

Teaching and Learning at King Egbert School



We hope your child enjoys their time with us at King Egbert School and makes the most of the curriculum we offer to our students.

In addition to the 25 hours of lessons, there are other opportunities for students to learn, achieve highly and involve themselves fully in the life of the school community, particularly through the extra-curricular activities offered by various departments and the House System.

This document sets out some key information related to learning at school.

To see what your child will be learning in each subject area from Y7 through to the end of Y11, please go to our website for more detailed information:

<https://www.ecgbert.sheffield.sch.uk/page/?title=Curriculum&pid=60>

There, you can:

- download a plan of the topics and units that are taught every term
- view information about each subject
- watch videos about the curriculum choices students can make at the end of Y9.

By visiting the individual [subject](#) pages in our website, you can find the teaching sequences for all Y12 and Y13 courses. Wider information on those courses can be found through the [Sixth Form](#) section of the website.

What will my child learn at King Egbert School?

We offer a broad and comprehensive curriculum here at KES. The curriculum is central to our goal of helping our students to be happy and successful young people. Through the curriculum we offer, our students will experience and learn our three school values: academic excellence, respect and aspiration. We work hard to ensure our curriculum is academically rigorous and ambitious, but also inclusive and well-structured. This allows all students to succeed in our school, whatever their starting point and individual aspirations.

Some students will at times have specific lessons, sessions or interventions that help them to succeed. Pastoral staff, academic staff and the SEND team work closely together to make sure that a supportive curriculum is in place for all our students who need it most. Examples of adaptations might include:

- Small group tutoring for Maths or English
- Speech and language interventions
- Art therapy
- Lego therapy
- Counselling

How is the curriculum organised?

There are 25 hours per week in our taught curriculum. Below is a breakdown of how many hours each subject has per week. (Please note that where a subject has an additional 0.5, this indicates that it is taught once per fortnight.)

Year 7

AR	Art	Computing	Drama	DT	English	Geography	History	Languages	Lakes	Maths	Music	PE	Science
1	1	1	1	1	3	2	2	2	1	4	1	2	3

AR = Accelerated Reader; DT = Design & Technology; Lakes = PSHE, RE and Citizenship

Year 8

AR	Art	Computing	Drama	DT	English	Geography	History	Languages	Lakes	Maths	Music	PE	Science
1	1	1	1	2	3	1.5	1.5	2	1	4	1	2	3

AR = Accelerated Reader; DT = Design & Technology; Lakes = PSHE, RE and Citizenship

Year 9

Art	Computing	Drama	DT	English	Geography	History	Languages	Lakes	Maths	Music	PE	Science
1	1	1	2	4	2	2	2	1	3	1	2	3

AR = Accelerated Reader; DT = Design & Technology; Lakes = PSHE, RE and Citizenship

Year 10 & Year 11

At Key Stage 4, all students can opt for two different pathways: some will choose to take three separate sciences, others will choose to study combined science.

Combined Science pathway

	English	Maths	Science	Lakes	Core PE	Language Option	Humanity Option	Free Option	Free Option
Y10	4	4	5	1	1	There are four option blocks. Students will have 3 hours for two of the blocks, and 2 hours for the other two.			
Y11	4	4	5	1	1	In Y11, the hours for these blocks will be reversed (e.g. 2hrs in Y10 = 3hrs in Y11).			

Separate Science pathway

	English	Maths	Science	Lakes	Core PE	Language Option	Humanity Option	Free Option
Y10	4	4	7	1	1	There are three option blocks. Students will have 3 hours for two of the blocks, and 2 hours for the other block.		
Y11	4	4	8	1	1	In Y11, the hours for these blocks will be reversed (e.g. 2hrs in Y10 = 3hrs in Y11).		

Full details of courses available at Key Stage 4 are found [here](#) (in the **Curriculum** section of the KES website, found under the **Learning** tab).

Students select their options during our supportive options process which begins in January of Year 9.

Year 12 & Year 13

At Key Stage 5, students will receive 5 hours of teaching time for each subject they take. The vast majority of students take 3 courses at Y12/13.

In Y12, students also do an additional 2 hours of supervised study in school with members of the Sixth Form pastoral team.

Full details of Sixth Form options, please visit our website by clicking [here](#). An updated prospectus and information can be found in the **Sixth Form** section of the website. Our Open Evening for the Sixth Form is held in November every year – please see website and social media for details.

How is Personal Development taught at King Egbert School?

In Y7-11, students receive one hour of L@kes per week. This is a bespoke programme of PSHE, SRE, RE, Citizenship and Careers education.

In Y12 and Y13, students attend Tutorial once a week. This is a bespoke programme of PSHE and enrichment targeting soft skills that support success in the Sixth Form and post-18 choices.

In addition, all students receive:

- Daily tutor time at the start of the school day (focusing on preparation for studying at school, reading and discussion). During this time, students in Y7-11 will also log their achievement (house) points;
- Regular assemblies (held in year group and also in mixed-age house groups);
- Access to extra-curricular clubs and activities;
- Opportunities to apply for positions of responsibility within school;
- Opportunities to be an active part of the school's Eco Council;
- Personalised careers guidance and advice on further study through Mr Fennell and the Sixth Form team;
- Opportunities to attend school trips and visits.

Many of these activities are linked to our House System, which all students in school are a part of.

How does my child receive feedback on their work?

Feedback is one of the most important ways we learn. Your child will receive regular feedback as part of their normal lessons. However, it is important to note that this will come in many forms – written feedback (or 'marking') is just one of the methods used. Feedback may be given in such forms as:

- Teachers directing questions and receiving answers
- Verbal feedback (such as talking to a student about the work completed)
- Using the visualizer to show examples and annotate work
- Using quizzes, recall activities (such as Do It Nows) and whiteboards
- Written feedback and corrections
- Corrections and checks during the lesson
- Highlighting areas to improve, or using marking codes
- Peer- and self-assessment
- Self-marking online tools (such as Educake)
- Use of mark schemes and past papers
- Whole-class feedback (where responsive teaching follows an examination of the students' previous work)

How is the curriculum made accessible and inclusive?

Our main focus is on quality-first teaching. We expect our teachers to use their skill and expertise to include all students, supporting them to make the best possible progress.

Our curriculum is regularly reviewed, planned and updated by subject experts and school leaders at all levels. Staff within school are committed to making adjustments to the curriculum for students who require an additional level of support. This may take various forms, for example:

- Additional group or individual interventions
- Support from an adult within the normal classroom
- Scaffolding, modelling or additional support materials (such as writing frames)
- Individual questions, tasks or teacher intervention
- Paired reading and other reading interventions
- Tutoring programmes
- Personalised verbal or written feedback

Since September 2022 staff at KES received training on several aspects of SEND teaching and learning, such as support for dyslexia, explicit teaching practices and supportive language in the classroom.

Further training is now underway embedding work on oracy to support learning, and our staff continue to develop their practice around provision for students with English as an additional language.

Staff have also been working to make the curriculum more diverse and inclusive for several years, as well as striving to work towards the school becoming an Anti-Racist School.

Consideration is also given to disadvantaged students and families who may struggle to access aspects of the curriculum, with support being provided with technology and revision materials, for example.

Reasonable adjustments are made to the physical spaces and routines within school so that students who have specific additional needs can access our curriculum.

Assessments and examinations are also adapted for students who require them and qualify for such reasonable adjustments. These may include adjustments such as extra time or the use of laptops.

All enquiries about SEND can be directed to Ms Liddell (SENDCO) at hliddell@ecgbert.sheffield.sch.uk and the relevant section of the website can be accessed [here](#).

What assessments will my child complete?

Assessment is a crucial part of learning. Throughout their time at school, your child will be assessed in lessons, but they will also complete a number of more substantial formative assessments. These are to help your child understand what they have learnt, but also what they still need to learn. Examples of formative assessment might include:

- End of topic tests
- Longer written answers
- Extended quizzes
- Other relevant formative tasks

In addition, there will be certain formal assessments that we will report home to families. These are:

- End of year tests in Y7, Y8 and Y9
- Interim exams in Y10 and Y11
- Interim exams in Y12 and Y13

End of year tests are conducted in classrooms. These are held under test conditions, but students are otherwise in their normal seats and normal lessons.

Interim exams are held in exam halls and separate exam classrooms. These are more formal and students are made aware of exam rules before they take these assessments. This is to support students with preparing for their final, formal examinations at the end of Y11 and Y13.

When do I receive a progress report on my child?

Please find below the things we report to all families. All written reports are published on Edulink.

	Written report (ATL = attitude to learning; EOY = End of Year test results)	Parents' Evening (online)	Settling in meeting / phone call	Formal assessment periods
Y7	ATL (Oct, Dec, Feb, May), EOY (Jul)	Summer term (May)	Oct of Y7 (in school)	June of Y7
Y8	ATL (Oct, Dec, Feb, May), EOY (Jul)	Spring term (Mar)		June of Y8
Y9	ATL (Oct, Nov, Feb, May), EOY (Jul)	Autumn term (Nov)		June/July of Y9
Y10	ATL & Grades (Oct, Dec, Feb, Apr, Jul)	Summer term (Apr)		June/July of Y10
Y11	ATL & Grades (Nov, Jan, Mar)	Spring term (Feb)		Dec/Feb of Y11
Y12	ATL (Oct), ATL & Grades (Nov, Feb, Jun)	Spring term (Jan)	Oct of Y12 (in school)	Jan/May of Y12
Y13	ATL & Grades (Oct, Mar)	Autumn term (Nov)		Jan of Y13

Please note that Y11 and Y13 formal external exams are mainly held throughout May/June of those academic years. Sometimes, certain exams will be held at different times (for example, a BTEC examination unit). All exam timetables are published on Edulink.

How is my child supported with reading?

Every student at KES receives the following reading support:

- One hour per week Accelerated Reader during Y7 and Y8 (includes some guided reading for all)
- DEAL reading input from form tutors in Y7, Y8, Y9 and Y10
- Reading age STAR tests during Y7 and Y8 (taken in AR lessons)
- Teachers using PRISE to scaffold and teach reading content within lessons

There is also additional reading support for certain students. This may take various forms, for example:

- Paired reading intervention
- Additional literacy teaching
- Support in the classroom

Our school library is the teaching space for all Accelerated Reader lessons. It is also open every break and lunch for students in Y7, Y8 and Y11.

Students in Y9 and Y10 can use the library Wednesday break and Thursday lunch, plus after school.

Sixth form students can usually access the library if and when they need to. Students should simply speak to Mr Collins.

Further information on reading can be found [here](#) on our website.

Homework

Students will be set homework that is planned and purposeful. No homework will be set for the sake of setting it.

Most homework will support the learning of previously taught content. This may include tasks such as quizzes, past exam questions and vocabulary exercises. Some homework will focus on applying knowledge through independent practice.

For all years, Edulink will be used to set homework tasks. In addition, programmes such as Microsoft Teams, Educake, Seneca and Sparks Maths will be used.

We know that the learning benefits of homework also have to be balanced against workload pressures and the impact of home learning on students' mental health. Therefore, we will not set homework over holidays and teachers will be considerate when putting deadlines on homework tasks.

For the detailed Homework Policy which clarifies everything regarding homework, please see the [policy page](#) of our website. This includes the time that should be spent on homework in all three key stages.

Who should I contact?

Mr N Jones (Deputy Headteacher responsible for the curriculum): njones@ecgbert.sheffield.sch.uk

Mrs A Hardie (Assistant Headteacher responsible for teaching and learning): ahardie@ecgbert.sheffield.sch.uk

Ms H Liddell (SENDCO): hliddell@ecgbert.sheffield.sch.uk

For subject-specific questions, please contact the relevant Head of Department. Emails should be sent to enquiries@ecgbert.sheffield.sch.uk in the first instance. A list of Heads of Department can be found in our [subject](#) pages on the school website.

For any other question, please contact your child's Year Manager.