

Curriculum - Implementation – Year

11

*'Check learners understanding & provide clear, direct feedback',
'Teachers promote appropriate discussion', 'Remember content in the
long term', 'Integrate new knowledge into larger concepts'*

- **Schemes of learning**
 - Revised curriculum at KS3 – mastery and deeper learning embedded into lessons including key command words to prepare for the demands of Key Stage 4
 - Literacy and numeracy activities incorporated into lessons wherever possible – literacy based task also within all assessments and numeracy where appropriate; particularly graphs and data.
 - Geography in the news built into KS4 SOW.
 - Curriculum at KS4 is appropriate and engaging to students. Content is relevant to all learners and diverse.
 - Transition unit completed in Year 9 to help prepare students for the KS4 course.
 - Revision is woven into SOW to ensure content is retained in the long-term.
 - Assessments are reviewed and amended where necessary to support outcomes and to ensure the 'deeper learning' approach.

- **Quality of marking and feedback**
 - Creative ways of feedback and monitoring across qualifications (written, whole class feedback, green/purple pens and assessment booklets with QLA feedback
 - Clear expectations and routines for student response to feedback (E.g. purple pens and QLA)
 - Standardisation activities and departmental work scrutiny completed.
 - Informal learning walks.
 - Use of open door policy.

- **Transition to KS4**
 - Transition unit for students studying a KS4 qualification – 1 assessment completed to assess ability and build skills.
 - Student voice used to select the most engaging curriculum for students.
 - Booklets issued to students to support in class and at home.

- **Transition to KS5**
 - Uptake on the opportunities offered from universities and colleges.
 - Transition activities with local colleges and universities.
 - Assemblies / guest speakers.
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- **Extra-curricular and intervention**
 - Quality first teaching to ensure gap is narrowed.
 - Year 11 intervention held after school in line with the intervention programme.
 - Year 10 intervention held afterschool in line with the intervention programme.
 - Trips used to bring the curriculum to life: introduction of KS3 fieldwork and continuation with the compulsory requirements of GCSE and A-Level fieldwork

- **Use of social media**
 - School Twitter account used to promote extra-curricular activities.
 - Reminders for mock exams/homework through school website and Show My Homework
 - Photos to promote trips, extra-curricular and success lessons.

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- **Communication with parents and carers**
 - Positive phone calls made regularly regarding progress/attitude/commitment in line with school rewards policy
 - Concerns communicated via phone calls, letters and through pastoral staff during meetings.
 - Close communications/ parents meetings in the build-up and during trips and activities.
 - Progress letters / reports to be sent to parents following formal mock exams.

- **Other initiatives and additional opportunities**
 - Fieldwork trips.
 - Iceland trip.
 - Botanical Gardens trip KS3.
 - Whole school awards ceremony.
 - Rewards – AP Points

- **Staff contribution**
 - Constant progress dialogues; Progress, interventions, concerns etc.
 - Sharing of good practice.
 - Open door policy/informal learning walks.
 - Staff attend courses, which promote new KS4 courses as an option to seek most appropriate fit for students.
 - Staff attend courses to develop subject knowledge at GCSE and KS3.
 - Staff fulfil the role of examiner for AQA A-Level Geography and EDUQAS GCSE Geography.
 - Staff contribute to departmental initiatives and feel valued,