



Homewood School & Sixth Form Centre

LEARNING · RESPECT · BELONGING

Quality of Education Policy

Date Approved by Governors

10th September 2019

HOMEWOOD SCHOOL & SIXTH FORM CENTRE

Quality of Education Policy

This policy will be reviewed annually

This policy replaces the Curriculum Policy

Date of Policy:

Date of Review:

Members of staff responsible for the policy: Principal and VP Curriculum/Standards

Signed



Principal

Signed



Chair of Governors

Quality of Education Policy

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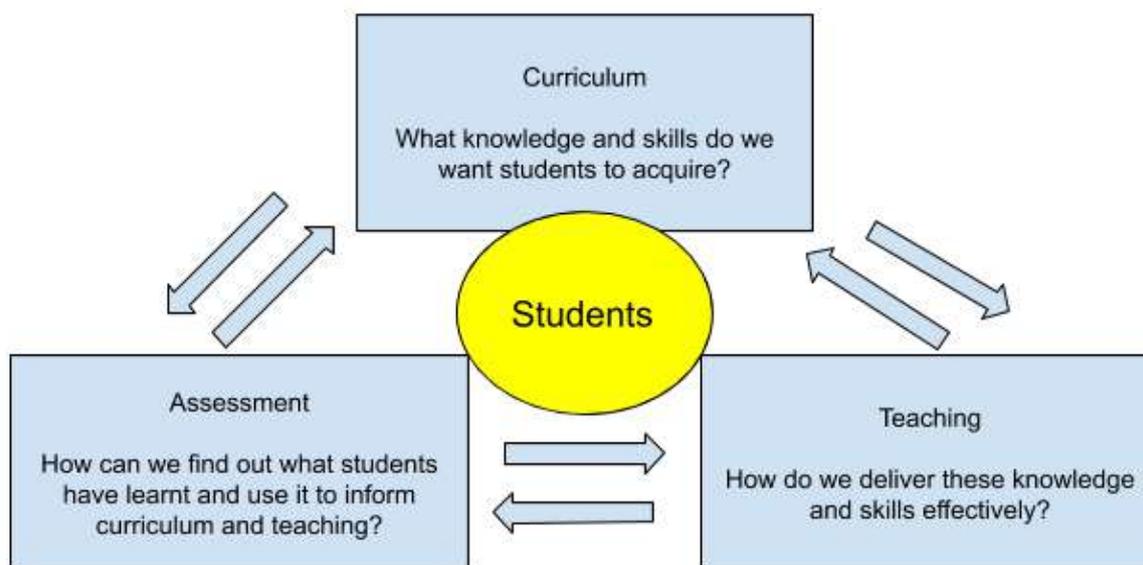
Annex D School Day

1.0 Introduction

1.1 School Vision Statement

Homewood School & Sixth Form Centre aims to provide a vibrant world class learning experience. We work as a team, learning in partnership with each other and the wider community. We provide flexible learning opportunities and have high aspirations for all.

1.2 Quality of Education Rationale



Curriculum, teaching and assessment are inextricably linked. When all three are aligned and of the highest quality, they should facilitate effective learning for all students, irrespective of their starting points. In turn, this should translate into all students making good progress and achieving strong academic outcomes. This matter, because it gives them the best possible life chances.

2.0 Students

2.1 Homewood Learner Profile

The learner profile provides a clear focus on the skills and attributes that we know are essential for a future success in life.

I am ambitious about my future, which I demonstrate through my commitment and contributions to my own academic achievements, the school community and beyond. I face challenges with enthusiasm and determination, never allowing them to hold me back from my goals. I always consider how I treat other people and I care about the impact I have on their feelings. I am reliable, respectful and honest but I am aware that I can make mistakes and am proud that I will take responsibility for them. Overall, I never waste an opportunity that the school gives me because I know that the rewards for my effort will set me up for life.

2.2 Homewood Habits

The excellent exam results achieved by our students will open doors but the key to sustained future success and happiness is the ability to demonstrate the qualities that rarely appear on an exam paper. We call these Homewood Habits and we promote, recognise and reward these every day.

HOMEWOOD HABITS 	LEARNING	AMBITION <ul style="list-style-type: none">★ I try my hardest at all times.★ I take pride in what I do and present my work neatly.★ I challenge myself to do things I cannot do yet.★ I'm resourceful, creative and confident.	DETERMINATION <ul style="list-style-type: none">★ I'm in school every day.★ I respond to feedback and improve my work.★ I learn from mistakes I have made.★ I take responsibility for my learning.	
		RESPECT	SELF-CONTROL <ul style="list-style-type: none">★ I accept that my teacher owns the organisation of the teaching and the classroom.★ I do as I'm asked, the first time I'm asked.★ I don't waste time or stop others from working.	COLLABORATION <ul style="list-style-type: none">★ I listen carefully and respond appropriately.★ I actively show kindness to those around me.★ I'm honest and fair in my actions.★ I'm mindful of the way I treat my surroundings.

3.0 Curriculum

3.1 Curriculum Rationale

The curriculum outlines the key knowledge and skills that students need to learn over their time with us in order to be successful; this will then drive what and how (pedagogy) we teach. A challenging curriculum will require students to think deeply about subject and lesson content. In other words, the level of challenge in the curriculum sets the level of challenge in our classrooms.

3.2 Curriculum Principles

- The curriculum must provide a map that directs what knowledge should be taught and when it should be taught. However, this should also allow some flexibility for teachers to respond to the differing needs of their classes.
- The curriculum must be taught in a coherent and step-by-step sequence that allows for the incremental development of knowledge and skills within each subject/topic.
- When possible, each new unit of learning should build upon the previous unit.
- Curriculum design should support real learning which requires durable changes to long-term memory.
- New tier two and tier three vocabulary and mathematical fluency should be incorporated into curriculum planning.
- The curriculum should provide opportunities for students to engage in work that challenges and inspires.

3.3 Curriculum Implementation

- Each subject/team should develop a long-term plan that clearly lays out the curriculum across the relevant key stages, so that the knowledge and skills students are expected to acquire/practice each academic year is made explicit. This knowledge and skill development should build cumulatively in terms of its breadth and depth.
- Teaching teams should identify the concepts that are central to the mastery of each subject. They must then maintain an unrelenting focus on helping students to learn this knowledge and master this skill set.
- Regular retrieval practice and spaced practices should be built into the curriculum to help students form durable long-term memories.
- CPD, specifically SPDS (weekly Subject, Planning & Development Sessions), must maintain an unrelenting focus on improving and evolving the curriculum, and ensure that all teachers are developing their subject pedagogical knowledge.
- Each unit of work must be supported by a knowledge organiser that stipulates with precision the material-to-be-learnt and skills to be developed.
- This must include relevant tier two and tier three vocabulary and should be used consistently across each department.
 - Explicit vocabulary teaching
 - Unlocking vocabulary through etymology
 - The development of spoken language (oracy)
 - Use of high-quality texts across the curriculum
- Where appropriate, strategies must be in place that support students in self-regulating their learning of the curriculum.
- Homework should be planned into the curriculum and consistently applied across teams. It should provide students to prepare for, deepen or consolidate student learning and be set via Google Classroom using the house style.

- Key curriculum documents must be centralised and made available for students, parents and carers via the school website.

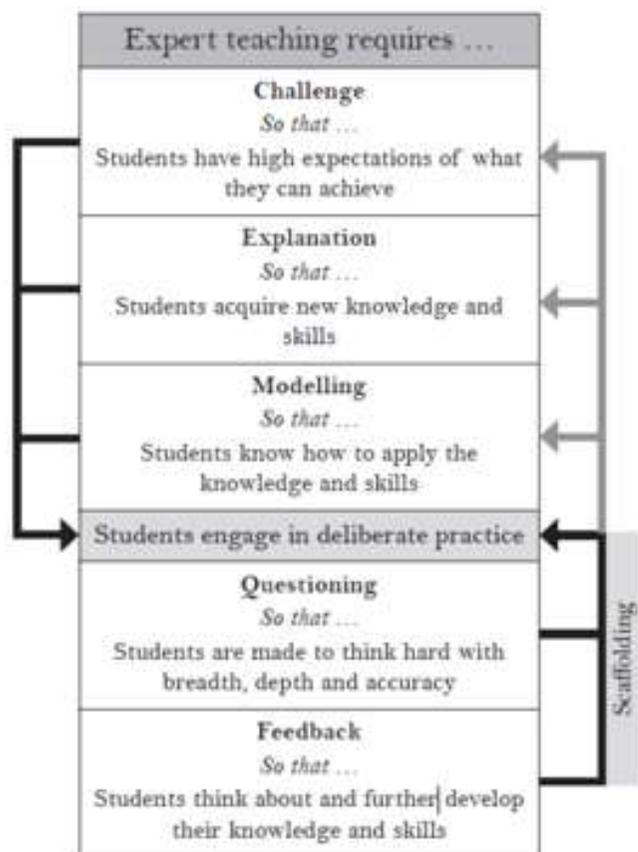
4.0 Teaching

4.1 Teaching (Pedagogy) Rationale

The curriculum outlines the key knowledge that students need to learn and skills they need to master over their time with us in order to be successful. Effective teaching leads to students acquiring, retaining and applying this curriculum knowledge and skill set in the classroom and beyond. Learning happens when students connect new content to what they already know.

4.2 Teaching Principles

To achieve this, excellent teaching must involve the following principles contextualised to specific subject domains and the profile of the students.



- **Challenge** so that students have high expectations of what they can achieve.
- **Explanation** so that they acquire new knowledge and skills
- **Modelling** so that students know how to apply their knowledge and skills (including explicit modelling of metacognitive strategies and the thinking processes of adults).
- **Questioning** so that students are made to think hard with breadth, depth and accuracy.
- **Feedback** so that students further develop their knowledge and skills.
- Purposeful **practice** so that students think deeply and eventually achieve fluency.
- Positive classroom **climates and relationships**.
- Students are taught how to store and retrieve knowledge using learning strategies such as **retrieval practice and spaced practice**.
- Teachers teach **tier two and tier three vocabulary** explicitly.

Adapted from: Making Every Lesson Count, Allison & Tharby (2012)

4.3 Teaching Implementation

- Through specific practices such as a clear ‘do now’ task, reviewing previous learning, providing models for students, retrieval practice, planning in adequate time for students’ deliberate practice, ensuring appropriate challenge for all students and the effective scaffolding of this challenge.
- By teachers asking both lower and higher cognitive questions to embed and develop knowledge.
- By teachers modelling and explaining metacognitive processes by making excellence explicit, demonstrating the thinking processes of experts, and breaking down and solving problems. This will support the development of students’ planning, self-monitoring and self-evaluation skills.
- Through written and verbal feedback, which should be an element of every lesson – as outlined in each department feedback policy.
- By teaching metacognitive strategies explicitly.
- Teachers teach tier two and tier three vocabulary explicitly through sentence stems, test sentences, images and other explicit instruction strategies.
- Through collaborative subject-based CPD (SPDS) that maintain a consistent focus on developing pedagogical subject knowledge. These sessions should focus on how to effectively teach the curriculum over the next fortnight.
- By creating and maintaining a productive classroom climate through positive interactions with students and adhering to the school behaviour policy. The most effective way of motivating students is to enable meaningful achievement.
- Through the explicit instruction of cognitive science strategies including retrieval practice, spaced practice, dual coding, interleaving, concrete examples and elaboration.

5.0 Assessment, Marking and Feedback

5.1 Assessment, Marking and Feedback Rationale

Assessment can be seen as the bridge between teaching and learning. Dylan Wiliam describes this well:

“It is only through assessment that we can find out whether what has happened in the classroom has produced the learning we intended.”

Our approach to assessment has two layers:

Layer 1: *Formative* – on-going, ungraded and focused on smaller chunks of the curriculum.

Layer 2: *Summative* – At set points in the year. Knowledge included will build cumulatively through the year.

The marking of SPAG is an integral part of the assessment process. Not only is accuracy a vital aspect of any written text, but it is also the case that examination performance can be improved by students writing with accurate spelling.

5.2 Assessment, Marking and Feedback Principles

Departments develop their own policy using a tight but loose approach. Tight in that they must adhere to the principles but loose in that they tailor assessment, marking and feedback to their subject domain.

1. Feedback should be used to identify the 'learning gaps' of individual students.
2. Feedback should be specific and clearly focused on learning goals – with a view to moving on the learning of individual students.
3. It should also focus on what students achieve and take pride in – so they continue to do so.
4. Students must be able to, and expected to, respond to the feedback, so they can work towards closing the learning gap.
5. Feedback can take a variety of forms – teacher to student; student to teacher; student to student; written and verbal; focused on classwork, homework and assessments. All are equally valid.
6. Different forms of feedback will be more appropriate for different subjects. Subject areas will agree and decide on how feedback is consistently used across the subject.
7. Feedback is not an add on. It is an ongoing and essential part of excellent pedagogy, used to deepen learning and improve teaching.
8. Feedback should be challenging – and used to encourage students to aspire to excellence.
9. Feedback should be high impact but manageable and sustainable and used to inform planning and teaching
10. Students should receive a minimum of two bits of formal teacher feedback per term.

Spelling, Punctuation and Grammar (SPaG)

- Students should be encouraged to proof-read and correct work prior to teacher marking
- When marking teachers should circle the error and indicate what type of error it is by writing one of the following in the margin:
 - Sp (spelling)
 - Punc (punctuation)
 - Gr (grammar)
- The rationale for teachers circling and not correcting SPaG errors is to encourage students to take responsibility for making their own corrections.
- Students should be given time to follow up errors when the work is returned.

5.3 Assessment, Marking and Feedback Implementation

Departments are required to outline their policy using the pro-forma below and stored on a shared area so can be accessed by departmental colleagues and the leadership team.

	What? Verbal, written, peer, self, comment, grade	How and where? Books, folders, sheets, booklets, assessments, exams	When? Lesson, weekly, fortnightly, monthly, half termly, termly	Closing the gap How do students respond to the feedback to close the learning gap?
Ongoing (day to day)				
Periodic (occurring at regular intervals throughout term)				

6.0 Homework

6.1 Homework Rationale

Homework helps students by preparing for, deepening or consolidating classroom learning. It also provides an opportunity for students to take responsibility for their own learning. Regular homework completion contributes to the development of sound study habits and self-responsibility in students. It is a valuable means of fostering understanding and communication between the home and the school and it provides the opportunity for parents / carers to interact positively with their children.

6.2 Homework Principles

Homework should:

- Either prepare for, deepen or consolidate student learning.
- Be set using google classroom using the assignment function making it visible to both students and parents

6.3 Homework Implementation

When setting homework, the following format should be used:

- **Title:** State nature of assignment which in this case will be Homework (other options are classwork, coursework and private study) and the subject setting the Homework.
- **Instructions:** Include clear instructions for the task
- **Due:** Assign a due date
- Attach relevant resources (if required)
- Homework should always be in the format (as assignment):

Homework for Science/History/Maths/etc - Complete research on rainforests.

- Coursework should always be in the format (as announcement) :

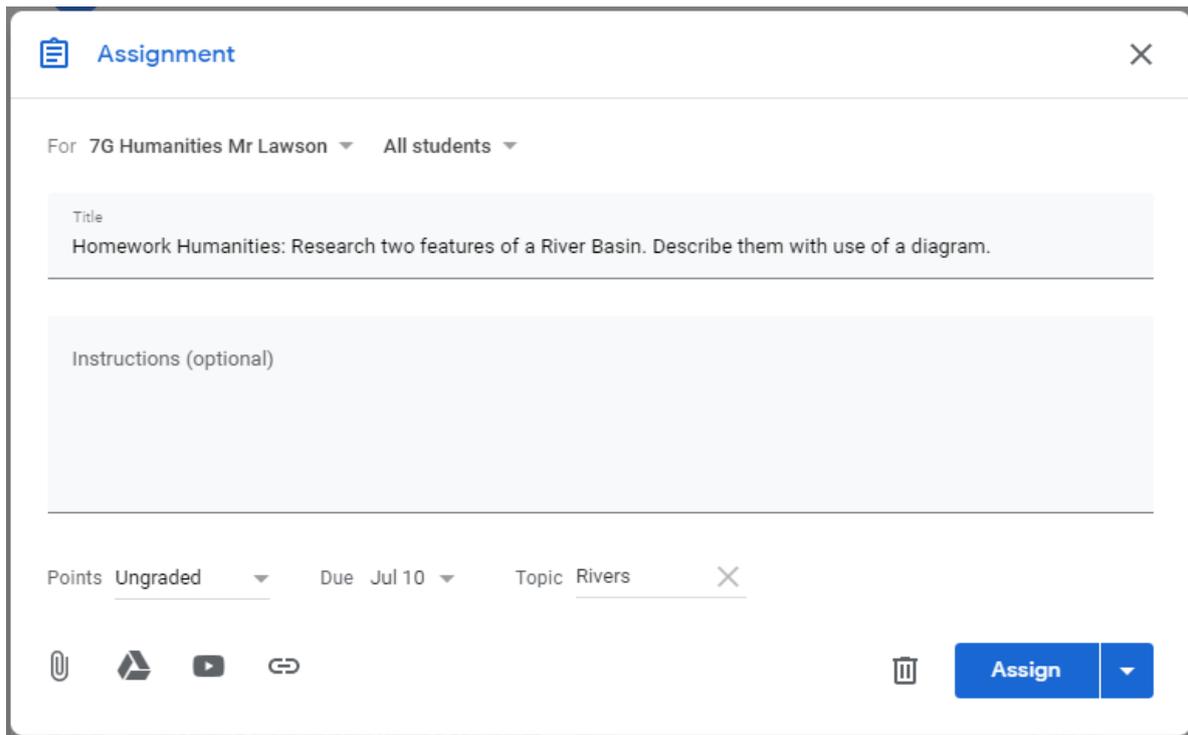
Coursework for Science/History/Maths/etc - Complete graph

- Private Study should always be in the format (Sixth Form only as announcement) :

Private study for Science/History/Maths etc - Work on fraction problems

- Classwork should always be in this format (as announcement):

Classwork for Science/History/Maths etc - Annotate the map of the Amazon basin



- Be marked as complete by students in google classroom once complete/submitted, although homework does not have to be digitally completed.
- Be monitored by teaching staff for completion/submission.
- Provide opportunities for students to receive feedback.
- Be visible to PTs, APTs and Co-ordinators as appropriate by invitation to the google classroom.

6.4 Time Allocations

Guidelines for the time students should spend doing their homework each day are as follows:

	Year 7	Year 8	Year 9	Years 10/11	Years 12/13
Total per day	<i>45 mins</i>	<i>60 mins</i>	<i>75 mins</i>	<i>90 mins</i>	<i>150 mins</i>
Total per week	<i>4 to 5 hrs</i>	<i>6 to 7 hrs</i>	<i>7 to 8 hrs</i>	<i>9 to 10 hrs</i>	<i>15 hrs</i>

These times will vary slightly with different subjects and the nature of the work set and are intended as guidelines to help with the planning of work at home. Homework will normally be set a week in advance of the deadline. However, where appropriate to the nature of work set this could be longer or shorter. In any case, a minimum deadline of 48 hours is will be set and in such cases, students will be expected to spend an amount of time on their work appropriate to the deadline set.

7.0 Literacy and Numeracy

Homewood School and Sixth Form Centre places Literacy and Numeracy at the heart of its curriculum; we recognise the essential role of literacy and numeracy in promoting academic achievement at all levels and also in promoting life chances for all.

We strive to ensure that students of all abilities leave the School capable of using the basic Literacy and Numeracy skills they will need in everyday life.

Responsibility for leading Literacy and Numeracy rests with the Learning Team who work with the Lead Practitioners and the Director of Learning Support to oversee initiatives and planning. Their work is documented in the SIP and is assessed through Performance Management each year. Co-ordinators work with a range of Departments on a planned basis to observe lessons, offer support, materials and advice where appropriate.

Reports are provided on the development of Numeracy and Literacy to the Learning Team and to the Strategy Team at appropriate points of the year. Good practice and feedback is provided regularly for all staff through departmental reviews and lesson observation feedback sessions.

The following measures are also in place to support Literacy and Numeracy across the curriculum:

- All knowledge organisers for each topic will include key elements of literacy and numeracy to be learnt by students. It is the responsibility of PTDs and their line managers to ensure that these are adhered to and updated as necessary.
- Sixth Form students will be expected to continue with the study of English and Maths GCSE until they achieve passes at Grade C or above
- All students should have a reading book, dictionary and Maths equipment whatever the lesson; they should get them out as a matter of routine at the beginning of the class.
- Regular CPD sessions on Literacy and Numeracy are provided for new staff, NQTs, etc. All members of staff are welcome to attend these sessions.
- Students who join Homewood working with considerable literacy/numeracy needs will be placed in the Key Skills group or in classes with more support where it is deemed appropriate. A range of interventions are deployed by the SEN department to support Literacy and Numeracy where students fall behind their expected levels at Key Stage 3 including: 121 lessons, 'Touch, Type, Reading and Spellings' sessions, Literacy Progress lessons and catch up Numeracy sessions.
- The Learning Support Department makes individual provision for students in Key Stage 4 requiring further assistance with Numeracy and Literacy through the availability of a discrete option block where they follow the ASDAN course.
- The School works closely with the Tenterden Rural Alliance to promote Literacy and Numeracy, for example through sharing CPD and staff visiting one another's schools to observe lessons and moderate work.

8.0 Curriculum Design

8.1 Legislation and Guidance

As an academy we have the freedom to follow our own curriculum, but we also ensure that we follow the curriculum guidance outlined in the Single Academy Model Mainstream Funding Agreement; that a broad and balanced curriculum is provided to all students, incorporating English, Maths and Science qualifications along with the provision of religious education teaching, sex and relationship education (11-16), and impartial careers guidance

for (14-19) and the promotion of the spiritual, moral, cultural, mental and physical development of students. We therefore adhere to statutory provision including 'The National Curriculum for England' 2013 where there remains advantage to our students for us to do so, otherwise we will take advantage of the freedoms available to us in order to maximise the opportunities for and promote the achievements of our students.

8.2 Personalisation

In order to personalise the learning experience for our students we have developed a number of unique curriculum characteristics at Homewood with the offer of a unique 0-19 learning experience for students in the Tenterden Multi-Academy Trust and feeder schools in the Tenterden Rural Alliance. This encompasses a through Key Stage 2 to 3 transition, a two year Key Stage 3 (incorporating a Grammar Plus Stream) a wide variety of choices at Key Stage 4 beginning in Year 9 which lead students along pathways that take them into a Post 16 Curriculum where they can commence a programme of Level 2 and Level 3 courses in Year 12 appropriate to their individual needs. The I-College, available from Year 7 blends recognised teaching methods with independent learning to offer a holistic and rounded curriculum that enables students to become self-motivated learners, who take responsibility for their progress and success. These innovations have enabled the creation of wide opportunities including a full range of Academic A Levels, the IBCP (including stand-alone IB diploma courses), Vocational and Applied courses as well as allowing students to follow flexible individual accreditation pathways. The outstanding offer at Key Stage 5 has enabled even greater flexibility of course selection, progression and personalisation of learning experiences.

8.3 Setting and Grouping

We recognise the importance of placing learners in the appropriate environment to allow them to enjoy their learning experiences. The learners' needs are the most important factor in determining such an environment, so careful thought must be given to the level and organisation of work within each curriculum area.

Key Stage 3

Prior to entry, every student will be assessed using a Cognitive Abilities Test (CAT) which produces a score that signifies potential. We will use this score to group students initially in even bands. Each band has the same access to the curriculum and movement within and across the bands is possible if considered appropriate. There are regular assessment reviews and we reserve the right to move students when their academic and or welfare progress necessitates it. The Kent Test firstly, and then the CAT Test inform enrolment into the Grammar Plus Stream and the Mandarin Excellence Programme.

Key Stage 4

At KS4 year groups are organised into three different bands of even ability, which have a degree of fine setting in the core subjects in each of the thirds of the year group. However, because of the diversity of the options choices there is no real setting and all groups exist in a mixed ability form, apart from students following the Mandarin Excellence Programme.

Key Stage 5

There is no ability setting in KS5 – all courses operate as mixed ability and course requirements are set for each subject individually that ensure that learners are appropriately placed.

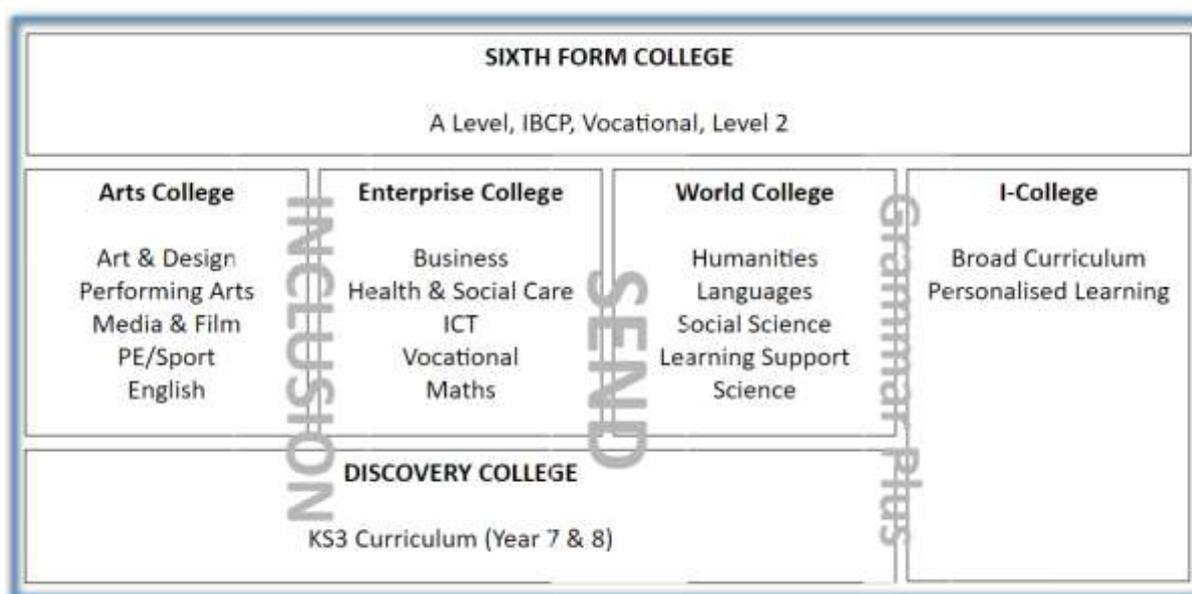
It is essential that all departments regularly review groupings to ensure that no learner is misplaced. Each department will be responsible for the setting and grouping arrangements

of its students' subject to approval of the relevant Head of College. As such it is important that assessment records used to determine the placement of learners must be carefully monitored and appropriately employed.

8.4 College Structure

Each College although whilst primarily linked to the whole school follow a curriculum particular to the College, whilst allowing students access to the main school facilities and opportunities. A KS4 College is very much in the mould of an academic faculty, whilst Discovery College and the Sixth Form have full year groups within their community. The I College runs from Year 7 to 11.

Each College has their own Head of College, Principal Teacher(s) and non-teaching support team with primary responsibilities and accountabilities to the College.



Discovery College and I College (KS3)

The Discovery College KS3 Curriculum follows the whole school design principles with a focus on learner skill and knowledge development, exhibition of work and student oracy. Opportunities will be given where students will apply subject knowledge and skills to:

- Make sense of learning by providing real contexts and real audiences for students.
- Help students to learn about their learning.
- Provide opportunities for learning twenty first century skills like: teamwork, problem solving, research and I.C.T.
- Create INDEPENDENT, SELF MOTIVATED learners.

The exhibitions and student conferences allow students to be demonstrate 21st Century, cross- curricular skills: numeracy, literacy, ICT, citizenship, collaboration, problem solving, and relevance to the modern world, as well as on their knowledge of all the subjects they study across KS3.

The Discovery College Curriculum was born from the Department for Education and Skills (DfES), now the DfE, published guidance for schools on the KS3 curriculum in 2004 which suggested tangible advantages to schools who follow a condensed KS3. The approach is was also recommended by the National Curriculum Review Panel (2011).

When considering condensing KS3 the school considered carefully the potential impact on timetabling, staffing and resources as well as taking account of parents' views.

At the heart of a condensed KS3 was a desire to raising pupil aspiration through personalisation and stimulating rapid progress.

We believe it is appropriate for our student because:

- Students transfer more easily from KS2 and avoid a 'dip' in their progress. They do not have time to make a slow start at Homewood, or to waste time repeating material already covered at KS2
- It has enabled the school to improve organisation of the curriculum by focusing attention on KS3 and how to make it more efficient
- Departments had to review schemes of work and evaluate pedagogical approaches. Which improved teaching and learning.
- There is a greater level of classroom challenge.
- It has allowed the school to provide a broader curriculum. Schools can use the time gained (in year 9) to increase enrichment activities or include further work-related learning
- Pupils are able to choose between a wide range of KS4 options, for example, choosing to study triple science.
- Students are more motivated in year 9 as they are being taught a GCSE programme of study.

KS3 is an ICT rich environment with Google Chromebooks available to students on a wireless network system. Chromebooks are used as a teaching and learning tool to enhance learning opportunities while also enabling students to develop their ICT skills in an applied environment using google classroom and G Suite.

In Year 7 and 8 at Key Stage 3 periods are allocated as follows for each school week:

Subject	Lessons (weekly)
English	4
Humanities	5
Maths	4
Art & Design and Technology	2
Computing	1
MFL	3
Music	1
PE	2
Dance	1
Drama	1
Science	4

Arts, Enterprise, World College and I College (KS4)

At the end of their time in Discovery College students will graduate to one of four possible KS4 Colleges in which they will remain until the end of year 11. Their transition into KS4 will be determined by the options choices they make and by their preferred approach to learning.

The Colleges, Arts, Enterprise, World, hold the majority of students, whilst a further choice is available in the I-College which enables students to opt for a predominantly independent mode of learning. In the I-College students will follow English, English Literature, Maths and Double Science, in addition to Business, Geography and a Modern Foreign Language.

There will be the opportunity to study further courses either from other Colleges, or from banks of online specifications. Students will need to have a strongly independent approach to learning and will need to be able to work effectively using IT, all students will have access to technology.

Arts College	Art and Design, Performing Arts, Media and Film, PE and English
Enterprise	Business, H & S Care, ICT, Applied Learning and Maths
World College	Humanities, Languages and Science.

At the end of Year 11 students will graduate from their KS4 College to the Sixth Form College where their learning pathways established at the end of Year 8 will continue with the support of another individual interview with the students and their parents.

In Year 9, 10 and 11 students have a Core allocation of 16 periods:

Subject	Lessons (weekly)
English Language and Literature	5
Mathematics	5
Science (Combined)	5
PE	1
Options (3 lesson each, 6 for double options)	12
PSHRE	1

There are four Options Blocks which enable students to choose complementary courses each providing a range of subjects, which can be adjusted annually to suit changing patterns of choice. Blocks also enable timetabling to take place more readily than a fully open choice system, where courses cannot necessarily be guaranteed.

Students can take 4 single options or 1 double option and 2 single options.

When making selections from the courses available, it is important that students consider the Government's directive that all young people will remain in Education or Training until the age of 18 from the year 2015 and therefore to consider the long-term learning pathways and progression routes available up to and including that point.

In addition we feel it is important to inform our students at this point of course choice about the English Baccalaureate, or EBAC (a suite of qualifications that shows all round academic achievement). In order to gain the English Baccalaureate students need to have achieved GCSE qualifications at C grade or better in a Modern Foreign Language, one of the Humanities subjects and two Sciences along with English and Mathematics by the end of Year 11. We expect the numbers of students gaining this combination of qualifications across the country to increase. Consequently, so that we provide our students with the opportunity to remain competitive with their peers when it comes to making Higher Education or job applications, we are now including the selection of at least one EBAC subject in the Core for all students.

Students will therefore select one GCSE from the following: Chinese, Computing, French, Geography, German, History and Triple Science; enabling three further options choices.

As part of the advice, information and guidance provided to students in selecting options there is an individual options appointment given for all Year 8 students and their parents to support their choices. KS4 course availability is shown in annex A.

Sixth Form College (KS5)

There is no separate entry requirement to join the Homewood School Sixth Form College; however each course has its own requirement. When students join Key Stage 5 in Year 12 they can choose subjects from up to 4 Options Blocks and are guided towards one of the following Pathways:

KS4 Performance	Suggested Pathway
8 or more A*-B Grades Including English + Maths	Advanced Extended (4 A Levels)
5 A*-C Grades Including at least 4s in English + Maths	3 A Levels and/or Level 3 Applied courses
5 A*-C Grades	3 BTEC courses or the IBCP programme
5 A*-D Grades including English & Maths (GCSE pathways are available for all students with grades below a 4)	A mixture of Level 3 Applied courses and Level 2 courses
A mixture of GCSEs grades D-G	Level 2 courses (GCSE) to enable access to Level 3 courses in a year's time or the Ready for Work programme.

In 2016 the school was accredited as a World School for delivery of the IBCP, which means that students can both follow the full IBCP programme or take the IB diploma courses listed in annex B as stand-alone qualifications.

8.5 Specialist Status

Homewood School & Sixth Form Centre has specialisms in Performing Arts, Applied Learning and the Rural Dimension. The specialisms contribute to the richness and diversity of the curriculum and are embedded within the learning experience of every Homewood student:

- We recognise the importance of the Arts in the development of a student's whole academic and social personality. We provide a wide, varied and structured programme throughout the school to allow students to access to the Arts and develop confidence and creativity through their involvement.
- Our Applied Learning specialism is underpinned by a broad curriculum offer including a range of vocational courses, but it is also reflected across all departments in a practical approach which relates learning to the real world and preparation for the workplace.
- The Rural Dimension specialism reflects our identity as a rural school which embraces a commitment to the local community. The School Farm plays a crucial role in this and all departments have developed curriculum links with the farm so that every student has contact with the Farm. For others, the Farm provides an environment where they can become actively involved in caring for the animals and learning about rural activities and employment opportunities.

9.0 Quality Assurance

In order for the curriculum, teaching and assessment to positively develop and to ensure accountability the following mechanisms are in place for leaders within the school to improve

teaching and learning and inform decision making with the ultimate goal to support the best outcomes for students.

The aims of these mechanism are:

- To support specialist professional learning
- To promote innovation
- To create trust and shared accountability
- To share understanding and develop a common language
- To build support networks within the school
- To build capacity for leaders to generate, interpret and use data
- To use data to inform decision making

Curriculum			
	What?	When?	Who?
Curriculum Map	Review curriculum coherence and coverage	Ongoing	PT/HOC/LT
Knowledge Organisers	Identify knowledge, skills and vocabulary to be taught	Ongoing	PT/HOC/LT
Teaching			
	What?	When?	Who?
Informal Drop Ins	Leadership Team temperature check	Review termly	SLT/LT
Drop Ins	Inform SPDS/individual feedback	Termly	PT/Line Managers
Assessment			
	What?	When?	Who?
Marking Monday	QA using rubric	Review termly	PT/HOC/LT
Work Scrutiny	Inform SPDS/individual feedback	Termly	PT
Assessment Review	Whole school review	Annually	LT/SLT
All			
	What?	When?	Who?
PM Review Points	Interim and Final Reviews	3 times a year	LM/Principal
College Impact Reports	Review Impact	Termly	PT/HOC/RST

10.0 Links with other policies

This policy links to the following policies and procedures:

- Accessibility Policy
- Equality Policy
- Ethos for Learning Policy
- Exams & Controlled Assessment Policy
- SEND Policy

COURSE SELECTION FORM 2019

Student: _____ Tutor Group: _____

This form should only be completed after reading the guidance provided. Please also see the reverse of this form for a summary of certain restricted subject combinations.

Block A	✓	Block B	✓	Block C	✓	Block D	✓
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Single Options: Choose up to four – one from each block

Animal Management		Business		Business		Business	
Ceramics (A)		Dance		Child Development		Fine Art (A)	
Child Development		Fine Art (A)		Computer Science (EBacc) (I)		French (EBacc)	
Chinese (EBacc)		Geography (EBacc)		French (EBacc)		Geography (EBacc)	
Computer Science (EBacc) (I)		German (EBacc)		Geography (EBacc)		German (EBacc)	
Drama		Health & Social		German (EBacc)		Graphic Design (A)	
Geography (EBacc)		History (EBacc)		History (EBacc)		History (EBacc)	
Graphic Design (A)		Media		Media		ICT (I)	
History (EBacc)		PE		PE		Music	
Sociology		Photography (A)		Triple Science (EBacc)		PE	
Textiles (A)		Religious Studies		Photography (A)		Photography (A)	
Triple Science (EBacc)							

Double Options: Choose one from Block A/B OR one from Block C/D.

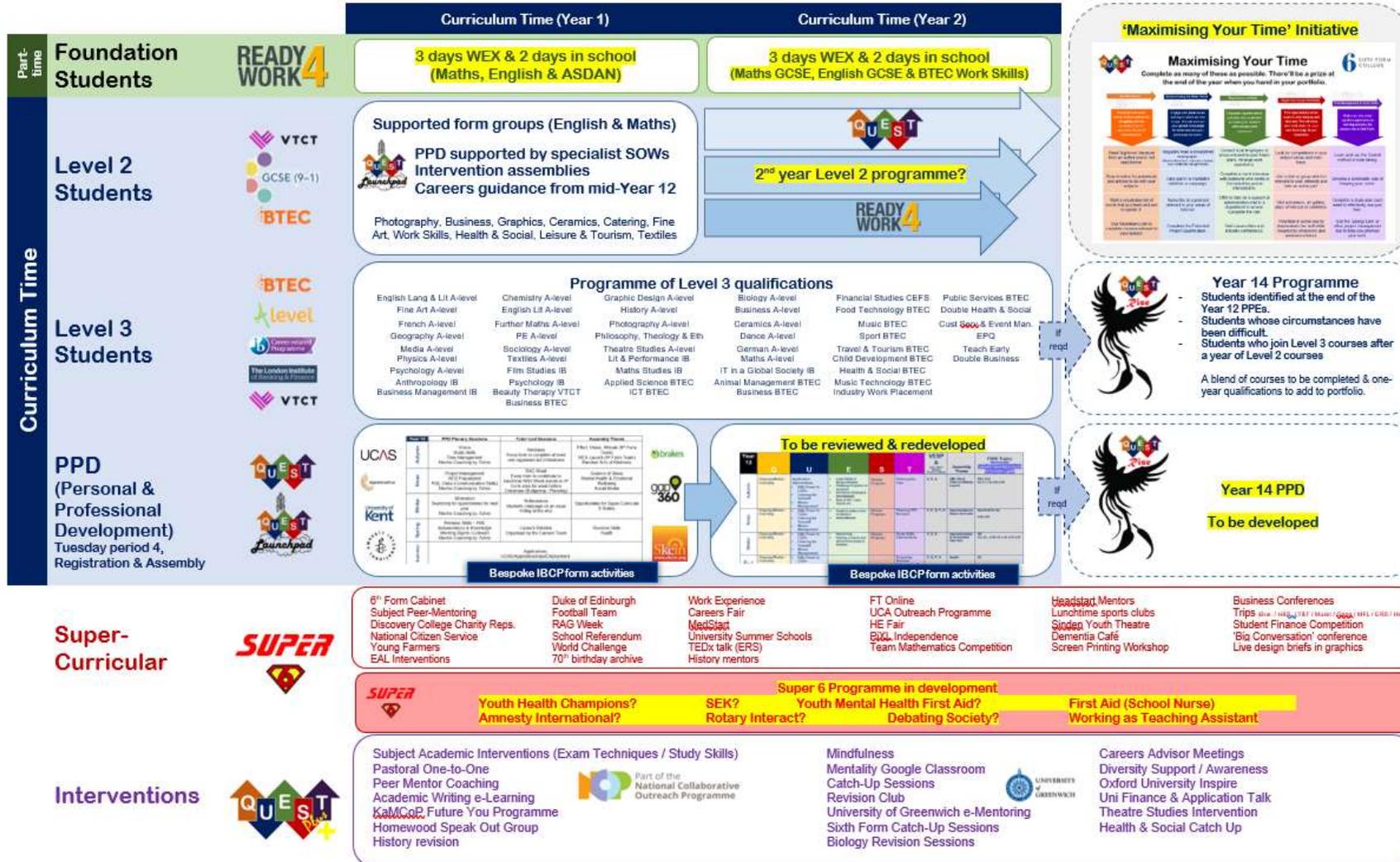
Beauty (V)		Beauty (V)	
Catering (V)		Catering (V)	
Construction (V)		Construction (V)	
Photography and Graphic Design (A)		Photography and Fine Art (A)	
Photography and Textiles (A)		Photography and Graphic Design (A)	
Photography and Ceramics (A)			

For enquiries regarding the I-College, please email i-college@homewood.kent.sch.uk

Annex B Sixth Form College (KS5) Course Offer

A Level	Level 3	IB	Level 2 (GCSE/BTEC)
Art	Animal Management BTEC	Business Management	Fine Art
Biology	Applied Science BTEC	Film	Business
Business	Beauty Therapy (Massage) VRQ	Information Technology in a Global Society	Catering and Hospitality
Ceramics	Business BTEC	Literature and Performance	Ceramics
Chemistry	Food Technology BTEC	Maths Studies	Construction (site carpentry)
Dance	Children's Play, Learning and Development BTEC	Psychology	English Language
English Language and Literature	Customer Service and Event Management BTEC	Social and Cultural Anthropology	Graphic Design
English Literature	Extended Project Qualification		Health and Social Care
French	Financial Studies BTEC		Leisure and Tourism
Geography	Football Academy		Maths
German	Health and Social Care BTEC		Photography
Graphic Design	Industry Work Placement		Ready for Work Programme
History	Information Technology BTEC		Textiles
Maths	Music BTEC		Skills for Working Life
Maths and Further Maths	Music Technology BTEC		
Media Studies	Sport BTEC		
Photography	Teach Early ASDAN L3 CoPE		
Physical Education	Travel and Tourism BTEC		
Physics			
Psychology			
Public Services			
Sociology			
Textiles			
Theatre Studies			
Theology, Philosophy and Ethics			

6th Form Curriculum



Annex D School Day

Monday, Tuesday, Friday		
Start	End	
08:40	08:45	BRIEFING - (Monday)
08:50	09:05	Registration – Tutor Time
09:05	10:00	LESSON 1
10:00	10:55	LESSON 2
10:55	11:10	BREAK
11:10	12:05	LESSON 3
12:05	01:00	LESSON 4
01:00	01:40	LUNCH
01:40	02:35	LESSON 5
02:35	03:30	LESSON 6
03:30		FINISH
03:45	04:45	COLLEGE/DEPT TRAINING TIME

Wednesday		
Start	End	
08:50	09:45	LESSON 1
09:45	10:40	LESSON 2
10:40	10:55	BREAK
10:55	11:50	LESSON 3
11:50	12:45	LESSON 4
12:45	01:20	LUNCH
01:20	02:15	LESSON 5
02:15		FINISH
02:15	03:30	COLLEGE/DEPT TRAINING TIME

Thursday		
Start	End	
08:50	09:05	Registration – Tutor Time
09:05	10:00	LESSON 1
10:00	10:55	LESSON 2
10:55	11:10	BREAK
11:10	12:05	LESSON 3
12:05	01:00	LESSON 4 ASSEMBLY/PSHRE
01:00	01:40	LUNCH
01:40	02:35	LESSON 5
02:35	03:30	LESSON 6
03:30		FINISH