

KAMUZU ACADEMY



CURRICULUM, TEACHING AND ASSESSMENT POLICY

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Curriculum, Teaching and Assessment Policy

Aims

- To provide a broad, balanced and relevant curriculum which prepares students for international examinations as well as equipping them with the necessary skills for their future studies
- To provide a safe, stimulating and motivating learning environment for all students
- To enable all students to achieve their full academic potential
- To set high expectations for all students
- To promote independent learning and a desire to achieve their best
- To develop the characteristics of Excellence, Responsibility, Resilience, Leadership, Integrity and Community amongst all learners, in line with the Founder's Vision for Kamuzu Academy

1. CURRICULUM

Curriculum for Forms 1-3

- The lower school curriculum is broad and balanced and is broadly in line with the English National Curriculum
- The curriculum includes English, Mathematics and Science which follow the Cambridge International Examinations Lower Secondary syllabus and are externally assessed through Checkpoint Examinations taken during the third term of Form 3
- The curriculum also includes technical and creative subjects, modern foreign languages, humanities, the Classics and physical education
- Changes to the curriculum are subject to the approval of the Board of Governors

Curriculum for Forms 4 & 5

- The IGCSE curriculum begins in Term 3 of Form 3
- The curriculum for Forms 4 and 5 includes both compulsory and optional subjects, the majority of which are externally assessed at the end of Form 5 by internationally recognised IGCSE (CIE) and GCSE (AQA) examinations
- Each subject follows a scheme of work based upon the examination board syllabus
- The compulsory IGCSE curriculum which all students must study consists of English Language, Mathematics, Physics, Chemistry and Biology. English Literature is also studied by the majority of students.
- Students may also choose to study 3 optional IGCSE subjects, including Geography, History, Religious Studies, Business Studies, Economics, French, Chinese, Information & Communication Technology, Computer Science, Agriculture, Design & Technology, Engineering, Physical Education, Art, Music and Drama
- In addition, all students take part in compulsory non-examined Physical Education lessons
- In accordance with the Vision of the Founder, all students study the Classics, apart from students who join the school in Forms 3 and 4
- Most students will take external examinations in 9 or 10 subjects, although some students may take fewer due to their personal circumstances.
- Changes to the curriculum are subject to the approval of the Board of Governors

Curriculum for Lower and Upper Form 6

- The Form 6 curriculum which students follow consists of 3 optional subjects, which are externally assessed at the end of the Lower and Upper 6th by internationally recognised GCE A level examinations
- In order to study a subject at A level, a student must have achieved an IGCSE B grade in the subject or related subjects
- Each subject follows a scheme of work based upon the examination board syllabus
- Students choose to study 3 optional A level subjects, including English Literature, Mathematics, Biology, Physics, Chemistry, Geography, History, Religious Studies, Business Studies, Economics, French, Information Technology, Design & Technology, Physical Education, Art, Music, Law and Psychology
- Changes to the curriculum are subject to the approval of the Board of Governors

2. TEACHING

Teachers should plan lessons which include the following elements;

a) Review previous material

- review content or concepts taught last lesson or several lesson ago
- consider the nature of the Review or Retrieval
- use adult-led questioning, or individual or paired review
- make it active, for example a quiz, verbal question and answer, answering a written question, writing an explanation or definition, giving an example, explaining to another student etc
- these do not have to be teacher-led activities – students can work independently and the teacher can then support those who need more help

b) Begin with assessment

- the end of the previous session isn't always the best time to find out what someone has learnt, understood or retained. A better indicator might be at the start of the next lesson or a week later
- how they do in the review task can help you target the lesson content more effectively

c) Build in regular understanding checks

- constantly checking individuals understanding and offering feedback to help them make progress

d) Make small steps

- break content into small manageable steps
- big chunks are hard to digest and can be boring
- alternate between guidance or explanation from the teacher and independent practice time for students

e) Differentiate learning

- as you move around checking for understanding, those who have grasped the concept can be moved on, and you can offer support to those who need it
- have a sequence of activities for students to move on to, in their own time
- don't just teach to the middle range – we all make progress at different speeds and learn in different ways

f) Use a variety of activities and resources

- use a variety of resources and activities to support different types of learners and keep students interested
- appeal to different learning styles - visual, auditory, kinaesthetic
- use group work
- allow work in pairs
- design longer tasks such as projects
- include research
- use student presentations

g) Pace

- think about the pace of the lesson - to ensure that all students are engaged
- changes of activity help the pace

h) High quality questioning

- use different levels of questioning
- da Costa's levels of questioning
 - Level 1 – Gathering
 - Level 2 – Processing
 - Level 3 – Applying

i) Celebrate mistakes

- we all learn from mistakes
- how can you get something right if you never get something wrong

j) Feedback

- see below

3. MARKING AND FEEDBACK

Consistent high-quality Marking and Feedback from teachers are essential, in order to help students make good progress. Students need to know how to improve, not just what they got wrong.

Teachers should:

- regularly reflect on student progress and provide high quality marking and feedback. High quality written or verbal feedback has the most impact on student progress
- marking can include quantitative methods such as 5/10, A*-E or A*-G grades (see below)
- use effort grades to provide feedback (see below)
- use “What Went Well” (**www**) and “Even Better If” (**ebi**) to give written feedback on how to improve:
 - www:** Comment on subject knowledge/ skills, whether the learning outcome has been met, use of keywords/PEE etc
 - ebi:** Comment on what the students need to do to improve in terms of demonstrating better subject knowledge/skills, meeting the learning outcome, use of keywords/use of PEE (Point/Explain/Example) etc
- allow self-marking or peer marking
- ensure that marking consistently sets clear targets for improvement and that these targets are systematically followed up by both students and teachers, so that expected progress can be achieved or surpassed

4. ASSESSMENT

There is a calendar of regular assessment points:

CHRISTMAS TERM	• Continuous Assessment • Settling in reports Form 1 • End of term Report Forms 2-6 • Subject Targets for underperformers • Pre-mock exams Forms 5 & 6
EASTER TERM	• Mock Exams Forms 5 & 6 • Mid-Year Exams Forms 1- 4 • End of term Reports Forms 5&6 • End of term Report Card Forms 1- 4 • Subject Targets for underperformers
INDEPENDENCE TERM	• Checkpoint Exams Form 3 • Introduction of IGCSE courses to Form 3 • Form 3 IGCSE style exams • IGCSE/AS/A level Exams Forms 5 & 6 • End of Year Exams Forms 1- 4 • End of term Reports Forms 1- 4

EFFORT GRADES	
1	OUTSTANDING
2	VERY GOOD
3	GOOD
4	BELOW EXPECTED
5	UNACCEPTABLE

ATTAINMENT GRADES – Forms 1-3	
	Subjects may expand on these descriptors and devise subject specific criteria for their marking schemes
A*	This grade indicates an <i>exceptional</i> level of performance which places the student in the top quartile (or better) of A graded students. Clearly, the student is capable of <i>distinction</i> in this subject.
A	An excellent standard. The student is very capable and should do well in international examinations in this subject, performing with <i>merit</i> .
B	A good standard. The student is making good progress and performing with <i>credit</i> .
C	A satisfactory standard for academic study. The student is performing well enough to achieve a <i>pass</i> in this subject, i.e. a grade C minimum target in international examinations.
D	The student may be achieving some targets, but the overall level of performance falls below that required for grade C. Additional support is required from the subject teacher, including setting specific targets. HOD should be involved.
E	A foundation level of achievement. The student is achieving few, if any, targets and requires <i>special support over a longer period of time, in order to improve</i> . HOD must be involved.

ATTAINMENT GRADES – Forms 4 & 5	
IGCSE grades A*- G, where A* - C, where are regarded as pass grades	
GCSE grades from 9 – 1, where 9 – 4 are regarded as pass grades	
Use subject grade descriptors from Syllabuses and share these with students	

Refer to Assessment Objectives to assess Knowledge, Skills and Understanding

Form 4 – the IGCSE grade awarded indicates the teacher’s assessment of the grade a student may achieve in external examinations, if they continue to work in the way they are currently working.

Form 5 – the IGCSE grade awarded indicates the teacher’s predicated grade for what the student will achieve in the final external examination.

ATTAINMENT GRADES – Forms L6 & U6

AS level grades A - E

A level grades A* - E

Use subject grade descriptors from Syllabuses and share these with students

Refer to Assessment Objectives to assess Knowledge, Skills and Understanding

In term 1 – the AS or A level grade awarded indicates the teacher’s assessment of the grade a student may achieve in external examinations, if they continue to work in the way they are currently working.

In term 2 – the AS or A level grade awarded indicates the teacher’s predicated grade for what the student will achieve in the final external examination.

Grades and comments about underperformance, in the end of term report should not come as a surprise to parents

End of term Reports to parents MUST include the following:

- Work covered (likely to be the same for all students in the Form or class)
- What the students can do/have achieved/strengths/how they work
- What the student needs to do in order to improve – a specific target (not just to work harder or do better)

