



CURRICULUM AND ASSESSMENT POLICY

ACADEMIC SESSION 2014/15

I. SECONDARY SECTION

(A) CURRICULUM

Aims

In line with the school's overall 'Philosophy and Aims', Premier Academy aims to provide a broad and stimulating curriculum which challenges every pupil throughout the whole school, encourages intellectual curiosity and independence, and prepares the way for lifelong learning.

We aim to ensure that our curriculum gives students the opportunity to obtain the skills, knowledge and the qualifications, which will enable them to make effective choices. In all aspects of the curriculum, students are enabled to acquire skills in speaking and listening, literacy and numeracy.

The school's curriculum follows relevant statutory requirements and almost all the subjects follow UK guidelines in relation to content with a few subjects having local content as well. While the educational practice in Britain influences our delivery, we take full advantage of our independence to provide wide ranging and stimulating experiences for our students. Our curriculum is designed to ensure adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.

The school offers a wide range of extra-curricular activities, which provides the basis for broadening and enriching the experience offered through the formal curriculum.

Subjects offered

We aim to ensure that our curriculum gives pupils experience in linguistic, mathematical, scientific, information technology, human and social, physical and aesthetic and creative education; with subject matter that is appropriate to the age and aptitudes of the pupils including those who are exceptionally able.

Years 7 TO 9

The emphasis in these years is on breadth and enabling pupils to study a wide range of subjects. Pupils are taught in mixed ability classes. A second Foreign Language is also offered.

*The following table shows the periods allocated to subjects in Years 7 to 9.
Periods are 30 minutes in duration.*

Subject Years 7 - 9

SUBJECT	NUMBER OF SETS	YRS 7	YRS 8 & 9	
MATHS	4	6	6	6
ENGLISH	4	6	6	6
BIOLOGY	3	4	4	4
CHEMISTRY	3	4	4	4
PHYSICS	3	4	4	4
HISTORY	3	3	3	3
GEOGRAPHY	3	3	3	3
FRENCH	3	3	3 [#]	3 [#]
SPANISH	3	3	3 [#]	3 [#]
IT	3	4	4	4
ART	3	3	3	3
MUSIC	3	2	4*	4*
DRAMA	3	2	4*	4*
PE	6	4	4	4
CLUBS	–	2	2	2
HOME ROOM (PSHE)	3	2	2	2
TOTAL	–	55	55	55

Foreign languages: Pupils are offered the opportunity to experience both Spanish and French in Year 7. They then make a choice of second foreign language for Year 8. The same applies to *Drama and Music.

Years 10 TO 11

A greater element of choice becomes important at this stage of education, and the school endeavours to shape the curriculum to ensure that the students can develop their special strengths and interests.

English Language, English Literature and Mathematics are compulsory elements of the curriculum. Pupils are expected to opt for seven additional subjects.

The following table shows the periods allocated to subjects in Years 10 and 11.
 Periods are 30 minutes in duration.

Subject Years 10 + 11

SUBJECT	NUMBER OF SETS	YRS 10 & 11
MATHS	3	5
ACCELERATED MATHS	1	10
ENGLISH LANGUAGE	4	5
ENGLISH LITERATURE	4	5
BIOLOGY	3	5
CHEMISTRY	3	5
PHYSICS	3	5
HISTORY	1	5
GEOGRAPHY	2	5
GLOBAL PERSPECTIVES	1	5
PSYCHOLOGY	2	5
ACCOUNTING	2	5
BUSINESS STUDIES	2	5
ECONOMICS	2	5
FRENCH	2	5
SPANISH	2	5
IT	3	5
ART & DESIGN	1	5
MUSIC	1	5
DRAMA	1	5
PES	1	5
PE	6	2
CLUBS	–	2
HOME ROOM (PSHE)	3	1
TOTAL	–	55

Sixth Form

The majority of students take four subjects for AS level leading to three at A2 level. Some students opt to continue with all four subjects for A2 level. There are no obligatory subjects. The curriculum for our students has been designed to provide scope for their talents and interests and to prepare them for the opportunities, responsibilities and experiences of adult life.

The following table shows the periods allocated to subjects in Years 12 + 13.
 Periods are 30 minutes in duration.

SUBJECT	NUMBER OF SETS	YRS 12 & 13
MATHS	3	10
ACCELERATED MATHS	1	10
ENGLISH LANGUAGE	1	10
ENGLISH LITERATURE	1	10
BIOLOGY	2	10
CHEMISTRY	2	10
PHYSICS	2	10
HISTORY	1	10
GEOGRAPHY	1	10
LAW	1	10
PSYCHOLOGY	1	10
ACCOUNTING	1	10
BUSINESS STUDIES	1	10
ECONOMICS	2	10
FRENCH	1	10
SPANISH	1	10
IT	2	10
ART & DESIGN	1	10
DRAMA	1	10
PES	1	10
PE	6	1
CLUBS	–	2
HOME ROOM (PSHE)	3	1
TOTAL	–	55

Enrichment and extension of the curriculum

The formal academic curriculum for all pupils, including those in the Sixth Form, is enriched and extended by a diverse programme of curricular and co-curricular activities which includes intellectual, creative and sporting activities, opportunities for personal development, preparation for life beyond school, leadership and character building. These are viewed as an essential aspect of the school's full curriculum for pupils of all ages.

Personal, Social and Health Education (PSHE)

Personal, social, health and citizenship education (PSHE) reflects the school's aims and ethos. It is delivered in two single periods per week usually by tutors with the support of a specialist team of PSHE teachers and outside specialists.

Political Education: The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Any political issues that may be introduced are presented in a balanced manner.

Careers Education

Careers guidance is provided throughout the school. There is a Head of Careers, to whom all pupils have access, as well as a wide range of guidance and reference materials relating to careers education and career opportunities.

PE and Sport

All pupils are expected to take part in the school's Physical Education and Sport programme. Pupils can only be excused from PE and Sport lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

Homework

Homework is an important part of the week's work, and needs to be given priority of time and place by the pupils.

Equal Opportunities Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, religion or belief.

In accordance with the school's admissions policy (available on the school's website) children are admitted to the school if, following an assessment, it is considered that the school can meet the child's needs. This includes children with a statement of educational needs.

Differentiation: A variety of differing teaching and learning methods and materials is used in all courses to suit pupils' different needs to ensure that all pupils have the opportunity to learn and make progress

There is a range of extra-curricular activities arising from subject-based clubs, music, drama and sport that also provide extension for all pupils, including the 'gifted' and 'talented'. Our Enrichment programme (KS4) and enrichment and extension (6th Form) also attempt to address the needs of

gifted and talented students.

Concerns and Complaints Parents who have concerns about, or would like to know more about, any aspect of the curriculum should normally discuss these in the first instance with the curriculum director. If the issue is not resolved parents may raise the matter with the Head of School and ultimately with the Head Teacher.

(B) Assessment

Principles and Practice: Premier Academy (PA) recognizes that teaching, learning and assessment of that learning are fundamentally interdependent. Assessment practices are key in establishing an environment where students know what is expected of them academically and how to reach their goals.

PA believes that assessment:

- monitors the progress of student learning and achievement
- produces coherent feedback for parents and external institutions
- informs curriculum and assessment review

PA recognizes that students:

- have differing learning styles
- have different cultural experiences, expectations and needs
- perform differently according to the context of learning
- need to know their achievements and areas for improvement in the learning process
- should receive feedback that is positive and constructive

Throughout the curriculum and instructional process assessment should:

- account for a variety of learning styles
- be differentiated to account for the diverse backgrounds of learners
- provide a wide variety of different assessment opportunities and to be relevant and motivating to students
- be criteria-related using published, agreed, learning objectives and made clear to students by teachers before coursework begins
- measure what students understand, what they can do and what they know
- be both formative (to assist students in building understanding, skills and knowledge) and summative (to assess students' acquired understanding, skills and knowledge)
- be ongoing and reflective
- allow students to evaluate their progress and set targets for improvement
- allow the school to evaluate the measure of success in meeting specific learning objectives
- be internally standardized both at departmental and grade level, and between the Secondary and Primary Schools, to ensure consistency
- be geared toward appraisal of a broad range of concepts, attitudes, knowledge and skills

appropriate to an international and increasingly complex world

Continuous assessment Tests (CATs)

The Secondary section has a continuous assessment tests (CATs) system. Each term, students do at least 2 CATs in each subject (except Art, Music and Drama). In the Lower Secondary section, a test planner is in place to ensure that not more than 2 CATs are given on any one day. In the first term there are no exams for Yrs.7 – 10. The end term report will only contain term grades obtained using the average percentage of all tests conducted during the term. *No tests can be rescheduled under any circumstances.*

Examinations

Examinations are scheduled as follows:

Term 1

Yrs.11, 12 and 13 Minimocks

Term 2

Yrs.7 – 10 Mid Year Exams

Yrs.11, 12 and 13 Mocks

Term 3

Yrs.7 – 10 Year End Exams

An examination time table is given to the students well before commencement of exams.

Examinations will not be rescheduled under any circumstances.

Use of unfair means during an exam/CAT: A student who is caught using unfair means during an exam or CAT will be awarded zero mark and the act is treated as a major offence for which prescribed discipline procedure is applicable.

Lateness to an exam: Students must come to exams punctually. A student who comes more than 30 minutes will be not be allowed to sit for that exam. No extra time will be given for lateness.

EFFORT GRADE DESCRIPTION USED FOR YEARS 7 – 11

Effort is considered to be very important at Premier Academy. The letter grade that is awarded means that the student has displayed most of the characteristics listed next to the grade below:

A = The student is usually very well prepared for lessons and tests. He/She takes considerable care with class work and homework and makes detailed corrections to homework assignments and tests. The student makes a lot of effort to participate in classroom activities and to seek help from teachers when in difficulty.

C = The student is adequately prepared for lessons and tests. He/She usually takes care with class work and makes satisfactory corrections to homework assignments and tests. Although the student usually makes an effort to participate in class, the level of participation could be improved. More effort also needs to be made to seek help from teachers when in difficulty.

E = The student is often badly prepared for lessons and tests. Little care is taken with class work or homework. Corrections to homework assignments and tests are often badly done. Little effort is made to participate in classroom activities to seek help when in difficulty.

(iv) Performance – Grade scales are indicated below:

A = Excellent grasp and demonstration of required skills and knowledge.

C = Sound grasp and good demonstration of required skills and knowledge.

E = Limited grasp of the basic skills and knowledge required and difficulty in applying them.

F/U = Little or no grasp of the basic skills and knowledge required and great difficulty in applying them.

GRADE BOUNDARIES

% MARKS	YR.10 &	YR.11	YR.12	YR.13
90 and above	A*	A*	A	A*
80 – 89	A	A	A	A
70 – 79	B	B	B	B
60 – 69	C	C	C	C
50 – 59	D	D	D	D
40 – 49	E	E	E	E
30 - 39	U	F	U	U
20 - 29	U	G	U	U
19 and below	U	U	U	U

II. PRIMARY (PREP) SECTION

(A) CURRICULUM

EXAMINING BOARD

The Key Stage 2 Curriculum in the core subjects, i.e. English, Maths and Science is geared towards the Cambridge International Checkpoint Examination done by students in Year 6 early in the 3rd term.

The other subjects are all in keeping with the curriculum structure of the British National Curriculum.

LESSON DISTRIBUTION

	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	Yr. 6
ENG	19	17	15	13	12	12
READING	2	2	2	2	2	-
MATHS	11	11	13	11	11	11
SCIENCE	2	4	4	4	4	4
GEOGRAPHY	2	2	2	2	2	2
HISTORY	2	2	2	2	2	2
ICT	2	2	2	2	4	4
SPANISH	-	-	-	2	2	3
FRENCH	-	-	-	2	2	3
MUSIC	2	2	2	2	2	2
ART	2	2	2	2	2	2
PE/SWIMMING	4	4	4	4	4	4
MORAL EDUCATION	2	2	2	2	1	1
LIB	1	1	1	1	1	1
ACTIVITY TIME [CLUBS]	3	3	3	3	3	3
ASSEMBLY	1	1	1	1	1	1
TOTAL	55	55	55	55	55	55

(B) ASSESSMENT

- Every term, students across the school do 2 assessments – one shortly before mid-term and the other at the end of term.
- In the first and second term, the average mark is what appears on the students' reports.
- In the third term, the final mark in each of the 2 previous terms is added on to the mid-term test results. The mark attained is then put upon 40. The end of term mark in the third term accounts for the remaining 60; this enables us to get a percentage mark which reflects each student's performance right through the year.
- We do the same with Year 6, except that we take the Cambridge results in the core subject as the mid-term mark; and the Year 7 Entrance test results in English and Maths for the end-term mark.
- The following subjects are graded [no marks are given]: ICT; Music; Art; PE/Swimming

This document is for use by the Whole School Community

Effective from: August 2014 to July 2015