

The Swan School Mathematics Department One Page Policy

Curriculum Mission statement (150 words max)	<p>The study of mathematics offers a unique and important way of interpreting the world around us, bringing accuracy and consistency to the pursuit of discovering patterns in observations both abstract and concrete. It outlines the fundamental principles on which many disciplines, such as science, technology, engineering and economics can build upon, whilst also being applicable to practically all aspects of everyday life. By its very nature, in studying mathematics, a student will also develop their wider analytical, reasoning and problem-solving abilities.</p> <p>The aim of the mathematics department at The Swan School, therefore, is to encourage and develop independent thinking and logical problem-solving, equipping all students with the mathematical understanding needed for everyday life. Students will have a secure knowledge of essential numeracy and algebra which will help to ready them for their subsequent study of the subject. We aim to develop a love of learning mathematics in all of our students by posing problems which genuinely test their thinking ability, allowing them to experience the sense of accomplishment that comes with overcoming such challenges.</p>
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Key Knowledge Achieved at the end of Y11 and 13	Year	Factual	Procedural
	11	Knowledge of the number system, number properties and correct mathematical notation. Know what algebra represents - both in written form and on a graph. Know the laws of probability and what is meant by statistical calculations. Know the properties of shapes understand the units of our measurement system.	Know how to calculate with numbers and how these can be applied to real-world problems. Know how to manipulate algebra and use it to solve a variety of equations. Know how to represent statistics and probabilities in charts, diagrams, graphs and tables. Know how to perform calculations with shapes, using appropriate formulae and techniques.
	13	Know and understand the role of calculus in mathematics and how to differentiate from first principles. Know what is meant by a probability distribution and understand how to extract information from them. Know how the laws of mechanics and how we can use them to model motion.	Know how to differentiate and integrate a variety of functions and how to apply this to other branches of mathematics. Know how to work with binomial and normal distributions and how to carry out a statistical hypothesis test. Know how to calculate with quantities such as force, velocity, acceleration and moments.

Link to Curriculum Map	Curriculum Map
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Link to Scheme of Work	Year 7 Scheme of Work
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Departmental Systems:

The department will give summative feedback by:	Students will complete mini-assessments (known as quizzes) which are typically set every fortnight but may vary slightly depending on the topic. Students will peer-mark these in the same lesson, so to receive instant feedback. The teacher will then collate the marks after the lesson and produce an analysis sheet for each student. The analysis sheet will contain a mixture of individual feedback and observations from the class as a whole. This process is instead of traditional book-marking as it allows the teacher to give students detailed comments on what they have clearly understood and also how to improve, rather than using their time "ticking" and giving arbitrary comments across multitudinous pages of work in an exercise book. The same principles will apply to the end-of-term summative assessment, although a more significant part of this will be marked by the teacher (depending on the nature of the paper).
The Department will approach formative feedback by:	Teachers will be expected to adopt a range of formative feedback techniques to gather as much formative feedback from students as possible. In particular, the use of mini-whiteboards will be strongly encouraged as they synergise particularly well with the teaching of mathematics. Teachers should be aware of when it is appropriate to use a "hands up" approach and should instead consider how targeted questioning or mini-whiteboards would be more informative.
The Department will support underachievement (with Accelerated Learning team) by:	Teachers in the department will communicate regularly with the Head of Mathematics and the Accelerated Learning team regarding concerns with the progress of individual students. Together, all will help identify the particular gaps in the student's knowledge and create a timetabled programme to support the student's accelerated progress.
The Department will set homework by:	Maths homework will take the form of deliberate skills practice. Typically, this will be using an online platform but it could also be using a physical resource or a worksheet in certain circumstances. Sometimes, maths homework will be in the form of students self-quizzing to learn a specific topic, such as times tables, square numbers or circle theorems, perhaps.
The Department will organise classwork by:	Teachers will have access to textbooks and other prepared resources, which will be referenced to on the scheme of work. Each lesson is centrally planned to ensure consistency, although teachers can adapt the lesson to suit the needs of the students that they are teaching. Teachers can also use their own resources if they wish, but they should discuss this with the Head of Department, as they can then be used across all classes if they are suitable.

Monitoring Date:	Monitored By:	Full Review Due:	Review By:
1/09/2020	JMA	1/9/2021	JMA

The Swan School English One Page Policy

Curriculum Mission statement (150 words max)	Literature belongs to everyone and it is our aim to enable all our pupils to understand and appreciate their shared literary heritage. The English curriculum at The Swan will instil in our learners a love of reading, and the ability to engage critically with the stories that have shaped our cultural world. Pupils will understand how literature has developed over time and reflects how people and societies have responded to the changing world around them. Texts that inspire and challenge in equal measure form the backbone of our curriculum, which is ambitious and wide-ranging in scope. Through their study of literature, pupils will develop the ability to ask confident questions of the texts we study, which will inform their appreciation of how texts work to engage, influence, and move readers. Pupils will learn how to express themselves deftly. They will learn to write with fluency, accuracy and flair, shaping and controlling their writing to suit their purpose. In their speaking they will learn to express their ideas articulately and with sensitivity in a range of situations from formal debate to classroom discussion and conversation. They will listen to and learn from each other, and they will be prepared to change their minds. Confident, courageous, creative thinkers is what we seek to grow.
Key Knowledge Achieved at the end of Y11 and 13	<p>Factual Knowledge Knowledge of the key narratives that have shaped Western Literature - including Bible stories, Greek and Roman mythology, Arthurian legends and folk and fairy tales. Awareness that other cultures have different narratives and that all cultures' literary heritage begin with oral narratives. Developing understanding of how the English Language developed from Anglo-Saxon to modern English and growing understanding of morphology, and a growing sense of how and where texts fit into a chronology of English Literature. Secure understanding of the rules of writing: spelling, punctuation and grammar.</p> <p>By GCSE: Knowledge of some major works from British, American and World Literature and awareness of contextual, thematic and stylistic connections between these texts. Understanding of the different forms of writing (poetry, prose, drama, journalism, letters, adverts etc), and the different purposes of writing (to inform, explain, describe, persuade, argue, advise, analyse, review, comment, narrate, entertain etc). Knowledge of English Language and English Literature subject terminology to enable critical analysis of drama, poetry and prose (fiction and non-fiction).</p> <p>By A level: Understanding of how contexts inform and influence texts and how our approaches to and understanding of texts may change over time; able to read and engage with critical views and/or production history over time; awareness and understanding of critical schools of thought (feminism, marxism etc).</p> <p>Procedural Knowledge (Skills) Able to: read fluently, with comprehension and appreciation of inference both explicit and implicit; develop a critical response to texts orally and in writing; fluently express themselves in speaking and writing tasks; answer comprehension-style questions on both seen and unseen material; perform a close analysis reading of structure, form and language in seen and unseen texts. Increasingly independent, such that students seek to follow their personal passions for reading beyond the syllabus.</p> <p>By GCSE: ability to compare and contrast texts with growing sophistication; able to plan, prioritise and execute an essay with a clear logical argument in response to proposition-style questions.</p> <p>By A level: able to apply knowledge of contexts, critical views, production history and schools of thought to texts seen and unseen; understand texts from a synoptic perspective; appreciate similarities in style, movement and forms of literature and how texts work intertextually across time.</p>
Link to Curriculum Map	Curriculum Map
Link to Scheme of Work	Year 7 Scheme of Work
Departmental Systems:	
The Department will give feedback by:	A mixture of verbal, whole class and individual feedback. In the long-term, aim to use comparative marking, if possible, to better standardise marking and provide a rank order.
The Department will approach formative and summative assessment by:	<p>Formative:</p> <ul style="list-style-type: none"> ● Regular low-stakes quizzing of spellings. ● Regular low-stakes mini-comprehension tests. ● Speaking and listening tasks (e.g. debating). ● Mid-point comprehension test. ● Mid-point short writing tasks (e.g. a one paragraph analytical response to texts, a short diary entry, or a short structured creative writing task such as writing a poem within the boundaries of a form, e.g. sonnet) <p>Summative:</p> <ul style="list-style-type: none"> ● Extended writing task - writing analytically (e.g. an essay), writing for a particular purpose (e.g. writing to inform or persuade), or a piece of creative writing (e.g. a description).
The Department will support underachievement by:	Support literacy first and foremost. For example: SPAG work (rote learning of spellings, re-teaching the parts of a sentence and how to form a sentence; develop confidence in reading by reading aloud to pupils, and encourage pupils to read aloud themselves; provide extra scaffolding for writing tasks.
The Department will set homework by:	Providing knowledge organisers for students to revise from for knowledge recall activities. Providing reading lists for reading for pleasure at home.
The Department will organise classwork by:	Keeping all classwork in exercise books. Providing texts.

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The Swan School Science One Page Policy

Curriculum Mission statement (150 words max)	<p>The intent of the science department is to deliver a highly specified knowledge rich curriculum which enables students to achieve mastery through taught knowledge, challenge and practise. The purpose of the curriculum is to teach key scientific theories and concepts, as well as practical science skills across the three distinct disciplines of science. It will spiral to ensure a concrete understanding of basic concepts has been achieved through being explicitly taught and revisited in order that more complex concepts have the foundations required to allow students to think deeply and be challenged. This will ensure that students understand the concepts, knowledge and practical skills that are required to allow them to access and engage in science at both GCSE and A level. The curriculum will teach students to be curious and critical.</p> <p>The advance of science has changed our lives in recent history in both positive and negative ways; it is vital to both our understanding and appreciation of the world around us but also to the future prosperity of the planet. It is therefore essential that all students, regardless of their future careers, recognise the importance of and appreciate science to enable them to make informed decisions to safeguard their own futures and that of the planet.</p>
Key Knowledge Achieved at the end of Y11 and 13	<p>Factual: Students will have a thorough understanding of the knowledge laid out in GCSE specifications (AQA at GCSE) and A level specifications for the separate sciences. This includes a fundamental understanding of the key concepts within the disciplines of biology, chemistry and physics.</p> <p>Procedural: Students will obtain practical skills allowing them to plan, carry out, conclude and evaluate experiments safely and to use appropriate equipment correctly. They will possess the mathematical skills required for GCSE & A level and have a thorough understanding of the meaning of examination command words and what to do for each one.</p>
Link to Curriculum Map	https://drive.google.com/drive/folders/1AvjsqdeOrsmYPJoX_vD16y9HfRr39JLn
Link to Scheme of Work	https://drive.google.com/drive/folders/1AzhVzDTPcUGX6ZNnfYxcFMYrYkHgvbD0
Departmental Systems:	
The department will give feedback by:	Using a whole class feedback sheet based on low stakes quizzing and teacher marked cycle assessments.
The Department will approach formative and summative assessment by:	Formative assessment will be central to lessons will all lessons beginning with retrieval practise exercises. This may include the use of mini-whiteboards, low stakes quizzes, multiple choice questions, think-pair-share or extended writing. Summative assessment will be in the form of written assessments including multiple choice, short answer and longer answer questions. These will occur at the end of each cycle.
The Department will support underachievement (with the Accelerated Learning team) by:	Providing time and resources for key knowledge to be retaught and re-learned and developing opportunity for practise of the fundamental concepts until mastery is achieved in order that students can progress on to more difficult concepts with their peers.
The Department will set homework by:	Using knowledge organisers/ other learning forums for students to learn key knowledge that will be tested in the classroom.
The Department will organise classwork by:	Teaching the 3 science disciplines as separate entities in distinct topics. All written work will be recorded in exercise books, including any work completed in booklets or on sheets. A thread of practical science will be continually revisited in order to teach students key skills in scientific inquiry.

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The Swan School History One Page Policy

Curriculum Mission statement (150 words max)	Through the study of humanities and modern foreign languages students will acquire powerful knowledge about linguistics, culture, history, geography and philosophy. Knowledge will be placed at the centre of the study of each discrete academic discipline and aim to drastically broaden students academic horizons. Students will become curious about the study of their subjects and leave with the foundational knowledge required for them to continue learning beyond the classroom setting. This combination of powerful knowledge, cultural capital and academic curiosity will enable them to “think the unthinkable and the not yet thought” about their complex and diverse world.									
Key Knowledge Achieved at the end of Y11 and 13	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 10%;">Year</th> <th style="width: 45%;">Factual</th> <th style="width: 45%;">Procedural</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>Students have detailed a chronological knowledge centred on the European world from the founding of Rome in 753 BCE to the end of the Second World War in 1945 to provide a rigorous academic context for the present day. They will know about; the development of the state; the influence of the classical world on the past and present; the influence of religion; the impact of imperialism and colonialism; the cause and consequence of global conflict and the impact of both political and economic revolutions.</td> <td> <ul style="list-style-type: none"> • Students are able to articulate their thoughts with precision and reason, using coherent oracy and written communication skills • Students are able to construct and sustain convincing arguments using detailed and specific historical evidence • Students are able to assess the significance of events • Students will be able to analyse the accuracy and reliability of primary sources based on their provenance and context. • Students are able to identify change and continuity over time • Students can assess the cause and consequence of key events • Students are able to make links between factors and are able to assess their impact and importance </td> </tr> <tr> <td>13</td> <td>As above and depth studies of the following periods; Stuart Britain and the Crisis of Monarchy, 1603-1702; France in Revolution, 1774-1815; The witch hunts in Early Modern Europe</td> <td>As above and; are able to analyse primary sources to make reasoned judgements about their value; are able to analyse secondary sources and historical interpretations to make reasoned judgements about their convincingness, whilst being able to assess how and why historical interpretations differ</td> </tr> </tbody> </table>	Year	Factual	Procedural	11	Students have detailed a chronological knowledge centred on the European world from the founding of Rome in 753 BCE to the end of the Second World War in 1945 to provide a rigorous academic context for the present day. They will know about; the development of the state; the influence of the classical world on the past and present; the influence of religion; the impact of imperialism and colonialism; the cause and consequence of global conflict and the impact of both political and economic revolutions.	<ul style="list-style-type: none"> • Students are able to articulate their thoughts with precision and reason, using coherent oracy and written communication skills • Students are able to construct and sustain convincing arguments using detailed and specific historical evidence • Students are able to assess the significance of events • Students will be able to analyse the accuracy and reliability of primary sources based on their provenance and context. • Students are able to identify change and continuity over time • Students can assess the cause and consequence of key events • Students are able to make links between factors and are able to assess their impact and importance 	13	As above and depth studies of the following periods; Stuart Britain and the Crisis of Monarchy, 1603-1702; France in Revolution, 1774-1815; The witch hunts in Early Modern Europe	As above and; are able to analyse primary sources to make reasoned judgements about their value; are able to analyse secondary sources and historical interpretations to make reasoned judgements about their convincingness, whilst being able to assess how and why historical interpretations differ
	Year	Factual	Procedural							
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Link to Curriculum Map	Curriculum Map									
Link to Scheme of Work	Year 7 Scheme of Work									
Departmental Systems:										
The department will give feedback by:	<ol style="list-style-type: none"> 1. Formative whole class feedback twice a cycle (week 3/4 & week 7/8) based on a knowledge test and classwork review 2. Verbal feedback on written and oral contributions in class 3. Whole class feedback on the summative assessments in each cycle and reteach activities during week 11 and 12 of each cycle 									
The Department will approach formative and summative assessment by:	Formative assessment will use the whole class feedback proforma and be followed by specific activities aimed at targeting missing knowledge, lessons or misconceptions AND students will take a multiple choice knowledge test followed by a targeted reteach. Summative assessment will include: Knowledge testing in the form of multiple choice answers or short answer questions (worth 30%) & Extended written responses (worth 70%)									
The Department will support underachievement (with the Accelerated Learning team) by:	Seating - students seats will be continually updated to ensure they are supported and in the most productive position in the class relative to their individual needs Asking - students will be asked questions randomly throughout their lessons so all students are accountable for their progress and teachers are able to identify areas of weakness and misconception and reteach accordingly Feedback - students written and oral contributions will be given continuous feedback throughout lessons									
The Department will set homework by:	Self quizzing from Knowledge Organisers which will be tested at the start of lesson. These will be set at the start of each cycle.									
The Department will organise classwork by:	Exercise books with sheets hole punched and tagged into the book									

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The Swan School Geography One Page Policy

Curriculum Mission statement (150 words max)	Through the study of humanities and modern foreign languages students will acquire powerful knowledge about linguistics, culture, history, geography and philosophy. Knowledge will be placed at the centre of the study of each discrete academic discipline and aim to drastically broaden students academic horizons. Students will become curious about the study of their subjects and leave with the foundational knowledge required for them to continue learning beyond the classroom setting. This combination of powerful knowledge, cultural capital and academic curiosity will enable them to “think the unthinkable and the not yet thought” ² about their complex and diverse world.		
Key Knowledge Achieved at the end of Y11 and 13	Year	Factual	Procedural
	11	Students will have detailed geographical knowledge of the world through the perspectives of place, space, and scale. This geographical knowledge will be made up of the relationship between; human action and the environment; physical systems; human action and economic, social, and political systems and representations of these systems using mathematical and statistical information. Students will know how these relationships give character to any location or place. Students will be able to explain in detail how human actions contribute to the world as it is, in both positive and negative ways.	<ul style="list-style-type: none"> ● Map-work(global, e.g. longitude & latitude) ● Chronological sequencing ● Explanation of processes ● Explanation and evaluation of impacts ● Interpretation of visual evidence ● Sustainability - evaluating the impact of actions. Sustainable decision making. ● Global perspective. ● Stakeholders ● Interpretation of data and use of numerical evidence. ● Human fieldwork - e.g. surveys about climate change. ● Detailed explanation of processes - sequencing. Use of key words. ● Explaining role of different factors. ● Sustainable decision making in detail ● Physical & human fieldwork - e.g. river study.
	13	tbc	<ul style="list-style-type: none"> ● As above in more detail. Particular focus on global interactions, sustainability, and the role of different stakeholders. Spatial and temporal variation. ● https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037/su
Link to Curriculum Map	Overview, Year 7		
Link to Scheme of Work	Year 7 Scheme of Work		
Departmental Systems:			
The department will give feedback by:	<ol style="list-style-type: none"> 1. Formative whole class feedback twice a cycle (week 3/4 & week 7/8) based on either a quiz and/or extended writing 2. Verbal feedback on written and oral contributions in class 3. Whole class feedback on the summative assessments in each cycle and reteach activities during week 11 and 12 of each cycle 		
The Department will approach formative and summative assessment by:	Formative assessment will use the whole class feedback proforma and be followed by specific activities aimed at targeting missing knowledge, lessons or misconceptions. Summative assessment will include: <ol style="list-style-type: none"> 1. Knowledge testing in the form of multiple choice answers or short answer questions (worth 30%) 2. Extended written responses (worth 70%) 		
The Department will support underachievement (with the Accelerated Learning team) by:	Seating - students seats will be continually updated to ensure they are supported and in the most productive position in the class relative to their individual needs Asking - students will be asked questions randomly throughout their lessons so all students are accountable for their progress and teachers are able to identify areas of weakness and misconception and reteach accordingly Feedback - students written and oral contributions will be given continuous feedback throughout lessons		
The Department will set homework by:	Self quizzing from Knowledge Organisers which will be tested at the start of lesson. One section of a Knowledge Organiser will be set to be learnt every 2 weeks. These will be set at the start of each cycle and communicated to students in lessons and via Google Classroom.		
The Department will organise classwork by:	Exercise books with sheets hole punched and tagged into the book		

Monitoring Date:	Monitored By:	Full Review Due:	Review By:
1/09/2020	JMA	1/9/2021	JMA

² Bernstein, 2000

The Swan School Religious Studies One Page Policy

Curriculum Mission statement (150 words max)	Through the study of humanities and modern foreign languages students will acquire powerful knowledge about linguistics, culture, history, geography and philosophy. Knowledge will be placed at the centre of the study of each discrete academic discipline and aim to drastically broaden students academic horizons. Students will become curious about the study of their subjects and leave with the foundational knowledge required for them to continue learning beyond the classroom setting. This combination of powerful knowledge, cultural capital and academic curiosity will enable them to “think the unthinkable and the not yet thought” ³ about their complex and diverse world.		
Key Knowledge Achieved at the end of Y11 and 13	Year	Factual	Procedural
	11	<p>Students will know the key beliefs and practices of Christianity, Islam, Judaism, Sikhism, Buddhism and Hinduism. Students will also develop tolerance and empathy through their knowledge of these different religious views. Students will know how different religious, ethical and philosophical perspectives approach challenging moral issues.</p> <p>Key beliefs and practices of Christianity, Islam, Judaism, Hinduism, Buddhism and Sikhism with reference to sacred texts which inform belief.</p> <p>Development of Abrahamic and Eastern religions over time and the similarities and differences between their beliefs and practices.</p> <p>Difference of beliefs on issues such as human rights and social justice; crime and punishment; peace and conflict; and life</p>	<p>Students are able to articulate their thoughts with precision and reason, using coherent oracy and written communication skills.</p> <p>Students are able to construct and sustain convincing arguments using detailed and specific philosophical, ethical and theological evidence.</p> <p>To use theological evidence to support arguments about religious beliefs and practices.</p> <p>Students are able to assess the validity of philosophical, ethical and theological arguments regarding God, morality and Christianity.</p> <p>Students are able to make synoptic links between philosophical, ethical and theoretical areas of interest.</p> <p>Students are able to demonstrate tolerance and empathy when discussing, debating, analysing and evaluating a variety of philosophical, ethical and theological issues.</p>
	13	As above and; The philosophy of religion and ethics & dialogues within the Christian faith on contemporary issues	As above and; Critically evaluate the validity of various philosophical perspectives on complex issues
Link to Curriculum Map	Curriculum Map		
Link to Scheme of Work	Year 7 Scheme of Work		
Departmental Systems:			
The department will give feedback by:	<ol style="list-style-type: none"> 1. Formative whole class feedback once a cycle (week 6/7) based on a knowledge test and classwork review 2. Verbal feedback on written and oral contributions in class 3. Whole class feedback on summative assessments in each cycle and reteach activities during week 11 and 12 of each cycle 		
The Department will approach formative and summative assessment by:	Formative assessment will use the whole class feedback proforma and be followed by specific activities aimed at targeting missing knowledge, lessons or misconceptions AND students will take a multiple choice knowledge test followed by a targeted reteach. Summative assessment will include: Knowledge testing in the form of multiple choice answers or short answer questions (worth 30%) & Extended written responses (worth 70%)		
The Department will support underachievement (with the Accelerated Learning team) by:	<p>Seating - students seats will be continually updated to ensure they are supported and in the most productive position in the class relative to their individual needs</p> <p>Asking - students will be asked questions randomly throughout their lessons so all students are accountable for their progress and teachers are able to identify areas of weakness and misconception and reteach accordingly</p> <p>Feedback - students written and oral contributions will be given continuous feedback throughout lessons</p>		
The Department will set homework by:	Self quizzing from Knowledge Organisers which will be tested at the start of lesson. These will be set at the start of each cycle		
The Department will organise classwork by:	Exercise books with sheets hole punched and tagged into the book		
Monitoring Date:	Monitored By:	Full Review Due:	Review By:

³ Bernstein, 2000

The Swan School French One Page Policy

Curriculum Mission statement	Learning a language at the Swan School will provide an opening to other cultures, foster students' linguistic curiosity and develop life-long linguistic skills. In French lessons, there will be a strong focus on listening and speaking, with an emphasis on phonics and correct pronunciation. Students will be exposed to complex language; key language and structures will be revisited regularly throughout the topics studied. Students will learn how to manipulate the language to make it their own, becoming competent at speaking and writing in French.				
Key Knowledge Achieved at the end of Y11 and 13	<table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">Year 11</td> <td>Students have a good understanding of key topics (Identity and culture; local to global environment; study and employment) and can understand spoken and written language, including some authentic material, containing complex language, referring to past, present and future events. Students can communicate effectively on these topics, in writing and speech, with good pronunciation, using a good range of vocabulary and structures and applying French grammar effectively.</td> </tr> <tr> <td>Year 13</td> <td>Students understand how French-speaking societies have been shaped and how they continue to change, socially and culturally. They can use French spontaneously to communicate by writing and orally, with good pronunciation, and they apply their knowledge of grammar effectively. They can understand spoken and written passages of French drawn from a range of authentic sources. They can translate accurately. They have acquired good research skills in French.</td> </tr> </table>	Year 11	Students have a good understanding of key topics (Identity and culture; local to global environment; study and employment) and can understand spoken and written language, including some authentic material, containing complex language, referring to past, present and future events. Students can communicate effectively on these topics, in writing and speech, with good pronunciation, using a good range of vocabulary and structures and applying French grammar effectively.	Year 13	Students understand how French-speaking societies have been shaped and how they continue to change, socially and culturally. They can use French spontaneously to communicate by writing and orally, with good pronunciation, and they apply their knowledge of grammar effectively. They can understand spoken and written passages of French drawn from a range of authentic sources. They can translate accurately. They have acquired good research skills in French.
	Year 11	Students have a good understanding of key topics (Identity and culture; local to global environment; study and employment) and can understand spoken and written language, including some authentic material, containing complex language, referring to past, present and future events. Students can communicate effectively on these topics, in writing and speech, with good pronunciation, using a good range of vocabulary and structures and applying French grammar effectively.			
Year 13	Students understand how French-speaking societies have been shaped and how they continue to change, socially and culturally. They can use French spontaneously to communicate by writing and orally, with good pronunciation, and they apply their knowledge of grammar effectively. They can understand spoken and written passages of French drawn from a range of authentic sources. They can translate accurately. They have acquired good research skills in French.				
Link to Curriculum Map					
Link to Scheme of Work	Year 7 Scheme of Work				
Departmental Systems:					
The department will give feedback by:	verbal feedback whole class feedback individual feedback for longer writing tasks at KS4 and KS5				
The Department will approach formative and summative assessment by:	<p><i>Summative assessment:</i> at the end of each unit, students will be assessed in some of these skills: reading, translation, writing, listening, speaking</p> <p><i>Formative assessment:</i></p> <ul style="list-style-type: none"> • Knowledge recall activities at the beginning of every lesson • Speaking tasks with verbal feedback provided • Re-teach of topics not acquired during formal assessment 				
The Department will support underachievement (with the Accelerated Learning team) by:	having an appropriate seating plan, giving targeted verbal feedback, ensuring that students have clear revision strategies, providing students with electronic knowledge organiser				
The Department will set homework by:	learning from knowledge organisers at KS3				
The Department will organise classwork by:	individual A4 exercise books and knowledge organisers				

Monitoring Date:	Monitored By:	Full Review Due:	Review By:

The Swan School Music One Page Policy

Curriculum Mission statement (150 words max)	<p>Music is a form of creativity which is open to all people, and is a shared language throughout the world. Music is deeply ingrained in the culture and history of all societies; studying music provides us insight into the people and cultures that have shaped today.</p> <p>Studying music at the Swan School will provide each student with an opportunity to learn about culture, history and the arts, and above all provide them with fulfilling skills they can take into later life.</p> <p>The core principles for the Music department at the Swan School include challenge for all pupils, inclusivity and focus on the three main aspects of Music: appraisal, performance and composition. Students at the Swan School should have the musical skills and understanding to pursue music in any avenue, regardless of musical background. Specifically, all students of the Swan School should finish Key Stage 3 with the skills required to study Music at GCSE level.</p>		
Key Knowledge Achieved at the end of Y11 and 13	Year	Factual	Procedural
	11	<p>Fluent understanding of staff notation, in particular, treble and bass clef.</p> <p>Understanding of the Western musical canon from 1700. This includes knowledge of musical features that are characteristic of different genres and eras.</p> <p>Understanding of the following non-classical genres: Irish folk music, West African folk music, Jazz, Samba and Bossa Nova music.</p> <p>Knowledge of composers and artists writing in styles relating to set works, and knowledge of the historical and cultural reasons for the development of music.</p>	<p>Performance at Grade 4 standard (Trinity or ABRSM).</p> <p>Ability to analyse set works in the given genres (see left). Students must be able to detect musical devices that are characteristic of genres through reading of staff notation and to aurally recognise musical devices.</p> <p>Composition to a high quality in two different genres (one genre will be dictated by the exam board). Students must be able to recognise musical devices relevant to set works and be able to compose using these devices.</p> <p>Melodic dictation skills - notating rhythm and pitch separately.</p>
	13	<p>Students must know all of the above with the addition of the following:</p> <p>Understanding of the Western musical canon from 1600, including neoclassicism and minimalism.</p> <p>Understanding of other non-classical genres: Gamelan, Flamenco music, Indian classical music and Cuban music.</p>	<p>Students must know all of the above with the addition of the following:</p> <p>Performance at Grade 7 standard (Trinity or ABRSM).</p> <p>Ability to analyse more set works in a wider variety of genres (see left).</p> <p>Melodic dictation skills - notating rhythm and pitch simultaneously.</p>
Link to Curriculum Map	Must fit units and knowledge into the Cycles model		
Link to Scheme of Work	<p>Should include:</p> <ul style="list-style-type: none"> Unit by Unit outline Lesson resources Knowledge Organisers Formative Assessments (to be used across the department) Summative Assessments (by Cycle) 		
Departmental Systems:			
The department will give feedback by:	<p>Providing verbal feedback to all students.</p> <p>Whole class feedback for bookwork and assessments (3 times a cycle).</p> <p>Individual feedback for performance and composition tasks through feedback codes.</p>		
The Department will approach formative and summative assessment by:	<p>Summative assessment:</p> <ul style="list-style-type: none"> • A practical assessment (for example, a performance) at the end of each unit • A theoretical assessment (for example, a sight-singing task or a written test) at the end of each unit <p>Formative assessment:</p> <ul style="list-style-type: none"> • Knowledge recall activities at the beginning of every lesson • Two longer knowledge recall activities a unit where marks are recorded on an assessment tracker • Practical demonstrations where verbal feedback is provided 		
The Department will support underachievement (with the Accelerated Learning team) by:	<p>Providing differentiated resources</p> <p>Enabling students to work in groups to allow students to learn from each other</p> <p>Use of peer-assessment and self-assessment</p> <p>Offering one-off music theory recall lessons where applicable</p>		
The Department will set homework by:	<p>Providing knowledge organisers for students to revise from for knowledge recall activities.</p> <p>Providing tasks for students to practice melodic dictation, interval recognition and note identification.</p> <p>Providing resources for students to practice sight-reading and sight-singing.</p>		
The Department will organise classwork by:	<p>Keeping all classwork in exercise books and manuscript books.</p> <p>Providing instruments and resources for practical tasks.</p> <p>Providing ICT for composition work (where applicable).</p>		

Monitoring Date:	Monitored By:	Full Review Due:	Review By:

