

EMMANUEL COLLEGE

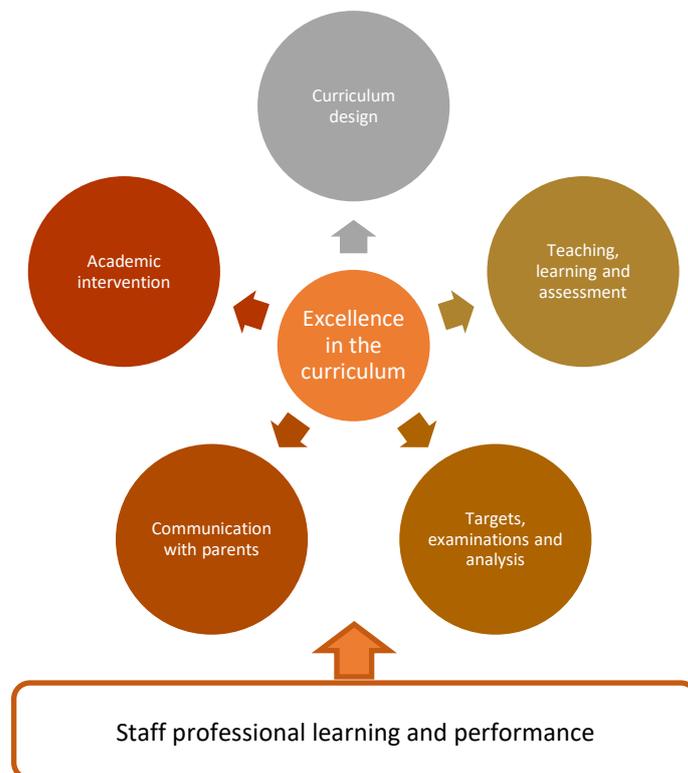
EXCELLENCE IN THE CURRICULUM 2021-2022



Summary

Central to our mission is our aim to provide all students and staff with the opportunity to achieve their personal best. We do so by ensuring excellence in the curriculum by focusing on five elements which make up our academic strategy.

1. A broad, ambitious, knowledge-rich curriculum that is relevant for **all students**.
2. An evidence-based approach to teaching, learning and assessment that will ensure **all students make rapid progress**.
3. Accurate target setting and assessment, which fosters a **culture of high expectations, accountability and self-evaluation**.
4. **High quality communication** between **students, teachers and parents**.
5. **Impact driven academic intervention approaches**.



Curriculum Design

- The College is committed, for all students, to an ambitious, coherent knowledge-rich curriculum that allows all students to acquire and apply knowledge and expertise, with a clear intent shared between staff and students.
- Within each department the curriculum is defined according to its intent, implantation and impact.
- ‘Knowledge organisers’ support students in gaining and retaining the knowledge they need to progress.

Last review: July 2021

Date approved: August 2021

Next review: August 2022

Teaching, Learning and Assessment, including Feedback and Homework

- At Emmanuel College, our teachers drive high standards within the classroom to maximise opportunities for all students. We ensure all students have access to well-planned lessons in line with the curriculum. Students are exposed to teachers who understand the cognitive theory behind learning, promoting lifelong learning throughout each classroom. There is a commitment across departments to give effective instruction, practice and feedback, ensuring common misconceptions do not impact the learning or progress of any student. No student is left behind.
- Teachers use assessment all the time in their teaching, but all assessment should be used to generate information which informs on student learning. There are a number of ways of assessing students and a number of ways of why you would assess students. Each assessment should have a clear purpose, be reliable and valid and be of value.
- Evidence suggests that feedback leads to students making significant gains in their learning. However, this is only the case if feedback leads to student action.
- Homework is set according to the homework timetable. All homework should be purposeful and manageable.

Targets, Examinations and Analysis

At Emmanuel, we believe in accurate academic target setting, construction and marking of examinations and analysis which then forges and fosters **a culture of high expectations, accountability and self-evaluation**.

Our starting point is the belief that all students are created with intrinsic and equal value and should not experience inequality of opportunity because of their background. A student's background, particularly when it may be described as disadvantaged, must not become a self-fulfilling prophecy for teachers or an excuse for students.

We seek to ensure that all students reach their full potential. Furthermore, we believe in the uniqueness of each child so recognise and understand that the potential of each child is different and that levels and types of achievement will be diverse and varied. We seek to emphasise that students will achieve more than they think themselves capable of if all aspects of the teaching and learning process are exemplary.

There are three times in the year that we collect data. During Term 1 and Term 2, we will produce an assessment on work carried out that year and in the final term in Year 7-10 there will be a final summative exam. Annual exams provide a summative report on the learning that has taken place in the course so far.

Departmental analysis will take place following assessments in Term 1 and 2, with a formal report produced by the Academic Team following the end of year exams in the summer. This report, including actions, forms a basis from which HODS and HOYS can work from in September.

Communication with Parents

At Emmanuel, we see the three legs of the tripod (Student, School, Parents) as integral in supporting the progress of each individual. We encourage two-way communication between home and school. Individual teachers and HODS communicate with parents when necessary throughout the year.

Each group has at least one formal face-to-face consultation event, where parents and teachers meet to discuss the progress. This is in addition to three reports that are sent home at the end of each term.

Academic Intervention

Emmanuel College offers various forms of academic intervention, the most valuable of which are done by the classroom teacher as soon as they are needed and all teachers believe that no student should be left behind.

Curriculum design

The curriculum is designed ultimately to lead students towards wisdom. Students are enabled, through the curriculum, to:

- acquire knowledge and skills for a purpose and gain a solid understanding of the world in which they will live;
- cultivate a strong character and the intellectual discipline to discern truth and apply their knowledge correctly.

The Emmanuel College curriculum is knowledge-rich, where knowledge is defined as 'that which we believe to be true'. Within the curriculum, therefore, knowledge is the starting point for students' understanding and application of anything that is taught. We define application as how students utilise the knowledge they have been taught to demonstrate a 'mastery' over that subject, including key disciplinary skills.

The Emmanuel College curriculum is a coherent curriculum; it is designed in such a way that students are given the opportunity to encounter and learn knowledge at a point in their progression which enables them to make sense of the wider whole of the subject they are studying.

To aid this coherence, each unit of the curriculum in each subject has an intended target of the unit that provides a means of assessing whether students have gained the knowledge they need to move on. This is presented to students as a 'key question' to answer.

Within each unit of the curriculum, 'threshold concepts' – ideas that are essential to understanding if a student is to progress and answer the 'key question' – are identified. This gives clarity over what is taught in lessons and is invaluable in identifying the misconceptions that students will come to this unit holding.

Finally, each unit of the curriculum identifies links to prior learning and has a knowledge and sequencing rationale explaining the overall 'journey' of the curriculum and how this unit fits into that journey.

When the curriculum delivered in the classroom, each taught unit has subject specific vocabulary that is explained to students. Throughout each unit, students are assessed in order to apply the knowledge that they have gained. 'Knowledge organisers' support students in gaining and retaining the knowledge they need to progress.

The Emmanuel College curriculum:

- explicitly identifies and is specific about the key elements of knowledge within individual units that are essential for students to understand the subject as a whole;
- gives the space for retrieval and spaced practice so that students remember, and gain mastery over, the body of knowledge studied;
- is planned coherently so that students can build their understanding of where the new knowledge they are encountering fits in a greater whole.

Each department is responsible for the intent, implementation and impact of the curriculum, identifying the construct of each unit, the key knowledge within it, the subject-specific vocabulary and the way in which the unit of the curriculum will be assessed.

Heads of Department are responsible for the collation and maintenance of this documentation and the curriculum will be evaluated on an annual basis as part of the department audit process. Senior leaders are responsible for evaluating the curriculum, alongside Heads of Department, and interrogating it in regard to its quality and coherence, as well as exploring how greater coherence can be established across department teams.

Curriculum structure

Periods are 45 minutes long.

KS3

In Years 7-9, the curriculum is the same for all students:

- Maths (4 periods)

- English (4 periods)
- Science (4 periods)
- History (2 periods)
- Geography (2 periods)
- RE (2 periods)
- 2 languages (French, German or Spanish) (3 periods each)
- Technology (3 periods)
- Computing (1 period)
- Art (1 period)
- Music (1 period)
- Games/PE (2 periods)
- Ignite Programme (Latin, Drama, RSE, PD and Lecture) (1 period)

For 2021-22, Year 9 are in a transition year, where they are following a curriculum determined by their choice of language.

If they are studying one language, their curriculum model is as follows:

- Maths (5 periods)
- English (5 periods)
- Science (6 periods) – taught as individual sciences
- History (2 periods)
- Geography (2 periods)
- RE (2 periods)
- Languages (French or Spanish) (4 periods)
- Technology (2 periods)
- Art (1 period)
- Music (1 period)
- Games/PE (2 periods)
- Ignite Programme (Latin, Drama, PD and Lecture) (1 period)

If they are studying two languages, their curriculum model is as follows:

- Maths (4 periods)
- English (4 periods)
- Science (6 periods) – taught as individual sciences
- History (2 periods)
- Geography (2 periods)
- RE (2 periods)
- 2 languages (French, German or Spanish) (3 periods each)
- Technology (2 periods)
- Art (1 period)
- Music (1 period)
- Games/PE (2 periods)
- Ignite Programme (Latin, Drama, PD and Lecture) (1 period)

GCSE

All students study the following subjects:

- English (3/2 periods)
- English Literature (3 periods)
- Mathematics (4/5 periods)
- Science (6 periods) (individual GCSEs in Biology, Chemistry and Physics or Dual Award)
- Religious Education (3 periods)
- Humanity (3 periods) (Geography or History)
- Language (3 periods) (French, German or Latin)
- 2 'option' subjects (3 periods each)

- GCSE: Art, Business Studies, Computer Science, Design and Technology, Drama, Economics, Food Preparation and Nutrition, Graphic Communication, Music, a second language, a second humanity
- BTEC: Digital Information Technology, Engineering, Enterprise
- Cambridge National: Engineering, Sports Studies
- Games lesson (2 periods)
- Students also receive a Personal Development Lecture (1 period)

Sixth Form

Most students study three A Level subjects, or equivalent, and are expected to study these subjects through to the end of Year 13. Alongside A Levels in typically 20 subjects, the College offers BTECs in Business, Engineering, IT and Science. A minority of students study four A Levels (especially those who take Further Maths). The College week allows for six lessons of teaching per A Level subject per week, and a large proportion of subjects are taught by two teachers. Students have one lecture and lesson a week, in which the Sixth Form PTE course is taught. They also take PE one afternoon a week.

Grouping

In Year 7, students start the year in mixed ability groups for all subjects. All groups are mixed across two of the four houses. Following assessments in the first half term, groupings in English, Maths and Science will be created to best enable the students to make exceptional progress (keeping the year group in two halves).

In Year 8 and 9, classes will be taught within half year groups of equal ability*, with Heads of Department free to create the classes which will result in the greatest gains in achievement, placing students in the group where they are likely to make most rapid progress. *In the transition period (2021/2) the half year groups in Year 9 are decided upon by their language choices and therefore not of equal ability.

In Year 10 and 11, Heads of Department are free to create the classes which will result in the greatest gains in achievement, placing students in the group where they are likely to make most rapid progress, with the only constraint being the blocking of the subjects in the timetable.

Apart from the grouping restructure in Year 7 after the first half term, the aim is for teaching groups to remain the same throughout the academic year. Class groups for the new academic year will be determined after the annual assessments at the end of the year.

Teaching and learning

What is learning, and how do we ensure that our students are learning?

Learning is the long-term retention of valuable knowledge. Through recall and consolidation students should have the ability to transfer such knowledge to different contexts and situations.

Deep learning occurs when students:

- are presented with increased level of challenge;
- new learning is built continuously on accurate prior knowledge;
- review and monitor their own progress with a clear understanding of their progress through the curriculum;
- take responsibility for their own learning;
- exercise recall and retrieval at regular intervals;
- can successfully apply their learned knowledge to a range of different contexts.

Teachers should regularly gather information on students' knowledge and understanding of what has been taught. They should regularly use low stakes testing in lessons and, alongside department assessments, gain a better understanding of where students are in their knowledge and where they need to go.

Effective lessons should include, but are not limited to:

- content which is knowledge-rich;
- an understanding of how students learn, lessons which are planned with this in mind;
- opportunities for all learners to succeed;
- classroom discussion and targeted questioning, delivering passion for the subject you teach;
- regular low stakes testing such as multiple-choice questions and retrieval to understand progress and common misconceptions;
- application of knowledge and skills in new contexts, challenging all learners to stretch their understanding of a topic;
- extended writing and practice;
- feedback which students can act on immediately, both in written format, and verbal.

Instruction, practice and feedback are essential to the success of learners in the classroom. It would be a mistake to be prescriptive about how to teach; however, it is essential that these three elements feature in the duration of a lesson or over the course of lessons.

Instruction is the tool used by the teacher to transfer their knowledge to their students. In exploring and articulating the knowledge within the curriculum we equip our students to practice effectively. Information given must be accurate and remembered to ensure practice is effective. Instruction often takes two forms:

Explanation

- Provide students with deep knowledge by explaining clearly and memorably new concepts, related subject terminology, and how these connect to prior learning.
- Provide concrete examples and ask questions to check understanding.

Modelling

- Demonstrates how to approach tasks via modelling. For example, think aloud as you go through a worked example.
- Make the process obvious by breaking it down into small steps and highlighting pitfalls to avoid.

Practice provides the space for students to apply their knowledge of the curriculum with increasing mastery until they are able to communicate the content with confidence and understanding. Teachers should plan carefully for intentional practice, providing students with careful guidance as they begin to explore their new knowledge before they are able to practice independently. Therefore, practice commonly takes one of two formats:

Scaffolded practice

- The harder students think the better they will understand and remember what they have been taught; set challenging work and provide scaffolding and support to make the impossible possible.

Independent practice

- Once equipped to do so, students need to work independently, though with clear guidance and feedback. Practice needs to be challenging and focused so that students are thinking hard about what they are learning.

Feedback is essential if students are to achieve their personal best. It is the tool that teachers use to ensure that students have understood and learned the content of the curriculum and to measure the extent to which their students are able to communicate this knowledge effectively. Effective feedback should give students:

Clarity

- Sometimes students encounter misconceptions. In this situation, feedback helps them think more clearly by addressing such misunderstandings and misconceptions.

Motivation

- Using feedback to motivate students requires skill. Unless feedback relates to a known goal, the risk is that students attribute failure to a lack of ability. Feedback must be concrete, specific and motivating, and useful in helping students reach their goals.

Staff performance

Performance

Emmanuel College expects all teaching staff to deliver their departmental curriculum with impact. Staff performance is evidenced by learning walks, drop-ins, curriculum and learning reviews and by students' examined outcomes.

Performance also relates to the impact and effectiveness of a teacher's extra responsibilities outside the classroom, including duties, tutoring and any TLR related paid responsibilities.

Vision

Emmanuel College is committed to holding ourselves accountable for, and quality assuring, our performance because of:

- our relentless drive for excellence, expertise and impact in the responsibilities we have been given and in everything we do;
- the commitment given to parents and students, regardless of background, starting point or educational needs; are people who are infinitely precious, morally responsible and gifted for a purpose, should be given every opportunity to achieve their personal academic best and to grow in character;
- the commitment to a coherent and knowledge rich curriculum that leads students towards wisdom.

Principles

Because of our vision, Emmanuel College is committed to:

- continuously reviewing and evaluating practices and procedures to ensure we provide the highest quality of education for all Emmanuel students;
- a thorough review of the Quality of Education annually, through department curriculum and learning reviews and learning walks;
- an in-depth analysis of student outcomes and assessment processes for which appropriate staff are held accountable;
- ongoing self-evaluation of the College's Quality of Education and staff professional learning programme.

Accountability for performance

Student Outcomes – teachers

Teachers are accountable to their Head of Department for the progress which students make through the curriculum. All teachers should strive for excellence with *all* students in their classes.

Student Outcomes – Heads of Department

Heads of Department are accountable to the Principal for the overall outcomes of GCSE and A Level results of their respective department. As part of this quality assurance process a results analysis meeting every September is held with the Principal and other relevant senior staff. This process is replicated following Year 11 and 13 rehearsal exams.

Curriculum development – Heads of Department/Curriculum Leads

The curriculum is a core part of our performance in the classroom and each department's curriculum will be reviewed twice annually through Curriculum Moving Forward meetings and Curriculum and Learning reviews.

Curriculum and Standards sub-committee

The Principal and relevant senior staff meet with governors once a term to discuss the progress of students through the curriculum and academic assessment data.

Accountability for performance processes

Staff at Emmanuel welcome informal 'drop-ins' and learning walks. At any time, their lessons might be visited by another member of staff. There is a transparent and 'open door' culture. If a Head of Department, Curriculum Lead, colleague or senior member of staff completes a drop in, staff should expect prompt and developmental feedback.

Learning Walks

Learning Walks serve the following purposes:

- to promote a culture of professional learning throughout the College. Learning Walks are an important learning tool for all staff;
- to evidence staff alignment to appropriate College policies and procedures;
- to identify the degree to which students can articulate prior learning and its relationship with what they are studying;
- to support collaboration within the College through identification of best practice.

Learning Walks are embedded, expected and regular, leading to an ever more transparent and 'open door' classroom culture. They happen throughout the academic year.

Curriculum and learning reviews

All departments have an annual curriculum and learning review. This is carried out by the senior Quality of Education team and other relevant staff.

The purposes of the curriculum reviews are:

- to identify the strengths and weaknesses of a department's planning and delivery of the curriculum and the Head of Department/Curriculum Lead's ability to articulate and accurately self-evaluate this;
- to identify the degree to which students are able to articulate prior learning, and its relationship with what they are studying;
- to identify how far all students are making progress through the curriculum;
- to discuss and develop the content of the curriculum with the department, looking at the reasons behind the subject, the intent statement and the impact they wish to have in the classroom;
- to ensure *all* students can access the curriculum and are being considered during curriculum and lesson planning.

The Curriculum and Learning Reviews are not formal observations of individual staff members but are a critical tool to support the self-evaluation of departments. This process is designed to allow time and space for Heads of Department to reflect on their curriculum, evaluate student learning and progress, make targets for development and for them to receive detailed and formative feedback on their quality of education within their subject.

Assessment

What is assessment?

Assessment is the term used to describe the gathering of information on student learning and progress. Effective assessment will help us to gain **better** information to make **better** decisions about student learning so that our students can make better progress.

The Four Pillars of Assessment

All assessment will:

- have a **clear purpose** in mind; all assessments, whether they are a hinge question in a lesson or an annual exam need to have a rationale to support them;
- be **valid**; this term is used to describe the degree to which an assessment provides information that we can trust;
- be **reliable**, producing information that can lead us to make conclusions about the level of student learning and our future planning with confidence;
- assessment carries an opportunity cost. There should be **value** in the assessment.

Formal Assessments

'Formal' assessments in departments should provide a measure of:

- the learning of the body of knowledge covered in a student's phase of learning, be that Key Stage 3 or 4;
- the ability of students to apply this knowledge effectively.

Individual assessments should not be given a grade. They should provide information for students and teachers on student learning.

Formal assessments will take place in Term 1 and Term 2, with a summative exam in Term 3. The assessments in the first two terms will take a number of formats and will vary across departments. It is the Head of Department's role to ensure enough assessment takes place to ensure there is clear differentials between grades.

In Year 8-10, a grade will be assigned to the overall assessment percentage, where the grade distribution is norm-referenced with the overall distribution of grades that is expected in that subject.

In Year 7, no grades will be attributed to assessment results, until the end of year exam.

Feedback

Evidence suggests that feedback leads to students making significant gains in their learning. However, this is only the case if feedback leads to student action. At Emmanuel College we embed feedback into all lessons. Immediate teacher feedback is an essential contributor to long-term learning. High quality verbal feedback is fundamental to supporting student progress. Verbal feedback alongside the feedback from low stakes testing can secure both teacher and student understanding of strengths and areas for development

How to give effective feedback

Verbal feedback:

At Emmanuel College we expect teachers to be active in the process of giving feedback throughout the lesson. Through walk arounds we can successfully look at the work students are completing, picking up early misconceptions in a timely manner. Feedback is immediate and can have an immediate impact on learning.

Whole-class feedback:

Teachers at Emmanuel should be providing regular whole-class feedback to students in their classes. Students should be responding to the feedback given by the teacher in their books. Whole-class feedback comes from our policy of book looks following the steps below:

- students' work is looked over;
- common misconceptions are noted;
- areas of celebration are noted;
- comments about book expectations and neatness;
- common literacy mistakes should also be addressed.

Whole-class feedback is a two-way process, minimum effort from staff in terms of writing, maximum output for students in relation to their responses and learning.

Self-regulation and feedback:

Students should be actively involved in the feedback process. Learners who are able to clearly understand their areas for improvement are more likely to be successful. Feedback is a two-way process; guided feedback can be an excellent strategy to improve student awareness of the needs for improvement:

- the teacher identifies the common misconceptions across the responses produced by the class;
- the teacher shares a model response, with an example taken from one of the pupils;
- pupils then annotate the model response, considering three key questions directed by the teacher;
- pupils then work to consider how they could improve their own response through a feed-forward task.

Marking policy

Teachers should be spending crucial time planning effective lessons to support everyone in our ambition for long-term learning. Marking should only be completed when the outcome aids students progress through the curriculum. There are specific requirements in marking assessments, which support student progress through the curriculum and feedback to students and parents.

Teachers at Emmanuel are expected to take books in from students and regularly complete 'book looks' to support their understanding of the class and their progress needs. Teachers should drive high standards in regard to presentation and should ensure literacy misconceptions are focused on as a class. Teachers may wish to use whole class feedback information sheets or PowerPoints, or may wish to do this verbally. Students must engage actively in the feedback and not be passive in the process of feedback.

Homework

Homework should be:

Purposeful:

- it allows for the delivery and assessment of student progress through the curriculum by the teacher in lessons. Priority can therefore be given in homework to the consolidation, extension, and application of the curriculum as well as written assessment on occasion. This in turn enables students to make greater academic progress;
- it encourages wider reading and research into relevant aspects of the curriculum;
- it teaches students effective time management and discipline outside lessons;
- it allows for extended pieces of work to be completed and assessed.

Manageable:

- it is not too onerous a burden on students – students should have time for family, friends, co-curricular activities, and activities beyond Emmanuel College;
- it is not too onerous a burden on teachers – the setting and assessing of homework in whatever format is appropriate.

Homework is set in accordance with the published homework timetable. Each lesson is structured to leave sufficient time to set homework and for it to be clearly recorded in students' personal study files. If there is an exceptional circumstance when it is not set, students write NONE SET in the relevant section in their study file and the teacher provides an explanation as to why homework is not set.

How homework is marked is decided by the teacher and their department. This may involve peer-marking, self-marking or teacher-led marking.

In Years 7-9, there is a two-week homework timetable. Maths homework is set twice a week. English, Science, Technology and MFL (and Latin if appropriate) homework is set once a week. All other subjects have homework set once a fortnight.

Until February half term, however, Year 7 have a reduced homework timetable. They are set Maths homework twice a week, and English, Science and French homework once a week. No other subject sets homework during this first term and a half, aside from revision for assessments. From February half-term onwards, the Year 7 homework timetable is the same as Year 8 and 9.

In Years 10 and 11, students receive two tasks per week in each examination subject taken. Sixth Form students expect to receive homework after every lesson, and teachers are advised also to set specific work for independent study periods.

Each piece of homework normally takes up to 30 minutes to complete. Homework that takes substantially longer than 30 minutes should be set across two pieces of homework.

The consequences for students if homework is not completed are detailed in the Behaviour and Discipline Policy.

Targets

Setting and reviewing target grades

We use Key Stage 2 (KS2) SATs as the primary means by which to identify potential, in line with this being used by the DfE to measure student progress at GCSEs. In creative subjects and in PE, diagnostic information is used to a greater degree to establish stretching but achievable targets. The target should be ambitious but achievable through hard work and commitment. Given the ambitious nature of the target grades, we only react strongly in earlier years with students who are two or more grades adrift of their target. In the event that students exceed their target in their annual exams we would raise the target for the following year.

Students who sat reformed KS2 tests from June 2016 onwards receive a standardised age score in Maths, English and overall. In the absence of published national benchmarks for expected attainment by GCSE, we set targets that seek to maintain our history of outstanding achievement. Each year we may make small adjustments to the boundaries for target setting in order to ensure targets are robust, ambitious yet achievable. For the 2018 intake onwards, we introduced a minimum CAT score at each target grade boundary. Where both criteria are not met, a student is set a target that is one grade lower.

Table 1: How reformed Key Stage 2 SATs are used to establish GCSE targets

Reading SAT score 2016 intake	Reading SAT score 2017 intake	Reading SAT score 2018 and 2019 intake	Emmanuel GCSE Target (for English targets only)
<93	<95	<95	3
93-98	95-98	95-98 (and CAT verbal ≥ 85)	4
99-104	99-104	99-104 (and CAT verbal ≥ 98)	5
105-106	105-108	105-108 (and CAT verbal ≥ 102)	6
107-111	109-113	109-113 (and CAT verbal ≥ 110)	7
112+	114+	114-117 (and CAT verbal ≥ 112)	8
		118+ (or CAT verbal ≥ 140)	9

Maths SAT score 2016 intake	Maths SAT score 2017 intake	Maths SAT score 2018 and 2019 intake	Emmanuel GCSE Target (for Maths targets only)
<94	<95	<95	3
94-99	95-100	95-100 (and CAT quant ≥ 85)	4
100-104	101-104	101-104 (and CAT quant ≥ 98)	5
105-107	105-107	105-107 (and CAT quant ≥ 107)	6
108-110	108-110	108-110 (and CAT quant ≥ 108)	7
111+	111+	111-117 (and CAT quant ≥ 111)	8
		118+ (or CAT quant ≥ 140)	9

Average SAT score 2016 intake	Average SAT score 2017 intake	Average SAT score 2018 and 2019 intake	Emmanuel GCSE Target (for targets in all other subjects)
<94	<94	<94	3
94-99	94-100	94-99 (and CAT mean ≥ 85)	4
100-104	101-105	100-104 (and CAT mean ≥ 99)	5
105-107	106-108.4	105-107 (and CAT mean ≥ 106)	6
108-111	108.5-112	108-111 (and CAT mean ≥ 108)	7
112+	113+	112-117 (and CAT mean ≥ 109)	8
		118+ (or CAT mean ≥ 130)	9

All students who took the legacy SATs are given targets which represent at least 4LOP from KS2, and some students are allocated a more ambitious target.

Table 2: How legacy Key Stage 2 levels are used to establish GCSE targets

KS2 Level	Emmanuel GCSE Target
2	3
3c, 3b	4
3a, 4c,	5
4b, 4a	6
5c, 5b	7
5a	8

Due to KS2 SATs not taking place during the COVID-19 pandemic, targets for the 2020 and 2021 intakes have been set using attainment data collected using Cognitive Ability Tests and Progress Tests provided by GL Assessment. These tests provided age standardised scores and 'challenge' targets for each student.

Examinations and Analysis

Annual exams provide a summative report on the learning that has taken place in the course so far.

The analysis of which will also be a measure of:

- the learning that has taken place since the last internal examinations;
- how well students are doing in relation to their target grades;
- the appropriateness of grouping;
- whether additional support and intervention is required;
- the progress and performance of particular teaching groups and principal subgroups within the cohort;
- how well individuals, departments and the College as a whole is likely to perform at GCSE/A Level.

A good annual internal exam should:

- follow the four pillars of assessment (purpose, validity, reliability and value);
- assess the full curriculum studied from one milestone (e.g., the start of KS3, the start of GCSE courses);
- give all students the best possible chance of success by avoiding using an inappropriate reading age, or material that is not directly relevant to the subject in questions;
- target the capacity of students to apply their knowledge as experts. At Key Stage 3 this may or may not result in examinations written in the 'style' of the GCSE exam papers in that subject;
- the number of marks available should allow for a differentiated, well-spread set of results for the students, with sufficient granularity to enable trajectory grades to be allocated accurately across the ability range;
- inform both teacher and student as to progress made, the strengths and weaknesses of a particular student and what students should focus on in the future.

An internal examination will result in a trajectory grade being awarded. **Trajectory grades** describe both the present achievement of a student in a subject, and the GCSE grade that this level of performance indicates a student will achieve at the end of Year 11. Trajectory grades should only be measured and discussed in the aftermath of annual examinations in Years 7-10.

In Years 11 and 13 students sit '**trial examinations**' which lead to a 'trial exam grade'. These grades are different from a trajectory grade as they identify the grade a student would receive against the most recent set of external exam board grade boundaries. In Year 11 this leads to **predicted grades** which aid the targeting of school and department level intervention, in addition to any other information available to staff.

It is important to note the following additional points relating to the internal examinations process:

- there is no requirement for the exam to be set out of 100 or for percentages to be used at any stage in the process. Students should be provided with their *raw score* and a *fine grade* and care taken to explain how the fine grade has been produced;
- grade boundaries should be set based upon an understanding of the knowledge, skills and understanding that students should be able to demonstrate at this stage to be on a trajectory towards each grade;
- the maximum mark will always be awarded a fine grade 9.9 to indicate that it is the best possible grade within the top band.

It is best practice to collect question-by-question data from as many assessments as possible. This increases the quality of the information provided and can inform more accurate analysis, leading to more effectively targeted actions. Therefore, at **Key Stage 4 all departments will collate their examination data on an item-by-item basis**. A summary of this data will be reported to parents.

Assessment Analysis

The Academic Team will support Heads of Department in analysing the reliability of their assessments following each set of exams and assessments.

Following each set of assessments, a set of actions will be agreed, across the school, year group and within departments, which is necessary or appropriate.

Department analysis will lead the way after Term 1 and Term 2 assessments, with a formal summary written by the Senior Team after the summative end of year exams.

The purpose of analysis is to inform action that is sharply focused and effective. We seek to evaluate how successful each cohort is against nationally agreed measures: Attainment 8, Progress 8, percentage of students achieving the English Baccalaureate and progress and attainment in English and Maths. In addition, we monitor each cohort, student sub-groups and individual student against the key 'scorecard' measures, and each department and teaching group for progress against target and progress compared to other subjects. Importance after each examination is looking at individual performance, class performance and sub-group performance, as opposed to comparison of year on year.

It is important information for classroom teachers to be aware not just of the RfL and trajectory grade provided by them for the most recent report, but how the trajectory grade compares with the student's target grade. All teachers should know who in their class is working at two or more grades below target and who is demonstrating concerning RfL.

Analysis at a department level should ensure that intervention is taking place with all students who are working two grades or more below their targets, that there is no unhealthy variation in performance against target between teaching groups, that key sub-groups are not producing results that would indicate a gap in performance, and that that the quality of homework being produced is high. The value of analysis of interim data should not be underestimated and while analysis of topic tests and homework mark averages is an essential complement to this, much of the above can be achieved by careful scrutiny of the interim report data for each subject.

Published analysis

At key points throughout the year analysis is published by the academic office for the purpose of action planning. Internal examination dashboards.

The full summative assessment analysis is shared with HODs, HOYs and the SMT to ensure all parties are aware of the issues and concerns as we start the year, the following September.

A key purpose of this analysis is to identify those students failing to make expected progress or demonstrating poor responsibility for learning. In addition to this, analysis seeks to understand where there may be unhealthy in-College variation between teaching groups or subjects, or a concerning gap in performance between key student sub-groups.

Results dashboards are also produced for each subject following external examinations, which, as well as grading the results against set criteria, reviews the accuracy of predicted grades and seeks a reflection by each of Head of Department as to the strengths in teaching and learning as well as opportunities for development. These publications serve as the basis for discussion in the post-exams analysis meetings held during September each year. In addition to this, analysis of the data from each interim report is also published.

Following examinations in each year group, we take the chance to celebrate student performance in the following categories:

- overall attainment;
- overall performance against target;
- overall RfL;
- overall improvement in performance against target;
- overall improvement in RfL.

Communication with parents (under review Sept 2021)

There are three formal communications throughout the year, where we report on progress, on top of the parent consultation event.

Term 1	Term 2	Term 3
Scorecard Parent Consultation Event	Scorecard Comment from tutor, including information of co-curricular commitments	Scorecard, including examination results RFL self-evaluation Comment from senior member of staff

Scorecard

The scorecard will include:

- attendance data;
- summary data on progress, grade, etc.;
- Conduct data (e.g., codes, detentions);
- individual subject data:
 - a target grade (Year 8 onwards);
 - a fine grade;
 - an RFL grade;
 - a breakdown of the different parts of the assessment (raw marks);
 - historical data on each subject.

Academic intervention

Informal Intervention

From time to time, students will need support with their learning and understanding. This is best dealt with by the classroom teacher quickly and without much fuss. This could be done in class, but if there is a need, this can also be done at 3.05, where a student will be asked to attend an academic support session with the classroom teacher.

Formal Intervention

The end of term assessments are the starting point for department academic intervention. These assessments will also assist in supporting the HOY teams and welfare teams in their support offering. There may be a need for a student to attend departmental support on a regular basis and this will be coordinated by the HOD.

The HOY team, supported by the Academic Team, will meet with students who are underperforming and action plans be put in place.

The End of Year Summative Exam Report should be referred to by all parties in their planning for the following year and this will be the starting point for HOY and HOD to provide support on various levels. The Academic Team will meet with HODs in September to review the action plans from the previous End of Year Exam Report.

Year 12 and 13

Sixth Form students are formally assessed every six weeks with part or a whole of an A Level exam (or modular assessment in the case of BTECs), which is marked, as much as possible, to A Level standard. This results in students being given a trajectory A Level grade (following consultation with the Cluster Lead) based on their performance in each of their subjects and is the trigger for academic intervention. Each assessment is communicated with parents, along with an Intellectual Discipline score.

After each 6-weekly assessment:

- the Cluster Leads meet with HODs and using the Year 12 tracker review the grading criteria for their subject and grade their subject(s);
- the Cluster Lead and HODs then review the progress of under-performing students, review the academic support arrangements that are in place for them and decide whether any student needs to start or stop Directed Study (DS) or whether the amount of periods on DS needs to be changed and whether **academic action plans** need to be started or tweaked;
- the Sixth Form Leadership Team, with the Vice Principal as appropriate, then meet with the parents and students whose progress is most concerning and discuss the specific **academic action plans** that have been agreed;
- students on academic action plans and DS are logged, as are the actions, and are reviewed regularly by the Vice Principal and Head of Sixth Form.

Staff Responsibilities

Staff Responsibilities in Ensuring Excellence in the Curriculum

	Curriculum design	Teaching, learning and assessment	Targets, examinations and analysis	Communication with parents	Academic intervention
Principal and governors	Aims and direction of curriculum structure and content. Final approval of the curriculum model.	Overview of the leadership.	Agreeing policy. Ensuring that impact driven action follows accurate analysis.	Ensure quality assurance.	Communicate intent and direction.
Senior Management Team	Quality assurance.	Overview of assessment (purpose, validity, reliability, value). Support analysis to inform teaching and learning. Providing training and systems to meet staff professional learning needs.	Setting targets. Ensuring data is reliable. Producing analysis to ensure that impact driven action.	Quality assurance of communication.	Supporting HODs to provide intervention and to remove any barriers.
Heads of Department	Identifying the intent, implementation and impact of the curriculum.	Ensure that assessments are valid, reliable and have value.	Create class groups to ensure that all students are capable of achieving their target grade. Ensure annual exams are fit for purpose, which lead to analysis to create impact driven action.	Ensure that all staff use the communication channels to aid the best progress.	Lead on intervention within department. Develop a post-exam action plan.
Curriculum Lead	Ensure curriculum intent is exemplary.	Ensure exemplary implementation of the curriculum. Commitment to continued professional learning within the department.	Lead the construction, curation, analysis and reviewing of formative and summative assessments.	Create a shared intent with staff, students and parents.	Support the post-exam action plan.
Classroom teachers	Expert delivery of the curriculum in line.	Contributing collaboratively to assessments. Adapting their practice in light of learning walk feedback or student data. Using assessment to inform their teaching and planning.	Communicating target grades to students and ensuring that students are working towards achieving their target grades. Marking assessments and providing feedback on work.	Communicating effectively with parents.	Support the department intervention plan.