



Curriculum policy 2017/18

Purpose

The curriculum of Tudor Grange Redditch underpins our school motto of 'Tolerance, Unity, Democracy, Opportunity and Respect'. It aims to provide a broad range of opportunities to challenge and engage the interest of students of all abilities, allowing those students to achieve their best and become respectful and confident individuals.

Principles

- (i) Our curriculum is underpinned by the National Curriculum of 2008, in that it covers the statutory expectations of the provision of Religious Education, Sex and Relationships Education, Drugs Education, a daily act of worship, Careers Education and Guidance, Work-related learning and the various compulsory programmes of study. It fosters;
 - a) Communication, languages and literacy.
 - b) Creative development.
 - c) Knowledge and understanding of the world.
 - d) Personal, social and emotional development.
 - e) Physical development.
 - f) Problem solving, reasoning and numeracy.
 - g) A focus for learning by developing key attitudes and attributes (determination, adaptability, risk-taking).
 - h) A development of key competencies and transferable work skills.
- (ii) Our curriculum also aims to enable all our students to become;
 - a) Successful learners
 - b) Confident individuals
 - c) Responsible citizens
- (iii) Our curriculum aims to contribute to the 'Every Child Matters' agenda by promoting;
 - a) Enjoyment and achievement.
 - b) Making a positive contribution.
 - c) A safe and healthy lifestyle.
 - d) The achievement of future economic wellbeing.
- (iv) We seek to prepare students for their next steps in life by promoting lifelong learning and by empowering them to take responsibility and make their own informed life decisions.
- (v) We are committed to providing an inclusive, flexible and personalised curriculum which matches all our learners' needs. There needs to be opportunities to support those with SEN and to stretch the more able.
- (vi) Where options are available, we aim to provide an entitlement curriculum, so options cover all curriculum areas and different learning styles.

- (vii) We aim to collaborate successfully and extensively with other local institutions/providers to ensure that our students are well-catered for via an enhanced/extended curriculum.
- (viii) Enrichment activities and out-of-classroom learning should both complement and supplement the curriculum. Trips and visits and on-line learning should be integral to the learning experience and should foster both further enjoyment and achievement.
- (ix) Our curriculum should make extensive links with the community through the sharing of our expertise in languages and by promoting community cohesion.
- (x) Pupils should have an opportunity to work in work-related and vocational contexts, developing enterprise and financial capability and securing economic and business understanding.
- (xi) The curriculum should promote and embody equality of opportunity. All careers advice and guidance should be impartial.
- (xii) Whilst we recognise that student choice is an important factor in raising student motivation and achievement, we must always endeavour to provide a curriculum structure which maintains cost-effectiveness.
- (xiii) There is an ever-increasing need to be flexible and creative in timetabling. Timetable constraints are challenges to be overcome rather than reasons for not implementing curriculum development and change. The timetable is thus a tool of the curriculum and not vice-versa.
- (xiv) Complaints against the curriculum are dealt with in accordance with the school's Complaints against the Curriculum Policy.

Practice:

The curriculum in practice is outlined in the school's self evaluation form. This is updated annually.

Arrangements for Monitoring and Evaluating the Curriculum

The curriculum is contributed to, monitored and evaluated;

- a) Termly, at Governor Level, by the Governors Full Governing Body Committee
- b) Through the programme of Heads of Department Training Forums. Plans are discussed for the curriculum at each key stage, and in general.
- c) On a department level by the College Leaders when each department is reviewed by SLT.
- d) By students via survey, student voice focus groups or through the process of gathering students' opinions in Department Review or RAISE weeks.
- e) By parents via specific surveys and targeted phone calls as part of the Department Review Process.

Controlled Assessment Policy 2015-2016

Context of Policy

Controlled Assessment is a form of internal assessment which replaces GCSE coursework. It encourages an integrated approach to teaching, learning and assessment. It is intended to enable teachers to authenticate and confirm that students have carried out the assessment tasks set in accordance with their exam specification.

Key features:

- Enables a more integrated approach to teaching and learning and assessment.
- Provides an increased facility to ensure that work is the student's own.
- Enables teachers to choose the timing of the Controlled Assessment.
- Enables teachers to select a choice of tasks and contextualise them.
- Is viewed as part of the course, rather than a separate activity. It is an integral part of teaching and learning.
- Usually takes place in the classroom, within the normal timetable.
- Features levels of control designed to maximise reliability and authenticity.

Responsibilities

Senior Leadership Team:

- To be familiar with Joint Council for Qualifications (JCQ) Instructions for Conducting Controlled Assessment.
- To provide Heads of Department (HOD) with the information, support and guidance they need in order to comply with JCQ requirements.

- To provide HOD with the information, support and guidance they need in order that they can best support and maximise the performance of all students.
- To create a Controlled Assessment timetable and ensure that all stakeholders have access to it.
- To ensure that Departments have sufficient information and guidance to organise and manage their Controlled Assessments effectively.
- To co-ordinate access to ICT and liaise with the nominated ICT Technician in order to create access to ICT resources as and when required.
- To monitor Department processes and procedures in order to ensure compliance with JCQ requirements and support student performance.

- To create, publish and update an internal appeals policy for Controlled Assessments.
- To troubleshoot problems/issues as they arise.
- To report to the Governing Body on the effective running of the Controlled Assessment process.

Examinations Officer:

- To be familiar with JCQ Instructions for Conducting Controlled Assessment and other related JCQ documents.
- To be familiar with general instructions relating to Controlled Assessment from each relevant GCSE awarding body.
- In collaboration with the HOD, to submit Controlled Assessment marks to the relevant awarding body.
- In collaboration with the HOD, dispatch students' assessments for moderation.
- In collaboration with the HOD, make appropriate arrangements for the security of Controlled Assessment materials.

In exceptional circumstances where controlled assessments cannot be conducted in the classroom, arrange suitable accommodation where controlled assessments can be carried out at the direction of the senior leadership team.

Heads of Departments:

- To be familiar with JCQ instructions for conducting Controlled Assessment.
- To understand and comply with specific instructions relating to Controlled Assessment for the relevant GCSE awarding body.
- To undertake appropriate departmental standardisation of Controlled Assessments.
- In collaboration with the Examinations Officer, to submit Controlled Assessment marks to the relevant awarding body.
- In collaboration with the Examinations Officer dispatch students' assessments for moderation.
- In collaboration with the Examinations Officer, make appropriate arrangements for the security of Controlled Assessment materials.

Subject Teachers:

- To undertake Controlled Assessments in accordance with specific instructions from the relevant GCSE awarding body.
- To mark the Controlled Assessments and log the results in good time with the departmental Key Stage Co-ordinator.
- To take part in appropriate departmental standardisation of Controlled Assessments.
- To make provision for SEN students, where appropriate, by booking Library sessions in good time.
- To ensure that all paperwork is completed, including, in the case of SEN students, the declaration sheets signed by scribes.
- To give adequate notice (at least a week) to the SENCO for the provision of scribes.

Special Educational Needs Coordinator (SENCO):

- To be familiar with JCQ instructions for conducting Controlled Assessment with reference to Special Access Arrangements.
- To co-ordinate requests for Special Access Arrangements.
- To provide adequate scribes for SEN students where sufficient notice has been given by the subject teacher.

Process of Controlled Assessment

The process has 3 stages:

1. Task Setting
2. Task Taking
3. Task Marking

Task Setting:

Tasks are set either by the awarding body (High control) or by the Centre (Medium Control) and in both cases, must be developed according to the requirements of the specification.

Task Taking:

Controlled Assessment tasks will be undertaken with three levels of supervision:

Formal (high level of control)

Informal (medium level of control)

Limited (low level of control)

HOD / Subject Teacher will be responsible for ensuring that an appropriate level of supervision is in place for each part of an assessment task. Levels of supervision are clearly outlined in each subject specification.

At Tudor Grange Academy 'formal supervision' means:

- Candidates will be under direct supervision at all times – in most cases, supervision will be undertaken by the class teacher.
- Use of resources and interaction with others will be limited to what has been specified by the GCSE awarding body.
- Tasks will be undertaken during normal timetabled lessons in the usual teaching base (unless requested otherwise).
- Use of mobile phones and internet / email access is prohibited.
- If candidates have to use electronic storage devices for their assessment work or related resources, appropriate checks will be made to ensure only permitted material is accessible.
- Subject specific display material with direct relevance to an assessment task will be covered.
- A record will be kept of the time and date of each assessment together with the name of the supervisor(s) and all students present for the assessment session(s).
- A separate record of any incidents which occur during assessments will also be kept.

At Tudor Grange Academy 'informal supervision' means:

- Interaction with others, including group work is permitted.
- The level of supervision applied ensures that the Academy is able to confirm that plagiarism has not taken place and preparation for a final / formal assessment is the candidate's own work.
- Sources used by candidates are clearly recorded.

At this Academy 'limited supervision' means:

- Some aspects of work may be undertaken completely without supervision / outside the classroom – this may include research and data collection.
- Class teachers will make close reference to the relevant awarding body's specifications when applying limited supervision.

Behaviour policies during Controlled Assessments may differ from standard whole Academy policies. Departments will set their own policies during Controlled Assessments tasks and share these expectations with the students.

Task Marking:

Class teachers responsible for supervising and marking Controlled Assessments. They are also required to sign a declaration confirming that candidates have completed work under the appropriate conditions and they are satisfied the work has been produced solely by that candidate.

Tudor Grange Academy will use the JCQ Declaration of Authentication for Controlled Assessments or a similar document provided by the relevant GCSE awarding body.

If either the candidate or the assessor is unable to sign this Declaration, zero marks will be awarded for the assessment task.

If candidate malpractice is suspected, this will be referred to the relevant Subject Leader and Examinations Officer who will follow the guidance set out in the JCQ Instructions for Controlled Assessment.

Internally assessed tasks will be marked by the class teacher according to the requirements of the subject specification. Work will be annotated according to subject specification requirements.