



Kimbolton School

CURRICULUM POLICIES AND ACADEMIC GUIDE: SENIOR SCHOOL

This policy is the responsibility of Deputy Head (Academic)

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Review due: September 2024

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CURRICULUM POLICY

Overview

The School's primary goal is to enable each child to achieve his or her full academic and individual potential. The academic development of each pupil is of paramount importance and pupils are expected to achieve standards above the national norm; to show willingness to learn and progress in their studies; to commit time and effort to their work; and to question and evaluate their own work and progress. Work should be taught and learnt with a sense of commitment and enjoyment. Our curriculum is intended to provide the fullest and broadest experience for every pupil.

At Kimbolton, pupils acquire knowledge, skills and understanding progressively. Lessons have clear aims and purposes and cater appropriately to the abilities of the pupils and ensure the full participation of all. We respect and promote the individuality of all our pupils including those with special talents and those with learning difficulties, whose needs are addressed, and specialist provision and support is available in accordance with SENDA and the Equality Act 2010. All pupils in the school benefit from a regular tutorial time for pastoral and academic support.

This policy should be read in conjunction with:

[Careers Policy](#)

[RSE Policy](#)

[SENDA Policy](#)

[Extra-Curricular Activities Policy](#)

Aims

- To value each individual for their talents and foster a love of learning for all.
- To provide a rounded education and curriculum which encompasses both academic and extracurricular activity and is in harmony with the ethos of the school.
- To provide subject matter appropriate for the age, ability, aptitudes and needs of all pupils, including those pupils with SEND, with or without an education, health, and care plan (EHCP), and/or protected characteristics/disabilities.
- To encourage high standards and provide opportunities and challenge for pupils in all discipline areas.
- To allow all pupils to learn and make progress through acquiring speaking, listening, literacy and numeracy skills.
- To develop independent thinking and stimulate curiosity and creativity.
- To provide a framework through PSHE and careers guidance which supports the development of personal and social responsibility and integrity and enables pupils to make informed choices.
- To support tolerance and respect for others, facilitating equality of opportunity by upholding the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs throughout our curriculum.

- To prepare pupils for lifelong learning and being global citizens.

Opportunity to learn and make progress for all pupils

Please refer to the following policies:

[Access arrangements policy](#)

[Accessibility Policy](#)

[Admissions Policy](#)

[Anti Bullying Policy](#)

[Behaviour Policy](#)

[Equal Opportunities for Pupils Policy](#)

[SENDA Policy](#)

Staff understand the school's obligations with regard to the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Through our curriculum, both explicitly and implicitly, we establish and maintain a culture of inclusivity and equality, with value of the individual at the heart.

The school is committed to a high-quality educational experience for all pupils. Our curriculum and associated schemes of work are accessible to pupils of all aptitude and abilities. Where the curriculum does not serve the need of a specific pupil, reasonable adjustments are made for example EAL pupils may not take a MFL. As well as differentiation in the classroom, we ensure that areas such as our admissions process and education trips are accessible to all.

We ensure that those with special educational needs and/or disabilities or learning difficulties; for whom English is an additional language; of exceptional ability; who perform a caring role at home as young carers; looked after children or previously LAC receive the support they need to achieve educationally. The pastoral structures of the school provide the initial point of support and assistance in these circumstances.

Where individual needs or circumstances are suspected of hindering progress and learning, or where an assessment has been completed with recommendations, support provision is led by the Academic Support Department. Appropriate details, including teaching strategies, are shared with teachers and tutors.

Support for pupils for whom English is not their first language (EAL) is provided by the Head of EAL. Additional support lessons are available if appropriate. Tests are conducted on entry to ensure that our curriculum will benefit the pupil.

Appropriate stretch, challenge and extension activities are provided to meet the needs of our most able pupils.

Child protection and pupil well-being are central to the school providing a safe learning environment which allows each pupil to learn and make progress. Individual care and monitoring is provided

through our pastoral structures with each pupil under the care of a tutor and Head of House. Wider support is provided by our nursing team, mental health lead, school counsellor and I chaplain.

Where a pupil may require focus on a particular target during the year there is a progress card structure in place. Targets are set in agreement with the pupil and shared with teachers and parents. Progress cards are electronic allowing all parties real time access to feedback. Pupil voice is an important part of this process and pupils are asked to provide their own feedback at least once a week. Progress cards are monitored and reviewed by tutors/Head of House.

To further support what is taught in the classroom and to allow individual pupils the opportunity to revise and review topics already covered, a number of academic subjects offer lunch time surgeries alongside revision sessions for examination years.

Educational visits

The school is committed to offering pupils the opportunity to participate in educational visits including day trips, national and international residential trips. A significant and varied programme of educational trips are undertaken each year. Trips are offered as a means of enhancing learning and supporting the developing of wider skills such as teamwork.

The Wider Curriculum

The school believes in an all-round education with opportunities for pupils to develop their potential outside of formal academic lessons. Extra-curricular activities develop a range of character attributes, such as resilience and grit, which underpin success in education and employment. Interaction with the community, participation in matches against other schools, and in competitions further enhances the pupil's learning.

All pupils have access to sporting, cultural and creative opportunities. This widens pupils' range of experience, allowing them to develop in mind and body and building their self-esteem. We run an after school and lunch time activities programme, as well as annual events such as Arts Week and Field Weekend. Combined Cadet Force (CCF) and community service options are available to our senior pupils on a Thursday afternoon and Sixth Form have an additional enrichment programme on a Thursday. All pupils have games sessions at least once a week. A significant number of pupils complete the Duke of Edinburgh Award Scheme.

Teaching

Teachers treat pupils with dignity, build relationships rooted in mutual respect, at all times observing proper boundaries appropriate to a teacher's professional position having regard to the need to safeguard pupils' well-being.

Excellent planning, teaching, tracking and monitoring underpin our curriculum. Teaching nurtures academic interest and engagement, whilst developing independence in a supportive environment.

Teaching:

- Allows all pupils to acquire new knowledge and make excellent progress according to ability.
- Demonstrates an excellent understanding of pupil needs and motivations and ensures they are considered when delivering lessons.
- Nurtures pupils' self-motivation, interest in learning and the ability to think for themselves.

- Is supported by well-planned lessons and the application of appropriate teaching methods and classroom management.
- Is underpinned with excellent subject knowledge.
- Includes frameworks to assess pupil work and use that information to plan to ensure pupil progress is made.
- Supports the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Does not discriminate against pupil's contrary to Part 6 of the Equality Act 2010.

The school monitors the implementation of this policy through:

- Annual departmental reviews (including public exam results analysis).
- Appraisal and professional development.
- New staff induction programme and probationary review.
- Learning Walks.
- Marking audits.

National Teaching Standards underpin all expectations. They are:

- Set high expectations which inspire, motivate and challenge pupils.
- Promote good progress and outcomes by pupils.
- Demonstrate good subject and curriculum knowledge.
- Plan and teach well-structured lessons.
- Adapt teaching to respond to the strengths and needs of all pupils.
- Make accurate and productive use of assessment.
- Manage behaviour effectively to ensure a good and safe learning environment.
- Fulfil wider professional responsibilities.

Digital Learning

The school actively supports and encourages student acquisition of ICT and digital literacy skills. The Digital School has the following elements:

- Digital Learning is a complement to traditional and teaching and learning
- A Virtual Learning Environment
- Active classroom IT – Apple TVs & IWBs
- Blended learning' – Making use of internet with collaborative, active learning in lessons
- Use of eBooks and other digital resources
- Digital assessment and assignments
- Use of on-line lectures and courses for extension and enrichment
- Teachers use the opportunities offered by the technology and collaborative learning occurs

All pupils receive formal Digital Learning lessons up until the end of 3rd Form. Computer Science is an option at GCSE. More traditional ICT skills e.g., using Microsoft Suite are supported through applied use in academic subjects. Pupils work on individual iPads and have access to a wide range of school services including their email, the school portal, the virtual learning environment, and their personal

documents area. Digital resources are introduced based on their ability to contribute to and enhance pupil learning.

Learning Resource Centre

The Vanbrugh Library at the Senior School holds a stock of over 11,000 books, eBooks, periodicals and DVDs. A suite of 23 PCs provides access both to the internet and to a variety of subscription-based online resources such as *History Today*, *The Economist* and *New Scientist*. *AccessIt*, our searchable library catalogue of all resources, is available via the school intranet and iPads and can be accessed by pupils working from home.

The library is open throughout the school day for Sixth Form private study, whole class use and individual research tasks. At lunchtime and after school, all pupils may use the library to study, complete homework, choose resources or relax and read.

Pupils are encouraged to make the most of their library and of the wider world of information through a structured approach to the teaching of information skills. In addition, personalised reading lists, promotional work by the Kimbookworms, competitions and quizzes, all aim to help pupils develop a love of literature.

Regular visits from authors provide workshops for pupils of all ages. Such activities serve as a catalyst for creativity and help to inspire pupils to further explore the world of literature.

Curriculum Organisation

Kimbolton School operates a 5-day week timetable of 6 periods a day, with an activities programme on Saturday mornings.

1st – 3rd Form Curriculum Organisation

The school offers a broad and balanced curriculum from the 1st Form onwards. In the 1st–3rd Form all pupils follow a core curriculum of English; Mathematics; French; Spanish; History; Geography; Biology; Chemistry; Physics; Music; Philosophy, Religion and Ethics; Physical Education; Games; Drama; Digital Learning; Personal Social and Health Education (including Careers & GCSE Options Guidance in the 3rd). Art; Food & Nutrition; Design Technology form a compulsory part of the 1st – 2nd curriculum and in the 3rd Form pupils are able to select 2 out of three subjects.

The allocation of lessons to subjects is set out in the following table:

Subject	1st	2nd	3rd
Art	2	2	2**
Biology	1	1	2
Chemistry	1	1	2
DT	2	2	2**
Digital Learning	1	1	1
Drama	1	1	1
English	3	3	3
FN	2	2	2**
French	2	2	2
Games	2	4	2
Geography	1	2	1
History	2	1	1
Mathematics	3.5	3.5	3.5
Music	1	1	1
PE	2	1	1
Physics	1	1	2
P. S. H. E.***	0.5	0.5	0.5
PRE	2	1	1
Spanish	2	2	2
Tutor Period	1	1	0
TOTAL	30	30	30

** 3rd Form Option of 4 creative periods. 2 Creatives from 3 with first choice guarantee

*** Operates on an alternating fortnightly lesson with Maths

GCSE Curriculum Organisation

The same approach to a broad and balanced curriculum operates in the 4th and 5th Form where pupils have their first chance to opt for subjects to be taken for GCSE/IGCSE. All pupils take English Language, English Literature and Mathematics, a modern foreign language (French & Spanish), a science option (Double Award or Separate), a Humanity (History, Geography or PRE) and choices of other Creative/Technical subjects to make up 9 GCSEs in total (Art, Computer Science, DT (IGCSE Design (Engineering)), DT (IGCSE Product Design), Drama, FN, Music. Pupils in Biology, Chemistry, Physics, Double Science, Maths, History, French, Music and Spanish sit IGCSEs. Pupils in the top two Maths sets take an additional L2 Certificate in Further Maths during the 5th Form. Bottom set Maths sets may take Foundation level GCSE in November of the 4th Form and higher tier in the 5th Form. All pupils continue with lessons in Personal Social & Health Education (including Careers Guidance) and Physical Education in the 4th Form.

The allocation of lessons to subjects is set out in the following table:

Subject	4th Form	5th Form
English	3.5*	4
Mathematics	3.5**	3.5
Option Block 1	3	3
Option Block 2	3	3
Option Block 3	3	3
Option Block 4	3	3
Option Block 5	3	3
Option Block 6	3	3
Physical Education	0.5*	0
Games	2	2
P. S. H. E.	0.5**	0.5
C.C.F. or C.S.U.	2	2
Tutor Period	0	0
TOTAL	30	30

*English and PE alternate weeks for 1 period

**Maths & PSHE have an alternating fortnightly lesson

A-level Curriculum Organisation

All Lower Sixth students choose three A Level subjects from the list below (some have Further Maths as their 4th subject).

A Level subjects: Art; Art: Critical & Contextual; Biology; Business; Chemistry; Design & Technology; Drama; Economics; English Language; English Literature; French; Geography; History; Maths; Further Maths; Music; PE; Philosophy, Religion and Ethics; Photography; Physics; Politics; Spanish

Subjects are allocated 6 taught periods with a 7th period per subject of Subject Enrichment in the L6th. U6th subjects are allocated 6 periods per week. Modern linguists spend one additional half period in conversation practice with the language assistants. Oxbridge and STEP candidates are expected to attend extra lessons as required by relevant departments.

In addition, all students take part in one of the Games options on a Wednesday afternoon. In the Sixth Form, students also opt for an activity or Extension Course that takes place on Thursday afternoon. There is a broad menu of courses on offer including community service, ceramics and cooking. Upper and Lower Sixth students also take a "Preparing for Citizenship" Course of one period per week involving lectures on topical issues, current affairs, areas of general academic interest, careers, higher education, preparation for university and leaving school. A growing number of students opt to take an

Extended Project Qualification which is delivered through independent work and supervision outside of curriculum time under teacher supervision and support.

The allocation of lessons to subjects is set out in the following table:

Subject	Lower 6th	Upper 6th
A Level Subject 1	6 + 7th	6
A Level Subject 2	6 + 7th	6
A Level Subject 3	6 + 7th	6
Citizenship	1	1
Private Study	4	7
Games	2	2
CCF, CSU or Extension Courses*	2	2
TOTAL	30	30

Entry to Sixth Form

Admission to Sixth Form requires pupils to have met the entrance requirements of at least 5 GCSEs at grades at 6 or above, with passes in Maths and English. Subjects to be studied at A Level should have been passed with at least a grade 6. Where pupils have not met these criteria, admission to Sixth Form is at the discretion of the Headmaster. If pupils are admitted to the Sixth Form without the required grades, they may be put on a Sixth Form Review programme. This is to ensure that they have the right support to ensure a successful transition to A-level learning. This support is overseen by the Head of Sixth Form and Deputy Head (Academic). Pupils on the Sixth Form Review programme are informed in writing by or by invitation to a meeting by the Head of Sixth Form on GCSE results day.

Setting

<p>1st Form</p>	<p>Maths – Pupils are initially set based on entrance exam criteria and this is reviewed during the year.</p> <p>French - Set across a three form and a two-form block based on Autumn term performance. Movement between sets is possible based on academic performance.</p> <p>Spanish – Set across a three form and a two-form block based on Autumn term performance.</p>
<p>2nd Form</p>	<p>French – Set across a three form and a two-form block on basis of 1st Form performance. Movement between sets is possible based on academic performance.</p> <p>Maths – Set across the year on basis of 1st Form performance. Movement between sets is possible based on academic performance.</p> <p>Spanish – Set across a three form and a two-form block on basis of 1st Form performance. Movement between sets is possible based on academic performance.</p>
<p>3rd Form</p>	<p>French – Set within two three form blocks and set on basis of 2nd Form performance. Movement between sets is possible based on academic performance.</p> <p>Spanish – Set within two three form blocks on basis of 2nd Form performance. Movement between sets is possible based on academic performance.</p> <p>English - Set within two three form blocks on basis of 2nd Form performance. Movement between sets is possible based on academic performance.</p> <p>Maths – Set across the year on basis of 2nd Form performance. Movement between sets is possible based on academic performance.</p>
<p>4th Form</p>	<p>Maths – Set across the year on basis of 3rd Form performance. Movement between sets is possible based on academic performance.</p> <p>French & Spanish - Set within the teaching block based on 3rd Form performance. Movement between sets is possible based on academic performance.</p> <p>Biology, Chemistry & Physics – Set across the block on basis of summer exam result and 3rd Form test results. Movement between the sets is possible based on academic performance. One top set and two equal lower sets.</p> <p>English – Set across the year – 4 sets 9-6 band & 2 sets 6-4 band</p>
<p>5th Form</p>	<p>Maths – Set across the year on basis of 4th Form performance. Movement between sets is possible based on academic performance.</p> <p>French & Spanish – Set within teaching block 6 based on 4th Form performance. Movement between sets is possible based on academic performance.</p> <p>English – Set across the year – 4 sets 9-6 band & 2 sets 6-4 band</p> <p>Biology, Chemistry & Physics – Set across the block on basis of summer exam result and 3rd Form test results. Movement between the sets is possible based on academic performance. One top set and two equal lower sets.</p>
<p>6th Form</p>	<p>Maths – setting within subject block based on options and GCSE performance.</p>

Over time there will be the need to move pupils from one set to another within a subject and it is in the pupil's best interests to be in the right set to maximise their potential to make progress and achieve the best results. Whilst moving to a higher set is usually received as good news, a pupil being moved to a lower set needs careful handling to avoid upset and loss of self-esteem. The following procedure should be followed by all departments and subject staff led by the Head of Department:

1. The Head of Department is the final arbiter of any set changes.
2. Any set change should be based on empirical evidence and pupil tracking not a one-off test result.
3. Parents and pupils being moved to a lower set should not be surprised. A flagging up process must have occurred via assessments, reports, parents' evenings and email contact alerting parents and pupil to the possibility.
4. A set change should be communicated to the parents first by the Head of Department with an explanation and data to support the move. This is best done by a meeting with both pupils and parents when a move to a lower set is involved. This must be done well in advance of the move being implemented.
5. Pupils should not be told in front of a class or other pupils.
6. A set change should be confirmed with an email to the parents and pupil and copied to the Data and Performance Manager to amend Engage lists.

ACADEMIC DISCIPLINE AND COMMENDATIONS POLICY

Overview

We believe that pupils should be encouraged and praised for positive achievements and good conducts in all areas of school life. As a school we also recognise that sanctions may be necessary where pupils do not meet expectations and school rules.

This policy should be read in conjunction with:

[Anti-Bullying Policy](#)

[Anti-Cyber Bullying Policy](#)

[Behaviour and Discipline Policy](#)

[Drugs and Substance Abuse Policy](#)

[Equal Opportunities for Pupils Policy](#)

[Pupil Code of Conduct](#)

[Pupil Concerns Policy](#)

Academic Discipline

Academic Expectations

Pupils at Kimbolton School are expected to find the necessary motivation to pursue academic work conscientiously in lesson and for homework, to the best of their ability (taken from the School Code of Conduct). Pupils should follow the instructions set out by teaching staff and are expected to be well behaved, attentive and positive in class and to respect their teacher and the needs of fellow pupils. The vast majority of pupils at Kimbolton meet these expectations. Measures are available for those pupils who fall below these standards.

The Purpose of Academic Disciplinary Measures

The purpose of academic discipline is to maintain or restore an individual pupil's academic performance to an acceptable standard. The aim is to deal with shortfalls in application and behaviour, not ability. Any disciplinary measures taken should be combined with academic support provided by teachers, Heads of Department, Academic Support or pastoral staff. The overall aim of academic disciplinary procedures is to protect and promote effective teaching and learning.

Responsibilities, Support and the Role of the Class Teacher and Head of Department

Responsibility for what happens within the classroom lies with the individual class teacher. The Head of Department has responsibility for supporting the teachers within their department when academic disciplinary issues arise. HoDs and classroom teachers are also supported by pastoral staff – tutors, Assistant Hms and Hms - for individual issues of behaviour and academic work. Where more serious issues arise, the Deputy Head (Academic) will support the Heads of Department, in conjunction with the Senior Deputy Headmaster.

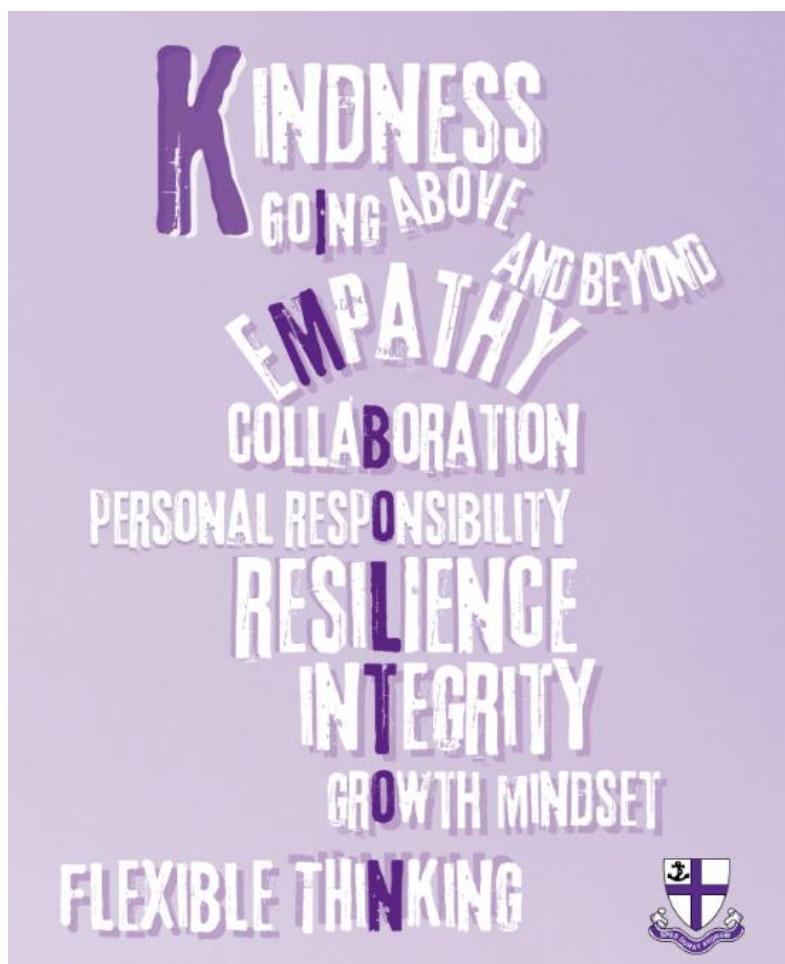
Academic Disciplinary Measures:

- Extra Work
- Departmental Academic Detentions
- Progress Cards
- Private Study Allocations (Sixth Form only)
- Letters of Concern
- Academic Review
- Work/Behavioural Contract

Commendations

As a school community we value being able to celebrate the achievements and contributions of our pupils. Our commendation system rewards pupils based on their contribution to school values.

School commendations are based on the values below:



Pupils are issued commendations by teachers and these are recorded on their Engage profiles. Each commendation represents a house point and contributes to the house competition. Pupils receive a commendation badge (bronze, silver and gold) when they reach certain thresholds. These are

awarded in House Meetings and are accompanied by a certificate of excellence issued by the Headmaster.

Departments may also have their own systems for rewarding pupils such as postcards and stickers. Teachers are also encouraged to make use of informal opportunities to praise and reinforcement positive contributions by pupils.

HOMEWORK POLICY

Overview

Homework should be a meaningful and worthwhile exercise which will serve one or more of the following purposes:

- to encourage pupils to develop independent study skills and to learn application and self-discipline.
- to give pupils the chance to practise the skills they have learned in the classroom. This will enable class-work to concentrate on those things which allow more ground to be covered.
- to promote curiosity and explore a subject beyond the confines of the class room
- to introduce work which may be dealt with subsequently in class
- to allow teachers to set extension work for those pupils who have covered the basic work quickly and consolidation work for other pupils.
- to inform parents of work set and give parents the chance to be involved with their children's work and to contribute other ideas from their own experience, or other information to add to what has been taught at school.

Guidelines

Homework is set for all children from 1st – 5th Form upwards according to the homework timetables which are issued to all students at the beginning of the year. Sixth Form pupils do not follow a homework timetable and work is set based on the requirements of the course. Homework is marked regularly according to departmental policy. Heads of Department will monitor standards of homework, setting of homework and marking of homework. Best practice is for teachers to explain to their pupils the objective of the homework and how it fits into the 'reinforce, synthesise, practice' framework. Feedback on homework should support pupils in understanding what they have done well and how they can continue to improve.

Heads of Department and subject teachers will exercise flexibility on occasions when events such as parents' evenings, theatre trips and performances in or outside school can make it difficult or impossible for the pupils to complete work in the evening. At such times it is appropriate to waive the homework requirement completely in the case of younger pupils, and to give extended deadlines or less substantial pieces of work in the case of older ones. For pupils who have been absent from school, when setting catch-up tasks it is appropriate to require pupils to undertake only such tasks which are essential to their understanding the topic missed.

Types of homework set by teachers may include, but is not limited to:

- following up or finishing off work begun in class
- written work – essays or extended project work
- an activity calling for an application of what has been learned in class - for example exploration in a library, or investigation in an encyclopaedia/internet, to find other examples related to the subject of the lesson
- reading and learning
- learning factual material for a test
- preparation for the next lesson or research for a piece of written work
- learning to consolidate the ground that has been covered

Recommended time allocation

Time allocated for homework varies between year groups. The expectation is that pupils should spend a reasonable amount of time on homework each evening and at weekends.

1 st & 2 nd Form	30 minutes per subject per homework + 15 minutes reading
3 rd Form	30 minutes per subject per homework + 15 minutes reading or French/Spanish vocab
4 th & 5 th Form	30 minutes per subject per homework → 1 ½ - 2 hours per night/weekend
L6 th Form	5-6 hours per subject per week
U6 th Form	5-6 hours per subject per week

The Sixth Form necessitates a greater degree of flexibility and sixth formers should have an extensive and rigorous programme of study outside lesson time using a blend of private study and home time. This is essential homework preparation for work in tertiary education reflecting the greater substance of tasks set and the greater need for independent studying. Pupils have work set in each subject to be completed in their own time over the course of the week. Per week per subject, this will take approximately 5 hours in the L6th and U6th. Pupils are usually given at least 4 days to complete one Sixth Form homework.

Parental Role

Parents have a positive role to play in homework in terms of encouraging, supporting and stimulating their child's academic development. Above all they should encourage their children to read widely; to watch worthwhile programmes; to provide activities, visits, talk and other opportunities to stimulate their children's interests and help in their studies.

All homework should be recorded in the pupil's homework diary or work planner in the 6th Form and can be checked on the class Showbie homework course. This can be checked by parents and will be monitored regularly by tutors to ensure that homework is recorded.

Parents/guardians and the pupils themselves should monitor how long a pupil takes to complete a homework assignment. Should the work take either substantially longer or shorter than the allocated time, we recommend parents/guardians should inform the teacher as appropriate.

Parents should provide a quiet place to work with lighting and furniture suitable for good working. It is important that parents should only provide background information and support and not take ownership of work away from the pupil.

ASSESSMENT, MARKING, TRACKING AND REPORTING POLICY

Overview

We ensure that there is a marking, assessment and tracking framework in place to assess pupils' progress regularly and thoroughly. Information generated is used to inform teaching and support further progress and development.

Assessment can be diagnostic, formative or summative. It provides information to pupils on their progress, how their learning fits into expected progression and can evaluate achievement at a single point or over time.

Reports are an important part of the dialogue between home and school. They are a snapshot in time which records the academic achievement of the pupil and their engagement with learning.

Marking, assessment and reports should be informative and motivating for the pupil.

Methods of Assessment

- Observation
- Formally marked assignments
- Informal activities such as class participation
- Formal standardised exams (the school uses CEM baseline test and LUCID)
- Coursework
- Tests and exams
- Practical, oral and aural assessments
- Homework
- Half termly assessment grades
- Pupil reflection and self-evaluation

Marking

Marking should contribute to supporting pupil progress in the following ways:

- Ensures that pupils understand where they are in their learning journey and what they need to do to improve.
- Informs interventions where pupil progress is not on track.
- Supports pupils in their evaluation of their own learning.

Marking varies by age group, subject and style of the assessment. It should be conducted in a way that works best for the pupil and teacher. Verbal feedback and short, challenging comments rather than in depth comments should be used as appropriate. Written feedback does not have greater status than high quality, extensive verbal feedback.

Tracking

Academic tracking is conducted both at a departmental and whole school level. Our half termly assessments provide regular data on attainment, attitude and progress and form the basis of our whole school tracking framework. Falling grades and performance below expectations are highlighted with interventions provided by the pastoral and academic functions of the school as appropriate.

Academic Tutorials are an extended tutor time where tutors have the time to speak to their tutees about their academic progress and performance, individually and collectively following half termly assessments.

Reporting

Informal communication

Tutors act as the first point of call for parents, pupils and teachers following any concerns about academic performance. Concerns are shared with parents, if they arise, in a timely manner via the tutor.

Half termly assessments

Once a half term, pupils are assessed in each subject based on their attainment and attitude to learning. This information is shared with parents and pupils via the school portal. Concerns are communicated with parents and pupils ahead of this information being published.

Formal reports and Parents' Evenings

Parents are encouraged to contact their child's Form Tutor or Hm when they have any concern about wellbeing and progress.

Formal Parents' Evenings are held twice a year for all year groups. These occasions provide parents with the opportunity to meet the teachers, have a detailed conversation to review the strengths and weaknesses of the pupil both objectively and positively. Pupils are encouraged to attend with their parents from 3rd Form onwards.

All year groups receive a written report once a year. Formal Report writing on pupil progress each academic year communicates to pupil and parents summative and formative points for individual subjects, general academic progress and personal development.

Parents' evenings and reports are scheduled as below.

Year Group	Autumn Term	Spring Term	Summer Term
1st	<i>Pastoral Evening Written Report</i>	<i>Parents' Evening</i>	<i>Parents' Evening</i>
2nd	<i>Parents' Evening</i>	<i>Parents' Evening</i>	<i>Written Report</i>
3rd	<i>Parents' Evening</i>	<i>Parents' Evening</i>	<i>Written Report</i>
4th	<i>Parents' Evening</i>	<i>Written Report</i>	<i>Parents' Evening</i>
5th	<i>Parents' Evening</i>	<i>Parents' Evening Written Report</i>	<i>GCSE Exams</i>
L6	<i>Parents' Evening</i>	<i>Written Report</i>	<i>Parents' Evening</i>
U6	<i>Parents' Evening Written Report</i>	<i>Parents' Evening</i>	<i>A Level Exams</i>

PLAGIARISM POLICY

Overview

There is not one definitive definition of plagiarism. For the purpose of this policy, plagiarism refers to “unacknowledged copying from or reproduction of published sources or incomplete referencing;” as defined by The JCQ General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures which can be found [here](#).

Plagiarism includes, but is not limited to copying from:

- Published texts whether in print or on the internet.
- Previously submitted essays or assessments.
- AI generated content.

Plagiarism has occurred whether the text has been copied or memorised without reference to the original source.

This policy should be read in conjunction with the JCQ Plagiarism in Assessments document which can be found [here](#).

Preventing Plagiarism at Kimbolton School

We believe in prevention rather than sanctions when dealing with plagiarism. At Kimbolton School we work to prevent plagiarism through the following measures:

- Coursework briefings for 4th to U6th pupils at the start of autumn term.
- Issuing pupils with JCQ notices where relevant and ensuring they are understood.
- Abiding by JCQ guidance in the delivery of NEAs (Non-Exam Assessments).
- Make clear what is and is not acceptable in terms of using sources through our classroom teaching including forms of referencing.
- Assessing pupils through various mediums, including verbal presentations.
- Not accepting work which is suspected to have been plagiarised.
- Keep watch on content, vocabulary, spelling and punctuation as well as style and tone and presentation to ensure is consistent with pupil work.

Confirmation and Reporting of Plagiarism

Where plagiarism is suspected, the first course of action is to speak to the pupil concerned and locate the original source including internet searches. An oral assessment may be used to help assess whether the work is that of the pupil.

Where plagiarism is found to have occurred, the following process is followed:

1. Teacher to refer suspect work to Head of Department for review and confirmation.
2. If plagiarism is apparent, the Head of Department interviews the pupil to elicit confirmation or denial. Where there is denial, the DHAc will make a decision based on the information presented.

3. HoD speaks to parents about the issue.
6. DHAc meets with pupil involved.
8. Pupil serves punishment in school (Friday night detention for a first offense with Headmaster's Detention for repeat offences) and parents are informed of the reason for the detention.

Plagiarism in work that forms part of an external assessment at GCSE or A-level

The awarding body regulations are very clear regarding work submitted by pupils that is not entirely their own. Plagiarism is an infringement of exam regulations and is taken very seriously by the exam boards and us. Pupils found to have copied work and submitted it as their own, face potential disqualification from examinations. Excessive external help with work is also an infringement of exam regulations and is treated with the same severity as plagiarism.

If the pupil has not signed the declaration of authentication, the plagiarism is not reported as malpractice to the awarding body. The matter will be resolved internally following the steps above, but the work cannot be submitted for assessment.

If plagiarism has occurred and the pupil has signed the declaration of authentication, the case will be reported to the awarding body in line with the procedure outlines in the [JCQ General and vocational qualifications suspected malpractice in examinations and assessments policies and procedures](#). The school has no control over the sanctions imposed by examination boards in these situations.

COURSEWORK/NEA POLICY

Overview

At Kimbolton we follow the principles of coursework/NEA (Non-Examination Assessment) as set out in the [JCQ Instructions for conducting non examined assessments](#).

As defined by JCQ, NEA includes, but is not limited to, internal assessment, coursework and subject endorsements. Externally marked and/or externally set practical examinations taken at different times across centres are classified as NEA. The principles for non-examination assessment as determined by the qualification regulators for England and Wales are:

- non-examination assessment should only be used where it is the only valid means of assessing essential knowledge and skills;
- non-examination assessment must strike a balance between valid assessment of essential knowledge and skills, sound assessment practice and manageability;
- any non-examination assessment should be designed to fit the requirements of the particular subject including the relative weighting of written examinations.

This policy should be read in conjunction with:

[JCQ Information for Candidates: Coursework Assessments](#)

Curriculum Policy: Plagiarism

AI Policy

Non-Examination Assessment Policy (available directly from the Exams Office)

Preparing for coursework/NEA

All teachers whose pupils do coursework/NEA as part of their exam courses must familiarise themselves with the Examination Board's specific instructions for their subject.

Before any coursework/NEA is started, subject teachers must draw the attention of pupils to the regulations as they apply to that subject as well as [JCQ Instructions for conducting non examined assessments](#). Heads of Departments must ensure that all pupils taking the subject are issued with the same written summary of these regulations. All 4th Form and L6 pupils receive a briefing from the Deputy Head (Academic) or Exam Officer regarding the regulations surround coursework/NEA. This takes place at the start of the Autumn Term.

Schedules of all deadlines must be given to the Deputy Head (Academic) at the start of the academic year. These are shared with parents and pupils. All deadlines that are set by the Board or the School must be strictly adhered to.

Heads of Department must ensure that pupils are aware that our school abides by the [JCQ AI Use in Assessments](#). Further details can be found in the Kimbolton AI Policy. Having gone through the regulations pupils should be sent the following statement.

This is to confirm that in our lesson today we covered the JCQ regulations regarding the use of AI e.g. ChatGBT in your NEA/coursework. You confirmed that you have met these regulations and that your work is your own.

A reminder that examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies.

AI misuse constitutes malpractice as defined in the JCQ Suspected Malpractice: Policies and Procedures (<https://www.jcq.org.uk/exams-office/malpractice/>).

If you have used an AI tool which provides details of the sources it has used in generating content, these sources must be verified by you and referenced in your work in the normal way. Where an AI tool does not provide such details, you should ensure that you independently verify the AI-generated content – and then reference the sources you have used. In addition to the above, where you use AI, you must acknowledge its use and show clearly how you have used it.

If you have any questions or are not sure whether you have referenced any sources, not just AI, in your NEA/coursework, please get in touch immediately.

Completing coursework/NEA

It is the responsibility of the Head of Department to ensure that there is a consistency of approach to coursework/NEA within a department.

Enough of the work must be done under direct supervision, in school, for the teacher to be able to authenticate the work of the pupil with confidence. If doubts arise about the authenticity of a piece of work they must be investigated and dealt with immediately in line with the Kimbolton Plagiarism Policy and, if the candidate declaration has been signed, in line with JCQ Malpractice Policy.

During the Coursework/NEA period subject staff must monitor the progress of pupils' work so as to ensure that undue pressure does not build up as the deadline approaches. Parents must be informed if any concerns arise about completion by the deadlines set.

Student teachers must not be allowed to supervise Coursework/NEA.

Coursework/NEA must take place during normal lesson time and the standard homework allocations. Whilst many pupils will choose to spend more than this time, it is not acceptable to require candidates to spend time outside the normal homework time, and under no circumstances is coursework an acceptable excuse for allowing work in other subjects to suffer.

Pupils are expected to care of their work and keep it safe. They should not leave it lying around where it can be seen by others, including posting it on social media. Pupils must always keep their coursework secure and confidential whilst they are preparing it; do not share it with classmates. If it is stored on the computer network, pupils must keep their password secure.

Submitting coursework/NEA

When submitting work, pupils must be reminded to acknowledge all sources of assistance other than their subject teacher and of the consequences of breaching the regulations.

All coursework/NEA should be accompanied by a Candidate Declaration Form in line with JCQ regulations.

It is school policy that all coursework/NEA must be finished by the 1st May in the examination year.

Candidates should be informed of their coursework/NEA marks once internal marking and moderation has been done. Candidates need to be informed of their right of internal appeal as set out in the common statement issued to them by their teachers and the internal appeals procedure.

All coursework/NEA must be kept securely until the deadline for results enquiries has passed. Written coursework/NEA must not be returned to pupils.

All coursework/NEA marks are provisional and may be adjusted up or down by the exam board.

Internally Assessed Coursework/NEA Appeals Procedure

All exam coursework/NEA is assessed through a rigorous system of marking and moderation that results in the marks submitted to the Awarding Body being highly reliable and an accurate summary of the work you have produced. This system involves the initial marking of individual tasks, usually by the subject teacher, in accordance with the mark scheme used for all coursework/NEA in that subject. A sample of work from each teacher of that subject is then re-marked by another teacher from that department in a process called Internal Moderation that is overseen by the Head of Department. The Head of Department then collates the marks from various pieces of work, in accordance with aggregation rules laid down by the Awarding Body, to produce the final submitted mark.

Pupils and parents should understand that the principal responsibility of the department is to arrive at a set of Coursework/NEA marks that is *internally consistent*. That is, the marks accurately place the candidates in the correct *rank order*. The marks are then subjected to a further process, called External Moderation, in which the manner in which the school awards its marks in each subject is standardised across all schools by the Awarding Body itself. Whilst the marks are usually ratified, this process can occasionally result in all or some of the marks for that subject being adjusted up or down.

Procedure

Pupils have the right to appeal against their final internally moderated mark before it is submitted to the Awarding Body, if they have clear grounds to believe that it has been awarded inaccurately. The procedure is as follows:

- Whilst coursework/NEA is still being carried out, all marking and marks awarded are confidential within the department, and pupils cannot ask to see how work is being assessed.

- However, once all deadlines have passed and the final, internally moderated, mark is known, it will be made available to pupils by their subject teacher. At that stage pupils can ask to see how work has been marked and how the final mark has been calculated. Pupils should ask their teacher, or the Head of Department, to explain to any points of uncertainty that arise from this. *Please note that pupils cannot, at this stage, make any alterations to their work.* The statement below is issued to pupils at this stage and a two week 'appeals window' is opened.

Coursework Marks Returns Protocol and Right to Appeal Statement to Pupils

Issuing coursework marks to pupils and informing them of their right to appeals requires a common procedure/statement for all departments/teachers to follow. Candidates need to be informed of their right of internal appeal as set out in the internal appeals procedure. This should be done when pupils are being told their coursework marks. The appeals procedure is available to pupils and parents on the school website and parents.

Candidates are informed of their coursework/NEA marks once internal marking and moderation has been done. Pupils are told their marks individually. The following statement is then read out to the class.

'You have received your coursework marks today. These have been marked and moderated by departments to ensure you have a right and fair result in line with mark schemes and consistency across different classes. Your teachers make every effort to award the right level of marks for the coursework submitted. Our record of accuracy as a school with the exam boards on this is very good. You do, though, have the right to appeal against your coursework moderated mark if you feel that the marking procedures have not been followed and a serious injustice has occurred. You have two weeks from today to make an appeal. In the first instance, you should speak with the relevant teacher and/or head of department if you need your coursework marks and the marking procedure explained to you more fully. Following any internal appeal your coursework mark may stay the same or be adjusted up or down. Your coursework is also subject to external moderation where your internally awarded mark can be adjusted either up or down. The procedure for the internal appeals process is on the school website under academic policies.'

1. If pupils think that the mark they have been awarded does not fairly reflect the departmental mark scheme or the published aggregation rules, they should write to the Deputy Head (Academic) to request the initiation of an appeal hearing within the two week 'appeals window'. This letter must be signed by a parent or guardian. (Note that pupils cannot appeal against the mark scheme itself; that is dealt with by the External Moderation procedure that follows later).

2. Appeals must be held before the final coursework/NEA deadline in that subject, and before the submission of marks to the exam board. They can be requested at any time within the two week 'appeals window' following the issuing of coursework marks to pupils.

3. The appeal hearing will be held within 7 days of receipt of the required letter. The hearing panel will normally consist of the Deputy Head (Academic) (who will chair the proceedings), the Examinations Officer, the relevant Head of Department and one other teacher from that department. An external subject teacher/HoD may be called upon if no one is available within school. One of these members of staff will be the teacher who carried out the initial assessment of the coursework/NEA. Pupils should be supported at the hearing by a parent or relative.

4. The appeal hearing will proceed according to the following format:

- In advance of the meeting, the Head of Department must arrange for copies of all relevant paperwork to be available to hand out to all those involved at the hearing. This will include the published requirements of the Awarding Body, the departmental mark schemes, all the marked coursework of the candidate in question. Representative samples of the work of at least three other candidates (one of comparable achievement, one of higher achievement and one of lower achievement) may be used at the meeting by the Deputy Head (Academic) to verify standards. The Deputy Head will enlist the support of subject specialist where necessary.
- At the meeting, the Head of Department will start by outlining, in general terms, how the marks are awarded in that subject and will demonstrate conformity between the departmental procedures and the requirements of the Awarding Body. If the Deputy Head (Academic) is not satisfied that the correct procedures have been followed then all the work in that subject will have to be re-assessed and a report made to the Awarding Body.
- The pupils will then be asked to outline the basis of their concerns and to explain why they think the departmental assessment schemes have not been applied fairly to their coursework.
- Next, the member of staff who marked the work will explain why the marks were awarded in the way that they were. Reference will be made to the representative work of at least three other candidates as outlined above, with the aim of demonstrating consistency in the application of the mark schemes.
- All of the coursework/NEA will then be re-assessed at the hearing by both members of staff of that department, giving full reasons to the meeting for all decisions. The Deputy Head (Academic) will ensure that mark schemes are being correctly and consistently applied and enlist the support of a subject specialist where necessary.
- Finally, the overall mark will either be confirmed or changed by the Deputy Head (Academic). *Please note that your mark could go up or down as a result of this procedure.*

5. A written record of the details of the appeal will be copied to the pupil, to the Head of Department, to the Examinations Officer, to the Headmaster and to the Awarding Body. This record will include a statement of the outcome of the appeal with full reasons for that outcome.

6. There is no further right of internal appeal.