



CURRICULUM, TEACHING MATERIAL AND FEEDBACK POLICY

SCHOOL AIMS

South Wilts is a progressive grammar school which aims to maintain high academic standards and cultural achievement within a caring environment. We seek to encourage responsibility and personal fulfilment so that students attain their maximum potential. The School is dynamic and works with the community to prepare its students for life-long learning and adult independence.

South Wilts Grammar School aims to value and respect all students equally and to provide equality of opportunity wherever possible.

South Wilts is committed to safeguarding and promoting the welfare of children. The school fulfils its responsibilities as laid out in the following key documents: Working Together to Safeguard Children, Keeping Children Safe in Education and the procedures of the Safeguarding Vulnerable People Partnership.

Safeguarding links/ risks associated with this policy: This policy needs to be read in conjunction with the Equal Opportunities Policy for Students. Particular care needs to be taken to ensure the curriculum is age appropriate and genuinely promotes inclusion and equality of opportunity.

Reviewed by	Date of Review / approval	Review cycle	Next Review Date	Statutory / Non statutory	Website
Education and Experience	Spring 2025	Annually	Summer 2027	Statutory	Yes

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Academic Curriculum

Aim

The curriculum excites and empowers students by providing knowledge and skills beyond everyday experience, enabling participation in academic disciplines and professional communities.

Characterised by:

- Offering the broadest possible range of subjects, each of which makes a distinctive contribution to students' education
- Enabling all students to meet their full academic potential, equipping them with qualifications which open doors to their preferred pathways
- Offering a relevant and appropriate curriculum, that both engages and motivates students
- Providing equality and opportunity for all students, developing inclusive learning opportunities for all including those who are disadvantaged or vulnerable or who have special educational needs or disabilities
- Providing opportunity to celebrate and recognise achievement and success

For an outline of the curriculum organisation, structure, subjects and coverage, see Appendix A-C.

Key points:

- All students study the full range of subjects at Key Stage 3 (KS3). There is a three-year KS3 (N.B. Science commences Triple Science in Year 9 and RS begins GCSE in term 6 of Year 9)
- At Key Stage 4 (KS4) students study seven core subjects at GCSE (English Language and Literature, Maths, Triple Science and RS; they have completely free, but guided choice, of other subjects). All students continue to have PSHE and PE as core lessons.
- At Key Stage 5 (KS5) students choose three A-Levels (or four A-Levels if average point score criteria has been met). They may also choose from EPQ, Core Maths, Sports Leaders and the Arts Award as supplementary subjects. In addition, Core PSHE is studied by all students and there is a full, timetabled enrichment programme.

The taught curriculum: underlying principles for intent, implementation, impact for subjects

Intent

The curriculum will excite and empower students by giving them knowledge and skills that move them beyond everyday experience and enable them to understand and participate in the academic disciplines or professional communities from which our school subjects derive. To realise this end, the overarching curriculum strategy is articulated in the 4C's:

1. **conceptual** (a curriculum of ideas)
2. **coherent** (a progressive, logical journey)
3. **challenging** (meaningful challenge in an academically ambitious school context)
4. **collectively enough** (sufficient breadth and depth of knowledge and experience to prepare for the next stage of education or life outside school)

The school has a broad approach but, crucially, each subject approaches the '4Cs of curriculum' in a way which respects the **unique nature of their discipline**.

Implementation

The curriculum is delivered in a **considered sequence** that is **appropriate** to the subject discipline and designed to build coherent mental models. To realise this end, the overarching teaching strategy emphasises that: **explanations** are clear because they target core knowledge and explicitly model processes; **questioning** is effective because it is used to check understanding or deepen thinking; **review** is regular because it builds long-term memory; **practice** allows students to enact what they have learnt; teaching is **adaptive** because it caters to the needs of all – students are known well, scaffolding ensures access for all, while **intellectual challenge** is high.

We believe that this is the best way to develop changes in students' long-term memory, because it is based on the principles of cognitive science.

These are underpinned by excellent subject knowledge and each subject has given careful thought to what effective teaching in their unique disciplines looks like.

Impact

The curriculum design and delivery builds **aspiration** for every student, enables them to achieve their best, and move to their next step with confidence. The effectiveness of the curriculum can be judged by the **excellent exam outcomes** that help students secure their future, and more broadly through a culture of **involvement** in the life of the subjects, reflecting a desire to find out more and the capability to act independently. Students will be empowered to **understand** the world critically, **reflect** on their own perspectives, **engage** with the views of others from a place of **kindness**, and be guided by their specialised knowledge to navigate uncertainty.

Key terminology

- **Powerful** knowledge is specialised knowledge that moves students beyond their everyday experience, helping them to understand the world better (draws on elements of the knowledges defined below).
- **Substantive** knowledge is the factual bases of our subjects – the accepted 'body' of knowledge we wish to communicate, both theoretical and practical. The 'stuff' of your subject.
- **Disciplinary** knowledge includes understanding: [i] how knowledge is organised or given explanatory power in your subject (e.g. aesthetic judgement in Art or endurance in PE); [ii] how knowledge comes to be accepted in your subject – its revisability (e.g. scientific method); [iii] ways of working in your subject – expertise (e.g. methods of technical drawing; skills).
- **Procedural** knowledge involves understanding methods, processes and/or techniques of performance and, crucially, in what conditions to employ what methods. The 'problem solving' of your subject.
- **Tacit** knowledge is the knowledge from wider experience needed to interpret or respond to the knowledge being taught.

Wider aims and curriculum

Aims:

- Promote students' spiritual, moral, cultural and social development and prepare students for life in modern Britain
- Provide excellent, personalised careers advice and guidance for all students
- Ensure all students are able to meet the challenges which they may face in the future
- Develop students as flexible, resilient and independent learners
- Help students to develop an understanding of how to assess risk and to keep themselves safe, including issues such as drugs, sex education, extremism, online safety and the importance of a healthy lifestyle
- Help students to develop independence of thought and a questioning approach which challenges all forms of prejudice
- Continue to develop the role of citizenship within the curriculum and the wider context of the school so that students are equipped to contribute to their communities in the future

Our school values

At South Wilts Grammar School (SWGS), our curriculum is underpinned by a clear set of values that shape both what students learn and how they learn.

We expect students to act with **kindness** by being polite and respectful, supporting others in their learning, and celebrating the success of those around them.

We value **involvement**, encouraging students to contribute positively in lessons, participate consistently in extra curricular opportunities, take on positions of responsibility, and act as role models within the school and wider community.

We also promote strong **aspiration**, expecting students to attempt challenging work, demonstrate sustained commitment to high quality outcomes, show resilience and perseverance when learning is demanding, and engage thoughtfully with different viewpoints through constructive discussion and questioning.

These values are reinforced through curriculum design and daily practice, including high quality and thought provoking assemblies, tutor periods and student bulletins, ensuring that academic rigour is matched by personal development and responsible citizenship.

The Live Well curriculum

Live Well is a holistic approach to positive physical and mental well-being at South Wilts Grammar School.

Vision statement

Living Well is feeling good and strong in mind and body; enjoying life and having fun; getting along with and helping others; knowing and regularly using strengths; regularly feeling grateful; coping with the normal problems and disappointments of life; feeling proud for doing your best and accepting that we are okay just as we are.

We capture this in eight different live well strands outlined below:

1. **Learn well**; Our state of well being can affect classroom learning and social interactions, both of which are critical to the success of students. Learn well focuses on fostering effective habits of learning to develop academic resilience and fulfilment

2. **Eat well;** Nutrition has long been identified as a critical component to learning and development at any age. Eat well focuses on educating our students about balanced eating habits in order to live a healthy life.
3. **Sleep well;** Lack of sleep can have a negative effect on memory. It's harder for a sleep-deprived brain to focus, so it's harder for it to remember new things. It also reduces focus, organisation and can worsen mood. Sleep well helps students to develop their sleep hygiene to improve their experience in school.
4. **Think well;** This is having a good view of yourself; for example: Having an image of yourself as a smart and intelligent person and seeing a happy, healthy person when you look in the mirror. Think well allows you to like and respect yourself while striving to improve. Your negative or positive self image is reflected in self-talk. If you criticize yourself, or automatically assume negative things, this damages your self image and contributes to low self-esteem.
5. **Talk well;** Oracy – the ability to speak well – is a core element of confidence in the classroom and self esteem. Talk well is developing the physical, cognitive, linguistic and emotional knowledge and skills to communicate effectively and with integrity.
6. **Move well;** Research has shown that physical activity releases chemicals in your brain that make you feel good – boosting your self-esteem, helping you concentrate as well as sleep, look and feel better. Move well focuses on leading an active life which can help to improve your feelings of self-worth and foster confidence. Taking part in a form of physical activity that you really enjoy can give you a goal to aim for and a sense of purpose.
7. **Connect well;** All relationships that are healthy have the ability to contribute to our well-being. Healthy relationships contribute to our well being as we are appreciated and respected. Our best interests are important as we are encouraged to achieve our goals. Our relationship partners are also honest with us. Unhealthy relationships are detrimental to our well-being as we are always second guessing ourselves and our ability. If we are constantly put down by our relationship partners we start accepting what is being said about us as the truth. Connect well is about understanding what makes a healthy and unhealthy relationship with peers, family and partners and developing the skills to foster a positive relationship.
8. **Choose well;** We face many choices as we progress through life...who to be friends with....what is morally right and wrong...what to buy...where to work...whether to go to university. Choose well focuses on giving students the tools and knowledge to make good choices that positively affect well-being both in school and beyond.

Careers Programme

Careers education at SWGS operates with a **clear underpinning ethos**. We aim to:

- Widen students' horizons about pathways at post-14, 16 and 18 and the careers available to them
- Ensure that students are supported to pursue the pathway that is right for them

This means that:

- We have a carefully planned taught careers programme from Years 7 to 13 in line with government guidance. In each year group, students have a block of careers lessons in PSHE. These are planned in collaboration with the Careers Leader to ensure continuity and progression
- All students, parents and teachers have access to Unifrog – a comprehensive, careers platform that helps students make the best choices. We use Unifrog to support all aspects of careers education and guidance
- Careers are further explored through trips, visits, assemblies and the tutorial curriculum.
- We pay very close attention to ensuring that all students are well-informed about all pathways. We ensure that the Baker Clause is more than fulfilled: typically, students have more than one encounter each Key Stage with a technical qualification provider
- We have a rich extra-curricular careers programme
- We ensure excellent 1:1 support and group careers advice

Trips, Visit and Events

At our school, learning extends far beyond the classroom, with enrichment opportunities, educational trips and residential visits playing a vital role in students' academic and personal development. These experiences bring learning to life by allowing students to apply classroom knowledge to real-world contexts, making learning deeper, more meaningful and memorable. At the same time, they help young people build confidence, independence, resilience and essential life skills through teamwork, problem-solving and new challenges. Trips and residential also inspire new interests and ambitions, often having a lasting, even life-changing impact. We are committed to ensuring these opportunities are safe, inclusive, affordable and accessible, carefully designed to support the curriculum, enhance wellbeing and create lasting memories that help students grow into confident, curious and capable individuals.

Educational visits and trips are planned as an integral part of the curriculum, providing a rich, real-world learning experiences that support students' personal development, cultural capital and engagements with Enrichment Benchmarks, ensuring all children have access to high-quality enrichment opportunities beyond the classroom.

Appropriate Teaching Material

Aim

To ensure that teaching resources and materials used at South Wilts are appropriate for the age of our students and are in keeping with the ethos of the school and safeguarding guidelines.

Rationale

It is difficult to achieve a consensus on what constitutes appropriate material. Some material used to develop learning may contain elements that some stakeholders may consider to be inappropriate. These include profane language, sexual and religious elements.

The part of the policy aims to provide guidance for staff on deciding what sort of material is considered acceptable for use whilst maintaining a balance between the protection of students and the desire for staff to use material they feel will benefit teaching.

It should also outline a mechanism by which teaching staff get material is approved.

Principles and Process

The policy applies to all areas of the curriculum and to all materials, resources and media used by staff and students at SWGS. This includes, but is not limited to, lessons, coursework, research activities, practical work, performances, educational visits, enrichment activities and visiting speakers.

Any material, speaker or activity that may reasonably be regarded as sensitive, controversial or potentially inappropriate must be subject to a formal risk assessment and approval process before being used. Where suitability is open to question, individual staff judgement alone is not sufficient.

This requirement applies in particular to material, speakers or activities which:

- May contain sexualised language, sexual swear words or sexual references
- May include depictions or references to violence or harm that could be considered excessive or distressing
- Could be offensive, discriminatory or demeaning to individuals or groups with protected characteristics, as defined by the Equality Act 2010
- May be age inappropriate for some students, taking account of both chronological age and emotional maturity
- May promote partisan political views or seek to influence students' political opinions rather than supporting balanced, critical engagement

All such material, speakers or activities must be submitted for review to the Deputy Headteacher (Academic). The Deputy Headteacher (Academic) may approve the use of the material or, where appropriate, escalate the decision to the Senior Leadership Team for discussion and determination. No material, speaker or activity falling within the above categories may be used without explicit approval through this process.

Approval must be sought from the Deputy Headteacher (Academic) in sufficient time before the material is taught, used or delivered, or before any visit or speaker takes place.

Submissions for approval must include the following information:

- A clear description of the teaching material, resource, visit, activity or speaker being proposed
- The specific content to which students will be exposed, including copies of materials, scripts, presentations, outlines or links where available
- The intended learning objectives and how the proposal supports the curriculum

- The year group(s), class context and any relevant cohort considerations
- How the material will be presented, framed and contextualised by staff
- Identification of any sensitive, controversial or potentially age inappropriate content and the measures in place to manage this
- The educational rationale for the use of the material, including why suitable alternatives have not been selected
- Details of any external individuals or organisations involved, including their role, background and experience of working with schools
- Timing, duration and frequency of use, including dates for visits or visiting speakers
- Any safeguarding, supervision or risk considerations, including pre vetting or checks where required
- Confirmation that the proposal complies with relevant school policies and statutory guidance

Delivery and accuracy of material

All approved sensitive or controversial material must be delivered in a controlled, balanced and professionally appropriate manner, in accordance with the conditions of approval.

Staff must ensure that students are clearly informed of the origin, authorship and purpose of any source or reference material used. Where appropriate, structured opportunities must be provided for students to examine how information may be interpreted, and to evaluate the reliability, perspective, limitations and context of sources.

When teaching current or contemporary issues, staff must ensure that information used is accurate, impartial and up to date at the point of delivery. Approved materials must be reviewed prior to use to confirm their continued suitability, accuracy and relevance. Where significant changes to content or context arise after approval has been granted, the material must be referred back to the Deputy Headteacher (Academic) for further consideration before use.

Staff must adhere to any specific guidance, conditions or limitations set as part of the approval process. Failure to do so may result in approval being withdrawn.

Risks of extremism and the Prevent Duty

Schools are subject to the Prevent Duty under Section 26 of the Counter-Terrorism and Security Act 2015. SWGS will:

- Provide a safe space in which students and staff can understand and discuss sensitive topics, including terrorism and extremist ideas, in order to build resilience to radicalisation.
- Ensure that where there are concerns that a student is expressing extremist views or may be vulnerable to radicalisation, the requirements of the Prevent Duty and the Child Protection and Safeguarding Policy are followed.

Feedback

Aim

This part of the policy sets out the school's expectations for feedback in order to ensure that it is purposeful, consistent and focused on moving learning forward.

Feedback should support students to improve their knowledge, understanding and skills for future learning, while remaining proportionate and sustainable for teachers. It should be closely aligned to curriculum intent and planned assessment and used to inform next steps in teaching and learning.

This policy also provides a framework to support Heads of Department in developing subject-specific feedback approaches that reflect the demands of their discipline and are consistent with whole-school expectations.

Rationale

For the purposes of this policy, feedback is defined as information given by the teacher (expert) to the student (novice), with the explicit purpose of improving future learning. Effective feedback supports students to develop their knowledge, understanding and skills so that they can perform more successfully the next time learning is required.

Feedback is distinct from marking. Marking may record attainment or completion, whereas feedback is planned, targeted and actionable, enabling the student (novice) to move closer to expert performance over time.

This policy supports teachers in meeting the Teachers' Standards, particularly in relation to the effective use of formative and summative assessment and the provision of feedback that secures progress. In addition, this policy supports Heads of Department in ensuring that feedback practices within their departments reflect the specific disciplinary knowledge, skills and assessment requirements of their subjects, including those linked to public examinations.

Principles

The following principles set out how feedback should be planned, delivered and used across the school. They are intended to ensure that feedback is consistent, effective and focused on improving students' learning, while remaining sustainable for teachers.

1. **Feedback should move learning forward.** Effective feedback is underpinned by high-quality curriculum planning and assessment. Teachers and Heads of Department must be clear about what is being taught, why it is being taught, and what success looks like. Feedback should support students in understanding how to improve their work in relation to the intended learning.
2. **Feedback should be planned and purposeful.** Feedback should be intentional rather than incidental. Teachers should plan when feedback will be given, what it will focus on, and how students will be expected to respond. Feedback should target the task, subject knowledge and skills, and, where appropriate, students' self-regulation.
3. **Feedback should be subject-specific.** Feedback should reflect the disciplinary knowledge and skills of each subject. Assessment and feedback should be designed to check whether students have learned what was intended and should be provided at a point where it will have the greatest impact on learning.
4. **Feedback should be meaningful and manageable.** Feedback should be proportionate, timely and focused on improvement. Teachers should use professional judgement to select the most appropriate form of feedback, recognising that verbal feedback is often highly effective. Feedback practices should not create unnecessary workload for staff.
5. **Feedback should actively involve students.** Students should be given regular opportunities to engage with feedback and to improve their work. Feedback is most effective within a

supportive learning culture where mistakes are seen as a natural part of learning and improvement is expected.

Feedback across the curriculum

In order for assessment and feedback to be effective, Heads of Department must ensure that curriculum planning is secure and aligned with the school's agreed curriculum principles (the 4C's). Feedback should be rooted in what students are expected to know, understand and be able to do.

Heads of Department are responsible for ensuring that their curriculum is coherent, appropriately sequenced and sufficiently challenging, so that assessment and feedback focus on meaningful learning rather than isolated tasks.

Clear curriculum planning enables teachers to assess the right things and to give feedback that supports students in making progress over time.

Feedback in lessons

Teachers must assess students' understanding regularly within lessons in order to inform teaching and support progress. Ongoing assessment enables teachers to identify misconceptions, adjust teaching and determine when it is appropriate to move on within a lesson or sequence of learning.

Teachers should use a range of assessment strategies to check understanding and ensure that all students are engaged.

These may include, but are not limited to:

- Hands-down questioning
- Regular retrieval practice
- Use of mini whiteboards or whole-class response systems
- Quizzing
- Think-pair-share

Information gathered through assessment in lessons should be used to inform future teaching where necessary.

Teachers should consider the effective deployment of these strategies to ensure that all students have equitable access to high-quality assessment. This should be supported through department-level professional development, led by the Head of Department, to develop subject-specific expertise in effective in-class feedback and assessment strategies.

In addition, teachers must ensure that students complete appropriately regular, high-quality summative assessment tasks, planned and monitored at departmental level, which provide sufficiently accurate and meaningful information to inform whole-school reporting and monitoring processes.

Feedback strategies

All students' work should receive feedback that is aligned with the learning goals. Feedback should be formative in nature and focused on helping students understand what they have done well and how they can improve.

Feedback may take a range of forms, selected through professional judgement and in line with assessment for learning principles. These include:

- **Student self-feedback**, where students evaluate their own work against learning objectives and success criteria
- **Student peer feedback**, where students provide feedback on others' work in relation to agreed criteria
- **Work awarded with a grade or level**, accompanied by clear areas for improvement
- **Focused marking**, concentrating on a specific skill, process or area of knowledge
- **Verbal feedback**, including dialogue that supports students in moving learning forwards, with students recording key points where appropriate
- **Whole-class feedback**, where common strengths and areas for development are identified

Feedback should be timely, purposeful and manageable, and should always provide students with clear guidance on how to improve.

Written feedback guidance

Written feedback should be selective, purposeful and focused on supporting improvement. The type, frequency and format of written feedback will vary between subjects and must be agreed at departmental level in line with this policy.

Students should receive written feedback on a regular basis, with at least one graded, marked or levelled assessment per unit of work. These outcomes should be recorded in line with whole-school expectations. At Key Stages 4 and 5, summative assessments must be marked using the relevant examination board assessment objective criteria.

Written feedback may be provided in books, on paper or electronically, including through MS Teams. Where appropriate, departments may use rubrics to support clarity and consistency.

Departments must ensure that time is planned for students to respond meaningfully to written feedback. This should occur at least once per unit of work and enable students to act on feedback through correction, redrafting or improvement.

Written feedback should reflect the specific demands of the subject discipline. Departments may use a coding system, which must be clearly explained to students. Feedback must always identify what students have done well and provide clear guidance on how to improve.

Students' books and notes should be checked regularly to ensure that work is complete, accurate and well presented. There is no expectation that written comments are added where they are not necessary.

Verbal feedback

Verbal feedback is a central component of effective classroom practice and should be used routinely to support students in improving their learning. It provides timely, responsive guidance that enables teachers to address misconceptions, reinforce key knowledge and support students in making progress.

Verbal feedback should be purposeful and focused on moving learning forward. It may be provided to individuals, groups or the whole class and may be planned or responsive. Where appropriate, students

should be given opportunities to act upon verbal feedback during the lesson, including through correction, improvement or redrafting.

Teachers should actively seek feedback from students to check understanding and adapt teaching accordingly. In some cases, verbal feedback may be recorded by students in their work, or captured using verbal feedback functions within MS Teams, where this supports clarity and accountability.

Heads of Department are responsible for ensuring that effective use of verbal feedback is embedded within their department and supported through subject-specific professional development. Senior leaders will monitor the effective use of verbal feedback through quality assurance processes, including lesson visits and work scrutiny.

Expectations of students

Students are expected to play an active role in responding to feedback and using it to improve their learning. Engagement with feedback should be purposeful and sustained.

This can include:

- Self-editing and annotating work before submission
- Reading written feedback carefully and responding to it
- Listening to and acting upon verbal feedback
- Engaging in dialogue with teachers about their learning asking for help, guidance or clarification when needed
- Correcting spelling, punctuation and grammar errors
- Redrafting work where appropriate
- Addressing omissions or misconceptions
- Reflecting on how to improve future work in relation to learning goals
- Uploading work for feedback, as directed by teachers, using MS Teams and or Class Notebook

Expectations of Head of Department

Heads of Department are responsible for ensuring that effective feedback practices are embedded consistently within their departments and reflect both whole-school expectations and the demands of their subject discipline.

In line with EEF guidance, Heads of Department must ensure that:

- Curricular, assessment and pedagogical foundations for effective feedback are securely in place
- Teachers are clear about how and when to deliver feedback that moves learning forwards
- There are clear and realistic expectations for how students will engage with and use feedback
- Written feedback is purposeful, proportionate and time-efficient
- Verbal feedback is used effectively and deliberately within lessons
- Subject-specific vocabulary is explicitly taught, reinforced and corrected

Heads of Department are responsible for producing and maintaining a departmental feedback policy, which should be reviewed and updated regularly and at least annually.

Clear departmental assessment plans must be in place, including an outline of summative assessment points across the academic year.

Typically, students should receive an SWGS standard at Key Stage 3, or a GCSE or A Level grade at Key Stages 4 and 5, for an assessed piece of work such as a test, timed task or internal examination, at the end of each unit of work.

Heads of Department are responsible for ensuring that work scrutiny is carried out regularly across all year groups within the department. This should include a representative range of classes and teachers and should focus on checking that departmental expectations for assessment, feedback and presentation are being applied consistently.

Findings from work scrutiny should be used to inform departmental evaluation, professional development and curriculum planning. Heads of Department should take appropriate action where practice is inconsistent and provide support and guidance to ensure that agreed approaches are embedded securely.

Expectations of senior leaders

Senior leaders are responsible for ensuring that this policy is implemented consistently and effectively across the school.

The Deputy Headteacher (Academic) is responsible for ensuring that staff receive high-quality training to support effective assessment and feedback practice, and for overseeing the quality of implementation of this policy.

The impact of this policy will be monitored through established quality assurance processes, including curriculum review and reporting. The Education and Experience Committee will review the policy annually and will record and address any concerns or issues relating to feedback.

Senior leaders are responsible for ensuring that work scrutiny is carried out across departments and year groups as part of the school's wider quality assurance processes. This scrutiny should evaluate the consistency and effectiveness of assessment and feedback practice against whole-school expectations.

Outcomes from work scrutiny should inform strategic evaluation, staff development and policy review. Senior leaders should ensure that findings are communicated clearly and that appropriate support and challenge are in place to secure consistent implementation across the school.

This part of the policy takes account of staff workload and wellbeing and will be reviewed regularly to ensure that feedback practices remain proportionate, effective and sustainable.

Literacy feedback

All teachers are responsible for supporting the development of students' literacy within their subject area. Literacy marking should focus on errors that significantly affect meaning, clarity or accuracy, as well as the correct use of subject-specific vocabulary.

Heads of Department must ensure that students are provided with a clear and explicit list of subject-specific terminology and definitions. Errors relating to subject-specific vocabulary must be corrected consistently using the agreed school marking codes. Students are expected to record corrected spellings and terminology in a glossary of mistakes.

Teachers should correct errors in spelling, punctuation and grammar where these impede understanding or misrepresent meaning. Literacy marking should be proportionate and purposeful and should not detract from feedback on subject knowledge, understanding and skills.

If marking highlights a pattern of frequent literacy errors rather than isolated slips, teachers should consider whether the student requires additional academic support and follow the appropriate referral processes to the SENDCo.

Appendix A

Principles of curriculum delivery

- 1) The curriculum will meet the statutory requirements for the curriculum of children of school age as set out in parts v and vii of the Education Act 1996, parts i and vii of the Education Act 1997 and part ii of the School's Standards and Framework Act 1998 and is kept under regular review.
- 2) It will follow the curriculum guidelines as outlined in the Funding Agreement.
- 3) The time allocated to subjects meets the statutory requirements and is designed to allow all students to meet their potential.
- 4) The placing of students in sets at KS3 and KS4 takes place in maths.
- 5) Sufficient resources are provided to ensure challenge and engagement.
- 6) All students will follow the full range of National Curriculum subjects and a programme of personal and social education tailored to meet their needs of the differing stages of their learning career.
- 7) The school provides equal opportunities through a free options selection at Key Stages 4 and 5, along with impartial Careers Information Advice and Guidance through one-to-one careers interviews and through PSHE curriculum.
- 8) All students will study the core subjects of Maths, Science and English at KS4. In addition PE will be provided for all but might not lead to a qualification. The provision of Modern Foreign Languages and Technology options are an entitlement and not compulsory.
- 9) All students will study Religious Education at KS3 and KS4 and be entered for GCSE RE at the appropriate time. Aspects of Religious Education will also be delivered through school assemblies. Where a conflict arises, any disapplication will be considered and determined at the discretion of the Headteacher.
- 10) The option process at KS4 aims to offer students a wide range of subject choices. The School will endeavour to meet the requests of all students; however, at times this may not be feasible, due to constraints of the timetable.
- 11) All students will begin GCSE Science in Year 9 and will study Triple Science.
- 12) There will be a programme of extra-curricular activities which extend and complement the curriculum. The KS5 study programme comprises academic, personal, social, health education, work-related learning (including work experience) and enrichment activities.
- 13) At KS5 a full range of subject choices are offered. The school will endeavour to meet the requests of all students; however, at times this may not be feasible, due to constraints of the timetable.
- 14) The provision of subjects at KS4 and KS5 is reviewed regularly. Any issues relating to a subject or discussions of possible new subjects are discussed within SLT and trustees.
- 15) All students in Year 12 will be given the opportunity to study Level 3 Core Maths, Extended Project, Level 3 Sports Leaders and Gold Level Arts Award, along with a programme of personal and social education. These opportunities are open to all who join the Sixth Form. Students who study A Level Maths will have the opportunity to study Further Maths (subject to entry requirements).

Complaints Procedure

If a parent feels that a school is failing to comply with its legal requirements as to the curriculum or is unreasonable in the way that it complies with them, he/she can address their concerns through the School's Complaints Policy.

Appendix B

Timing of the School Day 2023 onwards

Time	Activity
8.45am - 9.05am	Registration and Assembly
9.05am - 10.05am	Period 1
10.05am - 10. 25am	Break
10. 25am - 11.25am	Period 2
11.25am - 12.25pm	Period 3
12.25pm – 1.25pm	Lunch
1.25pm – 2.25pm	Period 4
2.25pm – 2.45pm	Break
2.45pm – 3.45pm	Period 5

Appendix C

Curriculum Model Summary 2025 onwards

Year 7

Subject	Periods per fortnight (out of 50)	Percentage of time (%)
Art	3	6
Drama	2	4
Technology	3	6
English	6	12
French	2	4
Geography	3	6
German	2	4
History	3	6
Computer Science	3	6
Maths	6	12
Music	3	6
PE	3	6
RE	3	6
Personal, Social and Health Education	2	4
Science	6	12

Year 8

Subject	Periods per fortnight (out of 50)	Percentage of time (%)
Art	3	6
Drama	2	4
Technology	3	6
English	6	12
French	2	4
Geography	3	6
German	2	4
History	3	6
Computer Science	3	6
Maths	6	12
Music	3	6
PE	3	6
RE	3	6
Personal, Social and Health Education	2	4
Science	6	12

Year 9

Subject	Periods per fortnight (out of 50)	Percentage of time (%)
Art	2	4
Music	2	4
English	7	14
Drama	2	4
Two languages of choice	7	14
Geography	2	4
Personal and social education	2	4
Computer Science	2	4
Maths	7	14
Technology	3	6
PE	3	5
RE	2	4
History	2	4
Science	7	14

Year 10 & 11

Nature	Subject	Periods per fortnight (out of 50)	Percentage of time (%)
Core	English	7	14
Core	Maths	7	14
Core	PE	3	6
Core	RE	3	6
Core	Science	12	24
Core	Personal and social education	3	6
Option block A	Art, Computer Science, Drama, French, German, Spanish, Geography, History, Music, PE, Technology, (one of either Food Preparation or Nutrition Product Design)	5	10
Option block B		5	10
Option block C		5	10

Year 12 and 13

To enter South Wilts Grammar School Sixth Form in 2026, applicants must achieve a Best 8 GCSE points score of 48 or more, including at least a Grade 5 in either English Language or English Literature. In addition, students must have gained a minimum Grade 4 in Mathematics to study at South Wilts Sixth Form. Applicants should also be aware that individual subjects may have specific GCSE grade requirements, and these are outlined in the options choices information provided by the school.

Students are asked to choose three A-Level options with the opportunity to take Level 3 Core Maths, Extended Project, Level 3 Sports Leaders and Gold Level Arts Award. Some students may take 4 A Levels. Students who take Maths A-Level can also be considered Further Maths should they meet the entry requirement. Students can choose from the following subject areas:

A Level Subject	GCSE Entry Requirements	Additional and alternative requirements
Art & Design (Fine Art)	6 in Art	
Biology	6 in Biology 6 in Mathematics	The Combined Science requirement is 66 if separate sciences not studied.
Business	5 in Mathematics	You do not need to have studied Business at GCSE. If you have, a grade 6 is required.
Chemistry	7 in Chemistry 6 in Mathematics	The Combined Science requirement is 77 if separate sciences are not studied.
Classical Civilisation		You do not need to have studied Classics, Latin, Greek or History at GCSE.
Computer Science	6 in Mathematics	You do not need to have studied Computer Science at GCSE. If you have, a grade 6 is required.
DT – Product Design	6 in DT 5 in Mathematics	GCSE in Design and Technology or a related Technology course is required at grade 6 or above.
Drama and Theatre Studies	6 in Drama	You do not need to have studied GCSE Drama. If you have not, a grade 6 in English Literature is required.
Economics	6 in Mathematics	You do not need to have studied Economics at GCSE. If you have, a grade 6 is required.
English Language	6 in English Language	
English Literature	6 in English Literature	
Environmental Science	6 in a Science 6 in Mathematics	The Combined Science requirement is 66 if separate sciences not studied.
French	6 in French	
Geography	6 in Geography 5 in Mathematics	GCSE in Geography is desirable (at grade 6 or above) but not essential. If not studied at GCSE, please speak to the Director of Sixth Form.
German	6 in German	
History	6 in History	GCSE in History is desirable (at grade 6 or above) but not essential. If not studied at GCSE, please speak to the Director of Sixth Form.
Mathematics	7 in Mathematics	
Music	6 in Music	GCSE in Music is desirable (at grade 6 or above) but not essential. If not studied at GCSE, please speak to the Director of Sixth Form. Grade V (music grades, not GCSE) or equivalent standard on an Instrument/Voice is required.
PE	6 in PE 6 in Biology 5 in Mathematics	It is essential that you are competing and training regularly in your chosen sport at club, county or above level. GCSE in PE is desirable (at grade 6 or above) but not essential. The Combined Science requirement is 66 if separate sciences not studied.
Physics	7 in Physics 7 in Mathematics	The Combined Science requirement is 77 if separate sciences not studied.
Politics		You do not need to have studied Politics at GCSE. If you have, a grade 6 is required.

Psychology	6 in English Language or English Literature	You do not need to have studied Psychology at GCSE. If you have, a grade 6 is required. The Combined Science requirement is 66 if separate sciences have not studied.
	6 in Mathematics OR 6 in Biology	
RS – Philosophy and Ethics	6 in Religious Studies	You do not need to have studied RS at GCSE. If you have, a grade 6 is required.
Sociology		You do not need to have studied Sociology at GCSE. If you have, a grade 6 is required.
Spanish	6 in Spanish	
Additional Subjects	Entry Requirements	Additional information
Level 3 Core Mathematics		Offers you the opportunity to continue to learn Maths if you are not taking the A-Level and supports subjects, such as the Sciences, Geography, Psychology and Business which have Maths content.
Level 3 Extended Project Qualification		You can pursue any topic of your choice, and either write up a research project, produce an artefact or put on a performance. There really is something for everybody!
A Level Further Mathematics	8 in Mathematics. You also need to be studying A Level Mathematics	Builds upon the A Level Maths curriculum, introducing advanced topics like complex numbers, matrices and calculus, which are beneficial for Higher Education and careers in STEM fields.
Level 3 Sports Leader Award	It is imperative that you are enthusiastic and interested in sport. You must also be keen to improve your leadership skills and be prepared for both theory and practical sessions.	Enables successful candidates to independently lead small groups of people in sport and recreational activities.
Level 3 Arts Award (Gold)	You will need to have an existing 'art form' that you practice in some way (e.g. Art, Drama, Music).	Focuses on personal arts development and leadership, allowing students to hone their artistic skills and gain practical experience in the arts world.

NB:

All subjects will only run on condition of viable class sizes.

You must have achieved a minimum of a Grade 4 in Mathematics to study at South Wilts Sixth Form.

To study 4 A levels, it is strongly recommended that you have gained a minimum of 60 points across 8 subjects.

If you have taken a BTEC Qualification, then the GCSE equivalent will count towards your overall points score.

This is advertised on our school website: <https://www.swgs.wilts.sch.uk/sixth-form/apply-to-sixth-form/minimum-entry-requirements-september-2026-entry/>

Each A-Level course is taught over 9 lessons a fortnight, Core Maths and Sports Leaders is taught over 3 lessons a fortnight and EPQ or Arts Award is taught over 2 lessons a fortnight

There are two periods a week for all year 12 students to participate in enrichment. There are lots of enrichment groups on offer from Technology, Computing, Music, Cooking, Languages for example. Students can rotate through this option, so they access a broad range of enrichment opportunities. In addition, students are allocated supervised study periods in which they must register and complete independent study in a supervised room, the student expectations for which are the same as a normal lesson.