King James's School, Knaresborough

CURRICULUM PLEDGE
All Key Stages

To support your learning you will have:

1. A 'Learning Journey' for the whole course or key stage and each learning cycle or unit

2. Access to resources to improve your independent learning

3. Regular feedback on how to progress

4. The opportunity to feed back to staff

5. Guidance on how to organise your learning

To support your learning staff will:

Provide a 'Learning Journey' for the whole course or key stage and each learning cycle or unit

- Create 'Learning Journeys'
  – A course/key stage overview on one side of A4
  – A learning cycle/unit overview on one side of A4
- Ensure 'Learning Journeys' link to a minimum of a medium term Scheme of Learning for teachers including on one side of A4 per Learning Cycle:
  – Objectives
  – Suggested activities
  – Links to resources
  – Opportunities for peer- and self-assessment
  – Common assessment for the unit

Provide access to resources to improve your independent learning

- Provide Learning Journeys on itsLearning and the website and ensure they are clearly signposted to students
- Ensure there are quality resources on itsLearning that link to the Learning Journey using the same terminology and the scheme of learning. Resources should be suitable for independent learning and for use in the event of staff absence (particularly in the sixth form); all students should be clear on how to access these materials and make best use of them.

Provide regular feedback on how to progress

- Ensure adherence to the whole-school feedback policy
- Create assessment feedback sheets for each key stage that include the following as a minimum and are printed on green paper:
  – Reference to assessment criteria as appropriate
  – Space for teacher targets (or summaries written by students)
  – An opportunity for student reflection/correction
  NB: This can be learning cycle by learning cycle or all year on one sheet

Provide an opportunity to feed back to staff

- Ensure there are planned opportunities for students to provide feedback on teaching and learning
- Use student voice, where appropriate, to adapt schemes of learning and teaching methods
- Make it explicit where student voice has positively influenced schemes of learning or general practice

Provide guidance on how to organise your learning

- Instruct students clearly on the standards expected from their work and how it is best organised
- Use peer-checking to ensure standards of organisation and presentation are maintained
- Ensure guidance on curriculum, feedback and communication across the curriculum is displayed clearly in classrooms/books/folders as appropriate

FEEDBACK : Supporting students' learning

	WHEN WILL IT HAPPEN?	WHAT WILL IT LOOK LIKE?
Verbal Feedback	It will be regular & ongoing throughout each learning cycle; for some practical subjects this is the main source of feedback.	It will be seen through student voice, lesson observations and the quality of students' work.
Written Feedback	**KS3**: 4+ lessons per fortnight - 3 times per learning cycle. 3+ lesson per fortnight - 2 times per learning cycle. 2 or less lessons per fortnight - 1 time per learning cycle. **KS4**: Core subjects - <u>at least</u> 3 times per learning cycle. Non-core subjects - <u>at least</u> 2 times per learning cycle. PSHCEE - one time per learning cycle. **KS5**: 4 times per learning cycle per A-Level group (2 times per learning cycle in practical subjects).	At least once per learning cycle, all departments will provide students with written feedback sheets that meet minimum whole-school criteria. These sheets will be printed on green paper & put in books or folders with the work (where possible) so parents, students & staff can find targets easily. Other written feedback will not always relate to extended assessments but will be clearly visible alongside students' work.
Peer- & Self-Assessment	Core subjects: <u>at least twice</u> per learning cycle. Non-core subjects: <u>at least once</u> per learning cycle. It will be high quality feedback focused on clear success criteria.	Students will use their purple pens for all written peer- & self-assessment so that it is clearly distinguishable from other work & feedback.
Communication Feedback: Literacy	Within a marked piece of extended writing, literacy improvements will be identified in addition to subject specific marking. Students will check their own work before handing it in. Teachers will identify a maximum of 3 further improvements.	Students will use the cross-curricular communication literacy marking expectations using purple pen; teachers will ratify these & offer further support to improve students' quality of writing.
Basic Standards Feedback: Presentation	Within marked work & where appropriate, presentational improvements will be identified in addition to subject specific feedback.	Teachers will ensure that the presentation expectations are upheld & that students take pride in their work.
Student Feedback	Whenever feedback is provided, students will act directly upon the feedback correcting errors & making changes.	Where appropriate, students will use their purple pens for all written responses to feedback including literacy & presentational corrections. Students acting on feedback will also be evident in the improved quality of their work.

Teachers will not give feedback on every piece of students' work but when they do it will impact on their progress.

Note: Core = English, maths & science

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Presentation Expectations

Is your work the best it can be?

1. **Careful handwriting**
   Keep it neat.
   Avoid doodling and cross out neatly.

2. **Labels**
   Organise your work.
   Include dates, titles and subheadings.

3. **Equipment**
   Use it appropriately such as pens for writing, pencils for drawing and purple pen to improve work.

4. **Arranging work**
   Use up all the space on a page.
   Stick worksheets in.

5. **Ruled lines**
   Use these for tables, diagrams and separating work. Underline all dates and titles.