



The Coombe Dean School Curriculum



WESTCOUNTRY
SCHOOLS TRUST

The Coombe Dean School Curriculum

***“Children need powerful knowledge to understand and interpret the world.
Without it they remain dependent upon those who have it”***

The school curriculum comprises all learning and other experiences that we, as a school, plan and provide for our pupils. Our vision is to deliver on a curriculum that excites young people and helps them to see the world in new ways, beyond the sometimes limiting confines of their own experience.

We offer a curriculum that is planned with the requirements of the national curriculum at its heart and that:

- introduces pupils to the best that has been thought, said and created
- promotes the spiritual, moral, cultural, mental and physical development of our pupils
- prepares our pupils for the opportunities, responsibilities and experiences of later life
- provides our pupils with access to knowledge that enables them to pursue their academic interests as well as unlock future opportunities as adults who can understand, cooperate and shape the world.

Curriculum design at subject level conforms to what we already know about human cognition and how people learn. Principles of curriculum design such as scaffolding, interleaving and retrieval practice are embedded, aiding pupils to know more and remember more.

Learning experiences are not limited to the classroom and are supported by opportunities to undertake exciting and stimulating enrichment activities. In addition to visits to and from school, our pupils are able to experience:

- Enrichment week in years 7-9
- Work experience week in years 10 and 12
- Annual applied learning days
- Life Education incorporating careers education
- Extra-curricular clubs during the school day and beyond.

‘A proper curriculum, grounded in the knowledge, concepts and overarching ideas of individual subjects is an entitlement for every child’ Mary Myatt

COMMUNITY // INTEGRITY // OPPORTUNITY



What is Curriculum?

In its broadest sense, curriculum is perhaps helpfully described as the 'daily lived experience' of a child. This experience will vary, often considerably, between children based on their personal circumstances.

The national curriculum document cites: 'the school curriculum comprises all learning and other experiences that each school plans for its pupils'. Curriculum is a process rather than a product. A curriculum is never finished. A curriculum is the product of thinking and discourse and is developed through careful design of content and sequence – it is a blueprint for process and action. The thinking, planning and investigation into the fundamental questions about what we teach and how we sequence and represent it for students to learn is a significant responsibility given the impact that curriculum can have on the life chances of children is significant.

A high-quality curriculum is described as being based on proactive thinking that will be the product of clear consideration of the sequence of content necessary for children to make progress. A high-quality curriculum will provide children with the knowledge they need for subsequent learning – transferable knowledge that builds deeper understanding and the capacity for skilful performance – knowledge is 'sticky', so the more you know, the easier it is to learn

Curriculum as an Entitlement for All Pupils

The national curriculum is issued by law; a school must follow it unless there's a good reason not to. A school's curriculum should be broad and balanced and is more likely to be if the full intent and extent of the national curriculum is taught. A school curriculum should promote the spiritual, moral, cultural, mental and physical development of pupils at the school, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

Schools must teach religious education to pupils at every key stage. All schools should make provision for personal, social, health and economic education (PSHE – now incorporating Relationships and sex education (RSE) and health education), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum. A reduced period of time to deliver the full extent and intent of the national curriculum is likely to make this delivery difficult, possibly rushed and/or with gaps.



Curriculum Structure for 2021-22

Allocations are in hours per fortnight (hpf) unless stated otherwise (pw). Tw = twilight ie. 3 - 4pm

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Core 1							
Maths	7	7	8	8	8	GCSE re-take Options usually 10 hpf	GCSE re-take Options usually 10 hpf
English	7	7	8	8	8		
Science	6	6	8	10 (+1twpw)	10 (+1twpw)		
EBacc							
Geography	4	4	4	3x Option 6 hpf	3x Option 6 hpf	Options usually 10 hpf	Options usually 10 hpf
History	4	4	4				
MFL	6	6	4				
Open							
IT	1	1	1	3x Option 6 hpf	3x Option 6 hpf	Options usually 10 hpf	Options usually 10 hpf
Food	1	1	1				
DT	1	1	1				
Drama	1	1	-				
Music	2	2	1 (+1twpw)				
Art	2	2	2				
Core 2							
Life Education / RS	2	2	2	2	2	2 hpf FR	-
PE	4	4	4	4	4		
Forensic Reading	2	2	2	0	-		
	50	50	50	50	50		

Curriculum Review

A full review of the school curriculum was undertaken during the academic year 2020-21. The review took in research and writing from a number of sources, interviews with middle leaders, student and parent surveys were completed and the school's curriculum offer was cross-referenced against the national curriculum for entitlement. As a result of the review, options will be selected during year 9 allowing the appropriate balance between a broad base of knowledge and skills across key stage 3 and preparation for qualifications in years 10 and 11. A further review, this time of the GCSE option structure will be undertaken in time for the options process in March 2022.

Quality-Assuring the Curriculum

Quality assurance of the curriculum takes place as part of our quality assurance cycle and involves leadership at all levels, from governance, through senior and middle leadership to classroom teachers, pupils and their families. We use evidence of the impact of the curriculum as well as pupil and staff voice to inform curriculum priorities and time for collaborative planning is prioritised to support the ongoing development of the curriculum.

Key Stage 3

Compulsory elements of the national curriculum at key stage 3 for both Core subjects and Foundation subjects are delivered in curriculum years 7, 8 and 9. Planning by curriculum leaders in foundation subjects is focused on ensuring that pupils have access to the range of experiences and knowledge that follow the intent of the national curriculum at their core, building on foundations laid during key stage 2. English, Maths and Science deliver a 5-year journey developing knowledge supported by skills, also building on learning during key stage 2. We offer 3 languages from which students select one in Year 7 from French, German and Spanish.

Progression to key stage 4

Pupils and their families are supported in making choices for GCSE/Vocational GCSE courses through:

- CIAG delivered through tutor contact and support and our developing in-house carers support;
- options events that are complemented by a parents' evening;
- written and presented information and guidance provided by the school including DfE information.

Independent advice and guidance provided is through strong links with Careers South West and Next Steps South West as well as our own internally developing provision.

Option 'blocks' are formed in such a way to allow all pupils access to an EBacc curriculum, to allow pupils to specialise and build on the broad foundations laid in Years 7, 8 and 9. This allows pupils who wish to do so to pursue a love for the arts, technology or sport alongside an academic core of subjects, with the requirement to include at least one humanity or modern foreign language.

Pupils currently make choices based around three foundation subjects alongside core provision in key stage 4. The pupils with strongest prior attainment and strongest progress in Years 7, 8 and 9 are guided to pursue the triple science route. Access to this pathway was broadened for Year 10 in 2019-20 to further enhance our curriculum depth.

Progression to Key Stage 5

Key Stage 5 Curriculum (Years 12 and 13)

Students in our Post 16 provision follow a full time programme of three Level 3 courses (A-level, BTEC, CTEC and CNAT), comprising of at least 540 taught hours per year, 15 hours per week plus independent study. Students' choices are supported by independent careers advice and guidance and there is a careful transition and induction process to ensure they are on the right courses to suit their future plans and current interests and strengths.

Some students may take on an additional course such as another full time A level or BTEC, or a part-time course such as Level 3 Mathematics or the Extended Project Qualification. Students without the required grade in Maths GCSE and English Language GCSE or English Literature GCSE have an additional 2-4 hours towards achieving level 4 at GCSE English and/or Maths. It's important to us that students achieve their GCSE English and Maths but also that their timetables are not limited by this, so it is taught via twilight and remote sessions.

Students in year 12 have an additional hour per week (38 hours per year) of Study Skills/ Forensic Reading in addition to an average of 3 hours per week of tutorial programme or other enrichment such as careers events, work experience/employability skills and applied learning days. The tutorial programme comprises a structured programme covering:

- PSHE/Citizenship/RSE;
- Mental Health and Wellbeing;
- Careers, University and Apprenticeship Guidance;
- and Academic Mentoring/Independent Study Support.

The school's ethos of 'community – integrity – opportunity' is further embedded within Key Stage 5 through our personal tutor support and the opportunities available to students to volunteer and play a role in our school community and beyond. All students are expected to be involved in our wider participation and volunteering programme for a minimum of one hour per week in year 12. This requirement is relaxed in year 13 to allow students to focus on exam preparation, but they are still able to take on leadership roles in the Post 16 Senate or continue to volunteer in the school or the wider community.



Subjects offered at Coombe Dean	Subjects offered within the Plym Consortium (Coombe Dean, Plymstock and Hele's)
A Level: Art, Biology, Chemistry, English Literature, Film Studies, Further Maths, Geography, History, Maths, Physics, Psychology, Sociology	<p>Alongside our own offer, we are able to broaden the range of subjects available to our students through our consortium partners, in subject areas such as Health and Social Care; Travel and Tourism; Media Studies; Computer Science; Religious Studies; Photography; Drama and Theatre Studies; Fine Art.</p> <p>There is agreement between the 3 schools to offer a Modern Foreign Language at KS5 - we currently deliver French, but German and Spanish are also available.</p>
<p>BTEC: Applied Science, ICT, Sport, Criminology</p> <p>CNAT: Business</p>	
Level 3 Cert: Maths, EPQ, Business Studies	
RSL Diploma: Music	



Whole School Provision

Careers Information, Advice and Guidance and Inclusion

We are a fully inclusive school. We provide opportunities and we advise and guide pupils to make choices in line with their areas of interest and career aspirations. Pupils are supported to pursue a curriculum that meets the needs of their aspiration and interest regardless of prior attainment, disadvantage, special educational need or disability or having English as an additional language. Where appropriate, additional support is provided in a bespoke manner for a small minority of pupils.

We are developing our own careers IAG provision in order to enhance our ability to respond to need.

Literacy

Literacy is the ability to think, talk, listen, read and write in order to communicate effectively. It is the process that enables pupils to access learning across the curriculum, is key to academic success and is therefore central to a young person's life chances. Literacy in secondary school is not a basket of general skills; instead it must be grounded in the specifics of each subject. Every teacher therefore communicates their subject through academic language and through various reading and writing strategies which unlock the subject-specific curriculum. Reading, writing, speaking and listening are at the heart of knowing and doing Science, Art, History and every other subject at Coombe Dean School.

Forensic Reading

FR runs through the school as an embedded, timetabled approach to exploring a range of fiction and non-fiction texts on an array of current, informative and mature topics such as *Women, Suffrage and Misogyny*. Developing a broad and academic vocabulary base is fundamental to a child's success- both in school and beyond in their future educational and career pathways. This programme has expanding vocabulary at its core, empowering pupils to confidently use newly learnt academic language both verbally and in written form. Additionally, the topics being explored encourage debate and allow pupils to explore wider moral, social and cultural issues in support of their education. We want pupils to become more critical, more informed and more confident; we want pupils to be in a position in the future where they can participate in debate and discussion in an incisive, articulate manner.



Numeracy and Mathematics

Use of maths is reinforced and supported through work between departments. We support pupils to use and compliment skills delivered in maths lessons to make better progress as a result of making links between learning and applying key concepts in other contexts. As curriculum maps and schemes of learning are increasingly aligned across WeST, ongoing work centres around strengthening links across departments to support staff awareness of curriculum areas other than their own in order to exploit opportunities to build on prior learning that has not necessarily taken place in their own classroom.

Statutory teaching of religious education and relationships and sex education and health education

***“Life is not a problem to be solved, but a reality to be experienced.”–
Soren Kierkegaard***

In Life Education we aim to equip our students with the knowledge, skills and attributes to make the most of the opportunities available to them and to effectively deal with challenges they will face in the future, to provide students with the knowledge and skills they require to make informed choices.

Religious education and relationships and sex education is taught in conjunction with physical education in a weekly timetabled hour called Life Education. Subject content for RE is delivered in line with the locally agreed syllabus provided by the Standing Advisory Council for RE, known as SACRE. The subject title is intended to reflect that religion and philosophy are broad and varied. As well as giving pupils access to information grounded in various religions, lessons are delivered through themes such as beliefs and concepts, spirituality, religion and science, and equality. Lessons are structured to provoke thought, reflection and to promote an understanding and acceptance of difference.

Planning for 2021-22 is cross-referenced against with RSE requirements and planning each year takes into account local priorities in a responsive manner.



Curriculum Intent

Departments have developed their statement of curriculum intent which encapsulates the specific aims of each curriculum within the overarching aims of the school curriculum.

Curriculum overviews have been developed alongside statements of intent and these map out clearly the sequencing of the implementation of curriculum content and knowledge.

Curriculum Intent Organisers (CIOs)

Curriculum Intent Organisers are intended to make curriculum intent clear and accessible for staff, students and parents. CIOs support curriculum implementation and student tracking of their progress against expected knowledge acquisition and understanding, supporting the identification of areas for development or knowledge deficits. Thus, CIOs provide the framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage.

Use of CIOs

All students have access to a copy of the Curriculum Intent Organiser for the unit of work currently being studied. CIOs are used to introduce the content of a unit of work, as a reference point during the unit of

work and to support assessment and identification of knowledge that is missing or not yet secure during and at the end of a unit of work. CIOs are also a powerful tool available to pupils and parents to support the development of independent learning skills.

Coombe Dean School – Curriculum Intent Organiser			
Subject: History Term: 2		Year Group: 8	
Topic: Victorian Britain		Links to Prior Learning: Links to Industrial Revolution and Victorian towns	
Your assessment: <i>Francis Tumblety is the most likely suspect to have been Jack the Ripper</i> How far do you agree with this statement?			
Key Vocabulary: Jack the Ripper Anatomical Knowledge Enquiry Analysis Evidence Deduce Judgement Suffrage Democracy Cat and Mouse Act Hunger strike Civil disobedience Martyr National Union of Women's Suffrage Societies (NUWSS) – Suffragists Women's Social and Political Union (WSPU) – Suffragettes	Key Content: <ul style="list-style-type: none">- Victorian towns, poverty in London- Crime scene analysis of the Ripper murders- Suspect analysis of the Ripper murders- Arguments used at the time for and against women's suffrage.- Tactics used by the suffragists.- Tactics used by the suffragettes.- Tactics used by the government.- The role of WWI in women gaining the vote.	Self-assessment: <p>I can describe the crime scenes of the Ripper murders</p> <p>I can use evidence from the murders to make deductions about the suspects</p> <p>I can explain my hypothesis of who I think the murderer was and justify my opinion</p> <p>I can explain the difference between a suffragist and a suffragette</p> <p>I understand the arguments used at the time for and against women getting the vote</p> <p>I understand why it took so long for women to gain the vote.</p> <p>I can explain the roles/jobs carried out by women during WWI.</p> <p>I can evaluate each of the three main factors of how/why women were given suffrage in 1918:</p> <ul style="list-style-type: none">- The role of the suffragists- The role of the suffragists- The role of women's work in WWI	Skills: <ul style="list-style-type: none">• PEEL structure for paragraphs• Chronology• Evaluation of author and purpose of sources• Identifying main message of sources• Use contextual knowledge• Use of evidence to form judgements• Recall of key knowledge• Use of historical vocabulary• Use of inference• Use of deductions

Curriculum Intent Organisers vs Knowledge Organisers

Curriculum Intent Organisers are NOT Knowledge Organisers. Knowledge Organisers do not, by themselves, constitute a curriculum. The curriculum is built with all manner of materials, and is best developed drawing from a range of thoughtful minds. CIOs also provide the basis for professional conversation and joint planning around the intent of the curriculum – what the middle leader of a curriculum area at Coombe Dean School expects pupils to learn.

Curriculum Implementation

WeST's Principles of Curriculum Delivery outline our expectations around learning within our family of schools. We have identified five clear principles which apply to all aspects of teaching and learning:

- High academic expectations and scholarly environments
- Memorable learning
- Quality teacher instruction
- Guided practice
- Independent practice and feedback that progresses learning

These principles are informed by research, rooted in the science of learning; they are the how (pedagogy) of curriculum delivery.

The use of these principles in planning, teaching and learning is further enhanced by the use of consistent classroom strategies - the Teaching and Learning 6- aimed at securing the very best progress and outcomes for our pupils.

This Teaching and Learning model supports Coombe Dean's belief that all pupils deserve access to the best possible education and the opportunity to thrive in all that they set out to do, regardless of background and circumstance. As a team of trusted professionals, we will never compromise on these high expectations. The Teaching and Learning 6 approaches are evidence informed teaching and learning strategies and techniques which support effective teaching and learning from Year 7 to Year 13. This is to ensure that no lesson at Coombe Dean School is less than good and no minute of learning is wasted. The effective deployment of these strategies and techniques, alongside teachers' own intelligent adaptation, will promote progress and challenge for all pupils, through active engagement in purposeful activity. We want to see evidence of this through the quality of teaching and learning in lessons, our pupils' own reflections and insights, the content of pupils' books and in examination results.

For effective teaching and learning to take place, teachers and pupils need to be confident that lessons are always conducted in a safe, calm, learning environment. Consistency is key. The Teaching and Learning Handbook provides a framework that enables us to consistently provide that safe, calm, learning environment. We expect all teachers to work within the framework. It provides a strong framework for learning together – the core characteristics that every member of our community should demonstrate. It creates a space where teachers are able to deliver the curriculum in a manner that engages pupils and encourages on-task behaviour. It enables all staff to support one another and our pupils to develop excellent behaviour for learning.

At Coombe Dean School we have adopted an approach inspired by Barack Rosenshine's *Principles of Instruction* and Doug Lemov's *Teach Like A Champion* (TLAC) techniques. When used purposefully they create a strong classroom culture with high academic and behavioural expectations and provide the foundations for academic achievement and personal development. Barack Rosenshine's *Principles of Instruction* come from three sources: research in cognitive science, research on master teachers and research on cognitive supports. Rosenshine's work identified that the instructional suggestions which came from these 3 different bodies of research supplement and complement each other.

Teach Like a Champion strategies are based on the study of high-performing teachers within the Uncommon Schools network by Doug Lemov and his team. By identifying, consistently formatting and explicitly demonstrating the T&L 6 in classrooms we establish a common language around teaching and learning for teachers, support staff and pupils. It is a set of evidence informed, practice based techniques that creates a solid foundation of teaching and learning for all teachers, whatever stage of their career.

Silent starters provide opportunity for teachers to either expand on previous knowledge or interleave content, or provide a platform for learning for that specific lesson. All classes are met at the **threshold** with a silent starter. Our current focus is to develop silent starters as a mechanism for retrieval, memory and metacognition. Pupils are given the opportunity to review learning from this week, last week, last month and last year in order to allow pupils to see the 'big picture' of the relevance of their lessons throughout their learning journey. Equally, pupils are often given an interleaving knowledge recall test so that the teacher can ascertain any gaps in pupils' knowledge and respond to these.



Lessons are taught to the highest level, with scaffolding to help all abilities and backgrounds work to the top. HPA are catered for with additional **stretch it** work that caters to a higher skill set. Questioning is differentiated, through use of **cold calling**, whereby higher ability pupils are targeted for higher skilled questioning, expanding on previous answers from LPA/MPA pupils. All abilities are supported with constant reinforcement of their curriculum journey, reviewing what they have learnt and what they will learn, through their CIOs. Pupils are given **wait time** and, as much as possible, are encouraged to keep their hands down. All pupils need to be engaged in the thinking and to be prepared to answer a teacher's question should they get cold called. The expectation is that 100% of pupils are thinking and 100% of pupils are participating- activities therefore are planned to account for this.

Feedback and Assessment

Pupils' work is marked in pink pen by teachers in all departments. Dialogue marking is personalised, and caters to the needs of the pupils addressed in their writing. Dedicated Improvement Time is used to provide a framework of reflection for pupils. When pupils have completed an assessed piece of work, they are given the opportunity to reflect (in purple pen) and to improve their outcome. Often pupils' work is shown under a visualiser and the class explore how further improvements can be made. In addition, live modelling is key to helping pupils see how to make progress. In all areas, pupils are shown what to do - shown the metacognitive process of production- before having a go themselves.



Disadvantaged pupils are catered for with Pupil Premium funding going towards training for quality first teaching, intervention where there is an identified need as well as providing resources such as revision books and assisting with funding for school trips. All teachers are aware of the disadvantaged pupils in their class, and suitable interventions to put in place. SISRA Data is monitored for pupils that are underperforming. The Disadvantaged/ SEN/ gender status of underperforming children is considered within this data to monitor patterns/ anomalies across the departments, and discussed in department meetings.

Disadvantaged/ SEN pupils are challenged through **no opt out**, as are all of our pupils, with scaffolding opportunities if they do not know the answer. Children who are tested frequently learn the benefits of testing and learn what to do to maximise their chances of success. They also learn to not give up when they are not successful the first time. They develop strategies to overcome challenges. They develop self-confidence and they learn to harness stress. This is why all pupils will be tested- because testing aids later retention; testing identifies gaps in knowledge; testing causes pupils to learn more from the next learning episode; testing improves transfer of knowledge to new concepts and frequent testing encourages pupils to study.



Continuing Professional Development

All staff at Coombe Dean School deserve high quality development throughout their careers – not because they necessarily need it but because they can always find ways to be better and to best serve our students.

The CPD Standard describes 5 key headline ideas to which Coombe Dean School subscribes:

1. Professional development should have a focus on improving and evaluating pupil outcomes.
2. Professional development should be underpinned by robust evidence and expertise.
3. Professional development should include collaboration and expert challenge.
4. Professional development programmes should be sustained over time. *And all this is underpinned by, and requires that:*

Professional development must be prioritised by school leadership.

In the Standard, there is an expectation that individual professional development activities (e.g. one-off sessions, individual meetings etc) are threaded together in a logical way to create programmes which have an explicit focus on improving outcomes for students.

To this end, 2021-2022's CPD programme sees an investment in the following CPD training pathways:

- in-house and Trust-wide Professional Studies Programme for Early Career Teachers
- completion of NPQML and NPQSL courses for selected staff
- INSET on Literacy and Curriculum intent, implementation and impact (whole school)
- INSET on Teaching and Learning and Behaviour Recovery (whole school)
- INSET on the WeST Principles of Curriculum Delivery (whole school)
 - * High academic expectations and scholarly environments
 - * Memorable learning
 - * Quality teacher instruction
 - * Guided practice
 - * Independent practice and feedback that progress learning
- Subject Leader meetings across the MAT, with Lead Practitioners, to improve subject knowledge and to share best practice
- CPD for staff looks at evidence-based learning to improve students' outcomes.

Monitoring through the Department Quality Assurance Cycle

Monitoring by Middle Leaders is ongoing and MLs monitor implementation and impact in their curriculum areas using the following sources of evidence:

- A record of classroom visits/ learning walks and the key WWW and EBI points
 - Resulting departmental improvements
 - Appraisal reviews and objectives set
 - Progress data review documents – annotated and discussed with SLT link
 - Curriculum Intent map
 - Any notes related to evaluation of curriculum intent, implementation and impact
- Any notes of training received in curriculum intent, implementation and impact

The work of middle leaders is in turn monitored by link senior leaders and middle leaders meet with senior leaders to discuss their responses to questions such as:

1. How would you evaluate / judge your curriculum content and sequencing?
 2. How do you know if pupils 'learn' your intended curriculum?
 3. What do you expect key stakeholders to see and experience in your curriculum area?
- What are your current key priorities for development and areas for focus?

Curriculum Impact

The impact of curriculum intent and implementation from the previous year is assessed using collaborative data systems (SISRA and the iDash) and this information is shared with WeST, PTSA and SWIFT South to allow for Trust, local and regional comparisons as well as comparisons with the national dataset when this becomes available. Subject reviews conducted by middle leaders in conjunction with their SLT department links seek to identify areas of the curriculum which are contributing to performance being above expectations, in line with or below so that these can be recognised to inform ongoing curriculum review and development.

Across the academic year, curriculum impact is assessed 'live' using internally-generated data through 2 data collection points, both of which are staggered to support staff workload. These data collections are designed to gain maximum information from minimal teacher input and in turn inform stakeholders of the progress of each pupil in the school. The data gathered seeks to reflect a learner's journey through the curriculum through its focus on current working levels based upon what we have learnt from the summer 2021 TAG process.

We use nationally benchmarked data to support our understanding of learner progress through the curriculum and to diagnose areas in need of development/support compared to expectations such that these can be addressed through time-limited interventions which are assessed for impact. The tests include NGRT, PTM, CAT4, PASS and PTS.

All staff have access to SISRA to support their analysis of the progress of their class, the pupils in a curriculum area and individuals across the school and guidance is given as to how to access this information and how it should be used to inform planning and teaching.

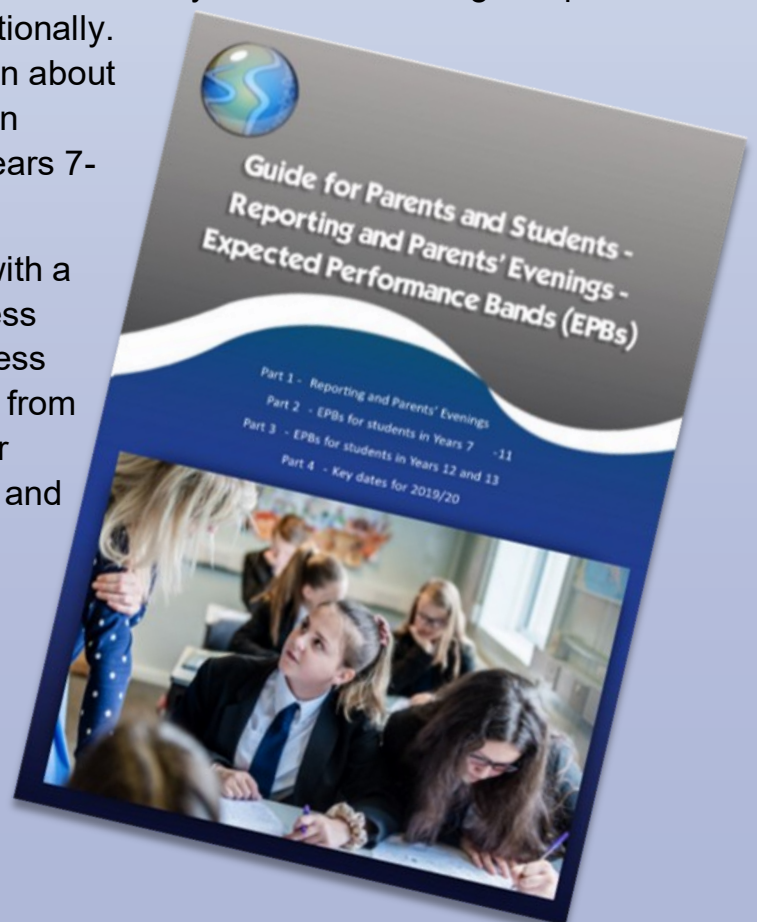
Target-Setting

The school uses Expected Progress Bands to frame expected progress for all stakeholders and not restrict pupils to one grade but encourage aspiration. These feature on the front of exercise books and are generated based on performance in key stage 2 national tests (where these take place) as well as on GL assessments that students take when they start at Coombe Dean including CAT4, PTM and NGRT.

Reporting

The Expected Performance Band is published with Learning Overviews (y7-13) twice per academic year to support parents and pupils in their understanding of the progress they are making compared to the progress it is estimated they should be making compared to their peers with the same starting points nationally. Learning Overviews also provide information about attendance, reading age and performance in nationally-benchmarked tests in reading (years 7-11) and maths (in years 7&8).

This data-sourced information is provided with a progress statement which compares progress through the curriculum with expected progress and an indication of 'current working grade' from years 10-13 and is accompanied by teacher judgements on effort, independent learning and conduct.





The Coombe Dean School Curriculum