



## WROTHAM SCHOOL

# CURRICULUM AND ASSESSMENT POLICY

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## Wrotham School Curriculum Intent

### High expectations

All students will:

- Study a broad and balanced curriculum
- Experience and enjoy a full range of subjects
- Improve skills that facilitate social responsibility and mobility
- Gain the knowledge, character and experience to succeed in adult life
- Be given the opportunity to make better than expected progress

### Challenge

All students will:

- Study an ambitious and challenging curriculum
- Be challenged to achieve and exceed prior expectations
- Develop their understanding of larger concepts over time in a range of contexts
- Be encouraged to confidently express their opinions and views orally and/ or in the written form

### Opportunity

All students will:

- Be provided with opportunities to partake in extra-curricular activities which develop their character and enhance their curriculum
- Be given the opportunity to access an appropriately challenging curriculum
- Gain sufficient knowledge and skills for future learning and employment, thereby raising aspirations
- Have the occasion to read which promotes enjoyment, fluency and confidence

### Character

All students will:

- Be given the opportunity to develop their social, moral, spiritual and cultural awareness
- Be rewarded for demonstrating good character, including respect, communication, integrity, confidence, teamwork, open-mindedness, motivation, creativity, compassion, and resilience
- Understand the importance and relevance of British values
- Be given opportunity to demonstrate good character in all aspects of school life

- Be encouraged to partake in wider community engagement
- Be encouraged to reflect on their character and personal development to help promote good mental well-being
- Be encouraged to develop character which will in turn help drive equity and social mobility

### **Vision & Principles- Curriculum Intent**

#### **‘High expectations, challenge and opportunity’**

At Wrotham School our curriculum is designed to promote our ethos of High Expectations, Challenge and Opportunity. We aim to create a broad and balanced curriculum that meets the needs of every student whilst offering opportunity to experience, enjoy and succeed in a wide range of subjects. We strongly believe in the importance of basic key skills such as literacy and numeracy and that these form the foundation for achieving progress in all subject areas and improve skills that facilitate social mobility and success in adult life.

We offer a full curriculum that is designed to support a range of abilities through offering an appropriate menu of academic and vocational qualifications. Our focus is on providing a broad curriculum that engages students in making informed choices at KS4 and 5 and challenges students to achieve and exceed prior expectations.

We emphasise the transformational power and impact of creative subjects and the arts at KS3, 4 and 5 as a vehicle for developing emotional intelligence, confidence, resilience and communication skills. It is for this reason we place a clear emphasis on these subjects at all stages, particularly at KS3.

We provide opportunities for students to engage in extra-curricular learning and to develop their character traits. We aim to nurture and develop students’ social, moral, spiritual and cultural understandings and appreciation of British values. We intend to cultivate students’ individual strengths and to create a learning environment which builds students’ confidence and resilience. We intend to instil in our students the values of: personal responsibility, compassion, open-mindedness, respect, and integrity.

### **Character Education**

Character education at Wrotham School is not just an educational programme. It is an approach that implicitly and explicitly permeates all subjects, as well as the whole school ethos; it cultivates the virtues of character associated with common morality. Effective Character education will have a legacy far beyond the school gates, impacting young people as friends, neighbours, parents, team members and employees, benefitting both the individuals themselves, their wider communities and broader society.

In addition, we believe that a focus in developing character strengths through spiritual, moral, social and cultural opportunities leads to the effective personal development of well-rounded individuals, and embeds British values into the culture of our school. Students, parents, staff and governors have helped identify ten character strengths that we aim to develop in the individuals that make up our school community.

### **Reading and Oracy**

We aim to encourage and foster an enjoyment of reading by incorporating reading opportunities and wider reading into our day-to-day curriculum. In subject areas, we encourage discussion and provide opportunities for students to speak confidently and fluently about subject content, topics and wider issues.

Access to The Book Nook provides students with an opportunity to read for pleasure and for their enjoyment. Students are encouraged to choose books which interest them and to therefore expose themselves to different writers, genres and text types.

As part of our Progress Time curriculum, students read books linked to our whole school character strengths. These reading sessions develop student's reading comprehension skills and draw links between our whole school character values and the characters, themes and topics covered in the novels.

### **KS3 Intervention**

Lower than expected Literacy and Numeracy skills on entry are recognised as a barrier to general curriculum access for some students. Where students are identified as behind in their progress in Maths and English we offer bespoke intervention sessions to quickly improve reading, writing and numeracy skills.

### **SMSC, Progress time and Extra-curricular learning**

Extra-curricular learning and SMSC underpin all of our curriculum learning with additional opportunities for students to engage in broader skills relating to morality, health and team work. As part of our curriculum, every student attends a Progress time session: these sessions cover a range of topics and wider social issues including Citizenship, RSHE, PSHE and R.E topics.

At Wrotham School we offer a vast range of clubs and extra-curricular activities which enrich our curriculum. In Years 7, 8, 9 and 12, students partake in an Enrichment curriculum.

## RSE

Relationships Education, Relationships and Sex Education (RSE) and Health Education is delivered as part of our Progress Time curriculum from Years 7 to 13. It is also delivered as discrete lessons during our 'Life and Society' curriculum in Years 7, 8 and 9.

## Religious Education

In KS3, students study Religious Education (R.E) in discrete R.E lessons- these lessons offer learning opportunities that relate to spirituality, ethics, religion and philosophy and cover a balanced range of world religions and belief systems. In KS4, students have the opportunity to study R.E as a GCSE subject as part of our curriculum offer. R.E is also delivered as part of our Progress Time curriculum in KS4 and KS5.

## Careers

We recognise the importance of a comprehensive careers education that is embedded in the curriculum. To this end, we are using the Gatsby Benchmarks and the CDI framework to plan and quality assure our careers provision. The eight Gatsby benchmarks act as a guide to support students' careers information, education, advice and guidance with opportunities to experience the workplace, the full range of options at key transition points, to give personal guidance, and to link curriculum learning to careers.

Wrotham School's CEIAG provision is designed to support students through the different stages of their journey through school. Relevant and targeted guidance is given at each key transition stage to ensure students' develop the necessary understanding and skills.

- In Years 7 and 8 the focus is on exploring interests and motivations and developing a broad understanding of the world of work.
- In Year 9 the focus is on building aspirations and exploring career opportunities in more detail, including challenging stereotypes.
- In Year 10 the focus is on developing self-presentation skills and understanding what employers want.
- In Year 11 the focus is on making plans and applications for post-16 learning.
- In Years 12 and 13 the focus is on preparing the students to make good choices, engage in work experience, and understand personal development.

A full list of the variety of activities that are available for students at different stages is included in Wrotham School's CEIAG Policy and is published on the Careers Plan section of the careers section on our school website. In addition to this, careers education is embedded into curriculum lessons, following Gatsby Benchmark 4. Activities range from relating specific topics to future careers, to interactions with employers and focussing on employability skills.

As students progress through the different stages of school life, they will experience a broad and balanced programme of activities that is designed to educate them about what future opportunities exist for them within our local, national and global labour markets, and how these might change over time. They will also receive guidance on how to increase their chances of taking those opportunities through developing and understanding their own character traits and skills, as well as receiving timely advice when making choices at important transition points both within school and when interacting with employers, training providers and further and higher education institutions. Our Provider Access policy is updated annually and can be found on the careers section of the school website, as can details of how we assess the impact of careers education at Wrotham School.

The school employs a full time, level 6 qualified, Careers Development Professional (Careers Adviser). This ensures that we meet our statutory responsibility to provide quality careers guidance for our students.

### **Groupings rationale**

At Wrotham School, we make all of our policy decisions based on rigorous academic evidence coupled with considerations of the wide variety of students in our specific context. This is especially true with our groupings of students, where students in many classes are given the opportunity to learn with a wider variety of their peers.

The EEF (Educational Endowment Foundation) have conducted and reviewed data based on setting students by ability and found no correlation between this practice and better outcomes for students, either academically or personally. The only correlation suggested was a negative one; that setting created 'worse outcomes for low attaining pupils'.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/setting-and-streaming> - The lack of correlation between setting and attainment.

The EEF second study referenced below explains the benefits of students working collaboratively in groups, fostering competition and 'sharing knowledge and skills and address misconceptions through peer support and discussion'. This is only enhanced by mixing the groupings and classes, offering students a wider variety of peers to work with.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches> - The positive impact of small group based learning, enhanced by varied class populations and mixed ability groupings.

The final EEF study further supports our decision not to group students by ability, the findings of which suggest that even when grouped by ability within the classroom, there is other no impact or, in some cases, a negative one.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping> - The lack of impact of grouping students by ability, even within a class.

## Curriculum Design and Implementation

Subject leader specialists design a curriculum which builds on prior subject knowledge and develops skills and concepts over time. Subject leaders map out their curriculum and when doing so consider the learning pathway and learning experience required for future progression, future learning and employment.

## KEY STAGES

### Key Stage 3 (KS3)

At Key Stage 3 we follow the National Curriculum guidance as produced by the DFE. Department leaders and subject teachers ensure that the prescribed and recommended content is planned and delivered accordingly. Department leaders plan a broad curriculum which builds on prior knowledge and develops the understanding of subject content.

At Key Stage 3, all students study a range of subjects: English; Mathematics; Science; French; Physical Education; Geography; History; Art; Drama; Food and Nutrition; Religious Education; Life and Society; Design and Technology; Music; and ICT. In Years 7 and 8 students partake in an Enrichment programme.

In Year 9, students study a broad curriculum. All students are given an opportunity to study a range of subject choices on a rotation basis before selecting their option subjects in Key Stage 4. The rotation taster GCSE subjects include: Art; Design and Technology; Photography; Sociology; Drama; Music; Sports Studies; Media Studies; Film Studies; ICT Creative iMedia and Computer Science. Further to this, students partake in an Enrichment rotation. All students also study Physical Education, Religious Education and Life and Society.

This is in addition to the study of: English; Mathematics; Science; Geography; History; French and some students study Spanish too. Year 9 students will commence the study of foundation GCSE content in these subjects.

We aim to study a full range of subjects in Key Stage 3 before students specialise in their chosen 'Option' subject areas in Key Stage 4.

KS3	Years 7, 8 and 9
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KS4	Years 10 and 11
KS5	Years 12 and 13

### KS3 Groupings

In Years 7 and 8, our class groupings wherever possible are mixed ability, with different groupings in Core (English and Mathematics) to that of the other subjects. English and Mathematics classes have opportunities for banding and adjustments can be made throughout the year based on student engagement and progress.

In Year 9, classes are also mixed ability, with groupings only split by ability where subject requirements are in place.

### KS3 Curriculum – allocation of lessons

(Please note: lessons are 75 minutes in length)

YEAR 7	
Subject	Number of Lessons
English	3
Mathematics	3
Science	2
Geography	1
History	1
Art	1
Design/Food and Nutrition	1
Drama	1
Music	1
Physical Education	2
Religious Education/Life and Society	1
French	1
ICT	1
Enrichment	1



<b>YEAR 8</b>	
<b>Subject</b>	<b>Number of Lessons</b>
English	3
Mathematics	3
Science	2
Geography	1
History	2
Art/ Design	1
Drama	1
Music	1
Physical Education	2
Religious Education/Life and Society	1
French	1
ICT	1
Enrichment	1

<b>Year 9</b>	
<b>Subject</b>	<b>Number of Lessons</b>
English	3
Mathematics	3
Science	4
History	1
Geography	1
French or Spanish	2
Physical Education	2
Religious Education	1
Life and Society	1

Year 9 Options subjects on a termly rotation	
<b>Rotation</b>	<b>Rotation</b>
Drama	Art
Media Studies	Sociology
Film Studies	Sports Studies
Design	Music
ICT/ Computer Science	Photography
Enrichment	Enrichment

2

### Life and Society

In Key Stage 3, students will study a subject called ‘Life and Society’ which will cover a wide range of topics including: life skills; social behaviours; politics; the law; healthy lifestyle choices; and relationships. This curriculum time will include the new 2020 mandatory Sex and Relationships curriculum content.

Further to this, aspects of the 2020 Sex and Relationships curriculum content will be covered during Progress time in Years 7 to 13.

### KS3 Curriculum Rationale

At Key Stage 3, our curriculum builds on knowledge from Key Stage 2 and provides our students with a solid foundation for GCSE study. Our Key Stage 3 curriculum broadens students’ experiences of a range of subjects. We aim to offer all students the opportunity to study a repertoire of subjects with the intention of helping them later choose their subject specialisms for GCSE study.

We build the core skills of Numeracy and Literacy and students study the content of the National Curriculum. Additional Literacy and Numeracy support is available to students who require further support through our intervention programme.

In Year 9, students start to study GCSE Foundation skills in English, Mathematics, Science, Humanities and Modern Foreign Language to build a strong foundation for the English Baccalaureate.

### Key Stage 4 (KS4)

At Key Stage 4 we follow a range of courses that are recognised as suitable for Level 2 study by the government and the DFE. Students are given the opportunity to select four Option subjects to study for GCSE. We offer a selection of vocational and academic subjects and this prepares our students for Post-16 progression and for life in modern Britain.

We also offer additional intervention in subject areas through the provision of: after-school catch-up sessions and targeted intervention sessions within the school day. We also offer targeted intervention sessions during Easter and May half-term.

### Enrichment

In Years 10 and 11, students partake in some Enrichment opportunities during Progress Time.

### KS4 Groupings

In Years 10 and 11, classes are mixed ability across the Option subjects, and largely mixed in the core subjects (English, Mathematics and Science) with some opportunities for banding within subjects based on Head of Department's discretion.

### KS4 Curriculum – allocation of lessons

(Please note: lessons are 75 minutes in length)

Year 10		Year 11	
Subject	Number of lessons	Subject	Number of lessons
English	3	English	4
Mathematics	4	Mathematics	4
Science	4	Science	3
P.E	1	P.E	1
Option		Option	
A	2	A	2
B	2	B	2
C	2	C	2
D	2	D	2

Year 10				Year 11			
Subject	Option block	Number of Lessons	Level/Award	Subject	Option Block	Number of lessons	Level/Award
French	A	2	GCSE	Finance	A	2	Vocational
Geography	A	2	GCSE	Geography	A	2	GCSE
Design and Technology	A	2	GCSE	Hospitality and Catering	A	2	Vocational
Enterprise and Marketing	A	2	Vocational	Computer Science	A	2	GCSE
History	A	2	GCSE	French	A	2	GCSE
ICT Creative iMedia	A	2	Vocational	ICT Creative iMedia	A	2	Vocational
Photography	A	2	GCSE	History	A	2	GCSE
Religious Studies	A	2	GCSE	Photography	A	2	GCSE
History	B	2	GCSE	Design and Technology	B	2	GCSE
Hospitality and Catering	B	2	Vocational	Art	B	2	GCSE
Photography	B	2	GCSE	History	B	2	GCSE
Spanish	B	2	GCSE	Spanish	B	2	GCSE
Sports Studies	B	2	Vocational	Sociology	B	2	GCSE
Statistics	C	2	GCSE	Finance	B	2	Vocational
Drama	C	2	GCSE	Sports Studies	B	2	Vocational

Design and Technology	C	2	GCSE	Hospitality and Catering	B	2	Vocational
Enterprise and Marketing	C	2	Vocational	Design and Technology	C	2	GCSE
History	C	2	GCSE	History	C	2	GCSE
Media Studies	C	2	GCSE	Geography	C	2	GCSE
Sociology	C	2	GCSE	Spanish	C	2	GCSE
Art	D	2	GCSE	Sociology	C	2	GCSE
Computer Science	D	2	GCSE	Music	C	2	GCSE
Film Studies	D	2	GCSE	Finance	C	2	Vocational
Geography	D	2	GCSE	Design and Technology	D	2	GCSE
History	D	2	GCSE	Media Studies	D	2	GCSE
Hospitality and Catering	D	2	Vocational	History	D	2	GCSE
Music	D	2	GCSE	Geography	D	2	GCSE
Spanish	D	2	GCSE	French	D	2	GCSE
Sports Studies	D	2	Vocational	Drama	D	2	GCSE
				Hospitality and Catering	D	2	Vocational
				Sports Studies	D	2	Vocational

### KS4 Curriculum Rationale

At Key Stage 4 we offer a range of academic, vocational and technical subjects which are chosen by students in Year 9 for their study in Years 10 and 11. We offer a strong academic core of subjects and qualifications which allow for Post-16 progression, higher education and future employment. We aim to prepare students to make informed and suitable Post-16 choices. Students may take the English Baccalaureate by studying: English Language, English Literature, Mathematics, Combined or Triple Science, History or Geography and a Language. Our curriculum can offer students the possibility of studying two Languages or two Humanities subjects if they wish to do so. The EBACC pathway is available to all students and our curriculum offer is inclusive and is not narrowed for any student.

### Key Stage 5 (KS5)

All Wrotham Sixth Form students are expected to undertake a full programme of study. Students are expected to study a minimum of three subjects at Level 3 (both vocational and academic courses are available). Typically, students study three subjects at Level 3, although some students do study four subjects if this is in line with their academic ability and their future aspirations.

### Enrichment

In Year 12, students will partake in an Enrichment programme and they will have an element of choice in the programme.

Some Year 12 students also help support and deliver extra-curricular clubs to Lower School students.

### KS5 Curriculum – allocation of lessons

(Please note: lessons are 75 minutes in length)

Year 12				Year 13			
Subject	Option block	Number of Lessons	Level/ Award	Subject	Option Block	Number of lessons	Level/ Award
Mathematics	A	4	A	Business	A	4	Vocational
Mathematics GCSE resit	A	4	GCSE	History	A	4	A
Business	A	4	Vocational	Mathematics	A	4	A
Sociology	A	4	A	Photography	A	4	A
Politics	A	4	A	Sociology	A	4	A
Enrichment	A	3	Enrichment	Biology	B	4	A
Biology	B	4	A	English Literature	B	4	A

Film Studies	B	4	A	Finance	B	4	Vocational
Photography	B	4	A	Product Design	B	4	A
ICT	B	4	Vocational	Art	C	4	A
Enrichment	B	3	Enrichment	Drama	C	4	A
Chemistry	C	4	A	Health and Social Care	C	4	Vocational
Criminology	C	4	Vocational	Psychology	C	4	A
English Literature	C	4	A	Physics	C	4	A
English GCSE retake	C	3	GCSE	Business	D	4	Vocational
Enrichment	C	3	Enrichment	Criminology	D	4	Vocational
Drama	C	4	A	Film	D	4	A
Art	C	4	A	Sport	D	4	Vocational
Psychology	D	4	A	Geography	D	4	A
Geography	D	4	A	ESports	D	4	Vocational
Sport	D	4	Vocational	Chemistry	E	4	A
Accounting	D	4	A	Criminology	E	4	Vocational
Physics	E	4	A	ICT	E	4	Vocational
Product Design	E	4	A	Politics	E	4	A
Criminology	E	4	Vocational	Football Academy	E	4	Enrichment
History	E	4	A	Supervised Study	All	Min 4	N/A
Football Academy	E	4	Enrichment				
Enrichment	E	3	Enrichment				
Supervised Study	All	Min 4	N/A				

GCSE resit

Any student who has not achieved a Grade 4 in English Language or Mathematics is required to resit in Year 12. They attend resit GCSE lessons.

### **Intervention**

In KS5 we too offer tailored intervention lessons after-school to support students with their learning. We also offer targeted intervention sessions during Easter and May half-term.

### **KS5 Curriculum Rationale**

At Key Stage 5 we offer A Level and vocational subjects. Students have the opportunity to select the subjects to specialise in their chosen field and to explore these subjects more deeply. The Key Stage 5 curriculum is designed to develop students' independent research, study and time management skills. Further to this, our Key Stage 5 curriculum is designed to prepare students for future learning and employment.

### **Assessment Intent**

At Wrotham School we believe it is important to measure and report on all of our students' progress at key points in the year. This allows us to monitor progress, support students to move forward and to share this information with parents.

It is of the highest importance that assessment is:

- Useful to students, parents and teachers
- Used to assess embedded knowledge
- Used to support progress
- Used as a means to support teaching and identify gaps
- Used to respond to gaps in learning
- Easily and clearly understood by everyone
- Presented in a way that makes sense when moving up to KS4 and KS5

### **Assessment in KS3**

- All students are assessed against subject specific skillsets.
- A percentage grade is reported home at three points throughout the year.



- As part of our assessment cycle, all subjects will review progress against these skillsets at three points throughout the year.
- In KS3, all students will receive a Character for Learning grade, focusing on the 4 character strands, consisting of Intellectual (Open-mindedness), Moral (Respect), Civic (Compassion) and Performance (Motivation).
- Reports will go home to parents:  
In Term 1 – Character for Learning grades only (English and Mathematics)  
In Terms 2, 4 and 6 – Percentage grades and Character for Learning grades

In KS4 and KS5 students are given challenging target grades to fit with our whole school ethos of high expectations, challenge and opportunity.

### Assessment at KS4

- Assessment at KS4 is based on GCSE and vocational qualification criteria and marking schemes. Students are assessed to the syllabus they are working towards and given and current grade that can be compared to their target.
- In KS4, as part of our assessment cycle, all subjects will report on student progress towards their target grade at three points throughout the year.
- In KS4, all students will receive a Character for Learning grade, focusing on the 4 character strands, consisting of Intellectual (Open-mindedness), Moral (Respect), Civic (Compassion) and Performance (Motivation).
- In KS4, as part of our assessment cycle, all subjects will report on student progress towards their target grade as follows:  
Year 11 – in Terms 2, 3 and 4  
Year 10 – in Terms 2, 4 and 6

### Assessment at KS5

- Assessment at KS5 is based on A Level and vocational qualification marking schemes. Students are assessed to the syllabus they are working towards and given and current grade that can be compared to their target grade.
- In KS5, as part of our assessment cycle, all subjects will report on student progress towards their target grade on a termly basis.
- In KS5, all students will receive a Character for Learning grade, focusing on the 4 character strands, consisting of Intellectual (Open-mindedness), Moral (Respect), Civic (Compassion) and Performance (Motivation).
- In KS5, as part of our assessment cycle, all subjects will report on student progress towards their target grade as follows:  
Year 12 – in Terms 1, Term 2 (vocational subjects only), Term 3 (other subjects), Term 4 and Term 6

Year 13 – in Terms 1, Term 2 (vocational subjects only), Term 3 (other subjects), and Term 4

### **Assessment Rationale**

Wrotham School fully endorses the belief that assessment is one of the most powerful tools in encouraging and managing progress.

Marking and assessment is used to give diagnostic comments on how to improve work. Support is then provided to help students improve before starting the process again. We refer to this as “levelling- up” as students are given a second chance to respond to marking and feedback lessons to improve their work and their attainment level. “Levelling-up” also builds on prior knowledge and supports the recall of previously covered course content.

### **Monitoring**

Marking and quality of work is monitored at Wrotham School. Moderation sessions take place in the lead up to data drops and include scrutiny of books and assessments at KS3, 4 and 5 to observe and monitor the quality of marking, assessment, presentation and level of challenge. Marking is monitored by HODs and through lesson observations and learning walks.

### **Links to other policies**

- Attendance, Assessment and Homework, Teaching and Learning, RSE, Remote Learning and Behaviour for Learning.

### **Implementation, roles and responsibilities**

- Heads of Department have responsibility for advising the Headteacher about resources and time requirements for subjects and the deployment of staff.
- Following consultation with staff and students, the Leadership Team constructs an annual curriculum model.
- The Headteacher anticipates curriculum needs and staffing requirements to inform about teacher recruitment and retention.
- The Headteacher presents the curriculum model to Governors for consideration.
- The Headteacher recruits appropriate staff to meet the needs of the curriculum.

- Governors discuss, amend and approve the annual curriculum model.

### **Monitoring, evaluation and review**

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

- Curriculum is appropriate, challenging and relevant whilst following guidance from the DFE and examination bodies.
- The curriculum is delivered successfully through the monitoring and development of 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.
- This policy is reviewed annually.
- All national guidance on changes to curriculum and assessment are reflected in our curriculum and assessment models.

**END**

**This policy was adopted by the Governors Curriculum Committee**

**To be reviewed on an annual basis – September 2025**

**Reference:**

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook-for-september-2023>