



Homewood School & Sixth Form Centre

LEARNING · RESPECT · BELONGING

CURRICULUM POLICY

Date approved by Governors
June 2016

HOMEWOOD SCHOOL & SIXTH FORM CENTRE

Curriculum Policy

This policy will be reviewed annually

DATE OF POLICY: JUNE 2016

DATE OF REVIEW: JUNE 2017

Member of staff responsible for Policy:

Principal & VP Curriculum

Signed.....Head Teacher

Signed.....Chair of Governors

Curriculum Policy

Including:

Setting and Grouping, Schemes of Work, Personal Learning Time (Homework), Assessment and Marking, Spelling, Punctuation and Grammar, Literacy and Numeracy and Arts

1.0 Introduction

Vision Statement

Homewood School & Sixth Form Centre aims to provide a vibrant world class learning experience. We work as a team, learning in partnership with each other and the wider community. We provide flexible learning opportunities and have high aspirations for all.

The curriculum is at the heart of our strategy to maximise both the opportunities and achievements of our learners. It should provide a broadly based, relevant and balanced framework that is coherent and that presents clear pathways to stimulate lifelong learning for all students. Our intention is to provide the best set of personalised learning opportunities; that can address the needs of **all** learners. The curriculum is a reflection of our ethos and a realisation of our aims and objectives.

As an Academy we have the freedom to follow our own curriculum, but we will also ensure that we follow the curriculum guidance outlined in the Single Academy Model Mainstream Funding Agreement; that a broad and balanced curriculum is provided to all students, incorporating English, Maths and Science qualifications along with the provision of religious education teaching for 11-16. We will therefore adhere to national statutory provision where there remains an advantage to our learners for us to do so, otherwise we will take advantage of the freedoms available to us in order to maximise the opportunities for and promote the achievements of our learners.

In order to personalise the learning experience for our students we have developed a number of unique curriculum characteristics at Homewood including a two year Key Stage 3, a wide variety of choices at Key Stage 4 beginning in Year 9, with courses that run over three years and which lead students along pathways that take them into a Post 16 Curriculum where they can commence a programme of Level 2 and or Level 3 courses in Year 12 appropriate to their individual needs. These innovations have enabled the creation of wider opportunities including Vocational and Applied courses as well as allowing students to follow flexible individual accreditation pathways. The Vertical Curriculum in Key Stage 5 has enabled even greater flexibility of course selection, progression and personalisation of learning experiences.

In essence our ambition is to develop a personalised learning experience for every learner in the community and this policy is intended to articulate the basis for that development.

This policy also includes the broad principles pertaining to Setting and Grouping, Schemes of Work, Personal Learning Time (Homework), Assessment and Marking, Spelling, Punctuation and Grammar, Literacy and Numeracy and Arts, and replaces all previous policies in these areas.

In addition to our own on-going commitment to change our curriculum provision in order to move closer to creating personalised learning experiences for all students; the next few years will prompt continuing curriculum change and development in response to external factors, such as the Raising of the Participation Age, the redesign of the National Curriculum, and the reforms to accountability measures, GCSEs and A Levels. None of these developments will allow us to stray from our concern to ensure the provision of a curriculum that services the needs of our learners.

We believe:

- The whole curriculum experience is worth more to the learner than the sum of its parts
- The curriculum must encourage connections to be established between subject domains and must attempt to deconstruct traditional barriers.
- The curriculum is more than just subject content and should reflect the need for learners to develop skills for life in the twenty first century.
- In all matters we aim to provide flexible learning opportunities and have high aspirations for all.

2.0 Drivers of the curriculum:

There are a number of key drivers for our curriculum that reflect much of what is articulated in the preamble but for reference sake, they are:

- To provide a broad, balanced and relevant educational experience.

This is achieved through coherent approaches to teaching and learning methodology, consistent application of assessment for learning principles, a commitment to high quality transition processes from Key Stage 2 to 3 (reflecting the close pedagogical connections established with a number of our feeder schools in the Tenterden Rural Alliance), through our innovative Key Stage 3 curriculum, including the Discovery College Curriculum; including project based learning, enriched by digital technology and our diverse broadening choices provision at Key Stage 4 and Key Stage 5 – (see annexe A for current subject provision).

- To provide the requisite depth of study that will enable students to prepare successfully for a life of learning; higher or further education and the world of work.

This element transpires in two ways – through the allocation of time and the nature of teaching and learning. Learning is the most important aspect of our work and in addition to encouraging diversity, the introduction of new methodologies and the application of technology we also seek to ensure that our learners have a consistent experience.

- To provide a wider range of opportunity for **all** learners
- Further to Annexe A and the range of opportunities, we seek to ensure that every learner can access the curriculum and as such we do not place any restriction on entry to courses at KS3 or KS4 other than enthusiasm and interest. Furthermore at KS5 entry requirements are course specific and there are learning pathways

available to students of all abilities. We also have an extensive learning support programme that gives additional help and one to one guidance – in some cases – to students who have specified learning difficulties, including the provision of a Key Skills group at KS3 and tailor made options provision from Year 9 onwards.

- To ensure continuity across the curriculum in each Key Stage in the school.

We have developed a range of course pathways at KS4 and KS5 that allow specific progression – i.e. Media at GCSE can be followed by Media at AS/A2 level. Additionally course choice has been developed so that students can diversify within pathways – i.e. those with an interest in Media can take Film Studies at GCSE and AS/A2, or branch out into Creative Writing at AS/A2, or add either English Literature or English Language and Literature at AS/A2. In this case a student may aspire to taking a degree course in English, or may be considering career pathways such as: journalism or advertising.

In this way it is possible for a learner to plan their accreditation route through their school career and beyond. This already operates for most subjects and we are committed to continuing to develop and refine these pathways to allow progression for all in all areas.

- To encourage the enjoyment of learning in all aspects of work for all learners.

It is not possible to legislate for this driver but our ambition to develop and embed innovative delivery, student centred, active learning, learner voice feedback, lead learners and to place teaching and learning at the heart of practise encourages this key issue.

- To encourage a diversity of content, method and learning experience for all in the context of the freedoms attendant with Academy status.

Our emphasis on placing teaching and learning at the heart of our work informs this driver and we do seek and will continue to seek new and innovative ways to engage the learner however, such ambition will not be at the expense of academic rigor.

3.0 Setting and Grouping

We recognise the importance of placing learners in the appropriate environment to allow them to enjoy their learning experiences. The learners' needs are the most important factor in determining such an environment, so careful thought must be given to the level and organisation of work within each curriculum area.

Key Stage 3

Prior to entry, every student will be assessed using a Cognitive Abilities Test which produces a score that signifies potential. We will use this score to group students initially in one of four even bands. Each band has the same access to the curriculum and movement within and across the bands is possible if considered appropriate. There are regular assessment reviews and we reserve the right to move students when their academic and or welfare progress necessitates it. In the Discovery College, we timetable all learners from the same year group concurrently so that movement across the bands can be tempered by other issues such as the nature of the work, the emotional intelligence of the learners or their learning styles.

Key Stage 4

At Key Stage 4 year groups are organised into three different bands of even ability, which have a degree of fine setting in the core subjects in each of the thirds of the year group. However because of the diversity of the options choices there is no real setting and all groups exist in a mixed ability form.

Key Stage 5

There is no ability setting in Key Stage 5 – all courses operate as mixed ability and course requirements are set for each subject individually.

It is essential that all departments regularly review groupings to ensure that no learner is misplaced. Each department will be responsible for the setting and grouping arrangements of its learners subject to approval of the relevant Head of College. As such it is important that assessment records used to determine the placement of learners must be carefully monitored and appropriately employed.

4.0 Schemes of Work

An essential tool for the efficient and effective delivery of the curriculum for any area is the scheme of work. It enables staff and learners to gain a coherent understanding of what is to be taught, the appropriate methodology to be used and an indication of the relevant resources available. Moreover, the scheme of work should provide a consistent departmental approach to all teaching issues - including assessment – both in terms of nature and timing. The schemes of work will thus allow for the appropriate development of a learner's experience and a clear plan for continuity across the curriculum. The schemes of work are important because;

- They enable the department to contribute to a central component of whole school curriculum delivery
- They assist with the induction of new staff
- They provide consistency across departments in all aspects of delivery
- They provide a means for departments to review their methodology and resource provision and plan for consequent developments
- They help indicate aspects of staff training in line with school and departmental development plans

- Format

Principal teachers are responsible for ensuring that Schemes of Work are in place for all subjects at each level for each Key Stage. It is expected that Schemes of Work will be flexible to alterations in examination specifications and to reflect the changing needs of students. Schemes of work will be devised in the form of *rubrics*. Schemes of Work are monitored by The Head of College and will be stored digitally in the relevant departmental section of *Teachershare* and ensure that copies are available to the Learning team.

Principal Teachers should ensure that the delivery of cross curricular themes is regularly reviewed, as part of their annual development planning in conjunction with Curriculum Leaders, to ensure that their presence is appropriately identified - e.g. themes such as Literacy, Numeracy, Creativity, Citizenship, Enterprise, Spiritual, Moral, Social and Cultural learning.

5.0 Personal Learning Time (Homework)

The advancement of technology and its use in schools has started to have a profound impact on the nature of homework and will continue to do so. Similarly the drive towards the personalisation of learning has resulted in a move towards longer term homework tasks, such as those piloted at Key Stage 3 in Geography, History, Maths and English, where students receive term-long homework booklets and take responsibility for organising the completion of the work therein. This change in emphasis will encourage greater student autonomy, as well as enabling students to extend their learning in ways they enjoy most and assisting the development of more sophisticated research skills from an earlier age.

- Homework should be appropriately linked to the curriculum and made relevant for the learner.
- Homework must be planned into a scheme of work, have validity and not be an afterthought.
- Homework should be marked within a timeframe time that is pertinent to the needs of the learner, their area of study and the nature of the work. Such marking needs to be in line with the school marking and assessment for learning policy.
- Homework must be used to help advance a learner so that they can develop and recognise a route to their own improvement.
- Homework should try to sustain the involvement of parents and carers in the management of learners' learning and keep all parties informed about the work learners are doing.

- The appropriate amount of Personal Learning Time

The DfE good practice guide suggests that the amount of time which should be spent by learners at secondary school, on average, should fall within the following ranges:

Years	7 and 8:	45 to 90 minutes per day
Year	9:	1 to 2 hours per day
Years	10 and 11:	1.5 to 2.5 hours per day

There is no suggestion for post 16 in the DfE document because the amount of work done outside of lessons will vary depending upon the nature and demands of their courses however, it is appropriate that throughout their week a post 16 learner should be studying for at least 15 hours outside their taught programme.

- What sort of activities should children be doing?

All homework activities should be complimentary to work that children are doing at school. However, homework should not always be written work; homework may include:

- 1 Reading
- 2 Preparing a presentation to the class
- 3 Finding out information
- 4 Making something
- 5 Trying out a simple scientific experiment

- Personal learning Time i-Books

There is a developing programme for using i-Books as the stimulus for extended learning activities. For example, in Art & Design & Technology a task has been designed to last for the whole term focusing on the use of image combined with text. The i-Book includes learning objectives, specific tasks, suggested technologies and Apps and grading criteria for the final assessment. The i-Book is frequently referred to in class providing students with the opportunity to work on the tasks both within school and at home.

- Monitoring and evaluation

We need to ensure that homework is being set and monitored in line with this policy and to that end the Principal Teachers and the Leadership team have significant roles to play in ensuring that there is consistent and appropriate practice.

The following system is adopted:

Termly	Principal Teachers (or their designated representative) collect random samples of work from each key stage and ensure they are being set and marked in line with agreed policy. This should be followed by a departmental sample moderation process and reported / discussed with the relevant line manager.
Termly	Head of College samples work from each key stage to cross moderate against the departmental sample before writing a response as part of the regular College Impact Report, which is presented to the Strategy Team.
Annually	Principal Teacher ensures that homework is presented in i-book form or in booklets on the department page of the school website and is articulated in schemes of work. The Principal Teacher lodges copy of the scheme in the appropriate departmental area of <i>Teachershare</i> .

6.0 Assessment and Marking

Assessment and marking are essential aspects of successful learning. High quality assessment for learning has a significant positive impact on student achievement. The purpose of assessment is to establish where the learners are in their learning, to establish where they are going and to work out how to get there.

Assessment for Learning (AFL)

There are ten guiding principles that should characterise an AFL rich classroom at Homewood, they are as follows:

1. The learning experience is done **with** not **to** students
2. Objectives and success criteria are shared with students; the purpose of the lesson and the means of gaining success are clear
3. Feedback contributes to learning and obliges students to reflect on their performance, be it written or oral
4. An 'assessment mix' of peer, self-assessment and reflection are common place and teachers should consider this in their planning
5. Teaching is adjusted to take into account assessment outcomes

6. A dialogue about learning and assessment is common place, where students are involved in setting criteria, contributing to the planning of lessons and engaging with written feedback.

7. The language of learning is shared with students

8. Lessons are characterised by open, developmental questions

9. Lessons are an enquiry not an exchange of knowledge from teacher to student

10. Students are treated as individuals and what they say is valued

- Marking

- Marking should be formative and **comment based**, should contribute to moving learning forward and should cause students to think.
- When tasks are set the criteria for success should be shared or negotiated with students.
- Criteria should be linked with levels in the National Curriculum or in exam specifications and should be presented in the form of *rubrics*.
- Comments for improvement are also linked to the National Curriculum or exam specification levels and will contribute to students being able to move from one level to the next.
- Verbal and written assessments are based on a clear balance of **two** aspects of positive achievement judged against learning objectives and **one** target for improvement.
- When a verbal assessment is made the teacher can stamp the student's work with 'Verbal Feedback Given' and the student will be expected to write an explanation of the teacher's comment next to the stamp.
- Praise for positive achievement will outweigh targeting for improvement.
- When assessing all *significant* pieces of work the teacher should make 2 positive comments recognizing achievements against the criteria (usually indicated by a * mark) and make one comment for improvement also against the agreed criteria (usually indicated by a T for *Target*). Alternatively these elements may be highlighted on a *rubric*.
- The teacher will add the letter 'R:' underneath the Target and a question for the student to provide a *Response*, in this way an assessment dialogue can be encouraged
- The teacher will provide dedicated improvement and reflection time (D.I.R.T.) following the return of marking to ensure that students engage with written feedback

and make progress accordingly. It is recommended that dedicated improvement and reflection time amounts to approximately 15 minutes each fortnight.

- Evidence of marking should be easy to find in a student's work and should provide evidence of both the teacher's regular, high-quality written feedback and of the student's engagement with it
 - *significant* = a minimum of 3 pieces of work for each of the five terms in a year
- Students will be expected to know and understand how their work is being assessed and will see the following information displayed in classrooms around the school:

ASSESSMENT

- Your assessments will be based on **two** positive aspects of achievement and **one** target for improvement, whether they are spoken or written, or made by you, your teacher or your peers.
- Praise for what you have achieved will outweigh targets for what you can improve
- When your work is marked the assessor will make **TWO** positive comments indicated by *marks and **ONE** comment for improvement indicated by a **T** for **Target**. These comments can also be highlighted on a rubric.
- This will be followed by a letter **R** for **Response**, where you will write a comment about your own work, which may be an answer to a question the teacher has asked in their marking
- Comments will be based on the success criteria you are given when work is set
- You should expect to see at least **THREE** pieces of your work assessed in this way each term for each subject
- When your teacher gives verbal assessment they will stamp your work with the message 'Verbal Feedback Given'. Next to this you should write an explanation of what the verbal feedback was
- Your teacher will ensure that you engage with their written feedback by using questions that you are obliged to reflect on and answer; you will be provided with dedicated improvement and reflection time in your lessons time to enable you to do this well.
- Marking reviews
- It is beneficial for departmental teams of teachers to look at students' work together. Collaboration enables teachers to moderate and standardise assessment more effectively; encouraging greater reflection and resulting in more consistent outcomes.

- Principal teachers hold termly marking and assessment reviews as part of the process of quality assurance, training and standardisation to coincide with 'Assessment Week'. In this way it can be guaranteed that marking is regular, of a high standard and consistent across departments.
- Regular monitoring reviews of marking are carried out by the Learning Team or the Shadow Strategy Team, where samples of students' work are scrutinised to check for frequency of marking, quality of marking, application of the marking policy and to gauge the consistency of the assessment experience for students across departments. The Learning Team provides a report for the Strategy group on the findings of these reviews and best practice is highlighted so that training can be provided where it is required.
- Guidance on assessment strategies is available for teachers in the Staff Handbook
- This continuous formative assessment process informs the formal reports to parents that are generated annually and that contain written comments identifying achievements and targets

7.0 Spelling, Punctuation and Grammar (SPaG)

The Marking of Spelling Punctuation and Grammar is an integral aspect of the assessment process. Not only is accuracy a vital aspect of any written text, but it is also the case that examination performance can be improved by students writing with accurate spelling. The following processes are to be followed:

- Students in all subject areas should be encouraged to proof-read and correct work prior to teacher marking. Departments can follow the English department approach to self-assessment whereby students mark their work in green ink. This is the English Department Green Pen policy

Literacy Objective

To continue developing their ability understand, use and self-improve SPaG, students should be able to recognise and record personal errors, corrections, investigations, conventions, exceptions and new vocabulary.

We identified four key areas to address with the devising of a whole school approach to spelling:

1. The marking of SpaG
2. The teaching of and supporting of SPaG
3. The introduction and use of a student-centred SPaG resources (apps/journal)
4. The availability of dictionaries and thesauri and other resources.

The Marking of SPaG

- When marking you should circle and correct the five highest frequency SPaG errors. You should indicate the error by writing either Sp (spelling), Punc (punctuation) or Gr (grammar) in the margin. After this, circle five more errors for the students, which they must attempt to correct themselves; these should then be redrafted in context (in sentences and not in isolation), ideally with ten corrections (if applicable) made across the whole piece of writing.
- In addition, significant subject-specific terms should be circled and corrected by the teacher and these too should be written correctly in a relevant piece of writing.
- The rationale for teachers circling and not correcting some SPaG errors is to encourage students to take responsibility for making their own corrections. Your students, therefore, can explore strategies, learn rules, and work with dictionaries, as they search out corrections.
- After work has been returned, time should be made to follow up errors. Correcting SPaG could be a starter activity, or students could collect up several mistakes after a series of assignments. SPaG work should be part of the setting of personal targets, or possibly SPaG could be set as a learning homework, or periodically as an activity to take place at the end of a lesson, particularly for the transference of words to the SPaG log and/or iPad app.

The Introduction and Use of Student-centred SPaG resources: Logs, iPad Apps and Subject-specific Literacy Placemats

Students will be encouraged to compile and retain a personalised record of their own SPaG targets. The record should be used in tutor time and across all subjects and through each week. Students and teachers will be provided with a list of high frequency general and subject-specific SPaG errors that they may use to identify patterns and make corrections.

The Teaching of and Supporting of SPaG

- By using the SPaG records and identifying personal and class targets, a teacher or tutor can use a range of methods and resources to support their students' SPaG development.
- To aid colleagues in developing their repertoire of SPaG supporting activities and strategies, the Literacy Team will offer materials and training.
- In all subject areas, subject-specific poster displays of words, glossaries created by the students themselves, word searches and crosswords, and mnemonics, will support SPaG.

The Availability of Dictionaries/Thesauri

- In order to support the teaching of spelling, it is necessary for students to have access to dictionaries/thesauri. In the same way that all Year 7 students are required to bring a class reader to school, they should either provide their own dictionary/thesaurus or have access to dictionary/thesaurus app. Additionally departments should have a number of class sets available for teachers to share, as and when required.
- It is also suggested that each class teacher has, available for students to use, at least one dyslexia-friendly dictionary.
- Staff should actively plan for and encourage students to use dictionaries and thesauri in lessons and homework.

Use of a SPaG App/Journal.

Below is an example of a SPaG journal. Students should be encouraged to record their own SPaG areas of development; teachers should help the students by evaluating and recording their progress in achieving 'expertise' in each area.

Focus	Description of challenge	Beginning to	Developing	Secure in	Expertise in
Capital letters	I use random capital letters other than at the start with sentences and proper nouns.				
Spelling	I confuse common homophones, such as there, their and they're.				
Grammar	I change verb tense (past to present and back again) when I don't need to.				

SPaG Strategies (Spelling)

Below are some useful strategies. For further advice, please contact the Literacy Team.

- Break it into sounds (d-i-a-r-y)
- Break it into syllables (re-mem-ber/Wed-nes-day)
- Break it into affixes (dis + satisfy/ dis + appoint)
- Use a mnemonic (necessary – one collar, two sleeves; there is 'a rat' in separate)
- Refer to word in the same family (muscle – muscular)
- Words within words (parliament – I AM parliament)
- Refer to etymology (bi + cycle = two + wheels)
- Use analogy (bright, light, night, etc)
- Use key word (horrible/drinkable for – able & - ible)
- Apply spelling rules (e.g. doubling consonants when adding +ing: writing/ written; or +ed: star/starred)
- Learn by sight (look – cover – write – check)
- Visual memory (look – cover – write – check)

Ref:

Extract from

Handout 4.1 - Raising Standards – Literacy across the curriculum

Spelling and Vocabulary

Ten strategies for use with keywords

- 1. Have subject-specific dictionary/thesauruses in your subject rooms**
Pupils can locate words more quickly within these than in a large, general dictionary. The definitions also give the technical definition first rather than pupils having to seek it out amongst several everyday meanings. When a new keyword arises pupils look it up and read out the definition. Discuss and clarify the meanings and get pupils to define the word in their own words. Encourage the use of these dictionaries on a regular basis.
- 2. Create word banks**
After ideas generation/concept mapping, keywords from this activity are identified and written on strips of card by pupils. These are sorted and displayed alphabetically around the room. Add new vocabulary to these lists during every lesson. Draw attention to the lists whenever pupils are undertaking written work.
- 3. Make word and definition cards**
Support Staff prepare boxes of cards for specific units of work. One set of cards contains the words, another contains definitions. These can be used for a variety of games and matching activities. If the separate words and definitions are stored on computer, pupils can cut and paste their own prompt sheets.
- 4. Create interactive glossaries**
Make a booklet containing an alphabetical list of keywords from a unit of work. Leave a blank line alongside each word. Produce a separate sheet of definitions, but these should be jumbled up and should not match the order of the words in the booklet. Pupils paste the booklet into the front of their workbooks. In each lesson, stress two of three keywords and use in context. In the last five minutes of the lesson pupils find those keywords and use their glossary booklet. They then find the appropriate definition from the definitions sheet and use this to complete their own glossary by writing in the definitions next to the word.
- 5. Keyword crosswords/word searches**
Pupils complete crosswords based on keywords and their definitions. Once created such crosswords can be stored on computer and become a permanent resource for the department. The crosswords can be of the conventional type with the keyword definitions given as clues and the keywords being filled in on the crossword grid.

Alternatively pupils can be given a completed crossword grid and are asked to create the clues for each word. Each activity helps reinforce meaning as well as spelling.
- 6. Create word cluster posters**
Draw pupils' attention to the patterns to be found in words (e.g. equal, equalize, equate, equilateral, equality, equation, equidistant, equilibrium, and so on) pointing out their common root (equa/equi, from the Latin word meaning to make even) and how that helps with both the spelling and meaning. Pupils create cluster posters and display them in subject rooms.
- 7. Create mnemonics**
Mnemonics are sentences created to help us remember, how to spell words, or a sequence of facts. The first letter of each word in the sentences is significant. The well known examples are ones such as Richard of York gave battle in vain (r, o, y, g, b, i, v, - the colours of the rainbow) or 'big elephants can't always use small exits' (for the word because). For homework, pupils can create a mnemonic to remind them how to spell a keyword. The

results are shared and one is selected by the class to become their mnemonic of choice. This is written up, displayed and its use encouraged. School mnemonics used by all staff and pupils for commonly misspelt words can be adopted. For example: to remember how to spell the word necessary the whole school, could adopt the sentence 'It is necessary for the shirt to have one collar and two sleeves'; (1 x c and 2 x s).

8. Create calligram posters

Calligrams are visual representations of a word that reflect its meaning. For example: the words test tube might be written with an exaggerated letter u, which takes on the shape of a test tube, or glacier might be written in jagged 'ice letters'. Pupils create such visual representations of keywords and display them for all to share.

9. Use icons alongside words

Icons and symbols alongside keywords act as memory prompts and are particularly useful for pupils struggling with literacy. Standard icons can be adopted across the school and can be used on worksheets as well as on word lists and wall displays. For example: a drawing of a pencil can always accompany the instruction 'write'.

10. Play word games

The final few minutes of a lesson can be profitably be given over to word games that use key vocabulary. There are many such games. For example:

- Write words on an OHP and project onto a wall. For example: in Maths, words such as quadrilateral, rectangle, square, and so on. When the teacher reads out a definition; two opposing team members compete to be the first to identify and touch the correct word.
- Half a word is written on the OHP and members of opposing teams volunteer to complete the word.
- Play the traditional game of 'hangman' with key words.
- Write everyday terms such as 'times' and 'share' and volunteer team members add the technical versions – 'multiply', 'divide' and so on.
- You provide the definitions and pupils write the words.

Games such as these require little in the way of preparation can end a session on an upbeat note and help revisit and revise keywords in an active and engaging way.

'Ten strategies for use with keywords' is taken from Literacy in the Secondary School edited by M Lewis and D Wray, and is reproduced by kind permission of David Fulton Publishing Ltd.'

Ref: Extract from Handout 4.2 pages 1 - 3 - Raising Standards – Literacy across the curriculum Spelling and Vocabulary

8.0 Literacy and Numeracy across the Curriculum

Homewood School and Sixth Form Centre places Literacy and Numeracy at the heart of its curriculum; we recognise the essential role of literacy and numeracy in promoting academic achievement at all levels and also in promoting life chances for all.

We strive to ensure that students of all abilities leave the School capable of using the basic Literacy and Numeracy skills they will need in everyday life.

Responsibility for leading Literacy and Numeracy rests with a member of the Senior Leadership Team who works with the Literacy and Numeracy Coordinators and the Director of Learning Support to oversee initiatives and planning. Their work is documented in the SIP and is assessed through Performance Management each year. Co-ordinators work with a range of Departments on a planned basis to observe lessons, offer support, materials and advice where appropriate.

Reports are provided on the development of Numeracy and Literacy to the Learning Team and to the Strategy Team at appropriate points of the year. Good practice and feedback is provided regularly for all staff through departmental reviews and lesson observation feedback sessions.

The following measures are also in place to support Literacy and Numeracy across the curriculum:

- All Schemes of Work for each subject include sections on the teaching and assessment of Literacy and Numeracy. It is the responsibility of PTDs and their line managers to ensure that these are adhered to and updated as necessary.
- Sixth Form students will be expected to continue with the study of English and Maths GCSE until they achieve passes at Grade C or above
- There will be a Whole School Marking Policy and Whole School Spelling Policy on display in all classrooms and staff are expected to draw students' attention to them on a regular basis.
- Student Planners will contain further information about Literacy and Numeracy, including cross-curricular keywords.
- A specific Literacy and Numeracy focus will be highlighted to students on a termly basis. Teachers will be made aware of this via announcements in staff briefings and through insertions in the bulletin.
- All Departments should display examples of students' Literacy and Numeracy work.
- All students should have a reading book, dictionary and Maths equipment whatever the lesson; they should get them out as a matter of routine at the beginning of the class.
- Reading books and dictionaries should be installed on iPads for students who have been issued with these devices. Staff are expected to use these resources as a regular part of their teaching.
- Regular CPD sessions on Literacy and Numeracy are provided for new staff, NQTs, etc. All members of staff are welcome to attend these sessions.
- Students who join Homewood working at below level 4 of the NC may be placed in The Key Skills group or in classes with more support where it is deemed appropriate. A range of interventions are deployed by the SEN department to support Literacy and Numeracy where students fall behind their expected levels at Key Stage 3 including: 121 lessons, 'Touch, Type, Reading and Spellings' sessions, Literacy Progress lessons and catch up Numeracy sessions.

- The Learning Support Department makes individual provision for students in Key Stage 4 requiring further assistance with Numeracy and Literacy through the availability of a discrete option block where they follow the ASDAN course.
- The School works closely with the Tenterden Rural Alliance to promote Literacy and Numeracy, for example through sharing CPD and staff visiting one another's schools to observe lessons and moderate work.
- All departments should make their students aware of the English department 'Word of the Day' initiative to support the development of vocabulary.

9.0 Specialist Status

Homewood School & Sixth Form Centre has specialisms in Performing Arts, Applied Learning and the Rural Dimension. The specialisms contribute to the richness and diversity of the curriculum and are embedded within the learning experience of every Homewood student:

- We recognise the importance of the Arts in the development of a student's whole academic and social personality. We provide a wide, varied and structured programme throughout the school to allow students to access to the Arts and develop confidence and creativity through their involvement.
- Our Applied Learning specialism is underpinned by a broad curriculum offer including a range of vocational courses, but it is also reflected across all departments in a practical approach which relates learning to the real world and preparation for the workplace.
- The Rural Dimension specialism reflects our identity as a rural school which embraces a commitment to the local community. The School Farm plays a crucial role in this and all departments have developed curriculum links with the farm so that every student has contact with the Farm. For others, the Farm provides an environment where they can become actively involved in caring for the animals and learning about rural activities and employment opportunities.
- Our extensive links with the local community are often facilitated by the expertise we have developed in one or more of our specialist areas. Work with local primary schools will often involve activities in the Arts or on the Farm. Links with local businesses are encouraged through our Applied Learning specialism and our involvement with many local community groups are underpinned by all of our specialisms.

All our specialisms underpin our holistic approach to education and are essential to the construction and delivery of our curriculum.

Annexe A: (Option courses may be subject to change on an annual basis)

Monday, Tuesday, Friday

8.50	Tutor time
9.05	Lesson 1
10.00	Lesson 2
10.55	Break
11.10	Lesson 3
12.05	Lesson 4
1.00	Lunch
1.40	Lesson 5
2.35	Lesson 6
3.30	End of school day

Wednesday

8.50	Lesson 1
9.45	Lesson 2
10.40	Break
10.55	Lesson 3
11.50	Lesson 4
12.45	Lunch
1.20	Lesson 5
2.15	End of school day

Thursday

8.50	Tutor time
9.05	Lesson 1
10.00	Lesson 2
10.55	Break
11.10	Lesson 3
12.05	Assembly/Mentoring/PSHRE
1.00	Lunch
1.40	Lesson 4
2.35	Lesson 5
3.30	End of school day

There are six lessons on a Monday, Tuesday and Friday, five lessons on Wednesdays and Thursdays and twenty-eight lessons in each school week. Wednesdays have five lessons in order to facilitate staff training following the departure of the students at 2.15 p.m. PSHRE, Careers education and Mentoring (where students receive one to one progress interviews with their tutors) will take place in dedicated 'Assembly/Mentoring/PSHRE' sessions, which are timetabled on Thursdays.

Key Stage 3

In Year 7 and 8 at Key Stage 3 periods are allocated as follows for each school week:

ENGLISH	4 PERIODS
HUMANITIES *	5 PERIODS
MATHS	4 PERIODS
ART & DESIGN & TECHNOLOGY	2 PERIODS
COMPUTING	1 PERIOD
MFL	4 PERIODS
MUSIC	1 PERIOD
PE	2 PERIODS
DANCE	1 PERIOD
DRAMA	1 PERIOD
SCIENCE	3 PERIODS

*Humanities comprise History, Geography and ERS.

The Discovery College KS3 Curriculum will be based on the core elements of the National Curriculum for all subjects but will also incorporate Project Based Learning (PBL) opportunities each term where students will apply subject knowledge and skills to:

- BREAK DOWN BARRIERS and discover CONNECTIONS between subjects.
- Make sense of learning by providing real CONTEXTS and real AUDIENCES for students.
- Offer schemes of work which are linked across subjects by THEMES.
- Help students to LEARN ABOUT their LEARNING.
- Provide opportunities for learning TWENTY FIRST CENTURY SKILLS like: TEAMWORK, PROBLEM SOLVING, RESEARCH and I.C.T.
- Create INDEPENDENT, SELF MOTIVATED learners.
- Give students extended LEARNING opportunities.

Schemes of work are designed to fit the pattern at Homewood of a five term year with a period of intensive subject based teaching followed by a two week project block where students will apply, knowledge skills and learning to a problem and project devised by subject teams.

Students are encouraged to work independently and to see connections between all of the activities they do both in subject specific lessons and across their projects. One of our aims is to enable students to see that it is how they are learning which is important not the subject they are 'doing'.

The PBL learning period each term will include an entry event or lesson and will conclude with students publicly demonstrating their learning to an audience which could be their peers or could be an outside group.

The project presentations allow students to demonstrate 21st Century, cross-curricular skills: numeracy, literacy, ICT, citizenship, collaboration, problem solving, and relevance to the modern world, as well as on their knowledge of all the subjects they study across KS3.

KS3 is an ICT rich environment with i-pads available to students on a wireless network system and i-books provided for students' personal learning time. I-pads are used as a teaching and learning tool to enhance learning opportunities while also enabling students to develop their ICT skills in an applied environment.

Key Stage 4

At the end of their time in Discovery College students will graduate to one of four possible KS4 Colleges in which they will remain until the end of year 11. Their transition into KS4 will be determined by the options choices they make and by their preferred approach to learning.

The Colleges, Arts, Enterprise, World, hold the majority of students and the I-College which enables students to opt for a predominantly independent mode of learning recruit approximately 6% of the year group; in the I-College students will follow English, English Literature, Maths and Double Science, in addition to Business, Geography and a Modern Foreign Language. There will be the opportunity to study further courses either from other Colleges, or from banks of online specifications. Students will need to have a strongly independent approach to learning and will need to be able to work effectively using IT, all students will have an I-pad.

Arts will include: Art and Design, Performing Arts, Media and Film, PE and English, Enterprise will comprise: Business, H & S Care, Applied Learning and Maths and World College will incorporate the Humanities, Languages, ICT and Science.

At the end of Year 11 students will graduate from their KS4 College to the Sixth Form College where their learning pathways established at the end of Year 8 will continue with the support of another individual interview with the students and their parents.

In Year 9, 10 and 11 students have a Core allocation of 13 periods:

English Language and Literature	5
Mathematics	5
Science (Double)	5
PE	1

In addition there are 12 more hours which are allocated to Options. Each option is delivered in 3 lessons each week.

There are four Options Blocks which enable students to choose complimentary courses each providing a range of subjects, which can be adjusted annually to suit changing patterns of choice. Blocks also enable timetabling to take place more readily than a fully open choice system, where courses cannot necessarily be guaranteed. In addition Blocks enable pathways to be provided as students move through the school from year to year, so that GCSE History can appear in the same Block as 'AS' Level History and then A Level History and these courses can then be protected from clashes.

Students can take 4 single options or 1 double option and 2 single options.

When making selections from the courses available, it is important that students consider the Government's directive that all young people will remain in Education or Training until the age of 18 from the year 2015 and therefore to consider the long term learning pathways and progression routes available up to and including that point.

In addition we feel it is important to inform our students at this point of course choice about the English Baccalaureate, or EBACC (a suite of qualifications that shows all round academic achievement). In order to gain the English Baccalaureate students need to have achieved GCSE qualifications at C grade or better in a Modern Foreign Language, one of the Humanities subjects and two Sciences along with English and Mathematics by the end of Year 11. We expect the numbers of students gaining this combination of qualifications across the country to increase. Consequently so that we provide our students with the opportunity to remain competitive with their peers when it comes to making Higher Education or job applications we are now including the selection of at least one EBACC subject in the Core for all students.

Students will therefore select one GCSE from the following: Chinese, Computing, French, Geography, German, History and Triple Science; enabling three further options choices.

As part of the advice, information and guidance provided to students in selecting options there is an individual options appointment given for all Year 8 students and their parents to support their choices.

KS4 (Year 9) – all courses 3 Years.

Animal Care	Dance	Health & Social Care	Music
ASDAN	Drama	History Syllabus A	PE
Beauty	ERS	History Syllabus B	Photography
Business GCSE	Fine Art	i-College	Product Design
Catering	Food and Nutrition	ICT (CIDA)	Skills for Working Life

Ceramics	French	ICT GCSE	Sociology
Child Development	Geography	Leisure & Tourism	Textiles
Computing	German	Mandarin Chinese	Travel & Tourism
Construction	Graphics	Media	Triple Science

Key Stage 5

There is no separate entry requirement to join the Homewood School Sixth Form College; however each course has its own requirement. When students join Key Stage 5 in Year 12 they can choose subjects from up to 4 Options Blocks and are guided towards one of the following Pathways:

Which Pathway?	Requirements
Advanced extended (4 AS Courses)	8 A* - B Including English and Maths
Advanced (3/4 AS and or Level 3)	5 A* - C Including English and Maths
Advanced Applied (3/4 Mix BTEC/AS)	5 A* - C
Widening Careers Level 3 BTEC/GCSE	5 A* - D Including English and Maths (GCSE pathways are available for students with grades below D)
Step Ahead Mix of Level 1 Certificate courses	Specific requirements (individual tailored courses)

Students have been able to choose a mixture of Level 2 and Level 3 courses from the offer list below:

Acting L3 BTEC

Animal Management L3 BTEC

Applied Science (Biology, Chemistry and Physics) L3 BTEC

Art GCSE, AS, A Level

Beauty Therapy – Massage L3 VRQ

Beauty Services – VTCT VRQ Level 2 Diploma

Biology AS, A Level

Business GCSE, L2 BTEC, L3 BTEC, AS, A Level

Catering and Hospitality Level 1 City and Guilds Diploma, Level 2 BTEC, Level 3 BTEC

Ceramics GCSE, AS, A Level

Chemistry AS, A Level

Child Development and Care L2 BTEC

Children's Play, Learning and Development L3 BTEC

Computer Science AS, A Level

Construction and the Built Environment L1, L2 BTEC

Creative Writing – AS and A Level

Customer Services L2 BTEC, L3 BTEC

Dance L3 BTEC, AS, A Level

English Language GCSE

English Language and Literature AS, A Level

English Literature AS, A Level

Extended Project Qualification L3

Film Studies GCSE, AS, A Level

French GCSE, AS, A Level

Geography AS, A Level

German AS, A Level

Graphic Design GCSE, AS, A Level

Health and Social Care GCSE, L3 BTEC, A Level

Health and Social Care Full Time Diploma

History AS, A Level

International Baccalaureate Careers Related Certificate

Information Creative Technology L1, L2 BTEC

Information Technology L3 BTEC

Leisure and Tourism GCSE

Mathematics GCSE, AS, A Level

Mathematics and Further Mathematics AS

Certificate in Financial Studies (CEFS) AS Level

Diploma in Financial Studies (DIPFS) A2 Level

Media Studies AS, A Level

Music L3 BTEC, AS

NCFE Extended Diploma in Music Performance L3 NCFE

Music Technology L3 BTEC

Photography GCSE, AS, A Level

Physical Education AS, A Level

Physics AS, A Level

Product Design AS, A Level

Psychology GCSE, AS Level, A Level

Public Services (Social) L2 BTEC, L3 BTEC

Public Services (Fitness) L3 BTEC

Religious Studies: Philosophy and Ethics AS, A Level

Sociology AS, A Level

Spanish GCSE

Sport L2 BTEC, L3 BTEC

Teach Early ASDAN L3 CoPE

Textiles GCSE, AS, A Level

Theatre Studies AS, A Level

Travel and Tourism AS, A Level

Triple Science GCSE

World Development AS, A Level

Skills for Working Life (a course which taken by invitation only from the SEN Department)