

Glossary of Terms relating to our Curriculum and its Implementation at KGGS

Knowledge-Based Curriculum: as we at KGGS define learning as an alteration in long term memory and the process of connecting new ideas to existing knowledge, we have carefully mapped the concepts, ideas, key vocabulary, and processes we hope students will acquire from Year 7 to Year 13 in each area of the curriculum. Skills are also important elements of the knowledge base we hope to instil in all learners. For example, the skill of organising ideas into sequenced paragraphs is part of the knowledge required for composing an essay; and the skill of calculating percentages is part of the knowledge required to recognise patterns in a data set.

National Curriculum: the National Curriculum is a set of subjects and standards used by schools so children learn the same things. It covers which subjects are taught in both or either KS3 and 4 – English, mathematics, science, art & design, citizenship, computing, design & technology, geography, history, languages, music, and physical education. Sex and relationship education and religious education are also compulsory subjects. Academies must teach a broad and balanced curriculum which is at least as good as the National Curriculum. At KGGS, our curriculum is in line with the National Curriculum, though both our formal and wider curricular content extend learning beyond what is required.

Cultural Capital: As part of making the judgement about quality of education, external inspectors will consider the extent to which schools are equipping pupils with the knowledge and *cultural capital* they need to succeed in life. Ofsted's understanding of this knowledge and cultural capital matches the understanding set out in the aims of the National Curriculum. It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.

Equality, Diversity, and Inclusion (EDI): embedded into our curriculum are opportunities to recognise and challenge discrimination, bullying, and harassment; the promotion of British Values, such as democracy, the rule of law, liberty, and respect; activities which foster good relations between people from different cultures and with different characteristics and needs. We also celebrate diversity and cultural differences in the UK and across the world, and in areas such as the Arts, Music, and Literature.

Core Threads: by this we mean the core knowledge and skills our students take with them to the next stage of their learning or lives when they leave us. Essentially, the core elements at the heart of a subject or area of the curriculum, which are revisited, revised, recalled, and embedded by learners as they progress through the school from Year 7 to Year 13.

Common Assessments: in order to ensure all students in a particular year group in a particular subject are doing equally well, embedded into each subject's termly planning are common assessments. These might take the form of knowledge checks, tests, presentations, coursework, projects, or practical activities, which enable teachers to check learners across a cohort have mastered the learning for that term. Common assessments are periodically moderated across teaching groups to ensure teachers apply mark schemes and assessment objectives consistently.

Assessment-for-Learning Activities (A4L): these are the low stakes tasks which take place *in lessons* to check students are making good progress and that what the teacher hoped would be learnt has, in fact, been learnt. They take a variety of forms, including whole class question and answer sessions, students writing answers on mini-whiteboards, quizzes or diagnostics, diagrams, or short written answers shared and reviewed in class.

Student Progress: this refers to the difference between where a student starts and where they get to, in terms of their knowledge, skills, and performance in test conditions. To ensure students are challenging themselves and learning well, we look to ensure students make progress in line with the targets they have agreed with their teachers: in a lesson; during a term; and over longer periods of time such as from key stage two to key stage four.

Pedagogy: this is an umbrella term for the methods and practice of teaching, especially as an academic subject or theoretical concept. It is *how* things are taught and learnt as opposed to *what* is learnt and taught. It refers to the way lessons are structured; the way aims and objectives are set and reviewed with students; the instructions teachers give; and the balance between teacher-led, independent, and collaborative or group activities. Whilst there are undoubtedly some aspects of pedagogy that are common to all subjects and areas of the curriculum, subject teams work hard to develop the most appropriate and effective pedagogies for their particular subjects.

Differentiation: at KGGS, we recognise that not all students learn in exactly the same way, and that a more individualised approach can be useful where it is possible and reasonable to make adjustments in and out of lessons. Differentiation can take many forms, including differentiated lesson objectives; differentiated questions from teachers for students with different levels of confidence or knowledge; different scaffolds and supports for writing or note-taking; slightly different consolidation tasks to complete when bringing learning together; or differentiated levels of entry for external examinations, where this is helpful to students.

Quality Assurance (QA): to ensure Teaching & Learning and care for students is as good and it can be in the school we implement a rigorous schedule of lesson visits, student discussions, book and folder checks, staff, parent & carer, and student questionnaires, meetings with middle leaders about the progress of students, and policy reviews with link governors.

Career and Professional Development (CPD): this is an umbrella terms for the internal training, coaching and mentoring, support, external courses, qualifications, and feedback, staff are given about their practice. It links to appraisal and performance management to ensure all staff have the skills and knowledge they need to do their jobs well.

National Performance Data: this is the data published externally by www.gov.uk/school-performance-tables. Performance measures for KS4 include *Progress 8*, where the average progress made by our Yr11 students is compared to all schools, nationally, and where anything that is above zero is a positive score for the school. At KS5, progress scores for A level, academic (including A levels) and applied general qualifications are grouped into five bandings: well below average; below average; average; above average; and well above average. The progress scores in the KS5 performance tables show the progress that students in that institution made between key stage 4 and level 3 qualifications (excluding tech levels), compared with the actual progress made by students nationally who had similar levels of attainment at key stage 4.

Different Groups of Students: this is how we describe groups of learners, such as those with Special Educational Needs, Protected Characteristics, Lower Prior Attainment, English as an Additional Language; and those from ethnic groups other than White British, those considered to be Most Able, or students for whom the school receives the Pupil Premium.