



**Curriculum and Assessment  
Whole School Overview  
2020-21  
Plymouth High School  
for Girls**



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## APPENDIX

### Exam boards by subject

\* Each Department, including the additional curriculum areas e.g. PSHE, Wellbeing and Careers, has their own Curriculum and Assessment Handbook which outlines the intent, implementation, and impact of their subject, as well as the assessment and feedback systems used to enable progression.

## The Curriculum\*

Plymouth High's motto, "For Life not school we learn", underpins the curriculum, and as such offers a broad and balanced curriculum. Students are encouraged to take up a wide range of subjects, and the school ensures a high take up of the EBacc subjects, while also continuing to offer a range of other enriching subjects such as art, drama, music and design technology.

### Curriculum Statement

Plymouth High School for Girls aims to be an outstanding Grammar School for the 21st century remaining true to the philosophy of the school's motto 'For Life Not School We Learn'.

#### A school which:

- ❖ Promotes a culture of high aspiration enabling personal and academic success.
- ❖ Prepares students to become confident, independent learners.
- ❖ Provides an outstanding education for all, the key to this being high quality teaching.
- ❖ Provides enjoyment, excitement and challenge for all, stimulating an enthusiasm for lifelong learning.

so that our students become active citizens, equipped to succeed in a world of rapid change.

#### At Plymouth High, we offer a curriculum which:

- ❖ develops the whole person - knowledge, skills, understanding and attitudes
- ❖ is broad, balanced and has clear progression in subject knowledge and skills
- ❖ is filled with rich first-hand purposeful experiences
- ❖ is flexible and responsive to individual needs and interests
- ❖ embeds the principle of sustainability
- ❖ has an eye on the future and the needs of future citizens
- ❖ encourages the use of environments and expertise beyond the classroom
- ❖ makes meaningful links between areas of knowledge across the curriculum and the major issues of our time
- ❖ has a local, national and international dimension

### **Our students:**

- ❖ Can access a wide range of opportunities which enable them to follow their interests and aspirations.
- ❖ Can access a curriculum that is designed to ensure that all of our students experience a broad, balanced and relevant curriculum which is also flexible and evolving, able to meet the needs of all our learners and appropriate to the rapidly changing world in which they live and work.
- ❖ Are challenged to achieve their potential and attain the highest standards.
- ❖ Are treated as individuals. We support them as they grow into thinking young people and caring, active citizens.
- ❖ Develop an understanding of internationalism, global citizenship and intercultural awareness. We hope they will contribute to the development of a just and equal society. Once they leave school they are ready to take positions of responsibility and leadership in a global society.
- ❖ Develop self-esteem and a positive sense of identity. They are able to form worthwhile relationships based on tolerance and respect.
- ❖ Take personal responsibility for their learning and contribute to high standards of behaviour and expectation.
- ❖ Ask questions, solve problems, apply their skills and defend their arguments with clarity and determination.
- ❖ Are encouraged to be independent and engage critically with ideas. We challenge them to take intellectual risks in every direction.

We work hard to ensure learning is always enjoyable with lessons that are creative, imaginative and exciting.

### **\* Department Curriculum and Assessment booklets**

**Each academic Department has their own Curriculum and Assessment booklet** which outlines the intent, implementation and impact of their subject. It also sets out the assessments planned and the marking and feedback criteria. During this academic year, cross curricular themes and overlaps will be plotted to enhance curriculum delivery in the future.

## **The Hidden Curriculum: Enriching the learning and character building**

Guided by our motto “For Life, not school we learn”, the school strongly supports and encourages a very wide range of activities to develop well rounded active citizens, with a love for learning.

Students are inspired to look beyond school, and to participate in activities which develop their confidence, resilience and leadership skills, as well as widening their horizons.

Growth mind set principles are also incorporated into assemblies and tutor time activities.

Local, national and international trips and activities, including exchanges with our twin school in Ghana, setting up pen pals in China, exchanges to a link school in Germany, or arduous adventure treks in Morocco or Ethiopia are all supported by the Governors and school leadership.

Weekly student or group of the week awards are given to acknowledge achievement, conduct or participation beyond the academic rewards.

All students are encouraged to participate. Surveys conducted Nov 2019 demonstrated that from year 7 – 11 students agree they are encouraged to, and do participate in, as much as possible (Year 7 94.6% (49.5% “strongly agree”, 45.4% “agree”) Year 11: 55.6% (34.1% take part in activities “very frequently or frequently”, 21.5% “often do”, “sometimes”: the rest of the year group)

Many of the rest of our students do activities outside school (see below) but these were not recorded in this survey.

*An audit of the enormous range of opportunities offered by subjects is currently being conducted*

### **Leadership roles – whole school**

Years 12-13: Head Student Team

Subject Captains – each subject may select students to organise a club, trip or activity to support their subject. Many mentor younger students in that subject

House Captains and Vice Captains, House Sports Captains (Four Houses)

Young Enterprise Directors

Year 10-11: Student Leaders

Sports Leaders (support clubs, referee House Competitions & run Sports Day)

Year 10: Peer Mentors

KS3: Form Captains

Junior House Captains

All years: School Council: each form elects a representative, led by Head Student Team

### **House system and Festivals**

Festivals provide opportunities for students to widen their cultural literacy, as well as develop leadership and organisational skills together with teamwork, resilience and strength of character. These events show the value we place on our school motto “For Life

not School we learn” and on the richness of our curriculum aside from their academic studies. Students and staff are members of one of the four Houses, Anthony, Latimer, Kendall, and Temple.

All academic work and activities may earn House points and there are a wide range of competitions both whole school and subject based which all contribute points.

House Festivals on the last day of each term are a high point of school life. Up to half of each House actively participate by performing, or behind the scenes assistance. Each festival has a theme and strict criteria for the performances required. This event is entirely led and coordinated by House Captains who organise, with absolutely no staff assistance, all the rehearsals beforehand, the management of the students, the event on the day, and all resources. House spirit is very strong at Plymouth High; students remain loyal to their House long after they have left as seen by Facebook “likes” on House news posts. Alumni with skills in any of the Festival specialisms are invited back as Judges.

#### **Festivals:**

Autumn: Drama,

Spring: Gym and Dance,

Summer: Sports Day and also Music Festival day

#### **National / Regional Competitions and activities**

##### **Bar Mock Competition** (Years 9-13, annual participation: 30+)

2019/20 Regional Champions @ Plymouth, National Finalists (Old Bailey, London)

2018/9 Regional Champions @ Southampton, National Finalists (Edinburgh Court of Session)

2016/7 National Champions @ Royal Courts of Justice, London

2015/6 Regional Champions @ Plymouth, National Finalists (Old Bailey, London)

2014/5 Regional Champions @ Truro, National Finalists (Edinburgh Sheriff's Court)

2012/3 National Champions @ Royal Courts of Justice, London

**Impact:** many alumni gone on to study law e.g. Katie Pearson (Oxford), Genna Hancock (Oxford) and Law AL increasingly popular AL choice

##### **Hummingbird** (Years 7-13, annual participation: 50+) **STEM** Car on display in Physics.

Greenpower, electric car, national competition. Divided into teams: Performance & Drivers, Hammers and Spanners including Pits and telemetry, Media including marketing and sponsorship.

2019 Oct International Portfolio Award, and International Best Presented Team Award at Silverstone 10th place – Top 10 nationally

2019 Sept Portfolio Award Dunsfold Park (2<sup>nd</sup> place in 2<sup>nd</sup> race)

2019 June Portfolio Award Goodwood (5<sup>th</sup> place in first race)

2018 Oct International Portfolio Award Rockingham International (5<sup>th</sup> and 8<sup>th</sup> place)

2018 Sept Portfolio Award Castle Coombe (5<sup>th</sup> and 6<sup>th</sup> place)

2018 June Portfolio Award Predannack Airfield (2<sup>nd</sup> place in both)  
2017 Oct Portfolio Award Rockingham International Final (12<sup>th</sup> place)  
2017 Sept Portfolio Award Castle Coombe (5<sup>th</sup> and 9<sup>th</sup> place)  
2017 June Portfolio Award Newquay (2<sup>nd</sup> and 8<sup>th</sup> place)  
2016 Oct Rockingham International Final (15<sup>th</sup> and 16<sup>th</sup> place)  
2016 Sept Castle Coombe (5<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> place)

Earlier awards include:

2011, Best Newcomer Award  
2012 Best Engineered Car  
2011, 2012, 2013, 2014 (twice) Siemens Innovation Award  
2012, 2013 Best presented team

**Impact:** STEM subjects popular choice for careers, girls applying for engineering both at prestigious universities e.g. applications to Oxford/Cambridge/Imperial Engineering and higher level apprenticeships e.g. at Babcock

**Duke of Edinburgh** (Year 9-12, Participation: Bronze 78 Year 11 – Silver: 47  
Year 12 – Silver: 72 Year 13 - Gold: 7 Bronze and Silver Awards  
undertaken with great enthusiasm, and great uptake

**Young Enterprise** (Year 12, annual participation varies. Always 1 team (c. 10+) to city final each year

2019 The team *Protect*; won the Plymouth round;

Best overall company award  
Winners of the marketing award  
Winners of the quality award  
Melville award for presentation  
In the Exeter round they won  
The Best Sustainable Company

2017 The team *Forever Green* represented PHSG and won 2 awards in the Plymouth round

The Environmental Impact Award  
The Corporate Social Responsibility Reward

**Impact:** many alumni follow business qualifications or even set up their own businesses e.g. an ethical coffee company,

**Model United Nations** (Years 12-13, annual participation c. 20)

500 students over a long weekend debate a series of global issues in UN style committees and a full assembly – Bath, UK

**Public speaking – Magistrates competition, Rotary Speaks competition** (Years 8-9)

Teams regularly entered and perform well going on to regional level competitions

**SWAT (South West Academic Trust)** (open to all, SWAT Challenge team Years 9-12 c. 10)

Subject based competitions against the other 12 grammar schools in South West

England

New 2019-20 "University challenge" Year 12

**TLP (Teaching and Learning Partnership – Plymouth)** (Years 7-12, open to 10% most able)

Subject based activity days laid on by subjects to stretch and challenge the most able in 6 city schools, including the three grammar schools.

**UK MT – Maths Challenges** at all levels, individual and team

**Maths Hub** – active members and inter school competitions and professional development

### **Local or within school**

#### **Youth Parliament**

- Assemblies for all students explaining how the Youth Parliament works, voting by all students to elect Plymouth constituency UKYP members
- School Youth Parliament group operates within school to discuss issues
- Impact: Plymouth High currently have 2 students elected as members of UKYP to represent the Plymouth constituency which is prestigious and involves a debate in the chamber of the Houses of Parliament as well as other forums. We also have an ex- student who stood as a Councillor (aged 19) in Exeter, another (19) who stood as a candidate in 2015 election, an ex-student standing as a candidate in the 2019 election, and various others actively involved in other ways in politics or working in the Cabinet office.

#### **Mock elections and referendum. Held 2015, 2017, and 2019**

- Year 12 organise hustings for each of the main Parties conducted in the canteen over lunch so all students can attend
- All candidates standing in local constituency conduct Q & A at school for sixth form
- Election ballot involving all students held day before national election and announced in the canteen on the day of the election

#### **School Council**

- Coordinated by the Head Student team, meets at least once a term to discuss issues
- raised by both staff and students
- Representatives from all forms, elected by their peers, lead discussions within their forms to prepare for the school council meeting
- Minutes from these meetings are fed back to the Senior Leadership team to inform
- decision making and quality assurance evaluations



## **Alphabet Soup**

- LBTQ group to discuss issues which interest them but they invite all students to join and discuss

## **Peer Mentoring**

- Students apply to be a peer mentor and are interviewed. If they are offered the role they received training and then are attached to Year 7 forms. They also are available to support other students or to mediate when there are friendship or bullying issues.

## **Enterprise events (whole year group)**

Year 12 You're Hired city wide enterprise competition – Plymouth High had 4 finalists who competed in the city finals. 1 student won 2 awards in the city final – Best Team Award and Commendation for Best Idea

RAF Team building challenge; visits from employers as part of the PSHE programme

Year 11 Interview Day with local employers

Year 10 Work experience week and work experience reflection morning

Year 9 Town Planning Day (**STEM**) supported by Women in Construction who supported and attended. This was a longer term competition which ran through tutor time and included a site visit. Aim to design sustainable housing on a brownfield site. Design, cost, model, tender documentation and presentation. (80% felt had benefitted )

Year 8 Handbag and Gladrags: Teams design, have to negotiate costs, market and construct an outfit. Supported and judged by lecturers and students from Plymouth College of Art. (95.4% of students pleased with having participated, and had learnt from it)

Year 7 Mayflower themed "Young Milliner" competition: judged by Deputy Lord Mayor of Plymouth. Teams design, cost, market and construct a hat to be worn by those attending the Plymouth 2020 Mayflower celebrations. (94.7% of students surveyed felt they had learnt from the experience and were pleased they had participated)

## **School Magazine: Hear Me Out!**

Student led, student written, student focussed. Coordinated by Head Student Team

## **Library (whole school)**

Carnegie Book competition – team of girls help review and judge this award

Book review group

School Librarians

Harry Potter Quiz

Book quizzes

“Date with a book” for Valentine’s Day and other similar events throughout the year

**Events:**

- Climate Change protest (involving academics from Plymouth University as speakers, and meetings with Luke Pollard MP) all coordinated by the Head Student team
- Q and A sessions to sixth form by all the local MPs and candidates (2015, 2017, 2019)
- Nancy Astor statue unveiling and celebration of women’s suffrage
- Charity Fund raising e.g Children in Need day or the Year 12 £20 challenge events (talent show etc)
- Summer or Winter Fayre
- Termly last day of term House Festival (Autumn: Drama, Spring: Gym and Dance, Summer: Sports Day and also Music Festival day)
- House competitions throughout the year
- School concerts e.g. Carols and Mince pies, Spring Concert
- School plays e.g. Grease, Matilda, Little Shop of Horrors

**Clubs** *(although some clubs run all year, the list changes most terms)*

*Example: Autumn 2019-20. Other PE clubs in addition to this, as are subject clinics, or revision*

	Monday	Tuesday	Wednesday	Thursday	Friday
Lunch Time	<ul style="list-style-type: none"> <li>○ Folk and Blues band</li> <li>○ Debate Club</li> <li>○ Belle-issimo (Bells)</li> <li>○ Librarians</li> </ul>	<ul style="list-style-type: none"> <li>○ Art Club</li> <li>○ Alphabet soup</li> <li>○ Youth Speaks</li> <li>○ A Capella</li> <li>○ Sports council</li> <li>○ Chinese</li> <li>○ Librarians</li> </ul>	<ul style="list-style-type: none"> <li>○ School Play</li> <li>○ Orchestra</li> <li>○ Chinese</li> <li>○ Librarians</li> <li>○ Trampolining</li> </ul>	<ul style="list-style-type: none"> <li>○ Laser Club (DT)</li> <li>○ Textiles</li> <li>○ Choir Year 7</li> <li>○ Librarians</li> <li>○ Dodgeball</li> </ul>	<ul style="list-style-type: none"> <li>○ Film Club</li> <li>○ Knitting Club</li> <li>○ Beginner Bells</li> <li>○ Librarians</li> <li>○ Running &amp; cross country</li> </ul>
After school	<ul style="list-style-type: none"> <li>○ Young Enterprise</li> <li>○ Badminton</li> <li>○ Climbing</li> </ul>	<ul style="list-style-type: none"> <li>○ Bar Mock (wkA)</li> <li>○ Netball</li> </ul>	<ul style="list-style-type: none"> <li>○ Bar Mock (wkB)</li> <li>○ Trampolining</li> <li>○ Zumba</li> </ul>	<ul style="list-style-type: none"> <li>○ Before races: Humming bird</li> <li>○ Netball</li> <li>○ Rowing</li> </ul>	<ul style="list-style-type: none"> <li>○ (DoE some weekends )</li> <li>○ Fencing</li> </ul>

A “Freshers Fair” is held in September each year at which students sign up to the clubs.

**Other examples of lunch, or after school activities:**

House rehearsals for end of term festivals  
Christian Union  
Hummingbird  
Folk band

Music rehearsals: steel band etc  
Staff/student dodgeball  
Maths club

A termly timetable of clubs is distributed to all tutor groups to display in their form rooms and tutors are asked to encourage students to participate as much as they can. Staff are welcome to set up clubs to enrich the learning and experience of PHSG students, their good will is very much appreciated in doing this  
**Subject Captains, & Sixth Form** may run clubs as long as staff are attached to it.

### **Trips –Regular activities done annually (examples of)**

- Houses of Parliament
- Imperial War Museum
- London art galleries
- Bristol art galleries
- Plymouth College of Art
- Wembury Marine Centre
- CERN, Geneva
- Paris, Institute of Physics lectures
- Derriford Hospital – medical related careers
- Dartmoor Zoological Park
- Plymouth University
- Oxbridge conference
- Field trips: Nettlecombe Field Centre, and various trips to Dartmoor
- Theatre and music Trips to Theatre Royal, Plymouth
- German exchange to Celle
- French exchange
- Maths enrichment – Challenge competitions
- Maths: RI Mathematics Masterclasses – Saturday mornings in year 9 and residential in year 10
- Maths: AMSP Problem solving Year 12
- Plymouth University specialist subject days or enrichment classes e.g. maths
- Wide range of PE sporting competitions including trips to national events e.g. Millfield School swimming
- Design Technology links with local companies e.g. Babcock
- Auschwitz – Holocaust Education Trust – Bursary awarded for 2 year 12 students to visit
- Chinese trip through Confucius project – not annual
- Ghana, exchange visit with Ahantaman school – bi annual

## Curriculum Enrichment Week – whole school

This refers to one week in the summer term in which there are no normal lessons, instead a variety of enrichment activities and trips are laid on for Year 7-9, and Year 12. All students are expected to participate to enrich their learning experience. It is one of the highlights of the year. Year 10 students are doing their work experience during this week.

### Activities can include:

Year 12: Tour of Tuscany (going for 15 years) Berlin, Amsterdam, Paris (art), University tours, Surf school and opportunity to take part in some lower school trips in a Student Leadership role.

Year 11 (post exam) treks to Morocco or Ethiopia

Year 7-9: 2020: 5 day residential trip to London with a variety of cultural activities, residential London theatre trip, residential adventure trip (Bude), residential adrenaline trip to the Ardeche, Yr 7 camping week (Isles of Scilly, going for 15 years +), Surfing adventure (Cornwall),

Plymouth based: Swallows and Amazons (week of sailing activities in Plymouth Sound), PADI Diving qualification, 5 day challenge (varied outdoor pursuits at a dedicated centre), Ski and Snowboarding, Digital photography including local trips and overseen by a professional photographer, Knitting and crochet, Craft courses (various), Comic design, Science and Anatomy week (including a dissection of a cow or pony), Film studies week – analysis and creation of film), Play in a week – on site plan, direct, design perform a Shakespeare play in a week.

Trips are booked and set up early in the academic year as it is usually launched with a booklet in October. Staff volunteer to run, or support, activities and the Governors and Headteacher very much support this week and appreciate the goodwill of staff in organising such a range of activities and giving up their time to facilitate the experiences

## Educational Visits Coordinator (EVC) and Evolve

Before any trip goes ahead it must be entered into the EVOLVE Risk Assessment programme online and the approval of the School's EVC obtained. For further information, please see the EVC.

## Outside school – celebrating a culture of success

Many of the rest of our students do activities outside school. The achievements of girls in these activities are celebrated frequently in school, often in assemblies, whether that be:

- National swimming competition success
- Other sporting prowess from rowing, to dressage, or baton twirling (both leading to European championships)
- local drama, singing performances or examinations

- art competitions: murals commissioned from our students, by the city council, for public spaces, competition winners displayed by the Saatchi gallery, or chosen by local galleries

**Student or Group of the week and achievements outside school** are celebrated in Year group assemblies each week and publicised around the school.

We recognise and celebrate all.

## Additional curriculum

Each area has its own Curriculum Overview contained in a separate subject Curriculum Booklet.

The curriculum is planned to ensure progression, and coverage of key statutory requirements, as well as those the school considers important for the personal development of our students

### ❖ **Personal, Social, Health Education (PSHE)** encompassing:

- Relationships and Sex Education
- Wellbeing
- Careers (and at Sixth Form preparation for UCAS, apprenticeships etc)
- Citizenship

A variety of other topics such as on line safety etc are also covered in PSHE as well as tutorials and within certain subjects (*See PSHE Curriculum booklet; also Cross curricular Audit being conducted 2019-20*)

### ❖ **Wellbeing** also has its own dedicated strand and lesson in Years 7 and 8

### ❖ **Computing**

Also has its own Curriculum Overview contained in a separate subject Curriculum Booklet, and is planned to ensure progression and coverage of key statutory requirements.

### ❖ **Extra-curricular examination subjects**

Each year some extra subjects are offered outside the timetable.

Examples of subjects which are currently offered are:

- Astronomy
- Chinese
- Film Studies

## Cross curricular themes (work in progress)

An audit of cross curricular themes, such as Spiritual, moral, social and cultural development is being completed during this academic year to cover both the formal and hidden curricula.

**Literacy:** Word of the Week, Book of the Month, literacy competition: stories, articles  
National Poetry Day – House competition & Library event

School Magazine – student journalism “*student led, student written, student focussed*”

Carnegie Book Award – review group – national competition participation

Book review group for local publisher

SWAT challenge weekly sent out with literacy quiz and problems to solve

**Library** book club, Book reviews in school magazine, Library leads, Library quizzes e.g. first lines, Harry Potter, book themes,

**Numeracy:** Pi day celebrated, themed maths weeks e.g. Mexican Maths week,  
Maths competitions local, regional and national

Numeracy materials compiled for tutors to use – stored in staff shared area open access.

SWAT challenge weekly sent out with literacy quiz and problems to solve

(etc incomplete – work in progress)

## **Curriculum model**

The Curriculum model, including options, time allocation, pathways and specifications were all reviewed 2019-20 and changes made to allow students to have greater flexibility in their choices.

## **Key Stage 3 Curriculum**

Students are taught in mixed ability classes in KS3, years 7-9; mainly in House groups.

Key Stage 3 is three years long and follows the National Curriculum. Students may be introduced to some GCSE topics in Year 9 if they overlap with the National Curriculum because, as a grammar school, these topics provide stretch and challenge for our students, or because by their nature, the topics are valuable learning opportunities which are worthy of study. This might be a motive when staff are mindful that students may not pursue the subject at GCSE.

Options are chosen during year 9.

## **Key Stage 4 Curriculum**

Students are taught in mainly mixed ability option groups at GCSE. Guidance is given in choosing science options.

## **KS4 Option blocks**

Options are reviewed annually according to student demand.

## **KS5 Curriculum map**

Sixth form curriculum is based on options with 9 lessons per group with the exception of Further Maths, and Theatre Studies which have 8.

Year 12 also have 2 lessons of Extended Project, 1 Tutorial, and 1 Supervised Study  
Year 13 also have 1 lesson of tutorial.

## **KS5 Option blocks**

Options are reviewed annually according to student demand. Some subjects are taught at other schools to which students are transported. A degree of common timetabling facilitates this across the city



## Assessment

Each Department has a calendar of formal assessments for each year group which are used to inform both departmental tracking of student progress as well as the calendared whole school data monitoring points. Most year groups will also have an end of year exam.

**See Department Curriculum and Assessment booklets for the overview of how assessments integrate with the curriculum and when they are calendared.**

### Assessment Protocol

Class teachers are required to decide on predicted grades for their students from the end of year 7 through to year 13 and to enter these into SiMs. The schedule for when these predicted grades are due is set out in the Assessment and Reporting Calendar. The senior member of staff responsible for the Curriculum will share the A&R Calendar with colleagues prior to the start of the academic year.

The deadlines published in the Assessment and Reporting calendar are HOD deadlines and HODs will need to set their own department deadlines to ensure they have sufficient time to carry out the relevant checks. HODs have responsibility for the accuracy and reliability of the predicted grades submitted into SiMs and to ensure submission happens by the deadline. The HOD deadline is always midday on the due date.

**When deciding on predicted grades and A2L, HODs should ensure that:**

- There is consistency between teachers.
- The predicted grades are based on a range of assessments to include written assessments, classwork and oral contribution.
- The predicted grade is the grade that the teacher feels the student is most likely to reach at the **END** of Year 11 or, for sixth form students, the **END** of Year 13. It is **not** an indication of the grade they have just achieved in a recent assessment or assessments.
- A system is used within departments to ensure consistency across teachers and a ranking measure is used to identify grade boundaries. For example, if a department usually has approximately the top 35% of students achieving at least a grade 7 historically, then a rough guide at any assessment point would be that around the top 35% of scores are likely to yield a grade 7 or higher at the end of the course. It is not intended that this is a hard and fast rule, but it is indicative of a system which allows for consistency and fairness.
- There are no significant swings between the predicted grades submitted in consecutive data drops.
- If a 4 is recorded as the A2L score at any time, the parents must have received communication about the issues facing their child some time prior to the report going home.

**When planning for assessments, HODs should ensure that;**

- Assessments are fit for purpose and are grade appropriate for the year group. Assessments should accurately reflect the challenge, content and style of the end of key stage assessment
- Department assessments are calendared, and conducted in the same way for all classes in each year group.
- All teachers have covered the knowledge and skills required for the assessment in the preceding unit of work, and have routinely set tasks which practice consolidating and applying the knowledge to the style of question in the end of unit assessment i.e. formative assessment is routine
- All teachers give students revision information and material ahead of every assessment.
- Where appropriate, teachers share the exam board marking criteria with the students before and after the assessment.
- All teachers give students their papers back in a timely fashion directed by the HOD.
- The department has a clear, effective system for feeding back specific targets for improvement, which is used consistently by all staff.
- There is always a review DIRT lesson to allow students to identify where they can improve.
- Records are kept by the HOD of the assessment grades to inform predicted grades and HOD monitoring of student performance
- Quality assurance, including moderation is conducted regularly to ensure consistency and to assess the effectiveness of the assessments and feedback given.

**When planning for intervention, HODs should ensure that;**

- They have used baseline data and value added information to establish which students have underperformed.
- They create a list of students with whom they wish to intervene and keep a record of the interventions used in order to evaluate their success in the light of exam results
- They engage with the whole school Raising Attainment and Progress groups created by HOY/SLT to ensure students make the best possible progress.
- They review the teaching, learning and assessment strategies used in the lessons of those requiring interventions to ensure differentiation and adaptations are being made in response to the additional student needs identified
- They communicate quickly with parents to gain their support and involvement in the intervention process and need for improved student performance.

## Feedback and Marking

During the teaching of a topic students' work should be assessed against criteria which have been shared with them, and agreed with the Department, or which adhere to exam board requirements.

## Assessment FOR learning

Students should receive clear feedback and next steps targets which relate to the criteria for success, and intervention strategies planned, or lessons adapted in response to student performance. Assessment for learning strategies such as peer marking may play an important part in this feedback process.

Marking of these practice, formative pieces are expected to be followed by teacher comment: **www/ebi**. The comment identifies what went well (www) and the next steps to be taken to improve, "even better if" (ebi). Student surveys show great appreciation for this www/ebi system.

**Other work** may be marked as Departments wish but it is usual in the school not to have grades or marks on work other than summative pieces or tests. Comment only marking is preferred to inform the next steps a student should take in their learning. Students' work should be acknowledged and rewarded at regular points during the year.

**Notes** should be acknowledged at least once a half term to ensure they are up to date, that gaps have been filled, that they are suitable for revising from, and to acknowledge students' effort

## Assessment OF learning

i.e. formal assessments which are summative pieces or tests, set up to 6 times a year, receive a key word or grade and a comment www/ebi

Achievement should be recorded a GCSE grade on summative pieces, accompanied by www/ebi next steps comments.

Departments should have consistent methods of sharing success criteria/mark schemes with students in advance of assessments.

Departments should also have a clear method of assessment and feedback which is effective in helping students understand how to make progress, and also minimises staff workload

## Marking Codes

To be consistent across the school, teachers may use these short codes, which are also shown in the student planner. Please remind the students of this if they appear not to recognise them.

sp	spelling to correct
p	punctuation to correct
//	new paragraph needed here
Exp.	Expression is poor
?	Unclear/ muddled/incorrect
N.S.	not a sentence
W.W.	wrong word
S.I.	split infinitive
O.W.	own words needed here
g	grammatical error

## Homework

Homework should be set, and checked/marked, regularly by staff to support or enrich the learning. The expectation is that students have 20 mins per subject per week in year 7, and 30 mins per subject above year 7. However, it is recognised that at times this might come in larger blocks of work, demanding greater lengths of time spent on it. Teachers should therefore balance out the load over time, and be mindful of the demands placed on students by their own, and other subjects, especially at certain points in the year e.g. near data rounds or the ends of term.

There are no set homework timetables at present so students need to learn to time manage. Tutors need to be alert to the loads being put on their tutor group and liaise with the Head of Year and Heads of Department if patterns are identified, either indicating too much or too little homework being set.

### **Zero tolerance applies to all students not completing homework**

- Students are expected to hand in homework, completed to a high standard, by the deadline set
- If a student fails to do this, their teacher will put them into detention for the next day (right click on the student's name in the register in SIMS, select behaviour, select homework detention)
- It is the student's responsibility to:
  - Attend the detention which will be held in room A05 starting at 13:30 (12.30 in exam time) and be punctual
  - Bring the completed homework with them to the detention
  - Failure to attend the detention will result in a letter home and a Head of Year detention
  - It is a serious offence to be placed in this detention

- There are serious implications for a student's future success if they are not punctual with work, and are unable to plan well

## Tracking student progress

### The Academic Team

Heads of Department are expected to monitor the data of all classes in their subject; regularly reviewing the attainment of students in their subject and planning interventions with the class teacher if students are under performing.

Similarly, if there are very able students in the subject, it is expected that teachers and Heads of Department would provide stretch and challenge or enrichment opportunities for those students.

Teachers and HODs are expected to liaise with Tutors if there are concerns regarding attainment, particularly if the teacher/HOD has contacted home. It is vital that information is shared and when appropriate recorded in SIMS (under the individual students SIMS record, enter the information under the heading "initiatives").

After each whole school data round, HODs will be expected to identify a **RAP** (Raising Attainment and Progress) group and explain to their Line Manager the interventions they have, or are, putting in place to tackle the student underperformance within this group. The Line Manager is also a source of advice and support on these occasions.

The HODs share information and their RAP groups with the Heads of Year (HOY) and contribute this to the regular Team Around the Child (TAC) meetings.

### The Pastoral Team

HOY/Tutors keep a regular check on achievements/detentions and academic progress.

Teachers log behaviour and progress on SIMS for HOYs to monitor and create a history of issues and interventions. This record is immensely useful when talking to parents or outside agencies and without the information it is often difficult to take action.

SIMS: record information, concerns, calls home under "initiatives" on the students own SIMS entry. Documents and emails can be uploaded to the individual student SIMS account as Linked documents

Teachers should also talk to/email tutors to keep them informed and so they can support interventions for progress as early as possible.

The HOYs share information and liaise with HODs (RAP groups) and contribute this to the regular Team Around the Child (TAC) meetings.

### **TAC Meetings**

**After each data round** the tutor team and the Head of Year meet to identify students of concern from the data, and request any other information from staff in order to devise action plans for these students in conjunction with the RAP groups identified (as above) by HODs.

After the meeting: Heads of Year and Heads of Department share strategies which are going to be used with the students of concern.

### **Reporting student progress home**

**Whole school:** Currently, there are three whole school data collection points a year. These are on the school calendar, and these are reported home.

**Departments** have their own schedule of assessment points in order to monitor progress and plan interventions in their own subject. Departmental assessments inform the data Departments enter for whole school progress monitoring.

Written reports are done at one of these 3 data points, but not for all year groups. Year 7 will receive a tutor comment after the Christmas break to inform parents of how well their child has settled into the school. Year 9 will have a written report to support their choices of GCSE options and the transition into the next stage of their education. Years 11, 12 and 13 will receive written comments after their mocks to help guide them in their preparations for the more formal examinations.

All reporting is done on SIMS: data (mark sheets) and written reports according to dates set in the school calendar.

The Data Manager advises how to enter data and is responsible for distributing data and supporting its analysis.

## Reporting and Assessment year 7 & 8

(Given to parents) A guide to Year 7/8 assessment and reporting at Plymouth High School for Girls.

Nationally, levels have now been removed in both KS2 and KS3 so we have developed a system to assess students, without levels, whilst also ensuring they are making progress. The principles behind the approach are as follows.

### **We want ALL students to:**

- Make progress and excel
- Know how well they are doing and what they need to do to improve (including parents!)
- Know that they can achieve. We will not set targets in KS3 – we want to raise their aspirations
- Celebrate their progress, whatever their starting points

### **How do we assess students in year 7 and 8?**

Students start Year 7 with one key piece of information, their KS2 standardised score. This information is used by teachers in their planning, teaching and assessment.

Year 7 & 8 Students will be given the following information about their work:

- www/ ebi ('what went well' and 'even better if') comments.
- Dedicated Improvement and Reflection Time (DIRT) in lessons to act on targets set which will help them to improve.

In year 7 there will be three reports home to parents. The first will report on attitude to learning and include a tutor comment. The second will report an attitude to learning only and the final report will include an attitude to learning score, an End of Year assessment result and a predicted GCSE split grade alongside targets for improvement for subject.

The split grade will give an early indication of your child's potential in a given subject in relation to a GCSE grade. A split grade is given at this stage in their educational journey as it is very early to predict a final grade, the split grade gives an indication of the trajectory.

In year 8 there will again be, three reports home to parents. The first will include an attitude to learning grade and a GCSE split grade. The second and third reports will include an attitude to learning grade and a predicted GCSE grade. The grade is no longer a split grade, at this stage in your child's educational journey, we will now have sufficient data from our internal assessments in order to base a judgement on the likely progress that they will make towards their GCSE's. The final report will also include an attitude to learning score, an End of Year assessment result and a predicted GCSE split grade alongside targets for improvement for subject.

## Reporting and Assessment year 9,10 & 11: GCSE

(Given to parents) A guide to Year 9,10 & 11 assessment and reporting at Plymouth High School for Girls.

### We want ALL students to:

- Make progress and excel
- Know how well they are doing and what they need to do to improve (including parents!)
- Know that they can achieve. We will not set targets in KS3 – we want to raise their aspirations
- Celebrate their progress, whatever their starting points

### How do we assess Yr 9, 10, & 11 students?

Target grades are NOT shared with student in order to encourage them to aim as high as possible. Staff are made aware of the target grade for each student, to guide their planning, teaching and assessment and interventions for underperformance. We will use the GCSE numerical grading system when formally assessing work.

Students will be given the following information about their work:

- A number from 1-9 relating to their GCSE performance or a band which relates to the GCSE criteria.
- www/ ebi ('what went well' and 'even better if') comments.
- Dedicated Improvement and Reflection Time (DIRT) in lessons to act on targets set which will help them to improve.

### We will report information in the following way:

<i>Subject</i>	<i>ATL</i>	<i>Predicted</i>
<i>Art</i>	2	+8
<i>History</i>	3	8
<i>Science</i>	4	6

+7 = grade 7 but could achieve an 8

7 = grade 7

-7 = grade 7, very likely to slip to grade 6



## Reporting and Assessment years 12 & 13: A level

### How do we assess KS5 students?

Target grades are NOT shared with student in order to encourage them to aim as high as possible. Staff are made aware of the target grade for each student, to guide their planning, teaching and assessment and interventions for underperformance. Students will be given the following information about their work:

- A grade ranging from A\* - U relating to their A Level performance or a band which relates to the A Level criteria.
- www/ ebi ('what went well' and 'even better if') comments.
- Dedicated Improvement and Reflection Time (DIRT) in lessons to act on targets set which will help them to improve.

### We will report information in the following way:

<i>Subject</i>	<i>ATL</i>	<i>Predicted</i>
<i>Art</i>	2	A*
<i>History</i>	3	A
<i>Science</i>	4	C+

A + = A grade but could achieve an A\*

A = A grade

A - = A grade, very likely to slip to B grade

**If you have any queries about data, first look in SIMS: mark sheets for predicted grades, otherwise see the Data Manager**

### Reporting: Attitude to learning

In reports which go home, students are awarded a grade on a 1 to 4 scale, with 1 being the highest, covering a variety of categories that describe their:

- Attitude, and ambition;
- Motivation, and enthusiasm;
- Resilience, and confidence in dealing with challenge
- Behaviour, and respect for the learning community in lessons.

A **best fit approach** is adopted by teaching staff when awarding a grade i.e. the student may display some or all of the aspects in that category.

Within a class it is rare to award many grade 1s, nor many 4s.

Staff are encouraged to differentiate carefully between 2 and 3 so that whole classes are not given the same grade. This will enable parents and Heads of Year to intervene more effectively where necessary.

**1: Outstanding:** a student who is consistently highly motivated, with an excellent work ethic.

- Is highly motivated and ambitious; they take full responsibility for their learning, use their initiative, and are proactive in their learning. They embrace challenge.
- Always arrives at lessons promptly, with the correct books, equipment, planner and homework.
- Respects the learning community around them.
- Is enthusiastic, always keen to learn in and out of lessons, often proactive and independent in taking learning further.
- Is resilient in their approach to work and is determined to improve e.g. acts promptly and effectively on advice about how to improve their work.
- Completes classwork and homework above the expected standard on many occasions.
- Always meets deadlines and is very organised.

**2: Good:** a student who is motivated, and has a good work ethic

- Is motivated and ambitious; they usually take responsibility for their learning and can at times use their initiative to go further.
- Arrives promptly at lessons with the correct equipment, books, planner and homework.
- Respects the learning community around them.
- Keen to work and to learn, and is usually enthusiastic, participating actively in most lessons. They make use of opportunities to reinforce learning and can be independent.
- Is often keen to improve their work, and shows some resilience when challenged; they usually act on the advice they are given but may need to develop more resilience.
- Completes classwork and homework in line with the expected standard.
- Meets deadlines on all occasions and is usually organised.

**3: Requires improvement:** a student whose motivation, and work ethic, is inconsistent.

- At times lacks motivation and ambition.
- Can arrive promptly but not always and may lack the correct equipment, books, planner or homework.
- Does not always respect the learning community around them.
- Is not always actively engaged with the lesson, and may need prompting to keep focussed on a task.
- Does not make the most of opportunities to reinforce learning beyond lessons.
- Tendency to coast in their work, so that not all work is at an acceptable standard.
- Gives up easily, especially if work is challenging, or if low marks are received; shows little resilience and rarely has the confidence to take advice, or requests to improve the work.

- Occasionally fails to meet deadlines, or meets them but the work is not done to an acceptable standard.

**4: Cause for Concern:** a student who is rarely motivated, and has a poor work ethic.

- Is poorly motivated with little ambition; taking little or no responsibility for their learning.
- Rarely arrives promptly, without the correct equipment, books, planner or homework.
- Does not respect the learning community around them, often causing distraction.
- Shows little enthusiasm for learning, needing constant supervision, and prompting.
- Gives up easily, especially if work is challenging or if low marks are received; shows little resilience; may refuse, or take steps to avoid, advice or requests to improve the work.
- Rarely completes classwork or homework and, based on current patterns of behaviour, gives few indications that they genuinely wish to learn and succeed. Deadlines are frequently missed.
- Work which is “completed” is often at a poor standard, considerably lower than their potential and what is expected of the cohort of students.

## Quality assurance

### Whole School Quality Assurance

Line Managers and other members of the Senior Leadership team follow a whole school monitoring, evaluation and review programme throughout the year to quality assure teaching and learning. The findings will be discussed with Heads of Department and Heads of Year, and may be raised, if relevant, in HODs meetings and in Departmental Reviews. In this way the evidence can be triangulated, judgements confirmed, and improvement plans informed.

At all times the emphasis is on developing our practice as a collegiate effort, coaching each other to improve our skills. We encourage colleagues to observe each other, and to shadow a student or class.

**The current year's Quality Assurance Programme is printed in the Staff Annual Information Booklet**

**Impact:** results are shared, and discussed with HODs after each round. Action plans may result

**Example of whole school quality assurance programme:** (themes might be Disadvantaged /SEN, most able, questioning, feedback, assessing progress within a lesson )

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Drop ins</b>	Theme:	Theme:	Theme:	Theme:	Theme: Return to a previous theme	Theme: Return to a previous theme
<b>Work scrutiny tutor time &amp; SLT</b>	Yr 7/10	Yr 12/9	Yr13/11	Yr 8/10	Yr 7/12	Yr9
<b>Surveys</b>	Yr 7/10	Yr 12/9	Yr13/11	Yr 8/10	Yr 7/12	Parental
<b>Observations</b>	All staff, at least one hour observation by appraiser		All staff : 2 <sup>nd</sup> obs by peer or HOD			
	Staff may have, or be asked for one further hour obs or 3 x 20 min obs either to model & share good practice for colleagues or as "lesson study" together or for coaching in a particular aspect.					

## Evidence gathered:

Learning walks – these may have a specific focus Student work scrutiny Staff marking scrutiny Observations Drop-ins Student Voice: questionnaires and interviews	Scheme of work evaluation Moderation and standardisation meetings Internal / external exams Progress Data and reporting Professional development undertaken Staff interviews Department Review of evidence with SLT
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## Department Quality Assurance

Each Head of Department is responsible for drawing up an annual calendar of monitoring, evidence gathering and review /evaluation of the teaching and learning as well as attainment and results in their subject.

In this way the experience of each student can be quality assured. This departmental QA programme should be shared with their SLT Line Manager at the start of the year and should be the basis of several Line manager meetings during the year.

Departmental programmes should **not** mirror the whole school programme in order to avoid the same year group being targeted at the same time.

The Line Manager may be part of the process i.e. paired drop ins/learning walks or doing the book scrutiny together.

- Evidence should be gathered from a variety of sources, at regular intervals, throughout the year, and with different year groups.
- A record should be kept of the findings and areas for development.
- It is expected that the results of the quality assurance would be discussed in Department meeting with the Department team and inform the Department Improvement Plan for the following year as well as any curriculum review or interventions to support colleagues in the classroom.
- There may be times when the Department or HOD will be invited to share their QA findings and results at an SLT meeting. The purpose of this meeting is to review the Department, comparing their QA evidence with evidence gathered during the SLT whole school quality assurance programme.

### Example 1: by year group

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Yr gp Focus of QA	Year 7/11	Year 12& 13	Year 9/10	Year 8	Targeted follow as necessary following earlier findings

**Example 2: thematic**

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer</i>
<i>Theme of QA</i>	<i>1-12 Oct Theme: Challenge Most able</i>	<i>26<sup>th</sup> Nov – 7<sup>th</sup> Dec Theme: Feedback and assessment</i>		<i>4<sup>th</sup>-15<sup>th</sup> March Theme: Active &amp; collaborative learning</i>	<i>Across all years: review Targeted follow as necessary following earlier findings</i>

**Example 3: focus on nature of evidence gathered and by key stage**

<i>Term 1</i>	<i>Learning walks – all staff in Dept</i>
<i>Term 2</i>	<i>Work scrutiny &amp; questionnaires KS3</i>
<i>Term 3</i>	<i>Observations – selected staff</i>
<i>Term 4</i>	<i>Work scrutiny and questionnaires Yr 11/13</i>
<i>Term 5</i>	<i>Observations – selected staff</i>
<i>Term 6</i>	<i>Work scrutiny and questionnaires Yr 10/12</i>

## APPENDIX

GCE/GCSE EXAM BOARDS FOR 2020 ENTRY		
SUBJECT	GCSE	GCE (AL)
Art	AQA	AQA
Astronomy	EDEXCEL	-----
Biology	AQA	OCR (A)
Business Studies	-----	AQA
Chemistry	AQA	OCR (A)
Computer Science	OCR	-----
DT: Product Design	WJEC	WJEC
Drama and Theatre Studies	EDEXCEL	EDEXCEL
English Language	OCR	-----
English Literature	OCR	OCR
Extended Project	-----	EDEXCEL
Food Preparation and	WJEC	-----
French	AQA	AQA
Further Mathematics	-----	OCR
Geography	EDEXCEL B	EDEXCEL
German	AQA	AQA
History	EDEXCEL	AQA
Law	-----	OCR
Mathematics	OCR	OCR MEI
Music	OCR	-----
Physical Education	AQA	OCR
Physics	AQA	EDEXCEL
Psychology	-----	AQA
Religious Studies	AQA	OCR
Sciences Combined	AQA	-----