Page(s)
Preface	Curriculum Intent	1
1	Teaching and Learning	2-4
2	Homework	4-6
3	Curriculum Design	6-7
4	Assessment & Feedback	7-10
5	Reporting and Parents' Evenings	10-12
6	Rewards, Recognition, Sanctions and Disciplinary Action	12-13
7	Literacy, Numeracy, STEM and More Able Learners	13-14
Appendix A	KS3 and KS4 Effort and Attitude Grades	15
Appendix B	KS3 Grades for Attainment and Progress	16

Curriculum Intent

"A School does not exist to send out men and women solely to play a part in life whereby they achieve a competence and honourable life of useful work, but it exists to send out for posterity and for their own generation, men and women who by their character shall leave the society in which they live, the better for their presence and hence the world much nearer the Kingdom."

Dr. Watts, 1936

Nearly one hundred years later, all that we do as a School continues to reflect Dr Watts' philosophy of education. At St George's we firmly believe that everything we deliver and undertake has some learning potential. We believe that knowledge and skills can be gained through a variety of learning opportunities, both in the classroom and beyond, and that our whole school experience allows for a continuum of learning that enables us as a community to meet our vision of "Aim Higher".

This document predominantly focuses on the range of taught subjects, hereafter referred to as the Curriculum. They are only one part of the package of an education at St. George's School, but all parts are driven with this wider message in mind. We seek to develop character in children and to give them the confidence to go on and make a significant impact in later life.

St. George's School, recognises that all pupils are entitled to a Curriculum which is characterised by breadth, balance, coherence, and of relevance both to themselves and the world they live in. We seek to deliver a Curriculum that satisfies pupil choice, provides challenge and meets the needs of all those in our care. We seek to provide an equitable experience for all children and a Curriculum diet that is broad and balanced. This must be achieved efficiently and effectively within the available resources.

St George's School

1. Teaching and Learning

1.1 Learning Principles

Learning should be interactive, enjoyable and, at times, independent. We aim to encourage learners who are:

- Curious and willing to investigate and engage with new challenges
- Resilient and willing to persevere
- Creative and logical in their approaches to tasks
- Reflective and able to receive feedback with maturity and humility
- Confident and calm in the face of difficulties

1.2 Teaching Principles

We expect to provide a high-quality learning environment for the children in our care. Teachers should have a deep knowledge of their main subjects and insight into how pupils learn. Pupils should be motivated by the quality of the Teaching they receive, enjoy the experience and be inspired to learn more. Teaching should promote high levels of pupil involvement and create a culture of praise and encouragement.

We also aim to enable Staff to engage in conversations about Teaching and Learning, and for Teachers' development to have evidence of learning at its core. Teachers should be reflective, ambitious, and able to ensure that they meet the needs of all learners whom they are responsible for. Teachers need to demonstrate knowledge of students' capabilities and use a range of approaches to stretch and support them. Adaptations should feature in the planning and delivery of lessons.

1.3 Standards of Teaching and Learning

Teachers are expected to maintain standards as stated in the DoE [Teachers' Standards](#). Performance Appraisal includes judgement of Staff performance against these standards. Teaching Staff must also adhere to the St. George's School Code of Conduct.

Teachers, within guidance from their departments, are encouraged to be innovative in how they deliver their lessons and the approach they take to the pedagogy of their subjects. Departments will have their own policies and practices which shape a culture around 'Teaching and Learning', 'Assessment' and 'Knowledge' which are exclusive to the specialism but consistent with whole school approaches.

1.4 Classroom Expectations: Climate for Learning

- Be on time to lessons, Tutor time and Registration. Be appropriately dressed and lead by example.
- Establish a secure and safe learning environment. Do not allow pupils to enter a room until you have given permission for them to do so. Make sure the class is quiet and settled before you start to teach. Take the register on SIMS, both in Tutor periods and in lessons, in silence.
- As a Teacher, stand to establish your authority and vary your location so that your view of the class changes and you can monitor behaviour.
- Work to a seating plan where appropriate. Ensure the seating plan is loaded onto Edulink.
- Do not allow students to leave the class unnecessarily.
- Ensure that students conduct themselves well and respect each other's views.
- Do not shout or raise your voice on a regular basis; use the Sanctions System proportionately.
- Use the ON CALL System where necessary in order to protect the learning of others.
- Ensure chairs are stored under tables at the end of a lesson and any materials are stored. If hazards cannot be stored or removed, the room must be locked when vacant.

St George's School

- The Teacher remains the lead professional in the classroom even if a Teaching Assistant is present and working with a specific student.
- Leave the room neat and tidy for the next Teacher to use.

1.5 Classroom Expectations: Teaching and Learning

- Maintain a secure and up to date level of subject knowledge.
- Plan lessons effectively to ensure all students are stimulated in their learning.
- Create sufficient stretch and challenge so that all learners can progress.
- Meet the needs of all learners through adaptation.
- At KS4 and KS5, ensure that knowledge and understanding are linked closely to Exam Criteria and Assessment objectives when appropriate.
- Deliver lessons at a high tempo and with enthusiasm, and base learning activity around well-chosen and specific lesson objectives. Make the process of learning explicit through shared objectives and outcomes.
- Use data on prior pupil attainment and any SEN and Physical Impairment to inform planning.
- Ensure that any views you express are measured, well thought through and cannot be easily misinterpreted and therefore cause offence or misunderstanding to others.
- Homework should be set in a timely manner (e.g. not at the end of the lesson) and should be relevant to their learning. See section 2 of this document for more guidance on Homework.
- Provide a range of different forms of feedback which allows students to identify their own next steps. Ensure that feedback is timely and is given in line with the subject's feedback and assessment framework.
- Allow the learning of students to drive the lesson and ensure that you are able to measure the extent of their progress.
- Encourage student interaction and participation and ensure that their contributions take place in an atmosphere of mutual respect.
- Electronic Devices Protocol: There is a separate document which details in full how electronic devices could be used by students to help enhance their learning.

1.6 Knowledge vs Skills

Skills are a product of knowledge, and both are important. Teaching at St George's should have a balanced approach to both elements. The school does not have a "hierarchy of knowledge", acknowledging that any knowledge provides a firm foundation on which skills can be built and that the acquisition of skills builds a positive sense of self. The school operates within a framework of distributed leadership which allows for creativity, autonomy and independence when considering curriculum delivery.

1.7 Monitoring of Teaching and Learning

Under our distributed leadership framework, monitoring of Teaching and Learning is primarily the domain of the Head of Department or Director of Learning.

Department leaders undertake around 8 exercises each year, these could take the form of: book looks, surveys, focus groups, interviews, lesson observations, drop-ins, moderation exercises. These activities are overseen by the Deputy Head for Curriculum who supports department leaders in establishing what actions may be needed and in sharing best practice across curriculum areas.

The School Leadership Group will also undertake regular curriculum reviews, with the intention of gaining an insight, across the School, of the quality of education pupils receive on both an intra and inter-Departmental level. The focus of the Review can vary according to need but is likely to include discussions with curriculum Leaders, teachers and pupils as well as a review of pupils' work.

St George's School

Additionally, the extended leadership team will undertake lesson visits based on whole school strategic development aims.

In the Summer term, there is an expectation that each member of teaching staff undertakes a peer observation. A programme is organised by a member of the Senior Leadership team.

2. Homework

2.1 Homework / Prep

Homework should prepare students for what is next to come as well as extend and embed key learning through practice. Homework, or, at St. George's School, Prep, is fundamental to students' progress and an important part of the diet of learning which students experience.

Prep should be carefully planned by staff to enable both progression and variety of learning. It is our goal to create independent learners and not to inculcate a reactive disposition to learning, but, instead, one of proactivity. Prep should foster and nurture independent learning, not preclude or diminish it.

There is a prep timetable which is issued to students and staff which clearly outlines the days that each year group should be set homework. It is important that teachers stick rigidly to this schedule. Students should copy their own individualised prep timetable into their prep books in the first week of the academic year.

2.2 Prep Allocations

Time

Year 7	5 hours per week	2 x 30 minutes per night
Year 8	6 hours 10 minutes per week	2 x 35 minutes per night for four nights 3 x 30 minutes for one night
Year 9	7 hours per week	3 x 30 minutes per night for 4 nights 2 x 30 minutes for 1 night
Years 10 and 11	8 hours per week	3 x 30 minutes per night for 4 nights 4 x 30 minutes for 1 night
Years 12 and 13	3 x 8 hours per week (and use of study periods)	8 hours per subject (24 hours independent work)

Subjects

Year 7	English, Maths, Science, Geography, History, RE, French, Art, Technology, Computing. (In addition, Year Eight will have Spanish).
Year 9	English, Maths, Biology, Physics, Chemistry, Geography, History, RE, French, German, Art, Technology, Drama, Computing.
Years 10 and 11	Core subjects: English (x2); Maths (x2); Science (3); RE (1); Options (8)
Years 12 and 13	A Level options

2.3 Setting Prep

All prep should be well thought-out before the lesson and should take into account the learning needs and ability levels of the students in the class. It is expected that prep is therefore differentiated by task or by outcome. Prep tasks should either focus on pre-learning for the next lesson (effective for KS4 and KS5); consolidating or extending knowledge and skills explored in the lesson or independent reading or research.

Prep should ideally be set at the beginning of each lesson and not as a final action or within the final 10 minutes of the lesson. Ideally, it should be verbally stated and presented on the board with both the task and the relevance to learning explained to students. Teachers are

St George's School

required to set all prep tasks as assignments on Google Classroom and students are expected to record that prep has been set in their prep books. If it is not appropriate to set a prep then students should record 'None Set' in their prep book.

Prep should not be set in the week before major exams (such as year 11 mocks) to enable students to prepare properly. This will be highlighted in the staff bulletin. In recognition of student wellbeing, students in years 7 to 9 should not be set prep during holidays. For students in older year groups, holiday work should consist of tasks such as reading, revision and consolidation.

2.4 Use of the Prep Book

Students are expected to ensure their prep books are kept in good condition and used correctly. Prep books may be used by the tutor to monitor:

- How much prep the student is recording
- How much prep is being set
- How much the student is engaging with prep tasks
- Any issues concerning the student's ability to complete prep

Comments/observations should be passed on to the HOH or HOD/DOL to follow-up.

2.5 Support for Students

- Homework Club is run by the Learning Support Department and students who struggle to complete prep. Students may be invited to attend this provision for a range of different reasons and will be nominated by the SENCO or their HOH. These sessions are supervised and students can access teacher help. These occur after school on Mondays to Thursdays.
- Library After School: Students can stay and complete work in the library with access to resources, computers and printers. The library opening hours are clearly displayed outside and inside the Library.
- Boarders Supervised Prep (up to year 10) - supervised prep begins at 5:30 p.m. every evening from Monday to Thursday. It lasts until each year group goes into supper which is between 6:30 p.m. and 6:50 p.m. depending on the rota. The library opens after supper from 7:15 p.m. until 8:00 p.m. for those who choose to continue to work or those who are identified as needing to carry on. Girls and boys do their prep sessions together: year 7 and year 8 work in the computer rooms in the Grant corridor; year 9 work in the Watts block and year 10 work in the library. Please be aware that not all boarders will have access to extensive materials and resources and to 'YouTube' etc. so prep tasks should bear this in mind. In Years 11 to 13, boarders are allowed to complete their prep in their dorms unless they chose to attend a supervised prep session.

2.6 Sanctions for Incomplete Prep

If a prep is not completed, the teacher should find out the reason for this and report any concerns with SEMH/home or learning issues to the HOH. Prep should be adapted if necessary and a new deadline set.

If prep is missed on two separate occasions, then a sanction should be given. Staff should carefully consider the learning abilities of each child before setting a sanction. For repeat offenders, the HOD/DOL should be involved to follow-up either with support or more sanctions and they should contact home (copying in HOH).

Detentions can be a lunch time (minor offences) or an after-school detention (for repeated offences) and the correct detention form should be issued to the child via the tutor's pigeon hole with at least 24 hours' notice. All missing preps and sanctions should be logged on SIMS.

St George's School

Sanctions should be fair, appropriate and in line with the needs/ability of the child. The best practice is to supervise the student completing the missing prep in the detention time so that if there are learning issues then the teacher can support and encourage.

3. Curriculum Design

3.1 Curriculum Structure

There are 48 lessons over a two week cycle, 5 lessons a day (Monday to Thursday) and 4 on Friday when the "Friday 5" programme takes place. From September 2024, the Year 8 allocation will change. The key difference will be that Drama, Music and PSE will no longer be taught as part of a rotation.

The allocation for September 2023 will be as follows:

Year 7	English	Maths	Science	Re	PE	PSE	French	Geog	Hist	Art	Com	D&T	Music	Dr	
	6	6	6	2	4	1	Literacy	4	4	4	2	2	3	2	2
Year 8	English	Maths	Science	Re	PE	French	Spanish	Geog	Hist	D&T	Art	Com	Dr	Music	PSE
	6	6	6	2	3	4	4	3	3	4	2	2	3		
Year 9	English	Maths	Science	Re	PE	PSE	MFL Option	Geog	Hist	D&T	Art	Com	Music	Dr	
	6	6	6	3	4	1	Literacy	4	3	3	4	2	2	2	2
KS4	English	Maths	Science Double	Opt A		Opt B		Opt C	Opt D	PE	Re	LC			
			Science Triple												
KS5	Opt A	Opt B	Opt C	Opt D		Study or FM	ICS	Games							

3.2 Alternative Curricula

We believe in equality of opportunity, breadth and balance, but we also recognise that our curriculum may not suit the needs of all learners. We do not have 'pathways' wherein a pupil's curriculum is determined through to the end of Year 11. Instead, when necessary, we create a bespoke curriculum for the individual learner that best meets their needs.

Adaptations may include:

- A reduction (or removal) of language learning in KS3 to facilitate timetabled literacy lessons.
- Additional lessons in the learning support department; one-to-one and small groups.
- 'Core Skills' (literacy, numeracy and scientific reason) in place of a GCSE option choice (see 3.4).
- Prince's Trust Award Scheme in place of a GCSE option choice.
- Additional lessons in a subject being studied.
- Regular pastoral support meetings.
- Attainment groups in core GCSE to allow for tiered entry and English Language only.
- In KS4, becoming a 'non-examined' course participant.
- Entry Level courses in course subjects.

St George's School

3.3 Ability Setting: KS3

In Year 7, pupils are taught in mixed ability forms for most subjects, with smaller groups for Languages, Maths, Technology and PE. In Years 8 and 9, pupils are divided into three cohort groups. Within these cohorts, pupils are 'streamed' independently for Maths (from Year 9), Science, Languages and PE.

3.4 Subject Provision and Choice: KS4

During Years 10 and 11 all pupils follow a common core of subjects: English, Maths, Science, RE and Personal Development. The majority of our pupils will complete GCSEs in English Language and English Literature. All students complete double-award Science (2 GCSEs) unless they opt for separate Sciences (3 GCSEs). Religious Studies is an examination course leading to a full GCSE.

Pupils have a free choice for the 4 options blocks. Detailed information about the subjects offered at St George's at KS4 and KS5 can be found on the School Website. Within this option system, our Core Skills programme is available to develop the Literacy, Numeracy and Scientific reasoning of our students who require additional support.

3.5 6th Form Curriculum Structure and Entry Requirements

All entrants to the sixth form must apply to study at least 3 recognised courses. A Level courses are taught in 8 hours per fortnight. Sixth Formers must take part in weekly games lessons and are encouraged to represent the School if required during the week and at weekends. Students in Year 12 also have a fortnightly PSE lesson and are required to participate in the 'in class support' programme, supporting younger students in their education.

In recognition of our academic offering, all entrants must have a minimum of 5 full GCSEs or equivalent at grades 9-5, which include both English (Language or Literature) and Mathematics, and with 3 of their passes at grade 6 or above. Additionally, all entrants must fulfil subject course entrance requirements as specified in the Sixth Form Prospectus. We are able to consider students who do not meet all of these requirements, but such applicants can only be offered places if there is very compelling other evidence which satisfies the School that they can and will cope with the Sixth Form curriculum and expectations of St George's.

Further information can be found on the School Website.

4. Assessment & Feedback

4.1 Principles

Assessment and feedback are at the heart of teaching and learning.

Assessment needs to be timely and purposeful. It should:

- Inform teachers of where students are in their learning and highlight any gaps in knowledge and understanding.
- Influence and inform curriculum delivery including adaptations within the lesson.
- Support teachers, middle and senior leaders in monitoring progress.
- Enable the production of consistent and meaningful information for parents as part of our reporting cycles.

Feedback "information given by a teacher to pupil(s) about their performance that aims to improve learning". Feedback is to be provided in a meaningful and motivating manner to move learning forward. Feedback should aim to address any gaps and move learning forward.

These aims require that assessment and feedback is fit for purpose for the learner and the curriculum area. Individual departments set guidelines for the style and frequency of

St George's School

feedback, taking account of the year group in question and the frequency of lessons in their subject. This can be found within their Feedback and Assessment Frameworks.

4.2 Feedback

Feedback takes a variety of forms. It should focus on moving learning forward by focusing on the specific areas of the task, the subject and/or self-regulation. Research shows that feedback focused on a learner's personal characteristics, or which provides vague and general comments, is unlikely to be as effective (EEF). Additionally, feedback should be:

- Meaningful: varying by age group and subject
- Manageable: marking practice should be proportionate taking into consideration teacher workload, and how often and how deeply teachers mark
- Motivating: marking should help to motivate pupils to progress. This doesn't mean writing in-depth comments or being universally positive

Some forms of written feedback have been associated with a significant opportunity cost due to their impact on teacher workload. Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback (EEF).

Feedback will take many forms depending on the subject and topic, including, and not limited to; spoken (verbal) or written marking, peer marking and self-assessment. Self-assessment, and in particular self-regulation, when done well, has a significant impact on student progress. Teachers should follow Departmental Feedback and Assessment Frameworks in terms of the expected regularity of providing feedback.

Feedback will encompass:

Checking compliance and instilling good learning behaviours <ul style="list-style-type: none">• presentation and pride in work• merit stamping• fast verbal feedback• literacy of subject specific vocabulary	Checking knowledge and understanding <ul style="list-style-type: none">• lesson tasks e.g. quizzes, mini white-boards, questioning, teacher circulation, misconception checkers• self and peer marking• knowledge tests
Summative Assessment points <ul style="list-style-type: none">• formative comments• targeted feedback sheets• summative grade (word)• whole class feedback	Reaction and reflection time <ul style="list-style-type: none">• reading and reflecting on targets given• summarising feedback and setting targets• completing follow up activities

Effort should also be rewarded and recognised through Merit Marks and these should be recorded on SIMS.

4.3 Reflection on and Impact of Feedback

Teachers should encourage learners to welcome feedback and should monitor that students are then using that feedback. It is imperative that students are encouraged to react and respond to feedback. Activities that allow this to happen in a purposeful manner should form part of lessons. It is not sufficient, or indeed helpful for pupils to just sign the Teachers work - it is what happens as a consequence of the feedback that is important. Whilst written dialogue between Pupils and Teacher may provide stimulus for learning, there is little evidence supporting its impact on pupil progress and so, in the interests of Teacher workload, double or triple marking is discouraged.

4.4 Summative Assessment

Summative assessment, measuring a student's achievement at a particular point in time, may include topic/end of unit tests, a project or an assessed task, a specifically identified

St George's School

class work or homework task. These will take place periodically according to Departmental Feedback and Assessment Frameworks. Students in years 10 to 13 undertake formal exams.

Whilst regular, Summative Assessment is necessary, it is important that students are given regular feedback in a formative manner, and teachers should continue to focus on praise, effort and giving students assessment opportunities that encourage reflection, interaction with their peers and independence. Whilst the use of summative episodes and exam-graded pieces may be characteristic of GCSE and A Level Assessment, it should not be overly practised to the detriment of students' self-confidence.

4.5 Assessment Criteria

During KS3, students' knowledge and skills will be assessed against the curriculum which is designed as a progression model. Assessment opportunities are embedded within the curriculum. 'Knowledge and Skills' will be reported as Emerging, Developing, Securing, or Mastering in progress reviews (see section 5).

In Years 10 to 13 students are assessed against nationally recognised outcomes based on examination boards' descriptions of what skills and/or knowledge are required to attain certain GCSE and A Level grades.

When Summative Assessments occur at KS4 and KS5, if appropriate, they should be correlated to GCSE and A Level grades. It may be that for short assessments a terminal grade is not appropriate and it is for Departments to decide how best to provide feedback. However, in reporting terms, an "On Course to Achieve" Grade is required at the following points:

- Y10 Progress Reviews (February and May)
- Y11 Data collection (October), Y11 Report (January), and Y11 Data Collection (March)
- Y12 Progress Reviews (January), Y12 Data Collection (May)
- Y13 Data collection (September), Y13 Progress Reviews (November and February)

It would not be appropriate for students to be hearing Attainment Grades in terms of examination grades for the first time at these junctures, or to be unfamiliar with their meaning.

When students are completing NEA coursework, guidance and feedback will be given regularly and in line with guidance from the exam board.

4.6 Independent Learning

Students at KS5 are expected to be independent learners and to have the confidence and resilience to overcome challenges. They must be given the skills to do so effectively. Students should be encouraged to self-regulate their own learning and to be conscious of the learning process needed to succeed in their studies. Teachers should provide students with accessible resources to stretch and consolidate their own learning and easily understandable summary sheets of both the assessment objectives and content. Students at A Level should not be left to flounder and 'cope' – they need guidance in how to review and assess their own learning.

4.7 Literacy

In line with their Departmental Feedback and Assessment Frameworks, staff will highlight spelling, punctuation and grammar mistakes in students' work where necessary. Spelling corrections will focus on subject specific terminology and high frequency errors and mistakes.

4.8 Unconditional Praise

The majority of guidance on marking and assessment focuses on target setting or 'next steps' for progress. One such example is "what went well and even better if". Yet, one of the

St George's School

greatest motivators is praise and the addition of a target or suggested improvement in every piece of feedback can infer that 'nothing is quite good enough'. This is potentially damaging. At St George's we believe that occasional feedback (verbal and written) containing nothing but praise is not only valid but essential to build confidence and relationships.

5. Reporting and Parents' Evening

5.1 Formal Reporting and Communication home to Parents is given in a number of ways: Annual Reports, Progress Reviews, Data Summaries and Parents' Evenings. In the following section, "reporting" refers to all activities requiring data entry or commentary from subject teachers and tutors that is then published to parents.

We collect and report three times per student per year at regular intervals scheduled to coincide with key events such as public and mock examinations. We aim to inform parents about their child's effort and progress across the Curriculum and provide constructive commentary as to how they might further improve. Whilst attainment grades are communicated to parents at GCSE and at A Level, our focus is on the individual child's attitude and progress.

5.2 Overview of Reporting and Parents' Evening

	Autumn	Spring	Summer
Year 7	Early Effort Grades + tutor comment. Parents' Evening.	Progress Review + Head of House Comment. Boarding Report.	Progress Review + tutor comment.
Year 8	Progress Review + tutor comment.	Progress Review + tutor comment. Boarding Report.	Parents' Evening. Data Summary + Head of House comment.
Year 9	Progress Review + tutor comment.	Parents' Evening. Data Summary + Head of House comment.	Progress Review + tutor comment. Boarding Report.
Year 10	Early Effort Grades + tutor comment.	Progress Review + tutor comment. Parents' Evening.	Progress Review + Head of House Comment. Boarding Report.
Year 11	Data Summary. Parents' Evening.	Annual Report. Boarding Report. Data Summary + tutor comment.	
Year 12	Progress Review.	Progress Review. Parents' Evening.	Data Summary & Mock Results
Year 13	Data Summary. Parents' Evening. Progress Review.	Mock Exam Results. Progress Review.	

5.3 Progress Reviews - Grade in KS3 and KS4

The descriptors for grading effort and attitude in KS3 and KS4 are included as an appendix on page 15. We report on effort and attitude in every data collection.

During KS3, we assess each student's learning against the curriculum on a spectrum; Emerging, Developing, Securing or Mastering (see appendix B on page 16). Our assessment of students' understanding of topics, themes and skills varies across departments to best meet the needs of the subject.

As noted in 4.5, GCSE grades are required on a number of reports. Grades will always be stated as "On Course to Achieve" (OCTA). This is defined as the grade the teacher considers the student is on target to achieve at the end of Year 11 if they maintain their current work ethic and progress. These will be input as a whole grade (i.e. cannot be a 'split

St George's School

grade') and the judgement should be based on the whole spectrum of student performance since the start of Year 10 and not solely on one assessment. Grades must be supported by assessment data.

5.4 Progress Reviews KS5

Teachers are required to write a short summary comment for each student of their positive strengths and areas for further development. Where classes are shared, both teachers will contribute to the completion of the data and commentary. Teachers will provide the following grades:

PROGRESS	1	Making significant progress , above the key stage target grade/level.
	2	Making expected progress towards end of key stage target grade/level.
	3	Making some progress but not in line with the key stage target grade/level.
	4	Making little or no progress.
EFFORT	1	Always demonstrates exceptional effort in classwork and homework.
	2	Consistently demonstrates very good effort in classwork and homework.
	3	Usually demonstrates effort in class work and homework.
	4	Regularly makes insufficient effort.
FOCUS	1	Exceptionally engaged in all aspects of the lesson.
	2	Engaged in all aspects of the lesson.
	3	Usually focused in lessons but could make more contributions.
	4	Can lack focus but sometimes makes a positive contribution.
ORGANISATION	1	Exceptionally well organised and always meets deadlines.
	2	Very well organised and rarely misses deadlines.
	3	Inconsistent with organisation and meeting deadlines.
	4	Lacks organisation and often misses deadlines.

As with GCSE, "On Course to Achieve" grades are required throughout years 12 and 13. OCTAs are defined as the grade that subject staff believe the student is on target to achieve at the end of Year 13 if they maintain their current work ethic and progress. OCTAs can be input as split grades e.g. A/B or B/A with the left hand grade considered the more likely.

'Best Likely' Grades are also required at the end of Year 12. 'Best Likely' grades will be optimistic but realistic. They inform the UCAS process but they are NOT UCAS predicted grades. UCAS Predicted Grades are set by the 6th Form Leadership team based on their knowledge of the UCAS system and the students 'Best Likely' grades and application. More information on this system is shared with students and parents at the time of publication

5.5 Parents' Evening

Most Parents' Evenings are conducted virtually using the SchoolsCloud platform; the exception is the Year 7 Parents' Evening. Details and guidance are issued separately. The dates are published to Teaching Staff at the beginning of the calendar year and there is an expectation that, as part of directed time, they make provision to attend even if they work part time and the parents' evening falls on a non-working day.

Should members of Staff be unwell and not able to attend on the day, they should inform their Line Manager and parents will be notified. The absent Staff member may then be expected to communicate with the Parents by email or phone, on return from absence within a timeframe deemed reasonable by their Line Manager.

Parents are given the opportunity of selecting their 5 minute appointments using an On-line Booking System. However, the School reserves the right to make adjustments on the basis of equity. Further adjustments can be made for members of Staff who wish to see their own child's Teachers at a Parents' evening as well as the children they teach. Given that some

St George's School

Teachers are responsible for the education of more children in a year group than there are appointments available on an evening, not all Parents will be able to see all of their child's Teachers. In those circumstances, if the parent has concerns, it might be appropriate for a Parent to contact a Teacher by email. However, parents are respectfully asked to not request this additional feedback unless there is an issue.

6. Rewards, Recognition, Sanctions and Disciplinary Action

6.1 Whole School Rewards

- **Merit Certificates** - Bronze, Silver, Gold, Platinum etc. Merit Cups for highest Merit scorer in House and by Tutor Bases.
- **House Colours** - Awarded at the end of the Academic Year to pupils who are particularly helpful within their House, contribute well to House Competitions or act as a positive role model.
- **Sports Music or Drama Colours** - Full or Half: awarded at the end of term or a season to those displaying a high standard in an individual sport or other activity.
- **Department Certificates** - Awarded by Departments throughout the year to those who have achieved highly over the year in a subject and/or produced an impressive and sustained effort.
- **Reading Certificates** - Mainly awarded to Y7 and Y8 students as part of the scheduled Reading Scheme and recognise progress made through different reading pathways.
- **Captaincy and Vice Captaincy of Sports Teams** - Awarded to those with leadership potential.
- **Attendance Awards** - Awarded as part of a County Scheme for good or improved attendance or for good attendance in difficult circumstances.
- **Subject or Special Prizes** - These are awarded at the end of year Prize Giving. Recommendations for Special Prizes are nominated through the House System.
- **Selection of Prefects, Sub Prefects** - Appointments based on merit. Staff and pupils have a role in recommending students as School Captains. Students can also take on posts such as Health Ambassadors, Global Links, Student Voice, Form Captains.
- **Commendations** - Exceptional Effort, for a particular pupil, as indicated on the Progress Reviews can result in commendation by the Head of House, Head Teacher or Governor.
- **Selection on Special Trips** - Some trips with limited capacity e.g. Lessons From Auschwitz for VI Form may be done as a reward for Service to School.
- **Postcards and Letters Home** - Sent home by Houses and Senior Staff periodically to reward positive achievement and contributions to the life of the school.
- **External Competitions** - STEM (CREST) Chess, Maths Challenge, Biology & Chemistry Olympiads, Rothamsted Research Photography Competition, Geography Quizzes, etc.

6.2 Recognition – Teachers and Student

- Merits - These can be recognised in class with a “Merit Stamp” and then recorded on SIMS.
- Praise in class, work showcased, Stickers, Cakes/Sweets
- Phone call or postcard home by Class Teacher

6.3 Curriculum Sanctions and Disciplinary Action

In the first instance, Teaching Staff should seek to maintain high levels of discipline by ensuring consistency in their own standards of planning, teaching and in giving feedback.

St George's School

Initially, poor student behaviour or work should be dealt with by the Classroom Teacher. Minor and infrequent instances could be dealt through verbal reprimand, community service or, if appropriate, by re-doing a sub-standard piece of work. If a detention is appropriate, this should be set at the convenience of the Teacher and ideally supervised by them so that a restorative conversation can occur. This intervention should be supported with contact home to the student's Parent and recorded on SIMS.

Subsequent and repeated substandard behaviour and work should be dealt with by the Head of Department or Director of Learning. The Director of Sixth Form should also be notified regarding 6th Form students. Contact must be maintained with Parents and written communication established. It might be appropriate at this stage, to issue a Subject Report, or to enquire with the Head of House about a Full Report, or Target Card, to help get the student back on track. These systems are now updated on SIMS. In rare cases, should Disciplinary Action need to continue, then the Head of House and the member of the Leadership Group Line managing that Department should also be involved. This may result, in rare cases, in a Friday Detention - our next most serious form of Sanction prior to Suspension. It is imperative that a communication trail is evident with Parents, who should be aware of the reasoning of the School and the next steps we are taking.

7. Literacy, Numeracy, STEM and More Able Learners

7.1 Literacy

Being literate is a fundamental life skill for all children. Literacy includes the key skills of reading, writing and oral communication that enable pupils to access different areas of the Curriculum. We aim to enable all pupils in our care to not only be literate, but also engage with and enjoy Literacy. It enables pupils to integrate into society, access subject knowledge, read for pleasure, communicate effectively and ultimately, to succeed in life. Conversely, poor levels of Literacy can impact negatively on what pupils can do and how they see themselves.

It is the responsibility of all staff to ensure that the children who are educated at St. George's become literate young people by the time they leave, have the opportunity to make the most of all that life has to offer. The teaching of Literacy is not the responsibility of the English Department alone. At St. George's all Teachers share responsibility for the teaching of Literacy across the Curriculum. Literacy includes the key skills of Reading, Writing and Oral communication that enables pupils to access different areas of the Curriculum.

Additional activities to promote and develop literacy include:

- Reading schemes for Lower School children
- INSET and the promotion of a Reading Week
- Reading Competitions
- Promotions and training of Library Stewards
- Public Speaking; e.g. School Chapel, House System and Debating Society.
- Learning Support Provision – in class support and literacy specific interventions
- Timetabled literacy lessons
- Core Skills classes in KS4

7.2 Marking for Reading, Writing and Communicating (RWC)

It is the responsibility of all teachers to help students to become more literate and enhance their communication skills. This can be encouraged through Oracy and public speaking in class, reading and writing. In terms of writing, Teachers should also seek to improve students' levels of Literacy by correcting and encouraging development in Spelling and Grammar. Key subject specific words must be corrected and students should be given activities to help practise the correct spelling of these terms. Correct Grammar and Syntax should also be corrected. Whilst it is important to maintain student morale, it is incumbent

St George's School

on Staff to mark for RWC especially as it is now a directly assessed component of many GCSE Examinations.

7.3 Numeracy

The development of Numeracy is a basic life skill and essential for a productive adult life. The opportunity to develop Numeracy is a basic entitlement of all pupils. The School seeks to enable all students to have the ability to make use of mathematical skills and to cope with the practical demands of everyday life. Proficiency and progress in Mathematics is also imperative for all pupils and is essential for success in other areas of study. Like Literacy, Numeracy is a whole School priority and is the responsibility of every Teacher, regardless of the subject being taught.

Numeracy in the Classroom - All Departments are responsible for contributing to raising students' standard of Numeracy and for highlighting these aspects in the teaching of their learning objectives.

The Promotion of Numeracy - Whilst some subjects such as Mathematics, Business and Economics and Physics lend themselves to the promotion of Numeracy and the development of Numeracy skills at St George's, Numeracy is also an important part of the Personal Development delivery at GCSE and the Friday 5 Programme of pastoral input for VI Form. Sessions are given on functional Numeracy, Bank Accounts and Personal Finance.

7.4 STEM

STEM is promoted widely across the School. There is a STEM Coordinator who oversees STEM opportunities across St. George's School. STEM provision includes clubs, activities and competitions. These are open to all students, although some competitions and Scholarships (Arkwright) are targeted towards the More Able. Students can complete CREST awards which range in difficulty: Discovery, Bronze, Silver, Gold. Students are also encouraged to enter a range of external competitions. STEM is also promoted through trips and visits and actively at our careers fair.

7.5 Enrichment for All Learners

At St George's we recognise that students are gifted in many different ways. A register could not possibly capture and recognise all of these and we have moved away from maintaining and communicating a Gifted and Talented register. We firmly believe that all members of our community should experience 'stretch and challenge' in their learning journey regardless of their starting point.

This challenge is not constrained to the classroom and academia, but is school wide and includes character and personality traits. Over 400 of our students participate in competitive sport – often on Saturday – and the programme of over 20 House events that form the Endeavour Cup provide opportunities to develop leadership, teamwork and resilience. St George's is the biggest school in the South East for the Duke of Edinburgh bronze award and Dragons Den competitions are open to all. We continue to offer a huge array of residential and day trips.

Students may also be offered additional opportunities that include, but are not limited to;

- Crest Bronze Award Scheme
- HPQ and EPQ qualifications
- Visits to Universities including a Year 10 trip to Oxford University Visit
- More Able Mentoring
- Arkwright Scholarship.
- Bank of England Competitions
- UKMT Maths Challenges
- Physics Olympiad
- Chemistry & Biology Olympiads
- Careers in Languages Visit to Cambridge University.

St George's School

Appendix A – KS3 and KS4 Effort and Attitude Grades

Effort and Attitude Grades

Awarded for **effort** and **not achievement** in a subject. Teachers are asked to be sympathetic to factors that may affect the effort and organisational elements (e.g. SEN)

O	Outstanding	<ul style="list-style-type: none"> • Excellent behaviour for learning and full concentration in class at all times. • All class work completed with the maximum of effort. • On some occasions, the student voluntarily attempts extension activities (relative to their ability), develops the set activity or produces pieces of work beyond the criteria set. • Evidence that the student is highly attentive and inquisitive about their learning: <i>This may take the form of highly visible behaviours (enthusiastic and frequent participation) or be much more subtle (starting tasks immediately, infrequent but inspired contributions and questions).</i> • All homework completed with the maximum of effort. • Fully equipped for all lessons. • Excellent punctuality. • All deadlines are met.
C	Consistently Good	<ul style="list-style-type: none"> • Good behaviour for learning and high levels of concentration in class. • Class work completed with sustained effort. • Evidence that the student is actively listening during explanations and discussions: <i>Frequent contributions in class and/or excellent at following instructions.</i> • Homework completed thoroughly and with care. • Fully equipped for lessons. • Punctuality is within acceptable limits. • Deadlines only missed in exceptional circumstances.
V	<p>Variable <i>This grade is differentiated to identify the reason:</i></p> <p>Vb (Behaviour) Ve (Effort) Vo (Organisation)</p>	<p>Vb Inconsistent behaviour for learning and concentration in class that occasionally has a detrimental impact on the student and/or their peers.</p> <p>Ve Focus and engagement in class need to be more sustained. <u>OR</u> Occasionally inattentive, requiring repetition or reminders of instructions. <u>OR</u> Reluctant or overly reticent participation in class discussion and/or activities.</p> <p>Vo <u>OR</u> An inconsistent or limited effort made with homework.</p> <p>Often needs to borrow equipment or is without key items. <u>OR</u> Punctuality requires improvement. <u>OR</u> Homework deadlines often missed.</p>
U	Unsatisfactory	<p>Two or more of the 'V' sub-descriptors above are applicable. For example, if you cannot decide between Vb and Ve then U is probably the appropriate grade.</p> <p><u>OR</u> one (or more) of the following is a significant concern:</p> <ul style="list-style-type: none"> • Poor behaviour for learning and limited concentration in class that adversely affects the student and/or their peers on a regular basis. • Minimal effort made with class work and there is an immediate need for improvement. • Very inattentive in lessons, requiring frequent repetition or reminders of instructions well beyond what is reasonable. • Zero or minimal participation in class discussion and/or activities despite encouragement. • Punctuality is a cause for concern.

St George's School

Appendix B – KS3 Grades for Attainment and Progress

KS3 Grades for “Knowledge & Skills”

Curriculum	Each subject has designed their Key Stage 3 subject curricula as a progression model. By experiencing and working through lessons and learning opportunities, students will gain knowledge and develop skills over time.
Assessment	<p>We aim to assess each student's learning against the curriculum, determining whether they have...</p> <ul style="list-style-type: none"> • Emerging, • Developing, • Securing, or • Mastering <p>...knowledge and understanding of the curriculum content. It is expected that assessment practice will vary by department to best meet the needs of the subject.</p>
Progress	In Key Stage 3, if a student is maintaining (or improving) their knowledge and understanding of the learning undertaken, they are making progress. This reflects that the curriculum is designed as a progression model with students gaining knowledge and skills over time.
Attainment	Each subject will measure, record and track attainment within their subject or faculty in a manner that enables teachers to consistently report how successfully students have developed their knowledge and skills within the curriculum. Frequency and style of summative assessment will vary between subjects and is the responsibility of the subject lead.
Feedback	<i>'Information given by a teacher to pupil(s) about their performance that aims to improve learning'</i> ~ EEF. Meaningful feedback supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. Each department will have its own Feedback Framework that aligns to the whole school principles outlined in this document.