



CURRICULUM, PLANNING & PREP POLICY

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Aims of the policy:

1. To explain the structure and rationale of the curriculum from Nursery to Year 13
2. To explain how the curriculum supports the college aims.

This policy should be read in conjunction with the Blanchelande policies on:

- Special Educational Needs
- Literacy
- Feedback
- Extension
- EAL
- PSHCE
- RSE
- Careers
- Digital Literacy and Academic Integrity



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1. Curriculum Intent & Design

1.1 Curriculum Intent

In line with the Blanchelande Aims and Three Rules for Life of the school, our curriculum aims to enable all students to flourish as well-rounded and virtuous citizens. We educate children in the classical liberal tradition, developing each student's freedom to turn his or her hand to anything; freedom for independent thought and sound judgement; and freedom from receiving information and opinions unquestioningly. The curriculum therefore seeks to *train* the mind in disciplined thought, *nurture* the mind with an encounter with the best that has been thought and said and *form* virtuous citizens drawn to the true, beautiful and good. Alongside this, curiosity lies at the heart of our teaching, and we look to develop a shared love of intellectual adventure and foster students who ask questions, express ideas and explore their own academic interests. Our goal is the fulfilment of each child's potential as a rounded and culturally literate human person. At Blanchelande, we educate the whole person, an adventure framed by the Blanchelande Diploma, itself inspired by the Hero's Journey which forms part of our Catholic ethos.

Students of compulsory school age receive full-time supervised education. This education provides students with experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative and speaking, listening, literacy and numeracy aspects. The curriculum intends to take into account students' ages, aptitudes and needs, including for those with SEND. It promotes spiritual, moral, cultural, mental and physical development and prepares students for life. Student progress is assessed and monitored regularly throughout the year.

For pupils below school age in EYFS, pupils experience a programme of activities which is appropriate to their educational needs in relation to their communication and language development.

In all year groups, the curriculum has regard to the requirements of the English National Curriculum and, where required, local Guernsey law.

1.2 Curriculum Design

As a school, we never aim for our curriculum to be 'done' and aim instead for a process of deliberate ongoing development based on the following principles:



- Curriculum progression is by intelligent design rather than by choice or chance.
- Substantive and disciplinary learning are carefully integrated, strengthening each other rather than being taught in isolation.
- Teachers explicitly identify knowledge that is particularly important to secure for all students, including vocabulary knowledge. Students then have repeated encounters with this important knowledge in different contexts.
- The structure of the curriculum helps students to develop coherent narratives and organising frameworks for their knowledge.
- Planning for progression aims to take into account what is taught in other subjects.
- In the overwhelming majority of cases, students who are more likely to struggle or who are at risk of falling behind are given more time to grasp core knowledge and skills, rather than following a separate curriculum.
- Throughout the curriculum, students are taught to practise aspects of the FOSIL inquiry process to develop their ability to learn independently.

Curriculum content is determined by departments, led by the Head of Department or Subject Lead in dialogue with SLT.

2. Delivery of the Curriculum

2.1 Scope of the Curriculum

The curriculum provides a broad education in the following areas.

Area of education	Subject focuses	Skills fostered
Linguistic	English, Modern and Classical Languages	Through a developed command of communication skills: listening, speaking, reading and writing.
Mathematical	Mathematics, Science, Geography and Design Technology	Through a disciplined ability to reason numerically: solving problems, making calculations, understanding number and space, and thinking and expressing logical concepts in a systematic manner.
Scientific	Science, Food Preparation and Nutrition	Through a wide knowledge and understanding of nature, materials and forces; through the methodical observation, formation and testing of hypotheses; through the recording,



		questioning and evaluation of practical experiments.
Technological	Science, Design & Technology and Computer Science/ICT	Through the adept and correct use of ICT and other technology; through developing, planning and communicating of technological processes, to a successful end product.
Human and Social	History, Geography, Religious Education, PSHCE	Through a wide knowledge and understanding of people, societies, cultures and the environment; through a developed ability to compare, contrast and evaluate different ways of life.
Physical	Physical Education, Games and extra-curricular	Through a wide knowledge and understanding of the basic principles of fitness and health; through practical skills of physical control, co-ordination, tactical ability; through critical evaluation and self-assessment applied to make progress.
Aesthetic & Creative	Art and Design, Drama, Music	Through skills of making and composing; through the imagination, critical and lateral thinking, self-awareness and the use of artistic media for self-expression.

2.2. Subject allocations

Early Years Foundation Stage

Reception Class

Early Learning Area	When it is taught	Further information
Personal, Social and Emotional Development	In Adventures in the Learning Landscape and in Welly Wednesday Ten Ten Early Bird routines	
Communication and Language	In Adventures in the Learning Landscape and in Welly Wednesday Twinkl Phonics	



	Early Bird routines	
Physical Development	In Adventures in the Learning Landscape, Welly Wednesday and in PE lessons Fine motor control in Early Bird	1 hour and 30 minutes of dedicated PE directed lessons
Literacy	In Adventures in the Learning Landscape and in directed phonics lessons	2 hours and 30 minutes of directed phonics teaching per week
Mathematics	In Adventures in the Learning Landscape Early Bird routines	2 hours of directed mathematics teaching
Understanding the World	In Adventures in the Learning Landscape and in Welly Wednesday Early Bird routines	
Expressive arts and design	In Adventures in the Learning Landscape and in Welly Wednesday Links to KUW in topic work	
R.E.	2 hours, 15 minutes minimum throughout week, including in continuous provision	
French	15 minutes per week	

Key Stages 1 & 2

Pupils follow a broad curriculum that focuses strongly on Literacy and Numeracy.

Key Stage 1	Year 1	Year 2
Art/DT	1 hour	1 hour
Literacy	6 hours	6 hours
French	30 minutes	30 minutes
Computing	45 minutes	45 minutes
Geography/ History	1 hour	1 hour
Numeracy	4 hours	4 hours
Music	1 hour 10 minutes	1 hour 10 minutes
PE/Games	1 hour 30 minutes	1 hour 30 minutes
PSHCE	30 minutes	30m minutes
RE	2 hours 15 minutes	2 hours 15 minutes



Science	1 hour	1 hour
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From Key Stage 2 onwards, each single lesson period is 35 minutes.

Key Stage 2	Y3	Y4	Y5	Y6
Art/DT	2	2	2	2
Classics		2	2	2
English/Literacy	10	9	9	9
French	3	3	3	3
ICT	2	2	2	2
Geography	2	2	2	2
History	2	2	2	2
Numeracy	10	9	9	9
Music	2	2	2	2
PE/Games	4	4	4	4
PSHCE	1	1	1	1
RE	4	4	4	4
Science	2	2	2	2

Key Stage 3

Year	7	8	9
Art	2	2	2
Latin**	2	2	1
DT*	3	3	2
English****	5	5	5
Food Preparation and Nutrition***	3	3	2
French	4	4	4
ICT***	3	3	2
Geography	2	2	2
History	2	2	3
Maths	6	6	6
Music	2	2	2
PE/Games	4	4	4
PSHCE	1	1	1
Theology	4	4	4
Science*	5	5	6
Spanish**			1



Drama***	3	3	2
FOSIL Inquiry			1

***GCSE Science syllabuses are started in Year 9.**

****Students opt for Spanish or Latin GCSE taster courses in Year 9. In Y8, 8Shakespeare do not study Latin but have an additional Maths period.**

*****Drama, DT, ICT and Food Preparation and Nutrition are on a half yearly rotation.**

****** In Y7 and 8, this includes a bi-weekly library session.**

Key Stage 4

During Key Stage 4, the curriculum narrows in focus to allow students to select three option subjects alongside the core subjects. Students may choose one fewer option subject and opt for extra Maths and English lessons (Core Support).

Year	10	11
Art	5	5
DT	5	5
English*	6	6
Food Preparation and Nutrition	5	5
French	5	5
Spanish	5	5
Latin	5	5
Computer Science	5	5
Geography	5	5
History	5	5
Maths*	6	6
Music	5	5
PE/Games	4	4
PSHCE/Careers	1	1
RE*	5	5
Science*	9	12

***Core subjects**

At Key Stage 4, all students study both English Language and Literature GCSE. Students can study towards either the Religious Studies full- or short-course GCSE,



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with two groups studying towards the full course and one towards the short course. For Mathematics, Science and Languages, students are entered for either the Foundation or Higher tier (I)GCSE, with final decisions on tiering made after Year 11 mock exams. In addition for Science, students are entered either for the Combined or Trilogy GCSEs.

Outside of the timetabled curriculum, students also have the option to study for the following:

- An additional languages qualification
- Further Maths
- Higher Project Qualification

Key Stage 5

Students follow the A-Level (or Leiths Level 3) option subjects alongside other core provision in PDC (Personal Development and Careers), volunteering, T&C (Thought and Culture) and PE. Most students study three A-levels.

Year	12	13
Physical Exercise	1	1
PSHCE/Careers	1	1
Thought and Culture	1	1
A-Level options	9 per subject	9 per subject

Subjects taught at A-Level vary dependent on demand, but typically include the following:

- Art and Design
- Biology
- Business Studies
- Chemistry
- Design Technology
- English Literature
- Extended Project Qualification (EPQ)*
- French
- Geography
- History
- Maths
- Maths Studies*



- Music
- PE
- Physics
- Psychology
- RE (Philosophy and Ethics)
- Sociology
- Spanish
- Theatre Studies

*One-year courses – equivalent to half an A-Level

Students also have the option of studying for the Leiths Level 3 Extended Certificate in Professional Cookery. This can take the place of an A-level or be taken as an additional subject.

2.3. *Content Planning*

In order to provide a coherent, rigorous and well-sequenced curriculum, each subject produces the following documentation:

- **Intent Statement**

Information within the curriculum booklets to outline the nature & intent of the subject.

- **Long-term Plan**

A whole-school document that shows the units taught over the year.

- **Knowledge Organisers**

A catalogue of knowledge (knowledge *of* and knowledge of *how to*) for each unit taught. The format and use of these depends on the subject and phase.

- **Medium-Term Plans**

A document outlining the topic essential questions, links to the FOSIL framework, SEND suggestions, homework and sequence of content in each unit.

All medium-term plans should be completed at least a term ahead of teaching.

Teachers are not required to complete individual lesson plans unless specifically requested (e.g. as part of training course or support plan).



2.4 *Assessment & Reporting to Parents*

Each department or phase uses a range of assessments throughout the year to determine students' progress through the curriculum. The school's forms of informal assessment and feedback are detailed in the Feedback Policy.

Alongside formative assessments throughout the year, students sit the following summative assessments:

EYFS

- Early Learning Goals
- Ongoing phonics and writing assessments

Infants

- Reception baseline assessment
- Annual GL Assessment New Group Reading Test (NGRT)
- Ongoing phonics, writing and mathematics assessments
- GL Assessment Maths Progress Assessments

Juniors

- Bi-annual GL Assessment New Group Reading Test (NGRT)
- Year 3 and 5 GL Assessment CAT4
- Termly Year 3-6 English and Mathematics assessments
- Annual Year 3-6 subject assessments
- Annual GL Assessment Maths Progress Assessments
- Year 6 Senior Entry Assessment

Lower Seniors

- Year 7 GL Assessment CAT4
- Year 7 GL Assessment NGRT (repeated in Y9 for students undergoing reading intervention)
- November (Y8 and 9) and May/June internal exams

Upper Seniors

- Year 10 November and May/June internal exams
- Year 11 January mock exams

Sixth Form

- Baseline ALIS (CEM) assessments



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- Lower Sixth November and May/June internal exams
- Upper Sixth October and March internal mock exams

The CAT4 and ALIS results are used as a screening tool for the Learning Support Department as well as to generate students' subject target grades.

Primary parents & carers receive reports on their children's attainment and progress at the end of the Michaelmas and Trinity term. Senior parents receive reports at the following times:

Michaelmas Term

- Years 8-12 interim grades at half term (Y12 predicted grades)
- Years 7-10, 12 & 13 end of term full reports
- Year 13 predicted grades

Hilary Term

- Year 11 predicted grades and full reports
- Years 7-13 student targets for revision

Trinity Term

- Years 7-10 & 12 full reports

Teachers and leaders should closely track academic performance, using CAT4 data for benchmarking, and take prompt remedial action for students who are underperforming.

Parent-teacher meetings

The following table indicates in which term parent-teacher meetings normally occur for each year group. Precise dates are provided for parents in the termly calendar.

Yr	Mich 1	Mich 2	Hilary 1	Hilary 2	Trinity 1	Trinity 2
R	/		/			
1	/		/			
2	/		/			
3	/		/			
4	/		/			
5	/		/			
6	/		/			
7					/	
8		/				
9			/			



10				/		
11			/			
12			/			
13		/				

Information meetings

- R-Y6: meet the teacher meetings in June or September
- Y7: Transition meeting
- Y9: GCSE Options (separate from and prior to the Year 9 parents evening)
- Y11: Sixth Form Information evening
- Y12: Post-Sixth Form Options evening

2.5 Homework

Infant Homework

Reception

- Phonics activities
- Daily reading
- Spellings (staggered based on reading level)

Year 1

- Daily reading
- Weekly spellings (differentiated)
- Weekly Maths activity

Year 2

- Daily reading
- Weekly spellings (differentiated)
- Weekly Maths activity
- Occasional work in other subject area

Homework (Years 3-6)

- Pupils in the Junior school are given weekly homework in English and Maths.



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- Other subjects also set ad hoc homework assignments.
- The completion of homework is mandatory, and assignments that are late or incomplete may result in a caution being given.
- Homework is recorded in the Student Planner, which should be signed by parents on a weekly basis; the planner can also be used by parents/teachers for conveying notes. Planners should also be checked by form teachers on a weekly basis.

Homework (Years 7-11)

- Students receive a homework timetable with their school timetable at the beginning of the academic year.
- Homework is set in every academic subject that leads to an examination, though it may be set in others, too.
- Up to three homework assignments may be set each day, with up to four at the weekend.
- Homework should be recorded in the Student Planner and on Microsoft Teams. Planners should also be checked by parents and form teachers on a weekly basis.
- Students should be given at least 48 hours to complete an assignment.
- English, Maths and Science may set two homework assignments per week.
- Each assignment should be up to the following duration (guidelines only):
 - Year 7 – 25-30 minutes
 - Year 8 – 35 minutes
 - Year 9 – 35 minutes (plus Spanish/Latin and Inquiry and Separate sciences)
 - Year 10 – 45 minutes
 - Year 11 – 45 minutes +
 - *Where a student takes significantly longer than the guided time to complete an assignment, they may stop before completion, write the time spent in the margin and have it signed by a parent.*
 - *Some students with SEND will have an Individual Education Plan (IEP) which will provide teachers, the student and parents with tailored guidance on strategies and expectations with regard to homework assignments; the aim should be for achievable targets to be set for all students so that the positive experience of 'finishing' the work is the norm for all students, whatever their differing learning needs.*
- Where homework is late or incomplete without a legitimate reason, a demerit or detention will be given, and the work should be completed normally within 24 hours.
- Year 7 have a staged approach to homework in the Michaelmas term



2.6. PSHCE

PSHCE (including RSE) is taught as a discrete subject in the timetable. Please refer to the School's PSHCE and RSE policy for full details. PSHCE is delivered in harmony with the teachings of the Catholic Church, with respect for people of different beliefs and opinions, and in harmony with the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

2.7. Careers

Under the direction of the Head of Careers, students in the senior school (particularly in Years 10-13) receive a thorough, up-to-date, broad impartial careers programme leading to informed decisions that lead them to find their professional and personal calling. Our Careers Policy outlines the school's approach in more detail.

Unifrog (online careers guidance/resources platform) is used by students from Year 7-13. Unifrog provides a wide variety of careers information, enabling them to explore the world of work, investigate university opportunities, along with other Post 18 options. Students are also able to upload documents (e.g., CVs, covering letters and references). Staff delivering careers guidance, form tutors and senior teachers also use the platform to track students' progress and as a mechanism of providing high quality teaching resources.

The TELOS (careers) series of talks take place on a regular basis, usually after school. A wide range of professionals representing Guernsey's employers are invited into school (unless taking place online) to talk about the business they represent and their career path. These sessions are open to Year 10 and Sixth Form.

2.8. The Learning Experience

To enable all pupils to acquire new knowledge and make good progress according to their ability and to develop well-rounded and virtuous citizens, the college upholds the following pedagogical principles:

Teachers are powerful mediators, and students learn by reworking the language, ideas and strategies of others to take increasing control of their own thoughts; therefore:

- Teachers should use a range of good quality classroom resources well. Students should be exposed to high-quality, challenging information and to



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access this through different levels of scaffolds which are then gradually released.

- Students should be exposed to information which challenges their thinking and broadens their cultural horizons.
- Teachers should possess deep subject knowledge and strive to inspire lasting intellectual curiosity in their students.
- Students should be supported to secure foundational knowledge and skills, particularly in phonics and numeracy, through repeated effort and consolidation.
- Students should follow a structured curriculum in which knowledge and skills are developed in an incremental and coherent manner.

Information does not always mean knowledge, and knowledge does not always lead to deeper learning; therefore:

- Students should be challenged to adopt a questioning stance to allow them to move through the information to knowledge journey. We encourage the use of the FOSIL framework as a learning structure both within lessons and distinct inquiries.
- Students should be encouraged to read information critically and explore a range of different perspectives and views.
- Students should be taught to read through the different disciplines and know when and how to use methods of analysis, statistics, criticism or logic.
- Students should have quality time to develop their own enthusiasms. This is particularly a focus of our Signature Inquiries.
- Lessons should be carefully planned, appropriately balanced in content and duration, and clearly structured with a defined purpose for students.
- A range of teaching techniques should be used to create a classroom environment that is engaging, challenging, and supportive for all learners.
- Teachers should use regular and thorough assessment of student work to adapt teaching according to their understanding of the aptitudes, needs and prior attainment of pupils.

The end point of students' learning should allow for student expression, whether that be through application, communication or performance, allowing students to be active participants in their learning journey; therefore:

- Teachers should foster active participation, including independent thinking, from students. Tasks and pacing should therefore be adjusted accordingly to accommodate different learning needs.



- Students should have opportunities to form and develop their own effective arguments, presentations, performances or proofs.
- Students should be taught to apply, communicate or perform with style and flair.
- Students should be taught memorisation techniques where appropriate.
- Students should have opportunities to express their learning in front of an audience.

Teachers should manage class time and student behaviour well. Teaching must not discriminate against pupils or promote partisan political views. It must not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

3. Adapting the Curriculum to meet Students' Needs

3.1 Adapting content & delivery

The school curriculum policy, plans, schemes of work, teaching and assessment take into account the needs of students with special educational needs and/or disabilities.

The school aims to identify and meet the needs of all students and to plan the curriculum and teaching in such a way that takes into account their aptitudes and prior attainment. Our specific approach to students with SEND is laid out in detail in our SEN policy.

Our mission is to encourage all students to take responsibility for their own learning through the consistent use of metacognitive strategies and through using feedback and scaffolding as part of an inquiring mindset. We aim to foster confident independent learners who can use a growth mindset to face new learning challenges and develop skills throughout their lives. All students, including those with SEND, are encouraged to have high expectations and to strive to improve at all stages of their learning. However, teachers should understand how to scaffold in the early stages of new learning until skills are embedded ready for the next challenge. Rather than giving students with SEND a different curriculum pathway, our primary focus is on good universal provision and adapting content and delivery through scaffolds to meet students' needs.

We have a consistent approach to supporting students with SEND in the assessment and marking process so that students with SEND make progress in line with their potential, not with their SEND.



Students with special education needs (including English as an Additional Language) are screened and receive support and appropriate individual provision through the Learning Support department (see the separate SEN and EAL policies). Individual departments monitor the needs of their students and provide additional support where needed in the form of extra support sessions after school or in lunchtimes. General extra support in literacy and numeracy is provided by a 'Core Consolidation' option at GCSE. Where particular problems are identified, students' choices of subjects are reviewed by Phase Leaders and/or the Director of Studies and changes made in provision.

Students who are particularly academically gifted receive ongoing and regular enrichment work to ensure they are challenged to fulfil their potential. The Head of Learning Support and Director of Studies draw up a Most-Able Register, a register of academically gifted students, incorporating baseline data and subject performance data. On this register, departments also note students as 'subject most able'. Teachers should respond to the requirements of students with additional learning needs appropriately and regularly discuss the progress of these students with the SENCo and Head of Learning Support.

3.2 Setting and Streaming

Setting and streaming is introduced in the secondary years and is reviewed regularly, particularly after assessment points.

- For Years 7-9, students are streamed for English, Theology, Geography, History, French, Music, Art and ICT
- Students are set separately for Maths from Year 7 and for Science from Year 8 or 9 (staffing dependent)
- Subjects on the carousel at Lower Seniors level and option subjects at Upper Seniors Level are taught in mixed-ability groups.

4. The Extended Curriculum

As well as the academic curriculum, a programme of additional activities, appropriate to their needs, is offered to all students. Through this, the school aims to create an accessible and stimulating environment so that students have the opportunity to develop their emotional, intellectual, social, creative and physical skills. Activities include additional opportunities for academic development (e.g., support classes, academic societies, or an additional language) as well as non-academic activities (e.g., sports, performing arts, hobbies, prefect, school council and monitor duties, and the Duke of Edinburgh Award). A list of clubs and activities is published every term, and students are encouraged to have a wide range of extra-



curricular interests. The extended curriculum is laid out fully in the Extension Policy.

5. Monitoring the Curriculum

Responsibility for the effective implementation of the policy lies with the Headteacher who delegates to the Director of Studies. Heads of Department, Subject Leads, Heads of Phase and individual teachers also have a key role to play.

In particular, Subject Leads and Heads of Department are responsible for ensuring that long, medium and (where appropriate) short-term planning is completed thoroughly.

The Director of Studies is responsible for academic monitoring. This is done in conjunction with members of SLT, Heads of Department and Subject Leads and through the following:

- Monitoring feedback and assessment
- Monitoring of baseline tests, interim reports and reports
- Learning walks
- Shadowing a class
- Book Looks
- Appraisals
- Student surveys and feedback
 - Annual reading survey (Y3-9)
 - Annual attitudes to learning survey (Y7-10)
 - Departmental surveys
- Monitoring standards of prep



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APPENDIX 1

MEDIUM-TERM PLAN FRONT SHEET PROFORMA

Unit Title:			
Faculty / Department:	Department / Subject:	Year Group:	Term:
Overarching Essential Question(s):		Entry Question:	
		Topical Essential Question(s):	
How will we assess/ students demonstrate what they now know and can do?		Homework Focus:	
Key Sources of Information:		Which FOSIL skill set(s) does this unit draw on?	
SEND Support:			



APPENDIX 2 INDIVIDUAL LESSON PLAN PROFORMA

LESSON CONTENT			
Form:		Date:	Period:
		<i>Achieved?</i>	<i>Development needed?</i>
Aims	Knowledge:		
	Skills:		
	Understanding:		
Adaption Needed			<i>Achieved?</i>
Target students (<i>names</i>)			
SEND:			
EAL:			
Extension:			
FOSIL Skill Set			
ICT			
Resources			
LESSON PLAN			
Focus			
Starter			
Activities			
Plenary			
Assessment			
Prep			

APPENDIX 3

BLANCHELANDE LESSON PLANNING SUPPORT FRAMEWORK

Student Cognitive Action	Teacher Action/Tasks	Assess Before Moving On	Support/Extension
Starter: Fossil Cycle: CONNECT & WONDER. <i>Activate prior knowledge. Captivate and focus attention</i>			
Recall Prior Knowledge <ul style="list-style-type: none"> • Purpose: Strengthen memory retrieval and connect old and new learning. • Cognitive Actions: <ul style="list-style-type: none"> ○ Retrieve relevant facts or concepts from memory. ○ Reorganise knowledge to make connections. ○ Identify and address gaps in understanding. 		Assessment: <ul style="list-style-type: none"> • Observe participation and recall accuracy. • Ask targeted questions to check understanding. Response: <ul style="list-style-type: none"> • Secure: Expand on correct answers. • Mixed: Provide examples or scaffolds for gaps. • Insecure: Re-teach key concepts if major gaps appear. 	Dyslexia: Visuals, oral instructions, give support for/avoid text-heavy tasks. ASD: Clear, structured prompts. ADHD: Short, interactive activities. EAL: Visual aids, give key vocabulary. Processing: Extra time, step-by-step tasks.
Engage Curiosity in New Topic & Connect to Prior Learning <ul style="list-style-type: none"> • Purpose: Stimulate interest and link existing knowledge to today's topic • Cognitive Actions: <ul style="list-style-type: none"> ○ Pose or consider questions about new content. 		Assessment: <ul style="list-style-type: none"> • Monitor engagement and participation. • Check predictions and connections. Response:	ASD: Structured, closed-ended prompts. ADHD: Movement or tactile elements. More Able: Higher-order predictions. Anxiety: Allow non-verbal participation. EAL: Visual and translated materials.

<ul style="list-style-type: none"> ○ Hypothesise or predict outcomes. ○ Generate initial thoughts or connections. 		<ul style="list-style-type: none"> • Validate strong responses; guide weaker ones. • Use prompts, visuals, or hands-on stimuli for disengaged students. 	
Set Goals <ul style="list-style-type: none"> • Purpose: Prepare students for lesson objectives. • Cognitive Actions: <ul style="list-style-type: none"> ○ Prioritise focus areas. ○ Visualise what success looks like 		Assessment: <ul style="list-style-type: none"> • Check if goals are clear and realistic. Response: <ul style="list-style-type: none"> • Refine/co-create vague goals with structured prompts. 	Dyslexia: Pre-written templates. ADHD: Short, specific goals. Anxiety: Clear criteria, reassurance. More Able: Ambitious, extended goals.
Main Section: Fossil Cycle: INVESTIGATE, CONSTRUCT & EXPRESS. <i>Clear instruction. Guided practice. Active student engagement</i>			
Absorbing New Information Purpose: Build foundational understanding of the lesson content. Cognitive Actions: <ul style="list-style-type: none"> • Focus on teacher input or learning materials. • Interpret visual, auditory, or textual inputs. • Connect new concepts to prior knowledge. 		Assessment: <ul style="list-style-type: none"> • Observe focus; ask students to summarise or explain. Response: <ul style="list-style-type: none"> • Reinforce understanding; simplify or rephrase explanations for struggling students. 	Dyslexia: Audio, visual aids. ASD: Quiet, structured environment. ADHD: Interactive elements. Processing: Slow pace, repeat points. EAL: Visuals, sentence starters.
Organising and Structuring Knowledge		Assessment:	Dyslexia: Pre-filled organisers.

<ul style="list-style-type: none"> • Purpose: Build mental frameworks for new material. • Cognitive Actions: <ul style="list-style-type: none"> ○ Group ideas to identify relationships, e.g. mind map ○ Simplify and summarise information for retention. 		<ul style="list-style-type: none"> • Check for accurate grouping and retention. <p>Response:</p> <ul style="list-style-type: none"> • Encourage deeper patterns; scaffold or review as needed. 	<p>ASD: Structured templates.</p> <p>Processing: Extra time, step-by-step.</p> <p>More Able: Creative approaches.</p>
<p>Questioning and Clarifying</p> <ul style="list-style-type: none"> • Purpose: Address uncertainties and deepen understanding • Cognitive Actions: <ul style="list-style-type: none"> ○ Ask questions about unclear concepts. ○ Seek clarification from peers or the teacher. ○ Reflect on understanding and identify gaps. 		<p>Assessment:</p> <ul style="list-style-type: none"> • Listen to questions and check for misconceptions. <p>Response:</p> <ul style="list-style-type: none"> • Answer clearly; model questioning and reteach if needed. 	<p>Anxiety: Written options.</p> <p>EAL: Sentence starters.</p> <p>More Able: Open-ended questions.</p>
<p>Practice</p> <ul style="list-style-type: none"> ○ Purpose: Reinforce understanding through guided and independent practice. ○ Cognitive Actions: <ul style="list-style-type: none"> ○ Test understanding through guided examples. 		<p>Assessment:</p> <ul style="list-style-type: none"> • Check accuracy, independence, and ability to align work with models. <p>Response:</p> <ul style="list-style-type: none"> • Offer feedback; scaffold or reteach errors. • Provide extension tasks 	<p>Dyslexia: Scaffolded tasks.</p> <p>ADHD: Timed chunks.</p> <p>More Able: Extension challenges.</p> <p>Irregular Attendance: Peer pairing.</p>

<ul style="list-style-type: none"> ○ Compare personal attempts to teacher/peer models. ○ Apply knowledge independently. 		for confident students.	
Plenary: Fossil Cycle: REFLECT. <i>Summarise key learning. Reflect on understanding. Prepare for next steps</i>			
Collaboration and Discussion <ul style="list-style-type: none"> • Purpose: Deepen understanding through peer interaction. • Cognitive Actions: <ul style="list-style-type: none"> ○ Explain ideas to reinforce understanding. ○ Compare solutions or interpretations with peers. ○ Refine understanding using peer feedback. 		Assessment: <ul style="list-style-type: none"> • Observe clarity in explanations and comparisons. Response: <ul style="list-style-type: none"> • Celebrate insights; guide or refocus unclear discussions. 	Dyslexia: Visual rubrics, verbal feedback. ASD: Templates with examples, predictable formats. ADHD: Short, guided prompts. More Able: Higher benchmarks. Anxiety/Poor Attender: Strengths first, positive reinforcement. EAL: Visual aids, sentence starters.
Self-Assessment and Reflection <ul style="list-style-type: none"> • Purpose: Foster metacognition and improvement. • Cognitive Actions: <ul style="list-style-type: none"> ○ Evaluate work against 		Assessment: <ul style="list-style-type: none"> • Check if students can identify strengths and areas for improvement. Response:	Processing: Extra time, scaffolded prompts. SEMH: One-on-one, constructive framing.

<p>success criteria.</p> <ul style="list-style-type: none"> ○ Identify strengths and areas for growth. ○ Plan adjustments for future learning. 		<ul style="list-style-type: none"> • Validate reflective efforts; scaffold vague reflections with prompts. 	
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APPENDIX 4 ASSESSMENT SYSTEM

Assessment system for reporting attainment, effort and progress

Attainment

Blanchelande College uses a five-point scale that describes the extent to which students are meeting/ exceeding National Curriculum expectations at Key Stage 3 for their particular year group. This is tied into the 9-1 GCSE grading system as below.

However, the numbers are an age-appropriate snapshot of current progress not equivalent in level to GCSE standards. At KS4 they are closer to an estimate of a GCSE grade but still a snapshot of progress (except for the mock examinations which indicate the current likely GCSE level of attainment).

Beginning (B)	The student experiences difficulties in learning and is beginning to make some gains in knowledge, understanding and the development of skills related to the requirements of the National Curriculum.	1-2	0-29%
Developing (D)	The student is working towards gaining the knowledge, understanding and skill development in order to meet the requirements of the National Curriculum.	3-4	30-49%
Secure (S)	The student has demonstrated a good grasp of the knowledge, understanding and development of skills which meet the requirements of the National Curriculum.	5-6	50-69%
Extending (T)	The student has demonstrated a thorough and consistent grasp of the knowledge, understanding and development of skills which can be readily revisited and applied in new learning contexts.	7	70-79%
Excelling (E)	The student has demonstrated an exceptional depth of knowledge, understanding and development of skills which can be extensively applied in familiar and unfamiliar contexts.	8-9	80-100%

Progress

Whilst the National Curriculum details specific national expectations, it is also right for the school and individual teachers to determine appropriate expectations for individual students based upon their prior ability. The school, therefore, continues to use a range of information sources to help identify the most appropriate teacher expectations.

Below	With reference to their prior attainment, the student is not meeting the expectations of his/ her teacher and is in danger of underachieving
Inconsistent	With reference to their prior attainment, the student is sometimes meeting the expectations of his/her teacher.
Meeting	With reference to their prior attainment, the student is meeting the expectations of his/her teacher.
Exceeding	With reference to their prior attainment, the student is exceeding the expectations of his/ her teacher.

Effort

Assessment reports will provide information about the way your child applies him or herself to learning. There are four Attitude to Learning levels which are described below:

Poor	Students who rarely complete classwork and lack motivation. They show minimal commitment to classwork and home learning; and behaviour and participation in lessons are inconsistent. They need regular reminders to stay on task and frequently disrupt the learning of others.
Inconsistent	Students whose attitude to learning is inconsistent, sometimes lacking the motivation to complete class work. They engage partially in the learning process and sometimes make contributions in lessons; however, they often lack the initiative to develop their own learning further. They can work collaboratively with other students but may require prompting from the teacher to remain on task.
Good	Students who complete class work to a good standard. They engage well in the learning process and often make good contributions to lessons. They are able to work with increasing independence, developing the skills to use new ideas. They can work collaboratively with others, sharing skills and knowledge where appropriate.
Excellent	Students who always complete class work to a high standard, often exceeding expectations. They engage fully in the learning process and make valuable contributions to lessons. They are independent learners who take responsibility for their own learning, using their initiative to investigate and generate new ideas. They work well collaboratively, supporting and leading others in their learning.