

Curriculum & Assessment

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1. Aims and Rationale

Isleworth & Syon School aims to ensure that our curriculum:

- Has high expectations of all students
- Provides a safe and stimulating learning environment
- Inspires and challenges all students
- Provides continuity and progression throughout their educational journey
- Enables students to develop knowledge, understand concepts and acquire skills and to be able to choose and apply these in relevant situations
- Enables students to exceed national expectations
- Ensures a focus on literacy and numeracy across the curriculum
- Develops independent learning skills to equip them for further study and employment
- Reflects the core values of the school
 - We seek to foster an ethos of mutual respect throughout the school through our local and global communities. Our most important values are:
 - Our commitment to learning
 - Challenge and Achievement
 - Responsibility
 - Honesty, Forgiveness, and Tolerance
- Reflects our core beliefs:
 - We believe that every student has a right to an outstanding education
 - We believe that every student can be a successful learner
 - We believe that every student can and deserves to achieve their full potential
- Prepares students for their next steps, whilst not ignoring the changing demands of society and the world of work
- Is flexible year-on-year to try to meet the needs of changing cohorts of students
- Provides opportunities for enrichment that includes a compulsory element and extensive optional choices.

2. Curriculum Overview

At Isleworth & Syon School we aim to ensure that our curriculum:

- Is reviewed annually and agreed with trustees (via the Standards Committee) - this includes the allocation of time, options and the breadth of provision
- Provides qualifications that hold currency with the next steps in education, employment or training for our students
- Is taught by teachers who keep up to date with developments in their subject area and regularly review schemes of work to reflect any changing needs or regulations and to ensure best practice
- Supports students to make informed decisions on their future studies
- Reflects the requirements for inclusion and equality (see our [SEND Policy](#) and [Equality Information and Objectives](#)). Whilst we do not offer specialist SEND provision, we will endeavour to support the needs of students with a special educational need or disability, where they are on roll and we consider we can meet a student's needs in a mainstream setting
- Meets all the requirements of any accredited course
- Considers an alternative provision for a minority of students, if their needs can be more appropriately met elsewhere e.g., the use of local provision at post-14 colleges and/or online provision if appropriate.

We map out the curriculum from Year 7 to Year 13 each year to show the overview as in the example below:

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
Year 7	En				Ma				Sc				PE		MFL			Hi		Gg		Cs	Ar	Dr	Mu	Tech	
Year 8	En				Ma				Sc				PE		RE	MFL		Hi		Gg		Cs		Ar	Dr	Mu	Tech
Year 9	En				Ma				Sc				PE		MFL			PSHE	Hi/Gg/Cs		Hi/Gg/Cs		CA/PA 1		CA/PA 2		
	En				Ma				Sc				PE		En/Ma/Edge			PSHE	Hi/Gg/Cs		Hi/Gg/Cs		CA/PA 1		CA/PA 2		
Year 10	En				Ma				Sc				PE		PSHE			Hums		MFL / option A			Option B				
Year 11	En				Ma				Sci				PE		Hum			MFL / option A			Option B						
Year 12 level 2	Public Services				BSFG				En retake				Ma retake		Study			Work Experience									
Year 12 level 3	Option 1				Option 2				Option 3				Study														
Year 13	Option 1				Option 2				Option 3				Study			Private study											

3. Key Aspects of our Curriculum Principles and Curriculum Delivery

3.1. CURRICULUM STRUCTURE AND DELIVERY

- 3.1.1. The school day is arranged into five 60-minute lessons a day, with a one-week timetable.
- 3.1.2. Where possible, subject specialists will deliver each lesson but the school also strategically uses experienced staff and supports re-training of staff where this will aid the short- or long-term learning of students.
- 3.1.3. Personal, Social, Health and Economic (PSHE) education is a fundamental part of the curriculum. PSHE is delivered through lessons, Study Support (tutor time) and the extended curriculum in all years. Additionally, students have one hour a week of a specialist curriculum in both Years 9 and 10, which is taught by trained members of staff.
- 3.1.4. The wider curriculum and extra-curricular opportunities are planned and available for all students and there is targeted provision for some groups of students.
- 3.1.5. Detailed and up to date schemes of work are in place for all aspects of the curriculum from Year 7 to Year 13. They are resourced, reviewed and updated regularly.

3.2. CURRICULUM STUDENT OPTIONS

- 3.2.1. We set the curriculum for all students in Year 7 and Year 8, which aims to provide a broad and balanced curriculum.
- 3.2.2. Year 9 students have a set core curriculum of English language and English literature, mathematics and statistics, science (biology, chemistry and physics), French or Spanish, PE and PSHE. Students can then specialise by choosing from our mini options:
 - Two subjects from computing, geography and history
 - Two subjects from art, drama, music and technology.
- 3.2.3. The rationale and principles for these mini options in Year 9:

- To ensure appropriate that students have the opportunity to study subjects in greater depth to support outstanding progress in Key Stage 4
- To provide time for developing the subject specific language of these subjects
- To double time for the creative subjects to ensure informed choices can be made for Key Stage 4 and beyond
- To ensure that we continue to support breadth in our curriculum, enabling our students to keep their options open for further study.

3.2.4. In Year 9, we run what we have named 'The Edge' programme, for students who, at the end of Year 8, still require additional support for their literacy in order to get them "Key Stage 4 Ready". These students are given the option to drop a Modern Foreign Language subject and have two hours a week of additional literacy and one hour of the Edge programme - which focuses on the attitudes, attributes and skills essential for employability and life.

3.2.5. Should students eligible for The Edge programme want to remain in French or Spanish, we will support this and work on their catch-up literacy in other ways.

3.2.6. We allow students - as is traditionally the case - to specialise further in Years 10 and 11. Students will have a core examined curriculum of English language, English literature, mathematics, statistics and combined science and then they can opt for three further accredited subjects from a broad range of academic, practical, creative and vocational subjects. All students will also follow a non-accredited curriculum in physical education and, in Year 10, a PSHE programme.

3.2.7. At the start of the Spring Term in Year 11, academically able students will be able to switch from combined science to all three separate sciences. This is confirmed after a student has had an individual meeting following their December examination results.

3.2.8. Key Stage 5 students choose three options from a broad range of GCE and vocational options. Exceptional students may be allowed to choose four courses, although progress on the courses will be closely monitored to ensure that attainment is maximised. All Sixth Form students also complete PSHE through during their Study Support time and there is also a rolling enrichment programme, alongside all Year 12 students receive one hour of timetabled physical recreation.

3.3. TEACHING GROUPS AND SETS

3.3.1. We constantly review and amend all teaching groups to support maximum progress for all students.

3.3.2. We aim to ensure that there is always a positive learning experience for all students.

3.3.3. We use mixed ability teaching across the majority of subjects with some exceptions. Arrangements are reviewed annually and decisions will be based on the cohort, their progress and the teaching expertise available. In particular setting is provided as follows:

- Mathematics in all years.
 - In Year 7 and 8 there will be one top set and the remainder of the classes will be mixed ability
 - The sets will initially be formed using individual student KS2 data and their MidYis (our baseline test) mathematics results in Year 7
 - The sets will be reviewed regularly using internal assessment data
 - No year group will have completely linear setting (e.g., sets 1 to 7). There will always be some parallel setting where students are grouped with similar abilities
- Science from the end of Year 9 to Year 11.
- Occasionally setting will take place for some other subjects at Key Stage 4 and 5 when subjects have more than one timetabled group. Specific arrangements will depend on the needs and progress of the particular cohort of students.

4. Curriculum Review

We review the curriculum on an ongoing basis. This includes reflection and analysis on, but not limited to various considerations:

- Examination results analysis by subject, cohort, groups and over time
- Termly analysis of in-year data for all years. Such analysis can lead to specific actions or interventions
- Progress reports by subject, cohort, groups and over time
- Participation in school events
- Participation in extra-curricular activities

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- Success in non-examination courses e.g. The Duke of Edinburgh's Award Scheme (DofE)
 - Student contributions to school and to our community
 - Attendance rates.

5. Assessment Aims and Rationale

We aim to ensure that our assessment is:

- Focused on day-to-day formative assessment, which is a cornerstone of our Teaching and Learning Policy
- A supportive tool which informs student learning and in particular the next steps for improvement
- Easy to administer and manageable for teachers
- Consistently applied across all classes and moderated within each curriculum area
- Used to increase student confidence (particularly in Key Stage 3) and allow success for future external accreditations at Key Stage 4 and beyond
- Supportive of a clear reporting system for both students and parents/carers
- Flexible enough to allow variations within subjects where appropriate
- Integrated into all schemes of work
- Flexible enough to allow teachers to intervene and maximise student progress
- Useful and understood by students, parent/carers and teachers
- Predominately academic but complimented by Attitude to Learning and Independent Learning grades as key indicators of current and future progress.

6. Reporting Structure and Delivery

- 6.1. Progress, attainment and the achievement of students is reported to both students and parent/carers.
- 6.2. A consistency of assessment and reporting is in place to support, where appropriate, some comparison between and across subjects and courses. There will be some variations that account for the differences between teachers and subjective judgements that are expected of the awarding bodies.
- 6.3. Generally, reports are issued three times in an academic year.
- 6.4. All year groups have one Parent/Carer Evening a year, except for Year 11 where two evenings are scheduled. These evenings will take place with subject teachers.
- 6.5. All year groups also have one parent/carer consultation a year with the form tutor, focusing predominately on attitudes to learning. This will take place near to the start of the school year.

7. Links

- 7.1. Many aspects of the school link into our curriculum and assessment policy; therefore, the following list is not limited to the following areas:

Policies

- Teaching and Learning
- Feedback and Marking
- Progress & Preparation Activities (Homework)
- Special Educational Needs and Disability
- Relationships and Sex Education
- Equality Information & Objectives
- Examinations
- Other curriculum specific documents

- 7.2. In addition, our school reports are also considered alongside this policy.

8. Approval and Review

This policy will be reviewed by a Deputy Headteacher on an annual basis. At every review, the policy will be approved by the Headteacher and the Standards Committee of the Academy Trust as required.