

Curriculum, teaching, assessment and homework policy



St John
Bosco
College

Approved by:	Quality of Education Governors Committee
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Last reviewed on:	November 2023
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Next review due by:	November 2026
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1. Curriculum Intent at St John Bosco College

The curriculum at St John Bosco College reflects our RUAH ethos, supporting each pupil to:

Develop **Respect**:

- develop a personal, moral and respectful appreciation for shared values, cultures and religions which provide opportunities to celebrate equality and diversity in their lives and communities
- take their place in society as good Christians, honest citizens, able to earn their bread in the 21st century
- develop a person that challenges themselves, takes responsibility for their mistakes and weaknesses, always in the spirit of acceptance and forgiveness

Foster **Understanding**:

- cultivate the knowledge and skills that fosters expertise over time, allowing them to fulfil their potential, and provide a wide range of opportunity for their future
- be fully competent, inspired, and passionate in the acquisition and development of their numeracy and literacy skills
- be actively involved in the shaping of society and the wider world through the pathways of future employability
- Develop a critical awareness of life in 21st century Britain and be actively involved in the shaping of society and the wider world through the pathways of future employability

Nurture **Affection**:

- appreciate human achievements and aspirations through studying the best that has been said and done
- equip students to be solution seeking and independent in their learning by establishing lively, imaginative and enquiring minds
- understand and practice the gospel values of love and forgiveness for one's neighbour

Encourage Positive **Humour**:

- celebrate success and promote creativity and resilience in time of challenge
- grow in the ability to communicate positively and effectively
- celebrate an ethos in which every individual is valued and where good relationships between all stakeholders underpin success

2. Teaching and Learning

2.1 The school recognizes that the quality of teaching of learning is of the highest importance in allowing pupils to succeed and fulfil their potential.

2.2 Good teaching will look different depending on the subject and the level being taught. The school allows its teachers, within subject teams, a significant degree of autonomy in planning and teaching their lessons according to their experience and professional judgement. Nevertheless, it would be expected that many of the following features will be found in the majority of lessons at SJBC.

- Checking for understanding (e.g. through questioning)
- Explicit instruction and modelling, including of new vocabulary
- Scaffolding of complex processes
- Frequent low-stakes quizzing to strengthen memory and recall
- Opportunities for independent practice
- High expectations and challenge

2.3 The school will always seek to recruit teaching staff who are well-qualified in their specialist subject. The majority of classes will be taught by subject specialists. Where teachers deliver a second subject, support and curriculum resources will be provided to allow them to deliver teaching successfully.

2.4 The school supports its teachers to focus on developing their teaching practice through:

- An effective programme of Continuing Professional Development
- Regular observation and feedback
- Allocating time for departments to plan together and share practice
- Access to external CPD opportunities as appropriate

3. Assessment and feedback

3.1 Effective teacher feedback has a significant positive impact on pupils' achievement, and can take many forms. Much of the most effective feedback is immediate and verbal, where teachers gauge students understanding, provide guidance, clarify and correct misconceptions.

3.2 Additionally, students will receive feedback on an "assessed" piece of work twice per half-term in core subjects and once per half-term in other subjects. This feedback may be individual, or on a whole-class basis.

3.3 Pupils will sit two sets of Pre-Public Examinations (PPEs) per school year. These will resemble public exams in their format, with the aim of developing students' confidence and stamina so that they can take public examinations successfully. Feedback on PPEs will count towards the schedule of assessed work.

3.4 Assessment data will be shared with parents/carers twice per school year. This will include grades for attainment and for engagement with learning. Attainment data for Years 7-9 will be in the form of a scaled score to provide a meaningful sense of comparison and progress over time. For pupils in Year 10-13, attainment data will be communicated per the grading system for the course (i.e. Grades 1-9 for GCSE, A*-E for A level, Pass/Merit/Distinction for applied qualifications)

4. Homework and independent learning

4.1 Homework is an important part of pupils' learning throughout students' time at SJBC, allowing them to consolidate their learning and develop independence.

- Revision and recall tasks to prepare for low stakes tests and PPEs
- Completing independent practice or writing tasks
- Preparation for coursework
- Research
- Exam practice questions

4.2 Teachers will set homework according to an agreed schedule. This will be shared with pupils, teachers and parents and represents a minimum expectation. The amount of homework set per week will increase as students progress through the school.

4.3 Homework assignments will be set using Arbor. Parents and carers are encouraged to view these using the Parent Portal so that they can support their child in completing it.

4.4 If a pupil has regular difficulty completing homework in a subject, this should first be raised with the subject teacher. If a pupil has difficulty managing homework in general, this should be raised with the pupil's form tutor.

4.5 There is a homework club open to students daily in the St Francis room