**Student Learning**



**Learning Expectations Parent & Student Guide**

**Phase 1**

**Year 7 and 8**

Our approach to teaching places great emphasis on knowledge based learning and academic rigour. We have looked at learning expectations for GCSE and A Level and worked backwards to ensure from Year 7, students are developing the required skills to be successful learners. The majority of each cohort will complete an academic examination suite of at least eight subjects, forming the English Baccalaureate.

Every students needs to become an independent and successful learner as they work towards their GCSE expectations. Expectations in Years 7 and 8 need to allow for progression into GCSE study and ultimately advanced level study, whether at College or at School.

Learning is task driven through a learning plan for each subject called a “Scheme of Learning”. The Scheme of Learning is a schedule of work required over a period of approximately six weeks. The work required is spelt out on a weekly basis. The outcomes expected and appropriate resources are clearly signposted in student based, subject Knowledge Organisers.

Parents will be able to track progress and support learning through direct support with classwork. Parents will also have an overview of learning in all subjects at any given time. Therefore when watching TV or on holiday, real events or places can be linked to what is being studied in school.

It will also contain key words, ideas to be learnt, and links to a range of resources to support and develop learning. Students will be quizzed and tested on a routine basis.

Teachers will teach formal lessons but the plan is there for all to see. Students can then ensure they are up to date with key tasks, that they can learn key words and that they can learn independently through the links created. Anyone absent can quickly catch up.

Homework will become a natural part of this process, as there is always work to be completed or improved. Homework will range from completing tasks, learning key terminology, researching further information using the links provided or redrafting and improving work in response to teacher marking.

**Phase 1 Curriculum**

We have developed a curriculum designed to challenge and support students as they adjust to secondary school. It is a broad and balanced experience based on subject delivery of knowledge, skills and understanding.

**Learning**

The teaching of separate subjects prepares students for the academic rigour of GCSE and A Level as well as deliver a strong knowledge of the world in which we live. Detailed Schemes of Learning underpin what is taught. Students and parents can also access these Schemes for support at home.

Knowledge Boards exist for all subjects and all separate units of work. Students are expected to learn the knowledge board content and will be subject to routine quizzing and testing.

Schemes of Learning are regularly revisited to ensure misconceptions are challenged and that opportunities for individual and whole class feedback are created.

 **Vocabulary**

Within the Curriculum, we are developing banks of the most important words that students need to learn and use confidently. These will appear in Schemes of Learning and will be visited repeatedly.

**Reading**

The more a student reads the greater their acquisition of words and ideas. We have a fantastic Library in the heart of the school. Students are expected to read widely and often in lessons. We would appreciate your support in ensuring they continue to read at home.

All students will need a reading book for them to read independently during tutor time once a week.

**Assessment in Year 7 & 8**

We assess progress through a detailed assessment map that consists of key assessment objectives. For each objective outcomes range from a relatively simple ability to describe, to a complex ability to evaluate and make judgements.

For example -

 **Stage 1 Stage 2 Stage 3 Stage 4**

**1. Knowledge** Describe in increasing detail

**2.Analyse** Reason in more complex ways

**3.Explain** Organise and communicate ideas

**4.Improve** Evaluate and further improve

**5.Skills / techniques**  Select and use successfully

These broad objectives relate to key knowledge, skills and understanding requirements found in all GCSE and A Level courses, there will be subtle variations in line with individual subject requirements.

Four Stages of development are used to track progress, the students’ starting level is determined by their KS2 performance as an initial starting point. All students are expected to make appropriate progress by the end of Year 8. Where students fail to do so intervention programmes will be put into place.

Where students arrive below age related expectation there will be specific reading, writing and numeracy catch up programmes to support them.

Reading Age is also tested on entry and at the end of Year 7 to track progress in this essential skill.

**Feedback to improve work**

Teachers will mark and assess work through written comments and in class conversation. The scheme of learning will have precise assessment criteria within it. Teachers will point out which criteria needs to be met and students will be supported to form their own plan to improve their work. Time will be set aside in lessons and through homework for work to be improved in response to marking. This will range from improving a sentence before the next lesson through to redrafting a whole essay over a week or two, as age and activity requires.

In Phase 2 and 3 examination grades and criteria are used to assess student work and give feedback. We assess students through teacher judgment on a likely outcome in the exam. This likely outcome is an estimate of an examination grade assuming current performance stays the same.

**Student Expectations**

**Coundon Court student working expectations**

* All students will work in an A4 format. Students will have A4 exercise books provided for them by their subjects. Practical subjects will have A4 and A3 formats for planning work.
* Students may have a notebook for planning and drafting and a best book for final, neat work or a clear delineation within a single book.
* All work will be carried to and from lessons in a suitable folder.
* Students must have the essential stationery requirements for learning. A good quality writing pen, a pencil, a rubber, pencil crayons and a ruler (all with spares). A scientific calculator and for Years 7 and 8, a small dictionary. The pencil case must always be on the desk.
* A school bag must be brought to school every day. The bag must be safe, sensible and functional, capable of holding A4 folders, A4 exercise books, textbooks, stationery, PE kit and personal property.
* Students are expected to manage their daily requirements for lessons with increasing self-responsibility. Many Year 7 students will carry all of their books, all of the time. Some will begin to manage selecting their daily requirement. By Year 11, students will have graduated to individual subject folders and their own ways of recording, storing and accessing their work.
* Students will have their files, folders, exercise books and stationary out on the desk every morning in their tutorial / registration session.

**At the end of every year**

* Existing and old work must be stored securely at home within Years 7, 8 and 9. At the end of Year 9, work may be disposed of unless teacher’s direct otherwise i.e. French books will need to be maintained for vocabulary if a GCSE is chosen.
* In Year 10 and 11 all work must be stored safely at home for revision. Students may need to keep relevant work for A Level Study after Year 11 in consultation with their teachers.

**Behaviour**

**We have a simple and clear set of working expectations that mirror real life expectations in society.**

**Basic 3**

* Punctuality – on site by 8.25am and to Tutor Room by 8.30am
* Equipment – pens / pencils, pencil case, large folder, timetable, books, kit for the day
* Uniform – Fully compliant and worn

**Essential 8**

* Punctual and orderly movement between lessons
* Accept the seating plan
* Unpack quietly and be ready to learn straight away
* Listen to the teacher in silence and never shout out or talk over others
* Settle to tasks quickly
* Fully complete your work and do it well
* Follow adult instruction
* Treat everyone with respect – bullying will not be tolerated

*Teachers will keep students back at break, lunch and the end of the day to explain concern and ensure work is completed. Persistent or serious problems will result in a Daily Report Card and after school subject detentions.*

**The Unacceptable Four**

* Serious defiance of adult instruction
* Persistent disruption of Learning
* Complete refusal to work
* Anti-Social behaviour

**Rewards**

**Lion Badges and the Coundon Coin**

In every lesson, you will be awarded a red coin for engaging well with your work. You can also be awarded a gold coin for excellent contribution to the lesson.

When you have been awarded 150 coins, you will be presented with a red lion badge, to be worn on the blazer lapel. Over time, we expect all students to be awarded many more badges. After 1500 coins the prestigious Governor badge is awarded and then a second tier starts all over again with larger badges.

Badges are awarded in assemblies and then by the Headteacher and Governors in person.

**The Edge Award**

This program gives our students the opportunity to develop and accredit the life skills and attributes that school, college, universities, apprenticeships and employers are looking for –



• **L**eadership

• **O**rganisation

• **I**nitiative

• **R**esilience

• **C**ommunication

The EDGE qualification will develop alongside their academic successes and recognise what students can do as well as what they know.

In order to gain the qualification at Apprentice. Graduate or Masters Level, students need to complete a range of different challenges These can be undertaken in lessons, in extra-curricular clubs or outside of school, through the many different activities students are involved in.

Student progress on the scheme is managed on-line.

Tutors, subject teachers and our EDGE coordinators will be encouraging students to challenge themselves and will be awarding credits towards the qualification when activities are completed and evaluated by the students themselves - we look forward to recognising student achievements in our weekly assemblies.

We believe that THE EDGE provides a real opportunity for students here at Coundon Court to stand out from the crowd as they apply to colleges, universities and for positions of employment.

**The Coundon Intent**

* Coundon Court expects you to succeed.
* You will gain a sense of self, integrity and moral purpose.
* You will know and appreciate the world around you.
* You are able and responsible for your own actions.

**The Coundon Student**

* I accept there is no failure to make progress and that I should strive to improve.
* I have total commitment to deliver beyond the minimum. I will seize every moment to learn and improve.
* I will develop a strong moral compass.
* I can execute B3 and E8 expectations flawlessly.
* I support the school ethos in all that I do.

**The Coundon Commitment**

* My teachers are experts
* I will learn powerful knowledge.
* Learning will be demanding and I will make great progress.
* I will read widely.
* I will talk confidently.
* I will write at length, neatly and accurately.
* Great work will be rewarded
* I will enrich my time at school.
* My tutor will know and support me.
* I will know myself.
* I will be the best that I can be.
* There are no excuses.