



Kendrick School

Curriculum, Learning and Teaching policy

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Version: CLT V4 2025	Further review may be needed in the light of the government's Curriculum and Assessment Review which is due to publish by the end of 2025
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Curriculum, Learning and Teaching Policy

From the Website: *The curriculum is framed with the intention of producing well-balanced students prepared for the responsibilities and opportunities that arise throughout life and to prepare students for the challenges of the 21st century. It extends knowledge, experience and imagination in ways which develop critical and analytical capability, awareness of moral values and capacity for enjoyment.*

The students' spiritual, moral and ethical development is addressed through the formal curriculum in a number of subjects including religious education lessons. It also occurs informally through assemblies, numerous extra-curricular activities, residential experiences and in other intangible ways which permeate the ethos of the school.

Kendrick has a full and well established PSHCE programme which is delivered to all students by their own tutors as part of the tutor/PSHCE programme. It is also delivered by specialists as a discrete subject in the upper school. Students will be prepared for their roles as citizens and follow recommended schemes of work for citizenship. All students receive careers advice and have the benefit of taking part in a well-integrated work experience programme as part of our work related and enterprise curriculum.

Every student has access to the full National Curriculum, Religious Studies, Citizenship and PSHCE. Kendrick is a grammar school and continues to offer a wide variety of subjects; in particular English Literature, a second modern foreign language, Latin and Religious Studies to public examination level.

Aims of Kendrick School

Our vision for the school is to lead, inspire, and make a difference to the lives of girls and young women.

- Lead everyone to grow and contribute
- Inspire staff students and parents to have a voice in the vision
- Make a difference to people's lives and the wider community.

Kendrick School aims to provide an excellent education for all its students in a safe and healthy environment where students and staff can share a love of learning and enjoy satisfaction in their achievements. The school strives to promote confidence in its students combining academic rigour with a determination to embrace new challenges, promote flexible and lifelong learning and to prepare the members of the school's community for the future. The school is committed to valuing all subjects and areas of the curriculum.

Rationale and Aims

The core purpose of education is to prepare young people for life after school. We aim to equip them with the intellectual, social and emotional resources to enjoy challenges and cope with uncertainty.

The curriculum is intended to be suitably ambitious for all the students in the school and by maintaining breadth and depth of study in KS3 all students can access all GCSEs at the point of making options choices in year 9. There is an emphasis at each key stage on securely and robustly building the skills and knowledge that students will need at the next level of study and all subjects

have ambitious curriculum plans in all key stages that are refined and reviewed every year. Expert teachers are deployed across the school and not just in the sixth form. There is a robust review process led by line management that drives curriculum development. The school's Progress 8 score is historically outstandingly high reflecting the secure depth of learning that the students achieve. All students receive careers advice in line with the Gatsby Benchmarks and support through the UCAS application process is exceptional in its organisation, level of support and attention to detail. Students' personal development is enhanced and promoted across all year groups led by a highly developed PSHCE and Citizenship programme and by the guidance and leadership of key stage leaders.

Inclusion - Inclusion means: ***The removal of barriers to learning across and beyond the curriculum to increase participation for all learners.*** Learning and Teaching is tailored to the needs of students through positive interventions and teachers employing strategies to enable students with specific difficulties to reach their potential and make excellent progress. The impact of these strategies and interventions is monitored through departmental and cohort tracking.

Kendrick School Development Plan

Each year the school's development plan has a strong curriculum focus led by established educational research and the structure of the Ofsted EIF framework on Intent, Implementation and Impact of the education that is provided in school. We routinely ask ourselves the following questions and use self-review procedures to test and develop the success and strengths of our curriculum offer.

Intent – how does the school's curriculum set out the knowledge and skills that each student will gain at each key stage? Why is the curriculum designed the way it is? How is the critical knowledge that needs to be taught selected? Does careful curriculum planning ensure that the right components are embedded in long term memory to enable pupils to perform more complex tasks?

Implementation - how the curriculum is taught and assessed in order to support students to build their knowledge and to apply this knowledge as skills? How well is it implemented? How is teachers' expertise and deep knowledge utilised, supported and put to best use? How is learning sequenced to ensure that knowledge and skills build towards defined end points? Do lesson activities focus pupils' thinking on learning goals and avoid overloading their working memory.

Impact - how successfully is the curriculum delivered and how good are the outcomes that students achieve? How is students' progress through the curriculum assessed?

Key Operational Principles of the curriculum

The curriculum supports the aims of the school. Specific details of curriculum content can be found in the School Prospectus, Year 7 Parents' Information booklet, Year 10 Options Information booklet and the Sixth Form Prospectus.

The school values breadth and depth throughout all key stages. There are no "accelerated" examination courses, early course completions or examination entries.

PSHCE is given at least one dedicated, timetabled lesson in all year groups.

We acknowledge a collective responsibility to incorporate the teaching of Literacy; Numeracy; Oracy; Computing; Social, moral, spiritual and cultural (SMSC) education and to promote Community Cohesion.

Each subject has ambitious curriculum goals in all key stages that describe the essential knowledge and skills that the students will be equipped with in order to appreciate the importance, relevance and joy of the subject to them and will equip them for further study and for the next stage of life. These goals describe the type of learner that the curriculum is designed to promote at each key stage.

Provision for students with SEND is led by quality first teaching and a cycle of plan-do-review; all students with SEND support have their own student passport developed with them and describes the most important elements of support that the school and teachers provide.

The time allocation to each subject in each key stage is reviewed regularly in consultation with subject leaders and against a background of a finite budget and hours of teaching per week.

The options programmes for KS4 (GCSE courses) and KS5 (GCE courses) are student centred to give the optimum choice within the constraints of staffing, accommodation and time allocation.

Careers guidance and progression to the next phases of education and employment are delivered to students throughout all key stages. The school delivers all the Gatsby Benchmarks.

Key Stage 3 follows the National Curriculum at Key Stage 3 and promotes SMSC, wide reading, reading for pleasure and information, Physical Education, Religious Studies, Citizenship, PSHE and Computing alongside English, Mathematics, Science, Humanities, Languages, Classics, Art, Drama and Technology. French, German and Latin are studied by all students in Key Stage Three.

The Options process starts in year 9 and GCSE courses start in year 10.

Reading in Key Stage 3 is given dedicated time in English lessons and students choose and review books with the help of their teachers.

At Key Stage 4 in years 10 and 11, students study English Language and Literature, Mathematics, Chemistry, Biology, Physics, at least one language and humanity and three further option choices. The current options programme allows all students to access the subjects which comprised the English Baccalaureate (EBacc), although the EBacc is not compulsory with respect to choice of humanity subject (at least one must be selected from Geography, History, and Religious Studies).

At Key Stage 5 students start on a three or four A Level pathway with the potential at agreed points to reduce from four to three as well as add the EPQ and AS Further Mathematics. The courses offered aim to prepare students for study at leading higher education institutions. The academic A Level curriculum is boosted with an Enrichment Programme and other qualifications alongside the main GCE subjects are offered such as the Extended Project Qualification (EPQ) and AS Further Mathematics in Year 13.

Context and Features of the Curriculum

The curriculum is delivered by a stable, highly qualified and dedicated team of specialist teachers and support staff.

Resources and funding are astutely managed in order to make the learning environment as good as it can be.

Students are taught about safeguarding and keeping themselves safe throughout all key stages.

All subjects understand the importance of the cultural capital that the curriculum content gives to students.

Schemes of work are in place and are regularly revised, as are department handbooks which reflect the operating procedures and background for each subject area.

PSHCE and tutor time provision are reviewed annually to ensure that the right topics are delivered at the right time and this responds to local and national priorities such as FGM, British Values, Kendrick values, LGBT, child sexual exploitation.

PSHCE in the sixth form is called Personal Development and the students are integral to designing the programme each year so it is tailored to their needs as well as the issues that the school plans to deliver.

There is a carefully considered CPD programme for all teachers and time is regularly allocated to subjects for curriculum planning and subject knowledge and pedagogical CPD.

Subject activity, results and achievements are summarised in department Achievement Reports which are monitored by SLT and Trustees through line manager meetings. Performance is additionally monitored through a cycle of department self-evaluation.

Trustees have a standing curriculum review agenda item on the Learning and Teaching committee and the school's Curriculum Working Party reports to this committee as well.

Continuity and progression in student performance is monitored through careful and regular use of data, within subject areas and across cohorts.

There is regular monitoring of the curriculum content and organisation.

Students and parents/carers are consulted during reviews and students' views are sought as part of the self-evaluation process.

Key Conditions to be established for effective teaching and Learning

The environment is conducive to learning, with suitable temperature, lighting, cleanliness and engaging wall displays exemplify student work.

Clear learning objectives and/or outcomes are planned for each lesson within a carefully planned and coherently sequenced scheme of work and may be shared with students. Long term plans or road maps are shared routinely with students.

There is a good relationship between teachers and students in which students also feel valued and welcome to lessons. Conditions are stabilised in which students are confident and willing to collaborate with each other.

Students are taught to develop the skills that will enable them to learn and are taught the value of being prepared to take risks with their thinking and become more independent in their learning.

Assessment for learning is routinely made by teachers ensuring that adjustments to teaching plans are made and effective feedback is provided and acted upon. Lessons are suitably differentiated to enable all students to make the maximum possible progress.

Teaching staff have strong subject knowledge, are enthusiastic and keep up-to-date with developments in their subject. Teaching staff feel free and motivated to be innovative in their teaching.

Teaching staff are well-qualified and take responsibility for their CPD alongside the training that is provided by departments and whole school. Good practice is shared with other teachers through inset and department meeting times.

Teaching resources are appropriate, up to date and readily available through virtual classrooms such as Google Classroom

Careful record keeping allows data to be used to inform planning.

Real-life applications are explored and discussed and cross-curricular themes are incorporated and explored when possible and appropriate

Roles and Responsibilities for Learning and Teaching

SLT

Lead Learning and Teaching throughout the school by planning for whole school development (KSDP) and ensuring that it is delivered.

Allocate effectively the budget and resources available for teaching and learning.

Are themselves excellent classroom practitioners.

Recruit highly capable staff and ensure there are opportunities for induction and training.

Monitor the quality of teaching and learning throughout the school to ensure that it is the best it possibly can be.

Provide high quality CPD for all teaching and support staff.

TLSs

Lead Learning and Teaching in their subject area by planning for development (DDP) and ensuring it is delivered.

Ensure that a full, appropriate and engaging scheme of work exists for each year group in their subject.

Use their allocated budget to provide appropriate teaching and learning materials.

Are aware of exam board requirements for their subject.

Induct and mentor new staff in their department.

Monitor the consistency of teaching throughout their department and facilitate targeted CPD to all teachers.

Track the progress of individuals and groups of students within their subject area.

Heads of Key Stage

Support students in their studies, providing guidance and guarding their welfare to create the best possible conditions for effective learning.

Be a point of contact for teachers to report students of concern.

Regularly observe teaching for their cohort and complete a self-review process.

Monitor progress of individuals and the cohort through profiling and “yellow sheets” where appropriate.

Track the progress of individuals and groups of students within their cohort.

Oversee the teaching of certain parts of the curriculum for their cohort such as PSHCE and citizenship.

Professional Tutor

Support and deliver the staff training programme with a member of SLT.

Co-ordinate, plan and deliver training and support to Early Career Teachers (ECT) within the Early Careers Framework.

Support trainee, ECT and qualified teachers to improve their practice through coaching and support.

Common Language of Learning

Curriculum development and successful implementation is built on a common understanding of what learning is and how it is best promoted by departments and their teachers. This is best realised through regular and detailed conversations at all levels in the school and these conversations require a common vocabulary in order to be most productive.

Here are the key terms and phrases that are in use to help frame curriculum discussion:

Memory

Long term memory is where knowledge that is securely learnt and easily recalled is held. This knowledge can be used fluently without making undue demands on working memory. Careful curriculum planning ensures that the right components are embedded in long term memory to enable pupils to perform more complex tasks.

Working memory is where new information is considered and thought about and can be quickly overloaded if too much is demanded of it. Lessons should be planned to not overload the working memory.

Learning

Learning is defined as an alteration in the long-term memory. If nothing has altered in the long-term memory then nothing has been learnt.

Progress means knowing more and remembering more.

Curriculum

Model of curriculum progression. There is planning for all subjects that considers what progression is in each subject and how the substantive knowledge, skills and disciplinary knowledge is planned and taught to ensure that students' progress in what they know, can do and understand over time. A progress model measures progress in terms of knowledge gained and not in terms of value added flight paths.

Disciplinary knowledge. Big ideas, ways of thinking, evidence, critical arguments, degrees of certainty, where ideas and facts have come from and where they fit in; being scientific, historical, artistic, musical, mathematical etc. How does the substantive knowledge work in the subject? For example, in science understanding the role of error in an experiment. Students should know how knowledge has been created, its certainty and how well understood it is by scholars and professionals.

Substantive Knowledge. Facts and subject content.

Assessment

Purpose of assessment –to be established before collecting and analysing data and other assessment information. What is trying to be established through assessment?

Valid data assesses what is intended. Legitimate inferences are drawn from data.

Reliable data is when repeated assessments produce similar results free from undue variation, findings are consistent.

Value of assessment is measured in terms of what has been found out about progress, learning and impact of teaching.

Wider Vocabulary

Challenge is judged in terms of curricular goals rather than specific lesson activities.

Chunking of information together in a related way is a powerful way to help students to learn.

Components are often knowledge based things that students need in order to tackle **composite tasks**.

Cognitive skills or 'capacity to perform' in learning: examples include analysis, problem solving, creativity, independence, evaluation.

Cultural Capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education.

For example, **Science Capital** could be defined as follows: Science capital incorporates an individual's science-related resources and their attitudes and ways of thinking. It can be useful to think of science capital as a bag that you carry throughout life that contains all your science-related knowledge (what you know), attitudes (what you think), experiences (what you do) and contacts (who you know).

Curriculum end points and goals are discussed and agreed to help plan and sequence **components** of learning. The most appropriate lesson activities contribute towards achieving curriculum goals.

Expertise depends on rich and detailed structures of relevant knowledge stored in the long-term memory.

Fluency requires 'overlearning' through repeated recall, taking pupils beyond the point of accuracy – the **threshold of learning** – something that will always be known and easily retrievable and not easily be forgotten, such as the meaning of 'bonjour'.

Interleaving is a process where students mix, or interleave, multiple subjects or topics while they study in order to improve their learning. **Blocked practice**, on the other hand, involves studying one topic very thoroughly before moving to another topic.

Lesson activities should focus pupils' thinking on learning goals and avoid overloading their working memory.

Prior knowledge and previous content should allow for learning of new **content** lesson by lesson and topic by topic.

Sequencing is the organisation and teaching of content that allows students to build up their knowledge in a way that is easier to process and learn, like putting together a jigsaw by building up groups of pieces that fit together and then connecting these combined sections of the jigsaw. This process is an example of **chunking**.

Spacing out practice and learning of content is a powerful way to reinforce learning and helps students to build stronger neural pathways in their memory.

Curriculum Self-Review

Ongoing review of the school's curriculum is a part of the annual cycle of self-review. Learning walks and lesson visits by SLT and subject leaders happen throughout the year.

Term 2 – The school's curriculum aims and structure is reviewed at leadership level and in SLG meetings. Line management conversations and department meetings have a focus on the rationale, intent, implementation and impact of each subject's curriculum within the whole school aims.

Terms 2,3&4 - Departments work collaboratively together and with SLT to assess and review the achieved curriculum with activities that include lesson visits and discussions with groups of teachers and students. Lesson visits combined with meetings with students are planned and conducted throughout terms 2,3,4 & 5 to test out the curriculum aims of each department. If a SEND student is identified then the associated SEND passport should be considered during the lesson visit. At least one meeting of subject teachers is held with a line manager or member of SLT.

Term 5 Self review information is reviewed at subject and whole school level and used to make new development plans and inform evaluation of existing plans.

School development plan and department development plans are completed during Term 6.

Website Documentation

Academies are required to publish on their website:

Content followed in each year in each subject

The school's approach to its curriculum

How parents and the wider public can find out more about the school's curriculum

How the school meets the 16 to 19 study programme requirements*

Department Documentation

Each department maintains the following documents to support their curriculum and make it accessible at the appropriate level of detail to all teachers, students and parents.

For students, parents and the wider public there is a website entry describing the rationale and aims of the subject as well as topics studied in each year and details of public examination specifications.

Students are provided with examination specifications, topic lists for each year and an outline of timing (a roadmap), fair access to electronic resources, and assessment feedback that is both formative and summative.

Teachers are provided with:

Detailed rationale and intent of the curriculum plans and content and input into planning these.
Clear curriculum progression is included in these plans.

A topic and timing roadmap for each year.

Schemes of work with appropriate detail to enable subject teachers to teach classes as intended by the department. Easy access to all supporting resources linked to the scheme of work.

All necessary resources to deliver the scheme of work and systems to ensure that required tasks and resources are used as intended in different classes.

Assessment framework for the department.

Remote Learning

Remote Learning Plan for use when the school buildings are closed to students

Registration: all students to complete a Google Form, sent by general office, by 8.40am daily

- I am feeling well and I am able to work today

- I am not feeling well and I am unable to work today

Second question:

- I would like to contact my tutor or Head of Key Stage today yes/no

Third question:

- I am connected to the internet and have somewhere to work

- I have limited access to online content today

- I have limited access to a place to work today

- I have both limited access to online content and a place to work today

Daily Routine:

Daily 'registration' information to be processed by general office and shared with tutors and teachers.

Students can also email their tutor or Head of Key Stage for a more specific update on their situation.

Remote learning follows the existing school timetable.

Work for the lesson, and if appropriate subsequent lessons in a series of lessons, will be set by teachers at the start of their first timetabled lesson following school closure.

All live lessons to be conducted in scheduled timetabled slots and should not exceed 50 minutes to allow time for set up and a break before the next lesson. 20 - 40 minutes live lessons are also recommended with remaining time given to students working on tasks and/or reviewing the lesson. All live lessons to have a register and be recorded and made available to all students in the group and may be made available to other groups studying the same work. Live lessons to be made available to all age groups equitably, not just exam classes. Short live introductions may also be appropriate.

Recorded lessons can also be used in timetabled periods and can be accompanied at the time by teacher support by email or a Google Meet.

All teachers to follow department guidance on remote learning, homework and assessment as established in the first week of term on inset days.

When planning remote lessons and homework it is important not to overload students as it may take students longer to learn without direct teacher guidance. We are aiming for a variety of delivery and activity with consideration of the student experience.

Heads of Key Stage, Tutors, Student Welfare Team (SWT) and Designated Safeguarding Leads (DSLs) to maintain regular contact with all students with open safeguarding cases and all other students with known pastoral concerns.

Tutors to run a tutor time at least weekly with the additional offer of meetings on other days.

Remote one-to-one support, pastoral discussion, safeguarding discussion, catch-up and tutoring to be scheduled with Head of Key Stage or TLS so a record is kept of when these meetings happen.

Remote learning safeguarding protocols to be followed at all times in line with the schools safeguarding procedures for remote sessions as detailed in Appendix 1.

Related Policies

Policies which have a direct bearing on this statement and should be read in conjunction with it include:

Homework; Assessment; Spiritual, Moral and Ethical Development; Inclusion; Citizenship; IT; Relationships and Sex Education (RSE); Management of student behaviour; Collective Worship; Community Cohesion.

Glossary of Terms

CPD – Continuing Professional Development

DDP – Department Development Plan

DfE – Department for Education

IT – Information Technology

KSDP – Kendrick School Development Plan

PSHCE – Personal, Social, Health and Citizenship Education

RSE - Relationships and Sex Education

SEND – Special Educational Needs and/or Disabilities

SLG – Subject Leadership Group

SLT – Senior Leadership Team

SMSC - Social, moral, spiritual and cultural education

SWT- Student Welfare Team

TLS - Teaching and Learning responsibility for a Subject

Definitions

Progress 8 is a DfE headline indicator of school performance.

A Progress 8 score is calculated for each pupil by comparing their Attainment 8 score (see below for detail) with the average Attainment 8 scores of all pupils nationally who had a similar starting point, using assessment results from the end of primary school. The greater the Progress 8 score, the greater the progress made by the pupil compared to the average for pupils with similar prior attainment. A school's Progress 8 score is calculated as the average of its pupils' Progress 8 scores. It gives an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools.

Attainment 8 measures pupils' attainment across 8 qualifications including: • maths (double weighted) and English (double weighted, if both English language and English literature are sat)

***16 to 19 Study Programme Requirements** (non-statutory guidance from the Education and Skills Funding Agency (ESFA))

All 16 to 19 study programmes should be designed to provide students with a structured and challenging learning programme that supports their development and progression in line with their career plans. Study programmes should be individually tailored but will typically combine the elements below:

1. substantial qualifications that stretch students and prepare them for education at the next level for employment
2. English and mathematics where students have not yet achieved a GCSE grade 4
3. work experience to give students the opportunity to develop their career choices and to apply their skills in real working conditions
4. other non-qualification activity to develop students' character, broader skills, attitudes and confidence, and to support progression

Appendix 1

Safeguarding guidelines for live sessions (online meetings, tutor time and lessons)

Students

- Remote one-to-one support, pastoral discussion, safeguarding discussion, catch-up and tutoring to be scheduled with Head of Key Stage or TLS agreement so a record is kept of when these meetings happen.
- Unscheduled 1:1s with a member of staff will not take place, groups only (minimum of 3 students per session).
- Students wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, with a plain background and with minimal distractions.
- All live teaching, support and tutor sessions will be recorded. Lesson recording will be available for students to access in their own time.
- Usual expectations apply with regards to behaviour, respect and engagement.
- Staff and students are able to have **cameras and microphones on**, but be mindful this is optional and it is a good idea to for all students to mute their microphones at the beginning to avoid noise disturbances.

Staff

- Remote one-to-one support, pastoral discussion, safeguarding discussion, catch-up and tutoring to be scheduled with Head of Key Stage or TLS agreement so a record is kept of when these meetings happen.
- Unscheduled 1:1s with a member of staff will not take place, groups only (minimum of 3 students per session).
- Staff and students wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, with a plain background and with minimal distractions.
- Language must be professional and appropriate, including any family members in the background.
- The live session should be recorded so that if any issues were to arise, the video can be reviewed.
- All live teaching, support and tutor sessions will be recorded. Lesson recording will be available for students to access in their own time.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Usual expectations apply with regards to behaviour, respect and engagement. Staff to set expectations out at the beginning of a live session.

- Staff and students are able to have **cameras and microphones on**, but should be mindful that this is optional. It is a good idea for students to mute their microphones at the beginning to avoid noise disturbances.
- Staff must only use platforms specified by senior managers and approved by our IT network manager/provider to communicate with students.
- Staff should record the length, time, date and attendance of any sessions held.
- Staff should not use their personal phones to contact students or parents.
- Staff should only be in contact with students during normal school hours and follow the normal email protocol.
- If screen sharing make sure all sensitive information/emails are closed down.
- Staff enter the live session early so they are the first person in the Google Meet.
- Staff should make sure they end the Google Meet at the end of the session so it is clearly finished.
- Staff are able to mute a student and remove them if and when appropriate.

Summary checklist for staff

- ✓ If leading a meeting, join 5 minutes earlier so you are the first in.
- ✓ Close all sensitive documents/apps during a live session.
- ✓ Register the students and set out expectations.
- ✓ Record the meeting and end recording at the end of the session.

Tutor time

- Same guidelines apply as above.
- Tutor time will be recorded for safeguarding purposes. It is not appropriate for this recording to be made available to students after the Google Meet.
- Tutors to run a tutor time at least weekly with the additional offer of 'check-in' meetings on the other days.
- Tutors to organise in a way that is supportive to them, for example, a whole class form time or it may be more manageable to split a form into 2-3 groups and offer shorter slots for smaller groups.
- A 'check in' with students can be used to find out how they are finding remote learning, what is going well, where are they struggling? It is important for students to be specific with their feedback where possible, so this can feed in to further conversations such as issues in particular subjects.
- Tutors can also plan activities or have topical discussions but the most important aspect is to have the interaction between tutor and students.
- Further student support pastorally may be appropriate, but this will be dealt with on a case by case basis and in discussion with Head of Key Stage and SLT.