

CURRICULUM & ASSESSMENT POLICY



Our Curriculum Intent

- Our curriculum has a dual focus on nurturing students' academic and personal development.
- We believe that it is our duty as professionals, through both the direct and indirect curricular experiences we offer, to identify and nurture within each student, his / her innate aptitudes and intelligences. As humans, with complex and unique minds, we learn in different ways. At Wey Education, we will both celebrate and nurture this.
- We are constructing a curriculum that is ambitious and values-driven, reflecting the best in digital / online learning, one that is designed to give all students the education they need to succeed in life.
- The curriculum offer made to parents and students offers sufficient breadth and particular depth of study – a relevant range of experiences carefully mapped out within and across subjects for each age phase so that students build cumulatively their knowledge, skills and understanding.
- To accent quality, we will focus, at all phases of the student's schooling, on the core essence of what it means to be a linguist, a writer, a scientist or a historian, to help each learner develop an appreciation of excellence in subject / faculty domain learning.
- We will also seek to focus on what students can do as well as what they know by developing core thinking and social skills / attributes to aid them in making connections in their learning in preparation for later life.
- We recognise that families selecting an online education at InterHigh for their child/ren do so for a range of reasons -we offer full flexibility to parents and carers in terms of the academic curriculum options they adopt at each key stage.
- Again, for students enrolling at Academy 21, many of whom have experienced difficulties in mainstream schooling and may have been excluded, flexibility is key to our offer. We work closely with local authorities and their schools to admit flexibly, and establish a package of support that best supports each student. We work in partnership to promote reintegration to mainstream wherever possible.
- The curriculum is successfully adapted, designed and developed to be ambitious and to meet the additional needs with which many of our students present. It develops through increasingly personalised learning, their knowledge, skills and abilities so they can apply what they know and can do with increasing fluency and independence.
- Our curriculum is delivered in a safe, online environment where students can practice navigation of the digital social world to develop confidence, perceptiveness and wisdom.
- **THE CURRICULUM** comprises:

- The Taught Curriculum
- Over-arching transferable skills
- Enrichment and school life (part of the offer at InterHigh)

The Taught Curriculum at InterHigh -an overview

- **Our Key Stage 2 curriculum** offers children a rich and engaging experience of the learning platform. A full curriculum is on offer, comprising a core package of 8 subjects, taught by subject specialists, with flexibility of offer built in for families.
- **Our Key Stage 3 Curriculum** is planned to engage pupils, giving them the chance to discover which subjects they have a passion for before making their IGCSE course choices at the end of Year 9. For flexibility, pupils studying in our online school can enrol into as many or as few of the subjects from the core list of 9 subjects, and 4 optional courses.
- In our **Key Stage 4 Curriculum**, most of the core International GCSE examination subjects we offer follow the examination board Edexcel. The programme for each subject is both engaging and promotes independent learning and further enquiry. Students select up to 7 Core IGCSE subjects as part of the KS4 Core Package and can select a science and a language. Additionally, they can opt to study further sciences, languages, additional or assured course subjects.
- **Our Key Stage 5 Curriculum** enables students to study online AS and A Levels -the subject options are cited below, including 7 core, 10 optional and 7 assured course options:

Key Stage 2	Key Stage 3	Key Stage 4	Key Stage 5
English	English	English Language	English Language
		English Literature	English Literature
Mathematics	Mathematics	Mathematics	Mathematics
			Further Mathematics
Science	Science	Biology	Biology
		Physics	Physics
		Chemistry	Chemistry
STEM	STEM		
Humanities	History	History	History
	Geography	Geography	Geography
Creative Pursuits	Creative Pursuits		
Communication	Communication		
French	French	French	French
	German	German	German
	Spanish	Spanish	Spanish
	Art		
	Music		
	Computer Science	Computer Science	
	Film Studies	Film Studies	
		Business	Business
		Psychology	
		Religious Studies	
			Classical Civilisation
		Art and Design	
		Photography	
		Music and Culture	
		Health and Well-Being	

		Globalisation	
		Drama	
		Computer Game Development	
			Law
			Media Studies
			Psychology
			Politics
			Sociology
			Classical Civilisation
			Economics

The Taught Curriculum at Academy 21 -an overview

We offer a broad and balance curriculum supporting learners in receipt of alternative provision in Years 6 to 11. Working in close partnership, we are able to offer Academy 21 students access to the Key Stage 2 and 5 curriculum offer at InterHigh.

- **Our Key Stage 2 curriculum** is suitable for Year 5 and 6 primary-age learners. It combines the rigour of academic learning with the flexibility to meet the needs of individual learners. We teach a range of subjects including English, Mathematics, Science and Humanities. All classes are taught in the morning and each subject follow the structure and content of the English National Curriculum. Regular teacher assessment ensures close monitoring of progress. Parents, carers and school / local authority staff have access to resources, lesson recordings and all progress data. Learners and parents can revisit the lessons at any time.

English	Mathematics	Science
Humanities	Computer Studies	French

- **Our Key Stage 3 curriculum** is suitable for learners aged 11-14 (Years 7-9) and is specifically designed to provide students with the skills to progress towards GCSEs. We offer Skills Builder courses, suitable for Year 7 and 8 (Skills Builder 1) and for Year 9 (Skills Builder 2). Some Year 10 students that may have fallen behind or previously disengaged from significant parts of their mainstream schooling benefit from our Skills Builder courses.

English	Mathematics	Science
Humanities and Citizenship	PSHE	

- **Our Key Stage 4 curriculum** is targeted for Year 10 and 11 students to secure good GCSE outcomes; that is a set of results that represents at least expected progress from the established baseline on entry for each of our students. We also offer post-16 students the chance to re-sit examinations in core subjects.

Overall, the Key Stage 4 curriculum offer at Academy 21 comprises both access to GCSE outcomes and the opportunity to achieve functional skills qualifications for Year 10 and Year 11 learners. We also support Post 16 learners who may have missed the opportunity to achieve during their Key Stage 4 studies or who may need to re-sit core subjects.

- Key Stage 4 learners are supported to build their confidence, achieve personal goals and attain the skills, knowledge and understanding to underpin examination success and progress to further education and employment. Our curriculum focuses on core subjects and is supplemented by ICT, Humanities and Citizenship courses. It is further balanced by access to functional skills courses in Mathematics, English and ICT at levels 1 and 2. We also provide a number of specialist courses.

English Language	English Literature	Mathematics
Combined Science -Dual Award	History	Citizenship Studies
Functional Skills -Mathematics	Functional Skills -English	Functional Skills - ICT
Non-accredited Curriculum – PSHE		

Enrichment and school life at InterHigh

The taught curriculum is enriched in numerous ways:

- A dedicated team offering students high quality and impartial career advice and guidance about which courses suit their academic needs and aspirations
- A dedicated team supporting older students who wish to engage in the university application process our staff help students with their personal statements and everything else they need to submit a strong UCAS and Oxbridge application. We help them provide evidence of self-study which universities like and which our students can readily provide
- Through cross-curricular links, educational visits both day and residential, foreign exchanges and cultural visits and special events.
- There are the more day-to-day forms of enrichment, built into each subject through personalisation and available through extra-curricular clubs and activities
- Enrichment is carefully tailored to the needs of each Key Stage. For example, in InterHigh Juniors, there are weekly Tutorials and their own weekly Common Room with projects, activities and guest speakers.
- As well as the online library, there are a host of clubs and societies which students can join; for example, the Sixth Form Common Room has guest talks every Friday afternoon.
- Army officers, doctors, nurses and scientists have given talks about their careers. Weekly slots are often about topical issues and other areas of general interest.
- We actively encourage social engagement both inside and outside the classroom and hold regular school trips and events throughout the school year as well as a Summer Ball.

Monitoring the implementation of the curriculum

The effectiveness of how the curriculum is implemented together with its overall impact on student outcomes is continuously monitored in a variety of ways:

- Learning Walks conducted by Senior Leaders of Learning and Heads of Faculty and other senior leaders
- Formal lesson observations
- Work scrutinies – e.g. monitoring the frequency and effectiveness of marking and feedback in student grade books
- Discussions with students

- Student and parent / carer questionnaires
- Senior Education Team (SET) meetings and line management meetings between members of SET
- Outcomes / data analysis on key metrics relating to achievement, attendance, retention
- Faculty reviews
- School evaluation meetings, when evidence on curriculum intent, implementation and impact is considered in relation to an Evaluation Schedule -Quality of Education

Assessment and Reporting

Rationale

Assessment is an integral part of student learning, as referenced in our Learning and Teaching Policy. It is a continuous, primarily formative process, involving students, teachers and parent / carers, with the aim of enabling each student to develop their full potential. Assessment should, therefore, recognise students' achievement and effort and inform planning for future learning. It should be transparent, accurate and consistent. At Wey Education, we intend these assessments to map students' personal as well as their academic development, incorporating metrics on the extent of their engagement with study and school as well as their social, emotional and mental health and well-being.

Assessment: attainment

We will identify each student's starting points in their learning using the summative assessment results from the first half term in the autumn as our attainment baseline. Each assessment will determine whether students are working towards, meeting or exceeding expectations. Further assessments will occur each half term for every subject.

As we develop our **attainment dashboard**, we will show the proportion of students reaching and exceeding age-related expectations in subjects using this internal data. Alongside this, we will report external examination outcomes for those students whose results are known to us. We will report by cohort and specific student groups.

Assessment: progress

We define progress for each student in terms of the extent to which they acquire the *requisite knowledge, understanding and skills within each subject AND more widely, the learning attributes necessary for successful study and personal growth.*

We will track each student's journey within a subject, using the initial baseline standardised test assessment in early autumn (Assessment Point A). Key tasks set by teachers and mock examinations will constitute Assessment Point B mid-year evidence and an end-of-year assessment will be derived from standardised testing at Assessment Point C. Mid-year reports will be issued to Key Stage 2 /3 students in February and Key Stag 4/5 students in April. End year data reports will be issued in May for Key Stage 4 /5 and in July for Key Stage 2/3 students.

Our **progress dashboard** will show measures of academic progress from baseline to exit grades for each subject. We will report by cohort and specific student groups. We will also capture progress in terms of the extent of student engagement, using metrics such as:

- *Attendance* (live session attendance, lead lesson / explore / follow lesson attendance, tutorial attendance, authorised absence, unauthorised absence)
- *Lesson engagement* (e.g. teacher grading for engagement on pupil reports)
- *Behaviour* (e.g. issue of credits / use of behaviour management techniques)
- *Productivity* (e.g. assignment submission)
- *Overarching transferable skills* (associative, cognitive, situational, engagement /personal)
- *Participation* (e.g. attendance at extra-curricular events / activities / clubs)
- *Retention* (% staying on to next year / across academy / college)
- *Churn* (% of students arriving and leaving at other than normal points of entry)

These measures above largely link to the students' level of engagement with their own learning in and beyond lessons. This data could be augmented by feedback from students and families on their own perceptions of academic attainment and progress but also, through Edukit, responses on their wider social, emotional and mental health and well-being.

- *Student Voice* (self-assessment at different points from baseline on entry)
- *Parent View* (at different points from baseline on entry)
- *Edukit* -information at individual student, student group, cohort and school levels.

This is particularly important given that many of our students originally enrol with InterHigh and Academy 21 because they want / need a fresh start in their schooling. Many present with anxiety about schooling or as anxious learners more generally. Our assessments and reporting will seek to capture the journey they make to developing personal attributes, such as self-confidence, resilience, optimism and the ability to be self-reflective. A key factor here, in terms of its influence on their academic progress, will be 'productivity'; the extent to which students meet external expectations of them in terms of evidencing their capabilities.

Student skill-set and personal progress

The Assessment Framework (see below) is being implemented and will also enable us to focus on students' wider skills development too. There are four key groups of these skills;

Associative: foundation learning skills, including basic skills in literacy and memory

Cognitive: critical thinking, numerical and creativity

Situative: skills in communication and in collaboration

Engagement / personal skills: the development of empathy and motivation

As part of this work, we are beginning to survey and map students' social, emotional and mental health and well-being, using Edukit to derive insights from student survey responses at cohort, student group and individual level.

Student ownership of the process

As part of the learning process, the student must be helped to become the most active agent in the 'learn, explore, apply and reflect' cycle, through self / peer assessment as well as external feedback. This involves us as professionals in encouraging all students to fully engage with the process of completing set assignments, participating fully in periodic assessments / tests, including mock examinations and taking full note of the constructive feedback that Leaders of Learning offer them through written responses to formal submissions of work and to tasks set in online lessons. This process is crucial in helping students make the most gains in the learning



undertaken in lessons and to maximise their progress over time. Parents and carers play a crucial role in encouraging their children to complete all work set and note and action the feedback given.

It is worth noting that, by Year 10 onwards, teacher assessment and feedback is increasingly aligned, as is the curriculum delivered, to the relevant subject examination specification. Therefore, the processes defined above contribute to readying students to be in a position to meet the expectations of formal, external assessments. Although many examinations are final assessment only, nonetheless, student involvement in the process of regularly submitting assignments and receiving feedback on them is a crucial part of the preparation necessary to secure valuable qualifications.

Purposes of assessment

We undertake assessments in order to:

- acknowledge students' achievements
- inform teachers' lesson planning
- inform reporting and communication with parents and carers of students at InterHigh and mentors / clients at Academy 21
- involve students in self-assessment and peer-assessment whenever appropriate
- relate the curriculum in Years 7-9 and its assessment to that in Years 10-13 through examination specification and criteria as issued by Edexcel
- guide students towards achieving their potential.

Good practice

Effective assessment depends upon being clear about the purpose of assessment and having an agreed overall policy on the assessment of learning. In the context of assessment, the standardisation of professional judgements depends upon consistent interpretation of clear and shared criteria.

The most effective assessments occur when students are clear at the outset, about the performance criteria upon which they will be judged. It is imperative that we offer each student continuous, explicit feedback on their performance against such criteria, so that they might internalise it, know their own profile and take ownership in time of their own development.

Marking and feedback

- This policy takes account of the expectations placed on all teachers to give students regular feedback, both orally and through accurate marking of tasks and assignments, and to encourage pupils to respond to the feedback.
- In this way, we promote good progress for all students, using the assessment information to best respond as teachers to their individual strengths and needs.
- This requires teachers to have an extensive knowledge and well-informed understanding of the assessment requirements for the subjects / curriculum areas they teach, including those related to public examinations and qualifications.
- Marking is the responsibility of each teacher. Work should be marked on a regular basis and clear and appropriate records kept. Regular marking, including annotations (often related to the exam rubric) and regular feedback give students the clearest steer on next steps in their learning.

Principles relating to marking and feedback

- All students will know their school target grade, personal target and current working at grade.
- All departments will use a range of assessment methods to measure progress and identify targets for improvement. This will include formal assessments (based on examination style questions), peer and self-assessment and monitoring of classwork and homework.
- Formal assessments will take place as calendared and will be marked in detail using examination mark schemes and criteria.
- Heads of Faculty will arrange with Senior Leaders of Learning for the moderation of assessed work for quality assurance and standardisation.
- Selected work will be marked in detail at least once every half term.
- Formal assessments and selected work marked in detail will provide a target and advice on how to improve.
- Classwork will be monitored regularly.
- Detailed verbal feedback should be acknowledged by a verbal feedback stamp or a student comment noting details of feedback.
- Students will be aware of their targets to improve and given the opportunity to respond to feedback.
- All departments will track student progress over time in a systematic fashion.
- Students and parents will receive feedback and targets. as per the reporting cycle.
- Assignments will be set and monitored.
- Parents should be kept informed if students do not complete set assignments through the school and department follow-up systems
- Good work and effort on the part of students will be recognised.

Our Way 2.0 Assessment Framework: Sept 2020 onwards

The framework builds upon our education model: Learn Explore **Apply** Reflect.

The framework will place a focus on programmatic assessment (taking many single points of assessment) – removing stress from students and providing a more detailed and data-informed performance measures that will guide student progress and development. The framework also moves away from the nomenclature of homework towards use of Apply. This includes Personalised timetables for students which includes an extra hour of timetabled work focused upon assignments and quizzes and additional independent learning time.

Dashboards for students, parents, teachers and executives will be made available dynamically throughout the year to ensure that all educational partners: parents/mentors, students and teachers can see the improvements in the child's performance.

This new approach to dynamic learning data presentation will be in place by January 2021 at the latest for IH and A21 students and at IH we will move to one Personalized Report and two Student Data reports per year from Autumn 2020 to meet the growing numbers which are making written statements from senior staff not workable. The move towards increased automation of data will improve the experience of all education partners considerably and will be driven by the new Chief Information Officer. The framework builds upon the **LEAR** model; in particular, it develops through the Apply strand across all courses.

We will introduce different Frameworks for Academy (8-14) and College (14-18) students:

- within the Academy, we will bring in programmatic testing with retakes and low stakes quizzes to reduce anxiety of our students
- within the College, we will continue to balance formal and informal testing including Mock examinations and formative and summative assignment grading

Academy 21 and College Frameworks will be aligned. Our grade boundaries will reflect those used in formal iGCSE/GCSE/A/AS Level examinations. All lesson learning outcomes will be mapped against Quizzes / Apply Assignments. There is a commitment to low stakes continuous assessment. Homework will be replaced with Apply activities which will be embedded into the curriculum and school timetable. Apply will include: Quizzes, e-portfolios, Assignments, Projects.

Automated assessment

As the school grows, we need to reflect this with structural and automated changes and improvements. With the split between the IH Academy (8-18), IH College (14-18), Academy21 and the Virtual School faculties, it will be important to ensure that our assessment plan is well considered, effective and cost-effective and adapts to meet all our students' needs. As a result, we are committed to moving towards automated assessment where possible and aligning learning outcomes with assessments throughout the school in all our 46 courses as part of the Learning Development Programme (LDP).

We will also map students' acquisition of **key skills and competences**.

- At Key Stages 2 and 3: highlight key skills through the academic year (alongside subject focus)
 - Test skills with low stakes quizzes skills to be self-assessed by students e portfolio
 - Key Stages 2 and 3: map skills against programmatic assessment – end of year online assessment that can be retaken by students
 - Programmatic assessment offered online and mapped against subject knowledge and skills capabilities
 - Dashboards will be in place to monitor progress on a daily basis

Overarching transferable skills

- Our curriculum at Wey Education actively promotes, in all its forms and all stages, the following transferable skills;

Associative - Foundational / learning 2 learn skills:

1. Comprehension > grammar, syntax, context, vocab
2. Memory > rote learning, mnemonics, reflection, interleaving

Cognitive - Gateway Skills:

3. Critical thinking – logic, problem Solving, reasoning, criticality, objectivity
4. Numerical – apply numerical concepts
5. Creativity – new ideas, new approaches, original perspective

Situative - Social skills:

6. Communication – giving feedback, responsiveness, participation
7. Collaboration - working with others, team building, manage conflicts

Engagement - Conative/Affective variables:

8. Empathy – recognise emotions in others, understand other`s perspectives
9. Motivation – personal drive, commitment, initiative, optimism

At Wey Education, we value the use of a range of strategies to collect evidence for assessment from everyday informal discussions to examination results. We recognise that informal assessments, which may not be recorded, also form part of good teaching and learning practice.

Reporting

We recognise the importance of ensuring the effectiveness and manageability of record-keeping.

We have created a Dashboard for students and parents, that records:

- Performance. Measures of performance – including assignments, quizzes and end of year tests
- Engagement (a) Social – Membership of clubs, social interactions with students, student council attendance, points for social activities, Yammer posts, Class posts. (b) Behavioural – Attendance, Activity on LMS

Expectation + Motivation = Performance

- Parental and Teacher expectation needs to be measured and balanced. Over expectation can demotivate students as can under-playing expectation
- Student motivation needs to be at the right level to ensure the most positive student outcomes
- Our dashboards will allow parents and teachers to provide the right level of motivation and praise for their students
- Intrinsic motivation is better than extrinsic motivation for ensuring a love of learning that will continue into lifelong learning.