

eat.uk.com

[@EthosAcadTrust](https://www.instagram.com/EthosAcadTrust)

Company Registration Number: 10745840 (England and Wales)

Ethos College

Curriculum Policy

April 2023



Nurturing inclusive learning communities



1	Summary	Curriculum Policy			
2	Responsible person	Mandeep Little			
3	Accountable ELT member	Rebecca Smith			
4	Applies to	Ethos College			
5	Trustees and/or individuals who have overseen development of this policy	N/A			
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	Rebecca Smith			
8	Ratifying committee(s) and date of final approval	Learning and Achievement Committee			
9	Version Number	1.0			
10	Available on	Every	Y/ N	Trust Website	Y/ N
				Academy Website	Y/ N
				Staff Portal	Y/ N
11	Related documents (if applicable)	Curriculum plans			
12	Disseminated to	Ethos College			
13	Date of implementation (when shared)	April 2023			
14	Date of next formal review	April 2024			
15	Consulted with Recognised Trade Unions	N/A			

Date	Version	Action	Summary of changes
April 23	1.0	New Policy	New policy

Contents

Section	Description	Page
1.	Key Aims	3
2.	Aim of Curriculum	3
3.	Principles of curriculum	3
3a	Curriculum intent statement	5-6
4.	Purpose of assessment	7
5.	Principles of assessment	7
6.	Assessment approaches	7
7.	Feedback and marking	8
8.	Collecting and using data	14
9.	Attitude to learning grades	14
10.	Reporting to parents/carers	14
11.	Training	14
12.	Roles and responsibilities	15

1. Key Aims

This policy aims to:

- Provide clear guidelines on our approach to curriculum and assessment
- Establish a consistent and coherent approach to the delivery of curriculum, recording assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Aim

The aims of the Curriculum policy is to ensure that all pupils access a broad and balanced curriculum that is personalised to meet their differing learning and social, emotional and mental health (SEMH) needs, enabling all pupils to achieve success.

3. Principles of Curriculum

At Ethos College, the curriculum has been designed in such a way that there is flexibility and room for personalisation in order that we can respond to the needs of individual pupils. Consideration is given to the development of the whole pupil: their intellectual, spiritual, emotional, social and physical development. The curriculum is delivered through engaging and creative teaching to engender curiosity, active participation and the development of pupils' own unique, creative responses. We work in partnership with referring schools and alternative providers in order to complement and further extend the curriculum offer and support the transition to post 16 education.

We offer a core curriculum of English, maths and science, supported by Level 1 and 2 qualifications; alongside other personalised pathways that are designed to support foundation learners.

The Ethos Curriculum is based on the following shared values:

- We have high expectations for all, which means that the curriculum
 - Has pupil progress and achievement at its heart;
 - Challenges and stretches pupils to achieve their potential;
 - Supports the development of high quality functional skills, including key literacy, numeracy and computing skills.
- We evaluate our own performance, which means that the curriculum
 - Is reviewed annually by the senior leadership team and the Board of Trustees against national performance standards.
 - Includes the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.

- We work together, which means that the curriculum
 - Empowers pupils to develop and be able to use high quality personal, learning and thinking skills and become independent learners;
 - Complements that of referring schools, wherever possible, to ease transition;
 - Involves the community and parents/carers in pupils' learning.

- We ensure that no individual is left behind, which means that the curriculum
 - Is broad and balanced to prepare all pupils for a successful adulthood and working life within our global society.
 - Offers differentiation and personalisation, enabling those not achieving age-related expectations to narrow the gap and catch up with their peers.

- We ensure that all pupils use their initiative and demonstrate responsibility, which means that the curriculum
 - Is delivered in a learning environment that is inspiring, nurtures the talents of all and celebrates success.
 - Helps pupils develop lively, enquiring minds, healthy lives and an ability to question and argue rationally and to apply themselves to tasks requiring wide ranging physical and mental skills

Ethos College Curriculum Overview



Intent

Vision	Nurturing Inclusive Learning Communities					
Aim	To shape well educated and rounded young adults who become successful lifelong learners and are ready to take their place in modern day Britain.					
Our Curriculum is underpinned by the 6 nurture principles	The classroom offers a safe base	Children's learning is understood developmentally	Transitions are significant to the lives of children	Nurture is important for the development of wellbeing	Language is understood as a vital means of communication	All behaviour is communication
Core Values	Leading with Integrity	Thinking Innovatively	Improving continuously	Encouraging Freedom and Responsibility	Celebrating Achievement	
Our Curriculum is designed to:	Help pupils to gain an appreciation of long-term commitments that frame a successful and fulfilled life - family, relationships, local community and faith	Be dynamic to meet the needs of individual pupils to support future career choices	Help pupils to have the ability to be motivated by long term goals	Breakdown barriers to participation by having a multi-agency approach and nurture effective partnerships with the wider family	Expand pupils' perspectives through a range of spiritual, moral, social and cultural opportunities to promote their sense of moral and social responsibility by introducing them to the best that has been thought and said	
	Give pupils opportunities to explore and express their character to learn positive moral attributes like courage, honesty, generosity, integrity and humility which helps to build the skills they need for resilience, empathy and employability	Enable pupils to work towards SEMH targets identified through Boxall and specific targets identified in EHCPs	Show pupils the possibilities in a world where it is not obvious by giving them access to high quality careers education and challenging poverty to aspiration	Ensure pupils feel safe and understand how to stay safe by having highly effective safeguarding procedures	Be rigorous and academically stretch all pupils to achieve academic success	
	Ensure pupils acquire social confidence - the ability to make points or arguments clearly and constructively, listen attentively to the views of others and behave with courtesy whilst displaying good manners and respect	Promote a sense of pride, belonging and identity	Develop life skills and raise self-esteem through high quality personal development	Make links with external partners to prepare students for life in the world of work based on local and national employment and training needs	To provide a personalised knowledge base to allow all pupils to access further education and employment irrespective of their ability or background	



Implementation	Teaching is based on the starting points of all pupils to ensure prior learning is built upon to ensure fluency		Teachers have a deep understanding of content knowledge, pedagogical knowledge and pedagogical content knowledge. They have high expectations in pedagogy.		Teachers use formative assessment to be dynamic in lessons to aid progress and to plan lessons for the future to build fluency		Staff foster strong, positive working partnerships with all stakeholders, especially parents, carers and the local and wider community		Personalised pathways are developed and based on individual need. Pupils foster strong positive relationships with adults and their peers.		
	Core Curriculum		Options								
	English (GCSE, Entry Level, Functional Skills)		OCR Enterprise and Marketing		BTEC Health and Social Care		BTEC Music		BTEC Performing Arts		GCSE Art
	Maths (GCSE, Entry Level, Functional Skills)		Creative Development		GCSE English Literature		GCSE Film Studies		GCSE Geography		Forest School
	Science (GCSE and Entry Level)		Hair and Beauty		BTEC Home Cooking Skills		OCR Child Development		OCR Creative iMedia		Arts Award
	Personal Development/ASDAN		GCSE PE		BTEC Public Services		Topic Based Learning		Outdoor Education		Votes for Schools

Impact	Attendance		National Examination Data		Destination Data		Exceptional Progress	
	Improvement in Attendance - Value Added		Boxall data to show non-academic progress		Progress towards EHCP targets		Marking and feedback used effectively to support learning	
	Celebrating achievements through rewards and awards		Reduction in behaviour incidents		Progress towards Gatsby Benchmarks		Proven success of Alumni	



4. Purpose of Assessment

Ethos College recognises that teachers' assessment and monitoring of pupils' progress and attainment, and pupils' assessment of their own progress and attainment are central functions in the learning process.

5. Principles of Assessment

At Ethos College we believe that assessment should place the child at the centre of their learning and that it should raise achievement for all. We focus on the progress of each individual child. Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and an ongoing process of gaining information to promote future learning. We believe that this process should be thorough, manageable and relevant.

Assessment at Ethos College will:

- gather information about the progress of individual pupils
- track individual, group and cohort progress
- ensure that the positive achievements of a child are recognised and the next steps are planned
- ensure that barriers to learning can be identified quickly and appropriate intervention and support is given

6. Assessment Approaches

At Ethos college we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use 3 broad overarching forms of assessment: day to day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In-school formative assessment

Formative assessment is a fundamental part of teaching and learning and includes any activity carried out during the learning process that assesses pupils progress and understanding, and provides information which can be used to decide if it is necessary to modify teaching and learning activities.

Some examples of formative assessment at Ethos College include:

- Homework
- Practical assessments
- Presentations
- Quizzes'
- Question and answer

Where it is clear that learning needs to be reinforced or revisited, in a particular area, teaching staff are encouraged to move away from their curriculum maps and schemes of work to ensure that pupils have learnt the required content. These adjustments help to ensure that all pupils can achieve and make progress and that learning is embedded in the long-term memory.

In-school summative assessment

Summative assessments are given periodically to determine at a particular point in time what pupils know and do not know, and to identify any gaps in learning. Some examples of summative assessment at Ethos College include:

- GCSE examination papers
- End of unit tests
- End of term assessments
- Cumulative work over an extended period such as a final project or coursework

Summative assessments are a means to measure at a particular point in time, pupils learning relative to a specification. It is normally, though not always, used towards the end of a term or unit. Summative assessment is used to measure achievement, to reward achievement and to provide accurate data for the whole school analysis, including for school reports.

Nationally Standardised summative assessment

Nationally standardised summative assessment takes the form of GCSEs and vocational qualifications at the end of year 10 and year 11.

7. Feedback & Marking

Teachers should create opportunities for verbal feedback every lesson, recognising that the dialogue between teacher and pupil (and between pupils themselves) is crucial to learning.

The marking of pupils' work is an important assessment tool which is essential for both progression in pupil learning and effective teaching. Good practice is promoted through regular, accurate and consistent marking by all teachers across the school. Positive marking and feedback which recognises pupil achievement, highlights both strengths and weaknesses and providing clear guidance for improvement are to be encouraged.

Effective marking helps to:

- Recognise pupil achievement
- Monitor pupil progress
- Diagnose problems in learning
- Provide feedback with regards to progress
- Provide clear guidance for improvement
- Motivate and encourage pupils
- Record and report pupil attainment
- Assist in evaluation and planning

Spelling, punctuation and grammar

It is the responsibility of all teachers to promote literacy within their subject area. Teachers should develop strategies for promoting subject literacy via marking and feedback (as well as within wider teaching), which will include; subject-specific spelling, explicitly teaching the genre/styles of writing that are relevant for the subject, identify where pupils are making mistakes and address them directly. All teachers should use the following codes when providing feedback to students:

SPaG Codes	
SP and underline	Incorrect spelling
P and underline	Punctuation error
G and underline	Grammatical error
C and underlined	Missing or misplaced capital letter
//	New paragraph

Art Marking and Feedback Expectations

Formal marking will take place twice during the course of each component studied. This feedback is designed to review progress and inform teaching content to provide an adaptive reactive approach to learning. Pupils will have the opportunity to implement their feedback within their coursework as the project develops and continues. All formal feedback will be given in the form of an independent booklet, which will accompany their work, as to not detract from the intended aesthetic of the pupils own work. Pupils will have the opportunity to respond to and act on feedback.

During art sessions the pupils will receive continuous and collaborative feedback on each stage of their project in relation to the four assessment objectives.

BTEC Qualifications, WJEC, Cambridge National Qualifications Marking and Feedback Expectations

For the pupils who are studying a BTEC or a Cambridge National qualification, the feedback will be both written and verbal.

Due to the requirements set out by the exam board, the internal units/components do not allow for specific feedback to be given to pupils once an assignment has been started. Teacher are allowed to give generic verbal feedback to pupils. If a pupil requires more specific feedback to make progress this will be done more formally through a resubmission and will follow the guidance set out by exams boards. Teachers will supply pupils with retrieval practice exercises and work sheets which will be marked to support the learning throughout the unit/component.

The external unit/component is assessed through an external exam, which takes place half way through the year or at the end of the year. Teachers will provide written and verbal feedback which will be delivered on a weekly basis and pupils will be given the opportunity to respond and act on feedback. For some work pupils are supported through teacher modelling; this work does not require written feedback.

English Marking and Feedback Expectations

Marking and feedback in the English Department at Ethos College is designed to provide clear guidance on how to improve and invites pupils to act on feedback. As a department, we are mindful that feedback should not be overwhelming and that pupils should feel supported by it. Therefore, pupils will have the opportunity to respond to and act on feedback on a fortnightly basis.

Feedback within the English Department takes a number of forms:

- ✓ Verbal Feedback – Pupils will receive verbal feedback from their teacher on a daily basis. This can take the form of addressing the whole class, groups or 1:1.
- ✓ Visualiser – We use the visualiser to showcase our pupils best practice: this could be marking live or modelling. This is usually done when pupils are building their confidence, skills and stamina around composing extended marking pieces, but is embedded into our regular practice.
- ✓ Live marking – Live marking is providing systematic feedback in the moment. We do this in a responsive way and we will always be looking out for basic SPaG in line with our whole school policy and some spellings of subject specific vocabulary.
- ✓ Questioning – We also regularly use a range of open, closed, hinge and challenging questions to check for understanding, to recall prior knowledge and to develop pupil responses both verbal and written.
- ✓ Modelling – In English, modelling is at the heart of our feedback and is used regularly. Based on pupil misconceptions, we will provide a range of examples and models; this is used across all genres of writing and is also based on the principal “I do. We do. You do.”
- ✓ Whole -Class Feedback – In order to provide systematic feedback, we will provide whole class feedback. This is used as an analysis of students’ work to understand the misconceptions they are facing. From this, we can provide DIRT sessions, which are specifically aimed at ironing out misconceptions, allowing progress to be made. DIRT sessions in English will typically follow a series of lessons that have built up to a summative assessment at the end of teaching a specific text/skill/GCSE style question.

Geography Marking and Feedback Expectations

GCSE Geography is timetabled for 3 hours a week and is assessed through the completion of three external exams which take place at the end of the academic year. The nature of the subject, and small group size, lends itself to verbal feedback being given during the lesson in order to support learning.

Written feedback will be given on a fortnightly basis of work completed during lessons and for homework. Work which will be marked in this way will include basic written questions, diagrams, exam style questions and extended writing. Feedback given on a fortnightly basis will focus on SPAG and giving general feedback to pupils, including minor corrections where pupils have the opportunity to respond to and act on feedback.

In addition to this formative feedback at the end of each topic summative feedback will be provided following completion of an end of topic test.

Functional Skills English Marking and Feedback Expectations

Functional Skills English is timetabled to 3 hours a week and is assessed by externally set and marked reading and writing assessments plus an internally set and assessed speaking and listening assessment. Teachers will create opportunities for verbal feedback to be given every lesson in order to support learning. Feedback given on a weekly basis will focus on SPAG and giving general feedback to pupils, including minor corrections. More detailed written feedback, based on an extended reading or writing task, will be given on a fortnightly basis in order to have the maximum impact on learning. Pupils will be

given the opportunity to respond and act on this feedback in subsequent lessons. At appropriate stages in the year, mocks and practice paper will be undertaken, with a detailed question level analysis being performed, to identify areas of strength and development specifically related to the final assessment.

English Nurture Marking and Feedback Expectations

English in Nurture is targeted for pupils who are working below the expected standard for KS4. It offers a curriculum aiming to achieve qualifications in either Entry Level Certificate or Functional Skills. These qualifications assess Speaking and Listening, Reading and Writing.

Feedback in nurture is designed in a way to support pupils during the lessons whilst building on their self-efficacy.

We will provide feedback by:

- Monitoring SPaG in line with the whole school marking policy and identifying this within written work;
- Verbal feedback during the lesson. This could be 1:1 or provided to the whole group if it is a common need to be addressed;
- Use of questioning. This helps pupils take control of their own learning by either allowing them to identify and improve on their own misconceptions, or as a way to challenge them further;
- Written feedback. Dedicated time will be given in lessons for pupils on a fortnightly basis to act on and respond to feedback.
- Positive praise and modelling. Pointing out the positives and modelling the work of the pupils as an example to encourage motivation to continue working towards improvement and challenge.
- Use of success criteria as a guidance for pupils to know what is expected and use this to self and peer assess.

Maths Nurture Marking and Feedback Expectations

Maths in nurture is targeted for pupils who are working below the expected standard for KS4. It offers a curriculum aiming to achieve qualifications in either Entry Level Certificate or Functional Skills. Feedback in nurture is designed in a way to support students during the lessons while building on their self-efficacy.

The following indicates ways we will provide feedback.

- Pupils will receive verbal feedback during each lesson either 1:1 or whole group.
- Questioning will be used to challenge pupils further or to prompt them to think about their own misconceptions.
- If learning shows a significant gap in meeting an objective, dedicated time will be allocated to address this either as a whole group lesson, in smaller groups or a 1:1 session.
- Positive praise and modelling. Pupils can model to the group how they have solved a problem to demonstrate their own learning and provide an alternative way to provide feedback to the group.
- Written feedback. Dedicated time will be given in lessons for pupils on a fortnightly basis to act on and respond to feedback.

Nurture Topic Based Learning Marking and Feedback Expectations

Topic is timetabled to 4 hours a week and is not assessed in a formal way. Topic covers a range of subjects from the national curriculum. These are Science, Humanities, Computing, Art and DT. Teachers will create opportunities for verbal feedback to be given every lesson in order to assess the learning aims of this curriculum. Progress will be recorded via See Saw or an evidence folder/topic book where appropriate. For written work, fortnightly feedback will focus on helping pupils meet the full expectation of the lesson and minor SPAG corrections. Where areas for development are identified, specific opportunities will be created in subsequent lessons to address these. If there are major SPAG errors, these will be addressed during

English lessons due to time limitations on covering different curriculum areas in Topic. Pupils will be given the opportunity to respond to written feedback on a fortnightly basis.

Personal Development Marking and Feedback Expectations

Personal Development is timetabled to 1-2 hours a week and is not assessed in a formal way. Teachers will create opportunities for verbal feedback to be given every lesson in order to assess the learning aims of this curriculum. Progress will be recorded via See Saw or an evidence folder where appropriate. For written work, fortnightly feedback will focus on SPAG and minor corrections. Where areas for development are identified, specific opportunities will be created in subsequent lessons to address these.

Science Marking and Feedback Expectations

In addition to the expectation set out in the whole school marking policy work in science will be marked as follows:

Verbal Feedback is provided throughout the lesson during independent work with the intention that pupils will act on this immediately to correct or improve their work. Every two weeks pupil's independent book work will be marked and feedback provided which pupils will then respond to during dedicated time at the beginning of the following lesson. Examples of work which will be marked in this way include exam style questions, extended writing and practical methodology. In addition to this formative feedback at the end of each topic summative feedback will be provided following completion of an end of topic test. Tests to be marked within two lessons of completion. A score and grade will be provided and pupils will then complete a review sheet. Staff will go through the test with the pupils and they can then correct the questions they got incorrect. Pupils will then fill in the review sheet identifying which aspects of the test they did well, and when which aspects they need to improve.

Physical Education & Psychology Marking and Feedback Expectations

Physical Education and Psychology are timetabled to 2 – 3 hours a week and are mostly assessed through the completion of an external exam which takes place at the end of the academic year. Teachers will create opportunities for verbal feedback to be given every lesson in order to support learning. Written feedback will be given on a weekly basis in a timely manner in order to have the maximum impact on learning. Feedback given on a weekly basis will focus on SPAG and giving general feedback to pupils, including minor corrections. More in depth marking will take place fortnightly where pupils will be given the opportunity to respond and act on this feedback during the first 20 minutes of a lesson.

Medical Department Marking and Feedback Expectations

Marking and feedback in the Medical Department is predominantly verbal due to the ratios of teachers to learners. Whilst the Service Level Agreement dictates that marking and feedback is the responsibility of the mainstream school, medical staff value the importance of formative assessment to support progress and confidence in learning. Marking is regular and timely in accordance with the pupil's participation in lessons.

Feedback within the Medical Department takes a number of forms:

- ✓ Verbal Feedback – Pupils will receive verbal feedback from their teacher every lesson.
- ✓ Live marking – Live marking is providing systematic feedback in the moment. We do this in a responsive way and we will always be looking out for basic SPaG in line with our whole school policy and some spellings of subject specific vocabulary. This may be verbal or written.
- ✓ Questioning – We also regularly use a range of open, closed, hinge and challenging questions to check for understanding, to recall prior knowledge and to develop pupil responses both verbal and written.

- ✓ Self-assessment – Medical teachers empower pupils to feel confident in their learning through self-reflection and assessment to enable them to identify their own successes and targets.
- ✓ Purple for progress – All edits, corrections, redrafts and SPaG improvements are completed in purple pen to ensure progress is visible to both the teacher and the learner.
- ✓ Summative assessments and/ or assessment data are shared with mainstream, as per the SLA agreement, as and when completed.

8. Collecting and Using Data

Each pupil in the academy will be assigned to mark books for the subjects that they are taking. Teaching staff will be responsible for uploading baseline data, progress data and targets to the mark books for the pupils that they teach, in line with the academy's assessment calendar. The academy's assessment calendar outlines when more formal assessments should be undertaken and also includes the deadlines for when data should be uploaded to the mark books. In order to avoid unnecessarily adding to teacher workload, progress data will only need to be uploaded to the mark books on a termly basis.

Data from the mark books will then be uploaded into SISRA so that it can be analysed and evaluated by teaching staff and senior & middle leaders. All members of teaching staff should have a good working knowledge of SISRA. Analysing this data will allow teaching staff, senior leaders and middle leaders to be able to track pupil progress and where necessary put into place effective interventions to ensure that all pupils make at least expected progress.

9. Attitude to learning grades

Attitude to learning grades (ATL) are used by the academy to provide a more holistic understanding of how a pupil is coping in terms of behaviour, effort and attitude within each subject. Through analysing ATL grades and progress data together, teaching staff, middle & senior leaders are able to identify pupils who are not making expected progress and are able to put into place strategies and interventions to support pupils to make high levels of progress. Teaching staff are responsible for awarding ATL grades twice a year which are shared with parents/carers through the annual reports and the parent/carer evening.

10. Reporting to Parents/Carers

Parents/carers play a vital role in a pupil's development and at Ethos College we seek to keep parents/carers updated through regular phone calls and text messages. More formally the school sends home annual written reports once a year for all pupils, a progress report in the Spring term and in addition to this holds a parent/carer evening annually.

11. Training

Ethos college recognises the importance of continuous professional development in being able to deliver high standards of teaching and assessment. Whole school CPD is delivered to the staff team through weekly staff meetings. An additional weekly meeting is held for teaching staff to keep them up to date with assessment practice and best practice. Middle and senior leaders are responsible for ensuring that staff have access to up to date CPD.

12. Roles and Responsibilities

Trustees are responsible for:

- Being familiar with statutory assessment systems as well as how the academy's own systems of non-statutory assessment that captures the attainment and progress of all pupils
- Holding academy leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Senior and middle leaders are responsible for:

- Ensuring the policy is adhered to
- Monitoring standards of assessment across all subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to trustees on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Developing interventions and strategies to address underachievement in pupils