



**St Edward's  
School**

Unity - Achievement - Faith

# Curriculum Policy

**Reviewed and Approved by Teaching, Learning, Assessment and Curriculum Committee**

**On: 19<sup>th</sup> June 2024**

**Reviewed and Ratified at the St Edward's FGB**

**On: 11<sup>th</sup> July 2024**

**Next review date: Summer 2026**

SLT are responsible for oversight of this policy's implementation

## **Mission Statement**

### **MAY WE BE ONE**

In purpose – educating for life in all its fullness

In faith – encountering God who lives among us, calling us to unity

In dignity – nurturing confidence and maturity

In community – striving together for justice, love and peace

## **Introduction**

St. Edward's School is a learning community at the heart of the parish communities that it serves. We promote care, respect and tolerance and expect high standards in all aspects of school life.

Our aim is to meet the needs of young people in Poole and beyond, preparing them for adult and working life in the 21<sup>st</sup> Century.

The educational vision and curriculum design from St. Edward's School recognises that:

- The world of the future will be very different to the world today
- The pace of change is increasing, hence the need for flexibility
- Young people have, and will have increasingly, greater access to information learning material independently of school
- 18+ year olds will still be at an early stage of their learning
- The current curriculum defined in subject terms is not always well suited to equipping every young person with the knowledge, skills and understanding they will need for a fulfilling adult life.
- Curriculum delivery should involve a greater use of adults other than teachers. There could include support staff, graduates, artists, sports people and people from industry and business to support curriculum delivery.

St. Edward's curriculum policy is based on the following aims, to:

- Have students at its heart, putting their interests above those of the institution.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Be a centre of excellence in learning and teaching.
- Prepare all students for a successful adult and working life in a 21<sup>st</sup> century global society.
- Exceed national standards in achievement, attainment and progression.
- Be committed to excellence and continuous improvement
- Value vocational and academic routes equally.
- Nurture the talents of all and celebrate success.
- Work with Primary Schools to ease transition.
- Involve the community.
- Involve parents / carers.
- Be a learning environment that is above all else inspiring.

## **Curriculum Intent**

The curriculum should inspire and challenge all learners and prepare them for the future. The school's aim is to develop a coherent curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens.

At St Edward's we offer a knowledge rich curriculum which aims to develop confident, independent, life long learners who are equipped to succeed in which ever pathway they choose to follow.

Our Intent is based on 6 key principles which underpin the design of our curriculum to ensure that it:

- Reflects our identity as a Christian school insofar as it aims to broadly educate students as people, in preparation for a life that is successful, happy and healthy
- Seeks to form resilient young people who understand how to learn; who are self-motivated, and curious to know more; and who see mistakes as an opportunity to grow in learning
- Has a moral purpose, setting high expectations of every student; enabling students to evaluate, to empathise, and to make strong and safe decisions
- Values creativity, and sees all disciplines as contributing equally to the formation of children and young people
- Embeds the knowledge, understanding and skills necessary for adult life and future opportunity, and intentionally provides for such wider learning; providing flexibility to enable individuals to achieve
- Turns each student's awareness, curiosity and compassion outwards, beyond school, beyond Poole, beyond the immediate.

We also want our students to become deeper thinkers, and reflective learners; and to have enhanced cultural understanding. This is achieved through interdisciplinary links across the curriculum, where we enable our students to make connections between ideas and concepts, allowing them to apply knowledge they have learned in one area into another as a way of deepening their learning experience.

We recognise that the curriculum goes well beyond the subject knowledge and skills delivered in lessons, and we strive to support the development of the whole person through our enrichment and super curriculum, which supports the development of confidence, creativity, self-esteem, and leadership skills through a range of opportunities in sport, performing arts, technology or STEM subjects.

### **Implementation**

We believe that our students should experience a wide range of subjects which will give them knowledge, skills, experiences and opportunities, which in turn contributes to their formation as a person. Our KS3 curriculum is spread over three years to ensure that all students build strong foundations on which to build and to enable them to succeed as they move into Key Stage 4 and beyond. The curriculum is taught in mixed attainment classes to ensure that all students, whatever their starting point, are allowed to flourish and make progress in line with their peers. Students are also taught metacognitive strategies which includes how to plan, monitor and evaluate their own learning.

At Key Stage 4 and 5, students can follow a range of academic pathways which allows a more bespoke curriculum based on their aspirations, prior attainment, skills and their love of learning in certain subjects. In all areas, the curriculum supports the development of students' powerful knowledge. Knowledge then becomes an automatic part of their thinking apparatus.

## **Impact**

One of our core aims is for the curriculum to develop a well-rounded young person. Students leaving St Edward's are enriched, resilient, curious, lifelong learners who are confident in who they are, and can connect with others (Unity), overcome barriers to succeed in the world they move into (Achievement), and believe in the limitless potential of themselves and God (Faith) Students consistently secure high outcomes across all key stages and are fully prepared for life after St Edward's, be it at University, further training or employment.

Specifically, the curriculum will help young people to:

- Achieve high standards and make good /excellent progress
- Enable those not achieving age related expectations to narrow the gap and catch up with their peers
- Have and be able to use high quality personal, learning and thinking skills (PLTS) and become independent learners.
- Have and be able to use high quality functional skills, including key literacy, numeracy and ICT skills.
- Be challenged and stretched to achieve their potential.
- Enjoy and be committed to learning, to 19 and beyond.
- Value their learning outside of the curriculum and relate this to the taught curriculum.

## **Roles and Responsibilities**

The Headteacher will ensure that:

- All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the Governors' annually.
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the National Curriculum.
- The procedures for assessment meet all legal requirements and students and their parents / carers receive information to show how much progress the students are making and what is required to help them improve.
- The Governing Body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- The Governing Body is advised on statutory targets in order to make informed decisions.

The Governing Body will ensure that:

- It considers the advice of the SLT when approving this curriculum policy and when setting statutory and non-statutory targets.
- Progress towards annual statutory targets is monitored.
- It contributes to decision making about the curriculum.

The Senior Leader with responsibility for the curriculum will ensure that:

- They have an oversight of curriculum structure and delivery.
- Work with the Headteacher to ensure that all statutory requirements are met.
- Work with the Headteacher and Governing Body to understand how curriculum design might impact on the school's performance table position.

- The timetable is written in an open and fair manner, and any deviations to the planned curriculum are shared with the Headteacher and Governing Body.
- Detailed and up-to-date schemes of work are in place for the delivery of all courses.
- Schemes of learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with Subject Leaders on a regular basis and that actions are taken where necessary to improve these.
- The Senior Leader responsible for appraisal ensure a primary focus on professional formation, with raising the quality of teaching and learning at the centre of target-setting.

Subject Leaders will ensure that:

- Long term planning is in place for all courses. Such schemes of work will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- Schemes of work encourage progression at least in line with national standards.
- There is consistency in terms of curriculum delivery. Schemes of work should be in place and used by all staff delivering a particular course.
- Appropriate awarding bodies and courses are selected so that they best meet the needs of our learners.
- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners.
- Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- They keep the Senior Leader (curriculum) informed of proposed changes to curriculum delivery.
- All relevant information / data is shared with the Data Manager, Data Administrator / Exams Officer. This includes meeting deadlines related to exam entries etc.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and Teaching Assistants will:

- Ensure that the curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Students will:

- Be treated as partners in their learning, contributing to the design of the curriculum through Student Voice.
- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them to get back on track quickly.
- Receive co-ordinated support to enable them to make the appropriate curriculum choices at Key Stage Four and Five.

Parents and Carers will:

- Be consulted about their children's learning and in planning their future education via Parent Voice processes.
- Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer and understand the rationale behind it.

### **Monitoring, Evaluation and Review**

The Governing Body will receive an annual report on:

- The standards reached in each subject compared with national and local benchmarks.
- The standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.
- The number of students for whom the curriculum was dis-applied and the arrangements which were made.

The Governing Body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

### **Key Stage 3 Grouping arrangements**

Students are taught in mixed attainment classes for most subjects throughout key stage 3.

For Mathematics, students are placed into ability groups based on KS2 SATS and or internal assessment. Changes are made at regular intervals as a result of internal assessment processes.

For Modern Foreign Languages students will experience both French and German in Year 7 and will then choose to specialise in one language for Year 8 and 9.

Physical Education:

Students are divided into separate boys' and girls' groups.

A very small number of students may be dis-applied from MFL if it is considered more appropriate for them to spend the extra curriculum time on Literacy skills.

**Year 7****Subjects studied and Curriculum time allocated**

<b>Subject</b>	<b>Time Allocation</b>
Art	2
Computing	1
Drama	1
English	7
Geography	3
History	3
Mathematics	7
Music	2
<del>MFL</del> Modern Foreign Language (French and German)	5
Physical Education	4
Personal, Social and Health Education	1 (on rotation)
Religious Education	4
Science	7
Technology (Food, Graphics, Resistant Materials, Textiles and Robotics)	4
<b>Total</b>	<b>50</b>

**Year 8****Subjects studied and Curriculum time allocated**

<b>Subject</b>	<b>Time Allocation</b>
Art	2
Computing	1
Drama	1
English	7
Geography	3
History	3
Mathematics	7
Music	2
<del>MFL</del> Modern Foreign Language (French or German)	5
Physical Education	4
Personal, Social and Health Education	1 (on rotation)
Religious Education	4

Science	7
Technology (Food, Graphics, Resistant Materials, Textiles and Robotics)	4
<b>Total</b>	50

## Year 9

### Subjects studied and Curriculum time allocated

Subject	Time Allocation
Art	2
Drama	1
English	7
Geography	3
History	3
Mathematics	7
Music	2
MFL Modern Foreign Language (French or German)	5
Physical Education	4
Personal, Social, and Health Education	1 (on rotation)
Religious Education	5
Science	7
Technology (Computing, Food, Graphics, Resistant Materials, Textiles)	4
<b>Total</b>	50

### KS4 Pathways

At the end of KS3 students are guided and supported in making their KS4 pathway choices, with the aim of ensuring the subjects they chose to study are relevant to their future aspirations and appropriate to their ability and potential.

For English, Mathematics, Science and Religious Education – Students are placed into ability groups based on KS2 SATS and the results of internal assessments in Year 7, 8 and 9. Each subject has the ability to control its own setting arrangements.

In Physical Education, students are given choices about which sports they would like to specialise in and pathways are set up accordingly.

In a small number of cases, bespoke pathways will be created to ensure individual students can make good or better progress.



**Year 10****Subjects studied and Curriculum time allocated**

<b>Subject</b>	<b>Time Allocation</b>
English (2 GCSEs)	8
Mathematics	7
Modern Foreign Language (French or German)	5
Science (2-3 GCSEs)	9
Religious Education	4
Physical Education	2
Personal, Social and Health Education	1 (on rotation)
Three Option Subjects from the list below	15 (3 x 5 hours)
Art, Additional Literacy, Additional Numeracy, Business Studies, OCR Sport, BTEC Personal & Social Development, Computer Science, Drama, Food and Nutrition, Geography, German, Graphics, History, Music, PE Studies, Resistant Materials, Triple Science, GCSE Music, BTEC Music	
<b>Total</b>	<b>50</b>

**Year 11****Subjects studied and Curriculum time allocated**

<b>Subject</b>	<b>Time Allocation</b>
English (2 GCSEs)	8
Mathematics	7
Modern Foreign Language (French or German)	5
Science (2-3 GCSEs)	9
Religious Education	5
Physical Education	2
Personal, Social and Health Education	1 (on rotation)
Three Option Subjects from the list below	15 (3 x 5 hours)

Art, Additional Literacy, Additional Numeracy, Business Studies, OCR Sport, BTEC Personal & Social Development, Computer Science, Drama, Food and Nutrition, Geography, German, Graphics, History, Music, PE Studies, Resistant Materials, Triple Science, GCSE Music, BTEC Music	
<b>Total</b>	50

At Key Stage 5 option blocks are created in response to student demand with each subject being taught over 9 hours per fortnight. Most students take three subjects and are able to take the EPQ alongside their chosen subject. Subjects can be chosen from the list below:

Art, Biology, Business Studies, BTEC Music, Chemistry, Computer Science, Core Maths, Drama, English Language, English Literature, Engineering, French, Further Mathematics, Geography, German, Government and Politics, Health & Social Care, History, Human Biology, Mathematics, Music, OCR Sport (Single and Double), PE Studies, Product Design, Psychology, Physics, Religious Studies and Sociology.

## Year 12

### Subjects studied and Curriculum time allocated

Subject	Time Allocation
Option Block A	9
Option Block B	9
Option Block C	9
Option Block D	9
Option Block E	9
Tutorial Lesson	1
Enrichment	2
Core RE	1
Subjects offered:	
Art, Biology, Business Studies, BTEC Music, BTEC Sport, Chemistry, Computer Science, Core Maths, Drama, English Language, English Literature, French, Further Mathematics, Geography, German, Government and Politics, Graphics, Health and Social Care, History, Human Biology, Mathematics, Music, PE Studies, OCR Sport, Product Design, Engineering, Psychology, Physics, Religious Studies, Sociology.	
<b>Total</b>	49 Maximum

## Further Details

### Option Blocks

Option blocks are created in response to student demand. Most students take three subjects and the extended project. A very small number follow four subjects.

### Enrichment

Students are offered the opportunity to complete online learning modules (Mooc's) and PE activities on a Wednesday afternoon .

### Core RE

All students are expected to attend the Core RE lessons. They provide an opportunity for students to continue on their individual faith journeys, and to engage with 'Big Questions' drawn from philosophical, ethical and religious thought.

## Year 13

### Subjects studied and Curriculum time allocated

Subject	Time Allocation
Option Block A	9
Option Block B	9
Option Block C	9
Option Block D	9
Option Block E	9
Tutorial Lesson	1
Core RE	1
Subjects offered:	
Art, Biology, Business Studies, BTEC Music, BTEC Sport, Chemistry, Computer Science, Core Maths, Drama, English Language, English Literature, French, Further Mathematics, Geography, German, Government and Politics, Graphics, Health and Social Care, History, Human Biology, Mathematics, Music, PE Studies, OCR Sport, Product Design, Engineering, Psychology, Physics, Religious Studies and Sociology	
<b>Total</b>	48 Maximum

## Further Details

### Option Blocks

Option blocks are created in response to student demand. Most students take three subjects and the extended project. A very small number follow four subjects.

### Core RE

All students are expected to attend the Core RE lessons. They provide an opportunity for students to continue on their individual faith journeys, and to engage with 'Big Questions' drawn from philosophical, ethical and religious thought.

### **Opportunities outside the formal curriculum**

The development of students is significantly enhanced by the organisation of a range of high quality extra-curricular activities and experiences. The school community is committed therefore to offering opportunities at all stages for students to learn from first-hand experience; to display and develop individual talent, to pursue individual interests in a wide range of areas, for example, sport, music and drama and to experience learning within new, exciting and diverse contexts. Examples are:-

- EDGE programme: for highly able and aspirational students
- Sports clubs and teams
- Competitive sport (including inter school tournaments)
- Sports Day held annually
- Students acting as Guides and / or Student Leaders
- Outdoor education, including the Duke of Edinburgh Award Scheme
- Music (Orchestra, Band, Choir, Ensemble, Individual performance and practice)
- Drama (including school productions)
- Subject based clubs
- Special interest societies
- Offsite learning experiences, including international exchanges, geographical and historical fieldwork, theatre trips, residential experiences and work-related visits
- Recreational trips
- Work experience
- Interview experience with Rotary Club members
- Fund raising activities and charitable events
- Competitions such as the Maths Challenge and an annual Battle of the Bands
- Subject specific or thematic Drama in Education productions and visits by outside 'experts'.
- The annual Year 11 "Prom" and 6<sup>th</sup> Form "Summer Ball"

### **Numeracy in the Curriculum**

**The numeracy agenda is led through the Mathematics Department.**

**The purposes of whole-school Numeracy is to develop, raise, maintain and improve standards in Numeracy across the school by:**

- Ensuring consistency of practice including methods, vocabulary, notation, etc...
- Indicating areas for collaboration between subjects.
- Familiarising all staff with the key Numeracy strategies used to enhance students' skills and make them aware of their responsibilities and contributions to the development of student Numeracy in their area.
- Assisting in the transfer of students' knowledge, skills and understanding between subjects and encourage students to explore Mathematics in other contexts.
- Raising the profile of Mathematics taught in other curricular areas.
- Developing students' confidence and in particular those identified as at risk of underachieving.

### **Definition of Numeracy:**

Numeracy is a proficiency which is developed mainly in Mathematics but also in other subjects. It is more than an ability to do basic arithmetic. It involves developing confidence and competence with numbers and

measures. It requires understanding of the number system, a repertoire of mathematical techniques, and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Numeracy also demands understanding of the ways in which data are gathered by counting and measuring, and presented in graphs, diagrams, charts and tables.

**All staff should:**

- Be aware, through data, of the Numeracy needs of the classes they teach.
- Address Numeracy issues in their planning, teaching and marking.
- Be familiar with strategies for developing Numeracy skills in their subject.

**Subject leaders should:**

- Ensure that relevant documentation identifies Numeracy as a focus.
- Include Numeracy on department agendas where relevant.
- Encourage good practice within the department in relation to numeracy, creating opportunities to work with the Maths team to improve practice.

**Teachers of Mathematics should:**

- Be aware of the mathematical techniques used in other subjects and provide assistance and advice to other departments, so that a correct and consistent approach is used in all subjects.
- Provide information to other subject teachers on appropriate expectations of students and difficulties likely to be experienced in various age and ability groups.
- Through liaison with other teachers, attempt to ensure that students have appropriate Numeracy skills by the time they are needed for work in other subject areas.
- Seek opportunities to use topics and examination questions from other subjects in Mathematics lessons.

**Teachers of subjects other than Mathematics should:**

- Ensure that they are familiar with correct mathematical language, notation, conventions and techniques, relating to their own subject, and encourage students to use these correctly.
- Be aware of appropriate expectations of students and difficulties that might be experienced with Numeracy skills.
- Provide information for Mathematics teachers on the stage at which specific Numeracy skills will be required for particular groups.
- Provide resources for Mathematics teachers to enable them to use examples of applications of Numeracy relating to other subjects in Mathematics lessons.

## **Literacy and Oracy in the Curriculum**

**Literacy and Oracy agendas are led by members of the English Department.**

**The purposes of whole-school Literacy is to develop, raise, maintain and improve standards in Literacy and Oracy across the school by:**

- Supporting students' learning in all subjects by supporting teachers to be clear about the ways in which their work with students contributes to the development of students' literacy skills.
- Increasing students' standards of achievement in literacy and across the curriculum.
- Promoting knowledge and understanding of the students' standards of achievement and assessment in literacy across the curriculum, and the identification of any areas of strength and weakness.
- Raising students' own expectations of achievement, thus raising standards and aspirations.
- Developing a shared understanding, between all staff, of the role of language in students' learning and how work in different subjects can contribute to and benefit from the development of their ability to communicate effectively both in school and in preparation for life.
- Recognising that language is central to students' sense of identity, belonging and growth.
- Develop students' confidence and ability to express themselves. Support the staff team to implement effective literacy development and wider achievement across the school.

### **Definition of Literacy:**

- The development of an effective literacy skillset (that is, speaking, listening, reading and writing) is fundamental to the achievement of a rich and fulfilling life. We use these skills every day in order to communicate with, and make sense of, the world around us. As such, the better we are at these skills the more successful we can expect to be in life. Improving literacy and learning can have an impact on students' self-esteem, motivation, behaviour and attainment. It allows them to learn independently and is empowering.

### **Roles and Responsibilities**

- Senior Managers: Give a high profile to literacy, highlighting it in staff meetings as a whole school priority.
- English Department: provide pupils with knowledge, skills and understanding they need to read, write and speak and listen effectively;
- Teachers across the curriculum: All teachers, where appropriate, reinforce the skills of reading, writing and speaking and listening within their subject areas.
- Literacy co-ordinator: supports departments in the implementation of strategies and co-ordinates whole school training on this.
- Oracy co-ordinator: supports departments in the implementation of strategies and co-ordinates whole school training on Oracy.
- Parents: encourage their children to use the range of strategies they have learnt to improve their levels of literacy.
- Pupils: take increasing responsibility for recognising their own literacy needs and making improvements.

## **Reading**

### **Teachers of English should:**

- Create an environment where reading is promoted across the school.
- Provide time in school every week for all students to read.
- Support reading through a range of varied and appropriately differentiated reading resources.
- Promote and support reading in non-school hours.
- Implement a more robust assessment process in order to identify weakness and strength, which in turn is used to inform planning and intervention.

## **Writing**

### **Teachers of English should:**

- Provide students with a range of challenging writing tasks.
- Provide students with real audiences and creative writing outlets where possible.
- Support writing with frames or scaffolds where appropriate, and use modelling, within subjects.
- Ensure grammar, spelling and handwriting are supported in all subjects.
- Promote and support writing in non-school hours.
- Raise awareness of the importance of speaking and listening across the school.
- Encourage a more systematic approach to the use of speaking and listening tasks in all subjects.
- Support all departments and subjects in embedding speaking and listening within their area.

### **All staff should:**

- Teachers across the curriculum will take every opportunity to provide students with the knowledge, skills and understanding they need to read, write, speak and listen effectively.
- Learning support staff will provide additional scaffolding for students with identified literacy weaknesses.
- The Literacy and Oracy Co-ordinator will support departments in the implementation of strategies and encourage departments to share good practice. They will regularly monitor students' progress in literacy and the impact of literacy interventions and review provision accordingly.
- Parents should encourage their children to develop their literacy skills through encouraging reading for pleasure at home.
- Students will take increasing responsibility for recognising their own literacy needs and making improvements.

## **Speaking and Listening**

### **All staff will:**

- Lead by example, ensuring Standard English is used at all times and is expected in response.
- Challenge students when slang or inappropriate colloquialisms are used. Encourage the correct use of English in the classroom environment.
- Encourage students to correct their own speech when errors are drawn attention to.
- Create opportunities for talk in a range of contexts and forms: whole class discussion, small group discussion, paired discussion, individual contribution, role play etc.

## **Writing**

### **All staff will:**

- Model high standards of presentation. All work to be presented with date and title.
- Model all pieces of writing – never assume that the student will know what structure or tone to employ. Use writing frames etc. to aid extended writing for those who need them.
- Promote punctuation, spelling and grammar within any writing task.
- Take every opportunity to expand vocabulary and range of expression. Be explicit about what vocabulary or key words you expect to find in any given piece of writing.
- Insist on the use of full sentences within writing tasks.
- Take opportunities for peer literacy marking, using the literacy marking key. Focus on one or two aspects per opportunity e.g. are all key words spelled correctly?

## **Reading**

### **All staff will:**

- Provide opportunities for reading as a class, in groups and individually. Encourage reading aloud if appropriate to task.
- Encourage further reading around the subject.
- Set reading and research tasks as part of class work and/or homework focused on books/newspapers/online articles etc. Promote skimming and scanning skills in lessons.
- Develop students' ability to locate and retrieve information; to select and interpret information; to collate supporting details within a text; to collate material from a variety of texts, including different types of text.
- Take every opportunity to promote the enjoyment of reading.

## **Marking**

### **All staff will:**

- Follow Department and whole-school Assessment Policies when assessing students' work.
- Take opportunities to praise, either verbally or through marking, the effective and accurate use of literacy skills, using the school's positive approaches to recognising student achievement.
- Ensure marking for literacy is embedded into wider marking policy.
- Utilise the self/peer marking of literacy with students marking their own or a partner's work with a purple pen. Use literacy marking key 'bookmarks' to aid assessment.