



Lord's Independent School

Quality of Education Policy

- Curriculum
- Teaching and Learning
- Assessment, marking, feedback and reporting
- Homework

Date Reviewed in School:	June 2025
Date Approved by Principal:	June 2025
Review Date:	June 2026

CURRICULUM POLICY

The Curriculum at Lord's School enables our students to dream, achieve and believe in their capabilities by providing an exceptional, inspiring educational experience, which allows students to fulfil their potential and become highly employable and successful members of society.

Intent:

The essential purpose of the school is to enable students to fulfil their potential, not merely as independent personalities, but also as responsible contributory members of the community.

Aims

- **Building and developing** – to promote in all our young people, positive personal character traits and to develop well-rounded individuals.
- **Engaging and Enthusing** – to engage, interest and excite our student body, not only to learn, but to continue to learn beyond the school perimeter and to develop a lifelong love of learning.
- **Educating and preparing** – to ensure all our students are well-educated by a curriculum that encompasses a broad and balanced mix of knowledge, skills and understanding.
- **Qualifying and Accrediting** – to provide suitable courses for our students and to ensure that they progress, so that they move on to positive destinations after their time with us.

The curriculum is designed to enable all young people to become successful learners who:

- are able to acquire high quality knowledge
- have the transferable skills of literacy, numeracy, oracy and ICT
- are able to recall and retain knowledge and information across subjects and through year groups
- are creative, resourceful and able to identify and solve problems
- have enquiring minds and think for themselves
- communicate in a range of ways
- understand how they learn and know how to improve from their mistakes
- can learn independently and with others
- enjoy learning and are motivated to achieve
- fulfil academic potential

The curriculum is designed to enable all young people to become confident individuals who:

- can live a healthy and fruitful life
- have a sense of self-worth and personal identity
- relate well to others and form good relationships
- are self-aware and deal with their emotions
- are physically competent and confident
- manage risk and stay safe, and

- are willing to try new things and make the most of opportunities
- contribute to their own and others' well-being

The curriculum is designed to enable all young people to become responsible citizens who:

- have the knowledge, skills and attitude needed to succeed in education, work and life
- are enterprising and courageous
- are able to work with, and respect, others regardless of background
- have an understanding of the significance of British values alongside the ability to appreciate the benefits of diversity
- sustain and improve the environment, locally and globally.
- understand the value of cultural capital for themselves and those around them

Above all our curriculum is designed to help students towards becoming happy and successful.

The curriculum aims are reflected in the life of the school through student engagement.

Careers Education and Guidance:

Careers guidance is thorough and extensive from year 7 through to the end of yr11.

The schoolwork's in partnership with Connections. This partnership working has allowed us to develop

lessons for students to development their self-awareness, explore career opportunities and manage their progression into employment.

Implementation: Key Stage 3 and Key Stage 4

Key Stage 3 refers to the first three years of secondary education: Years 7, 8 and 9. The curriculum is broad, balanced and engaging; the subjects studied, and the proportion of curriculum time allocated to each subject.

Key Stage 4 refers to years 10 and 11 when students prepare for external examinations.

We aim to provide challenging and memorable learning experiences which provide the maximum number of opportunities for our students to:

- build on prior knowledge, skills and learning
- acquire and retain new knowledge and recall and apply previous subject content
- develop a passion for learning and academic achievement
- develop their academic, social, emotional and physical abilities
- achieve the best qualifications possible; and,
- progress further in education and employment

In Year 9 students and parents are provided with extensive information about GCSE option choices.

Monitoring and Review

This policy will be monitored by the subject lead to the Deputy Headteacher and the Headteacher on its implementation on a regular basis.

Teaching and Learning Policy

Teaching and Learning Policy Statement – Intent, Implementation, Impact

The Intention of Teaching and Learning at Lord's School:

- To ensure that all pupils, regardless of SEN, disadvantage or gender, make or exceed expected progress
- To ensure curriculum coverage through the acquisition and application of knowledge
- To ensure that all pupils have enquiring minds and can be independent and collaborative, whilst demonstrating an enthusiasm for learning
- To provide pupils with a high level of English and Mathematical skills, as well as equipping them with the wider skills they need to succeed at school and beyond
- To encourage pupils' creativity and innovation through a wide range of media and technologies
- To encourage and challenge pupils, giving them the desire to succeed and have high personal aspirations
- To ensure that all teachers have the knowledge, skills and capacity to provide high quality, challenging learning experiences
- To develop strong and effective links in order to involve parents in pupils' learning

We will implement this by:

- ensuring all pupils acquire and can apply knowledge in order to make better than expected progress
- ensuring good practice to ensure 100% of lessons are consistently good or better
- ensure that staff are aware of pupils' starting points and that accurate assessment data is used in order to support and scaffold accordingly for all pupils including the most and least able
- ensure that a range of strategies are used effectively in order to personalise learning, enabling all pupils to make rapid and sustained progress
- use a range of engaging methods that will encourage pupils to collaborate, explore ideas and work independently
- ensure that the behaviour and engagement of pupils strengthens the link between teaching and learning to ensure successful application of knowledge
- provide pupils with enriched learning experiences that tap into their wide experience of technology
- provide teachers with a wide repertoire of teaching strategies and a collaborative environment within which to develop
- comprehensive CPD programme that caters for every member of teaching and non-teaching staff and covers a wide range of external and internal CPD
- the continuation of the Quality of Education Team, comprising of Lead Practitioners from a range of subject areas who will support curriculum developments in their own subject, coach and develop identified staff and undertake a whole school leadership of curriculum role

The Impact will be:

- A happy, healthy, safe and productive environment for pupils and staff
- High quality teaching across the whole curriculum
- A rich, challenging and relevant curriculum
- A professional, skilled, highly motivated staff team committed to the ethos and curriculum vision of the school
- Opportunities for parents to be active partners in the education of their children
- All levels of academy leadership focused on continuous improvement in order to support the drive to raise standards

Staff Responsibilities

Senior Leadership Team (SLT)

Responsible for:

- Ensuring that the curriculum has a clear intent and rationale, is implemented effectively and has impact across a range of measures
- Ensuring that whole school and subject data informs interventions, and that appropriate and timely action is taken in order to enable all pupils to progress
- Consistently communicating to all staff, the expectation of high standards and providing a range of professional development opportunities
- Ensuring that good practice is fully disseminated and evaluated in order to ensure teaching is consistently good or better
- Rigorous monitoring and evaluating of curriculum implementation and impact
- Ensuring they model high standards of knowledge acquisition and application in their own practice

Senior Leader for Teaching and Learning will:

- Ensure the standard of Teaching and Learning is good or better
- Ensure the standard of Teaching and Learning is consistent across the school, agreeing non-negotiable expectations for all staff
- Devise, implement and evaluate the Teaching and Learning policy
- Implement a rigorous monitoring and evaluation programme in order to quality assure whole school Teaching and Learning and responsible for subsequent action planning
- Lead and direct the work of the Quality of Education
- Encourage educational research with the aim of improving Teaching and Learning pedagogy
- Provide support and challenge to identified underperforming teachers in order for them to improve their classroom practice and pupil outcomes – this will include informal and formal support plans

Senior leaders responsible for:

- Analysing data relating to behaviour and ensuring appropriate and timely action is taken to ensure progress of all pupils
- Working in order to identify pupils who require interventions to support progress
- Ensuring that academic progress is promoted at every opportunity

Executive Special Educational Needs Co-ordinator: Responsible for:

- Responding to additional learning needs, ensuring appropriate and timely action is taken to secure progress of all pupils
- Working closely with the Senior Leadership Team in order to identify pupils who require interventions and/or support particularly in English and Maths
- Ensuring that Learning Mentors/Teaching Assistants are deployed effectively in order to enable targeted pupils with additional learning needs to make progress

Heads of Subject:

It is the responsibility of the Head of Subject to:

- Ensure a consistent and high standard of knowledge acquisition and application
- Ensure that curriculum planning, marking and assessment is carried out
- Ensure that homework is set

Teaching Staff

Each member of teaching staff is responsible for:

- Ensuring that pupils in the classes they teach make or exceed expected progress
- Carrying out all Teaching and Learning responsibilities in accordance with the Teacher Standards
- Ensuring their Teacher File is up to date with relevant information regarding their classes and is a 'working document'
- Ensuring a high standard of pedagogical approach within their classroom, thoroughly preparing, planning and evaluating lessons
- Ensuring that planning is thorough and informed by up-to-date records and data
- Holding accurate and up to date assessment data for the classes they teach both electronically and, where appropriate, in hard copy
- Using assessment data (particularly in relation to pupil starting points) to plan opportunities for knowledge application which provide challenge for all pupils including the most able
- Personalising long, medium- and short-term planning for the classes and pupils they teach using assessment data (particularly in relation to pupil starting points) in order to ensure pupils make progress over time
- Ensuring that pupils are given regular and meaningful periods of time to respond to teacher feed back
- Ensuring that there is regular and an acceptable quantity and quality of pupil work in books and folders

- Working with Teaching Assistants appropriately to devise interventions that will support pupils and enable them to make progress

Teaching Assistants

Teaching assistants will:

- Support teaching staff in the delivery of curriculum, devising and implementing appropriate strategies for ensuring pupil progress
- Collaborate with the staff to ensure Teaching and Learning, particularly for pupils with additional educational needs, is of a high standard

Curriculum focused teaching and learning CPD

The focus of CPD is an emphasis on sharing best practice.

Activities include:

- INSET days focusing on whole school curriculum delivery priorities and CPD opportunities

Whole School CPD

INSET days focus on whole school priorities as identified in the Strategic Improvement Plan and a strategy is in place for improving areas of curriculum implementation across the school. INSET days will be an opportunity to deliver internal/external CPD as dictated by whole school priorities.

Quality Assurance of Teaching and Learning

Quality Assurance of Teaching and Learning is the responsibility of the Senior Leader for Teaching and Learning and the Senior Leadership Team (SLT) alongside Heads of Subject. A variety of monitoring and evaluation methods are used including lesson observations, learning walks, pupil interviews, work scrutiny and data analysis. Staff will be informed in advance of lesson observations; however, any other monitoring activities may take place on an ad hoc basis.

Lesson Observations

Observations are a minimum of half an hour and may take place in the first or second half of a lesson. Verbal feedback will be given by the observer as soon as possible after the observation and no later than the end of the following working day. It will be given in a suitable private environment. If requested, written feedback will be provided within five working days of the observation taking place.

Learning Walks

Learning Walks take place regularly and gather evidence on a range of whole school Teaching and Learning issues. Timing and staff involved will vary depending on focus. Evidence from Learning Walks will not form the basis of any judgment of an individual's teaching and therefore feedback on individual lessons will not be given unless requested. Feedback and any actions to be taken will be shared with relevant parties. Teaching staff will not be required to provide a lesson plan for Learning Walks.

Effective Learning

Effective learning through knowledge acquisition and application is the key feature of any successful lesson and is the focus of all lesson observations taken, unless agreed otherwise with the member of staff for development reasons (e.g. behaviour management). Pupils learn in many different ways and lessons will be structured in order to maximise the opportunities for pupils to learn extremely well in ways that best suit them.

Methods of facilitating effective learning include:

Use of Knowledge Organisers

A variety of pupil groupings to ensure collaboration

Investigation and problem solving

Research and enquiry

Questioning

Speaking and Listening - Debates, role plays, drama, presentations

ICT

Real life situations

Reflection on own learning

Assessment – self and peer

Recall and retention strategies

Directed Improvement Reflection Time (DIRT) with a particular focus on writing

Positive learning environment which uses praise to encourage all learners to succeed

Focus on the transferability of skills across curriculum areas

The objective of planning should be on facilitating opportunities for pupil learning to take place and for pupils to have opportunity to take responsibility for their own learning.

Effective Teaching

In order to have a striking impact on pupils' learning, lessons should be informed by accurate assessment information in order to provide appropriate challenge for all pupils. Teaching should inspire, encourage, motivate and enable, aiming to build on the application of knowledge and understanding pupils need to achieve academically and beyond school.

Characteristics of a highly effective lesson might include:

Lessons that are:

- Thoroughly prepared and based on knowledge of pupils' starting points, progress and current attainment
- Based on an acute awareness of pupils' previous learning and understanding and information about factors that may affect their learning
- Based on excellent subject knowledge
- Interesting, inspiring and innovative
- Thought-provoking, challenging and reflective
- Opportunity to recall and retain previously learned knowledge and skills
- Inclusive of literacy and mathematics where relevant and appropriate

Protocol for starting and finishing lessons and tutor time

To achieve consistency of approach across the school which sets clear expectations for students at the start and end of every lesson.

Behaviour for Learning

Pupil behaviour can have a marked impact on the quality of learning; good behaviour is characterised by pupils being engaged in tasks and working co-operatively, resulting in a purposeful working atmosphere in lessons. A proactive approach to managing behaviour involves including appropriate and effective strategies in lesson planning.

Curriculum planning

Heads of Subject are responsible for ensuring that course coverage and schemes of learning are in place for every term or half term as appropriate. This curriculum planning should reflect the statutory requirements for the subject and show evidence of personalising planning for pupils.

Data and Assessment

Assessment is an integral part of learning and effective teaching and planning. Assessment for learning should be part of every lesson, and along with summative assessment and data, provide teachers with an acute awareness of pupils' progress, prior learning and understanding. Pupils should consistently receive verbal and written feedback of a very high quality, enabling them to understand how to improve.

Interventions

Planned interventions are undertaken in order to impact on pupils' progress and achievement.

In-class Interventions

In the first instance, responsibility for the progress of ALL pupils within a class lies with the classroom teacher. All pupils learn differently, and this should be reflected in planning for classes and individuals. Specific Additional Learning Needs should be catered for with appropriate strategies and resources e.g. the use of overlays and coloured paper. However, a variety of pedagogical approaches should be used in order to meet the different needs of all pupils in order to ensure they make or exceed expected progress; differentiation does not mean more or less work/harder or easier work rather a way to scaffold the application of knowledge.

ASSESSMENT (MARKING & FEEDBACK), MONITORING AND REPORTING POLICY

Rationale

The school Assessment Policy is designed to ensure that a high standard of marking and feedback takes place, which leads to student improvement and progress at a standard better than the national expectation. In order to support students to achieve their potential across all subject areas, it is necessary to ensure that marking and feedback is consistent enough across the school to recognise a whole-school approach to assessment, yet different enough to allow each subject to use marking and feedback to maximise each student's progress in that area. A wide range of formative and summative assessment will take place throughout the academic year and across the curriculum, which will feed into the whole school reporting system. All of our teachers thrive on the fact that our principal aim is that assessment leads to improvement and then success.

Marking matters because research has shown it to be the most influential factor on learning when done correctly.

Assessment for Learning

The school follows the revised 2014 National Curriculum across all subject areas and the details of how and when formative assessment takes place within subjects will be specified in all Schemes of Learning. Teachers lesson planning will identify opportunities for mini-plenary reviews of learning during individual lessons.

To ensure that assessment is used to help students learn effectively, the following features will be evident in classroom practice to enable students to become involved in their learning:

Classroom teacher responsibilities

- Ensure that students are actively engaged in the target setting process. Finding out about their aspirations for the subject.
- Ensure that students at KS3, 4 know what grade they are working at, what their target grade is and how to improve to achieve or exceed that target.
- Explain the learning challenge for the lesson or activity and share the learning outcomes.
- Help students to understand what they have done well and what they need to do to improve and develop.
- Provide regular opportunities for self and peer assessment.
- Use effective questioning techniques to encourage discussion which give vital feedback on the current level of understanding.
- Check and/or mark students' work regularly. This will normally mean at least once per fortnight, but occasionally students will take 3 weeks to complete a longer piece of work.
- Ensure interventions are put in place for students falling below age appropriate expectations.

Self-assessment and peer assessment

Students will be given opportunities on a routine basis to learn by assessing their own work and that of their peers.

Students will be encouraged to:

- Reflect on their own work.
- Identify the standard they are trying to achieve.
- Think about how to bridge the gap between aspiration and achievement.
- Take time to work problems out for themselves.

Teachers are important in this process as opportunities need to be planned into Schemes of Learning and assessment criteria shared with students in a suitable format. However, peers can be effective in taking on the role of critical friend and will inevitably enhance their own understanding as a result of this practice.

Assessment of Learning

The school has an assessment calendar which incorporates a formal internal examination week for each year group towards the end of each academic year.

Different kinds of assessment will be used by subject teachers, ranging from classwork, home-learning tasks, mini-tests, exam questions to a controlled assessment piece of work. These will all be incorporated into the assessment judgement at any point which is reported home to parents.

What is reported?

Performance indicator (KS3/4)

Students are judged to be one of three things at a whole school assessment point, in relation to their agreed target

- Exceeding expectations
- Meeting expectations
- below expectations

Their expected grade will be entered into the school LSims and performance indicator highlighted accordingly. This works alongside the trackers in GoSchools which track the more detailed assessment within subjects. Assessment can take a variety of forms such as a formative test, a summative test, an extended project, a piece of home learning or series of home learning. Each subject will choose the form of assessment most suited to the skills and/or knowledge to be assessed at that stage of the curriculum and report accordingly.

Expected grade (KS3/4/)

This is the grade that we expect the students to achieve, if they continue to work with their current level of engagement and effort in the subject. This could be higher or lower than the target grade.

Teacher Comment

A teacher comment is only required at the end of the year assessment. This is intended to give a general more personalised update for the student aside from specific targeted improvements below.

See examples:

Eg1. Ben is working well. He shows excellent knowledge of tectonic processes. He has clear ability to utilize geographical information.

Eg.2 Andy has excelled in biology. He has shown a sound understanding of photosynthesis. He also achieved 'Student of the fortnight'.

This will be a focused comment and general progress within each subject area.

Target for improvement

These will allow staff to be report formative statements and will be subject specific focused improvement points for students only for the calendared points.

Presentation guidelines

Each department is to ensure that work is well-presented and neat. Therefore, students should adhere to the following presentation guidelines:

1. Use a blue or black pen for written work, unless otherwise specified.
2. Use a pencil for drawing pictures, maps, graphs and tables.
3. Use a ruler for all straight lines.
4. Underline the title and date using a ruler.
5. The date should always be in full on the right-hand side of the page
6. Leave one line space underline underneath your title before starting your work.
7. Write down the Learning Challenge
8. Respond to teacher feedback, and peer and self-assess be in GREEN pen.
9. Ensure that work is neat and legible.

A student's work may be returned for re-submission if it is poorly presented or has poor spelling and grammar. Teachers will use their professional judgement to decide whether work is of the best standard for that student taking into consideration SEND criteria and any other relevant factors.

Managing teacher workload

DfE research has been factored into policy decision making to ensure that marking is manageable for staff and meaningful for students to ensure outstanding progress for all.

Rationale

All feedback:

- informs pupil progress
- has a positive impact on pupil outcomes
- is a good use of teachers' time

Principles

A teacher should only write in a pupil's book if it is going to impact on progress.

The more immediate the feedback the greater the impact. All subject areas have identified a bare minimum standard in terms of regularity of feedback, taking into consideration the frequency of lessons, and the nature of the subject i.e. practical/theory based.

Other than a tick for completion a teacher should only write in books if...

- they are pointing out a good attribute that a pupil must continue to use
- they are pointing out a literacy error
- they are pointing out an area for development (this can be highlighted in the text)
- The work will conclude with a GCSE style mark (where appropriate) and a tangible next step to move learning on.

Where verbal feedback is given teachers should only record the feedback if it will reinforce the implementation of the next step, not purely for the benefit of book looks.

Homework Policy

Homework Policy Statement

Introduction

Homework is an essential part of a student's education, and this policy is designed to ensure consistency across school in terms of homework setting and marking. This policy aims to ensure that students are given the opportunity to apply knowledge and understanding outside the classroom, without overburdening students or staff with homework and marking respectively.

Learning at home is an essential part of a good education and is an expected element of the service our academy offers. It supports the development of independent learning skills, supplements and reinforces work done in school, and provides parents and carers with an opportunity to take part in their children's education bringing home and school closer together.

Why is homework important?

If a student completes an hour of homework per school night for five years ... it is the equivalent of an extra school year. In addition:

- It can help students to make rapid progress
- It can allow students to develop the practice of independent learning
- Encourage students to apply knowledge and have confidence and motivation to study alone
- It can allow valuable practice of skills learned in the classroom
- It can allow students to use materials and other source of information that are not always available in the classroom such as the internet, TV documentaries and news reports
- It can involve parents and carers in the students' work
- It can form an important part of the student's notes – in preparation for the next lesson
- It gives students valuable experience of working to deadlines

How will the homework policy work in practice?

All students should:

- Use their timetable and the Google Classroom to support and manage the completion of their homework tasks, ensuring their understanding of the homework tasks are clear
- Demonstrate a commitment to spending an allocated time doing the task set
- Complete all work set to the best of their ability
- Present homework appropriately
- Hand the work back on time

All parents/carers should:

- Aim to provide a reasonably peaceful, suitable place in which students can do their homework or help students to attend other places where homework can be done.
- Make it clear to students that they value homework, and support the school in explaining how it can help them make progress at school
- Expect deadlines to be met and check that they are
- Check that tasks have been set in line with the homework timetables
- Inform the child's tutor if an issue arises

All teaching staff should:

- Set regular homework, instructions should be clear, and any resources are to be attached
- Ensure the students record the homework in their diary
- Upload homework to Google classroom
- Be careful to ensure that homework is completed regularly and ensure that adequate time is given to complete the homework, which allows them to seek help/assistance before the deadline if required
- Record any homework related issues appropriately and discuss these with the students, and their Head of Department
- Mark the homework regularly.

Heads of Department (HOD) should:

- Ensure that homework is an integral part of the curriculum and is planned as part of schemes of work and prepared alongside all other programmes of learning
- Ensure that all staff in department are following the homework policy
- Monitor the range of tasks set for homework, with the aim of keeping the workload of teachers manageable. Other strategies to achieve this objective should also be employed, such as asking students to review their own work in small groups
- Regularly monitor the information provided to inform appropriate intervention and support
- Inform the tutor and Head of House of action taken

Heads of House / Pastoral Leaders should:

- Ensure all students have planners in which to record their homework and issue spare sheets in the event of a loss of planner
- Upload all work on to Google Classroom
- Ensure that planners are checked systematically by tutors each week
- Monitor repeat offenders across subjects through LSIMs and take action: contact parents
- Regularly sample homework planners and report issues to HOD and SLT
- Inform parents/carers when appropriate