

King James's School, Knaresborough

# CURRICULUM PLEDGE

## All Key Stages

To support your learning you will have:

1. A 'Learning Journey' for the whole course or key stage and each learning cycle or unit
2. Access to resources to improve your independent learning
3. Regular feedback on how to progress
4. The opportunity to feed back to staff
5. Guidance on how to organise your learning

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QUID + RETRIBUAM

## To support your learning staff will:

**Provide a 'Learning Journey' for the whole course or key stage and each learning cycle or unit**

- Create 'Learning Journeys'
  - A course/key stage overview on one side of A4
  - A learning cycle/unit overview on one side of A4
- Ensure 'Learning Journeys' link to a minimum of a medium term Scheme of Learning for teachers including on one side of A4 per Learning Cycle:
  - Objectives
  - Suggested activities
  - Links to resources
  - Opportunities for peer- and self-assessment
  - Common assessment for the unit

**Provide access to resources to improve your independent learning**

- Provide Learning Journeys on Fronter and the website and ensure they are clearly signposted to students
- Ensure there are quality resources on Fronter that link to the Learning Journey using the same terminology and the scheme of learning. Resources should be suitable for independent learning and for use in the event of staff absence (particularly in the sixth form); all students should be clear on how to access these materials and make best use of them.

**Provide regular feedback on how to progress**

- Ensure adherence to the whole-school feedback policy
  - Create assessment feedback sheets for each key stage that include the following as a minimum and are printed on green paper:
    - Reference to assessment criteria as appropriate
    - Space for teacher targets (or summaries written by students)
    - An opportunity for student reflection/correction
- NB: This can be learning cycle by learning cycle or all year on one sheet

**Provide an opportunity to feed back to staff**

- Ensure there are planned opportunities for students to provide feedback on teaching and learning
- Use student voice, where appropriate, to adapt schemes of learning and teaching methods
- Make it explicit where student voice has positively influenced schemes of learning or general practice

**Provide guidance on how to organise your learning**

- Instruct students clearly on the standards expected from their work and how it is best organised
- Use peer-checking to ensure standards of organisation and presentation are maintained
- Ensure guidance on curriculum, feedback and communication across the curriculum is displayed clearly in classrooms/books/folders as appropriate