

## **Impact of the Curriculum**

### **Key Performance Indicators and Quality Assurance Metrics**

#### **Whole School P8 and A8**

1. Key Stage 3 – % scores in progress check data
2. Key Stage 4 – P8 and A8 headline figures, % 4+, % 5+, % 7+
3. Key Stage 5 – VA headline figures, % A\*-B grades

#### **Schemes of Learning**

- % of SOL achieving C+ grade overall

#### **Attitude to Learning**

1. % increase in students gaining XP for RIME
2. % decrease in students gaining sanctions
3. % of students with 100% attendance
4. % of students wearing correct uniform each day
5. % of students showing high standard of presentation in exercise books – evidenced through work scrutiny, learning walks and lesson observations
6. % of lessons showing high levels of student engagement and a positive climate for learning – evidenced through learning walks and lesson observations
7. % of lessons showing regular use of routines – evidenced through learning walks and lesson observations
8. % of students regularly completing homework – evidenced through student surveys

#### **RIME Values - Resilient**

1. % of students making positive progress overall
2. % increase in students gaining XP for resilience
3. # of students participating in RIME days – impact measured through student survey
4. % of SOL containing clearly identified resilience strands
5. % of students being regularly challenged in lessons – teach to the top and risk-taking – evidenced through student survey, learning walks and lesson observation
6. % of students completing regular challenge tasks in lessons – evidenced through work scrutiny
7. % of students completing resilience activities in tutor time – evidenced through learning walks
8. % of lessons observed showing evidence of resilience activities from resilience boards being used in lessons
9. % of students engaging with extra-curricular activities
10. % of students engaging with student leadership activities

#### **RIME Values - Innovative**

1. % increase in students gaining XP for innovation
2. # of students participating in RIME days – impact measured through student survey
3. % of students showing exceptional ability in a specific subject area – evidenced through staff voice and work scrutiny
4. # of students engaging in new skill development – evidenced through student survey

5. # of students developing existing skills to a higher level – hobbies and within the wider community
6. % of students completing innovation challenges in tutor time – evidenced through learning walks
7. Increase in number of students participating in student leadership
8. Increase in number of students engaging with Kingsmedia
9. % of SOL containing clearly identified innovative strands
10. % of lessons observed showing evidence of innovation activities being completed – evidenced through learning walks, work scrutiny and lesson observations

#### **RIME Values - Mindful**

1. % increase in students gaining XP for mindfulness
2. % reduction in students receiving repeated sanctions
3. # of students participating in RIME days – impact measured through student survey
4. % of students completing mindfulness activities in tutor time – evidenced through learning walks
5. % of SOL containing clearly identified mindfulness strands
6. % of lessons observed showing evidence of mindfulness activities being completed – evidenced through learning walks, work scrutiny and lesson observations
7. % of students completing mindfulness challenges up on TVs screens around school – evidenced through student surveys
8. # of students participating in ARK days – evidenced through student surveys
9. # of students completing charity and fundraising events – evidenced through an increase in the amount of money raised
10. Increase in number of students engaging with student leadership activities – mindfulness ambassadors

#### **RIME Values - Employable**

1. % increase in students gaining XP for employability
2. # of students participating in RIME days – impact measured through student survey
3. % of students completing employable activities in tutor time – evidenced through learning walks
4. % of SOL containing clearly identified employability skills strands
5. % of SOL containing clear references to career opportunities
6. % of SOL that make clear use of Pixl Futures lessons
7. % of lessons observed showing evidence of employability activities being completed – evidenced through learning walks, work scrutiny and lesson observations
8. Increase in number of students engaging with student leadership activities – employability team
9. % of lessons that show application to real-life scenarios and extended writing – evidenced through work scrutiny learning walks and lesson observation
10. # of students that engage with the Kingsmead Careers Fayre

## **Kingsmead Edge**

- Increase in # of students completing Kingsmead Edge programme at Apprentice (+) and Graduate (+) level

## **Wellbeing**

1. Increase in % of students with 100% attendance
2. Overall reduction in number of PREP and R&R sanctions
3. % increase in students gaining XP
4. Reduction in incidents of bullying recorded on MyConcern and cases closed
5. # of students participating in mentoring and cases closed
6. # of students successfully participating in SAS and cases closed
7. # of students being successfully supported with mental health issues
8. # of students successfully accessing FSM
9. # of students participating in student leadership
10. Increase in number of students participating in extra-curricular activities

## **Personal Development**

1. % of exercise books that show compliance with and completion of PD curriculum
2. % of exercise books that show compliance with and completion of SMSC curriculum
3. % of exercise books that show compliance with and completion of Citizenship curriculum
4. % of exercise books that show compliance with and completion of RSE curriculum
5. % of exercise books that show compliance with and completion of LIMB curriculum
6. % of exercise books that show compliance with and completion of Safeguarding and Health curriculum
7. % of students showing an increase in cultural capital knowledge – measured through quizzes in tutor time
8. % of students showing an increase in overall literacy levels – measured through quizzes in tutor time
9. % of students showing an increase in overall numeracy levels – measured through quizzes in tutor time
10. # of students participating in PD assemblies and drop-down days – measured through student surveys

## **Literacy**

1. % of students reading at chronological reading age
2. % of students reading above chronological reading age
3. % of students reading within 3 months of their chronological reading age
4. Kingsmead Pledge – Spelling Score
5. Kingsmead Pledge – Grammar Score
6. % of classrooms around school with completed literacy displays
7. Evidence of literacy activities completed in tutor time exercise books
8. Evidence of literacy strands in subject schemes of learning
9. Evidence of literacy activities in student subject exercise books
10. Evidence of tier 2 and 3 vocabulary being used in lesson observation feedback

## **Numeracy**

1. % score in initial baseline numeracy test
2. % score in weekly numeracy tests in Maths lessons
3. % score in termly numeracy tests
4. % engagement with TTRockstars programme in lessons and at home
5. % engagement with numeracy displays around school – evidenced through student survey
6. Evidence of numeracy activities completed in tutor time exercise books
7. % of students completing Kingsmead Pledge numeracy activities
8. Evidence of cross-curricular numeracy in subject schemes of learning
9. Evidence of cross-curricular numeracy in student subject exercise books
10. Evidence of standardised “common language/preferred methods of calculation” being used in lesson observation feedback

## **Staff CPD and Training**

1. % of staff observed regularly meeting the Teacher Standards
2. % of staff observed regularly achieving the Golden 8
3. % of staff completing Twilight training sessions
4. % of staff completing Craft of the Classroom training sessions
5. % of staff engaging with and successfully completing the Teaching Skills coaching programme

## **Parental Engagement**

1. % of parents engaging with school activities regularly throughout the year – evidenced through parent surveys
2. % of parents providing positive feedback following evening events like transition and partnership
3. % of parents attending parents’ evenings in each year group
4. % of parents engaging with student reports and school newsletter – evidenced through parent surveys
5. % of parents engaging with school over website and social media

### Literacy – Current Picture

	<b>At Reading Age January 2020</b>	<b>RA-3 months January 2020</b>	<b>P Spelling Spring 2020</b>	<b>P Grammar Spring 2020</b>
<b>Year 7</b>	N/A	N/A	N/A	N/A
<b>Year 8</b>	57%	75%	44%	55%
<b>Year 9</b>	56%	86%	49%	60%
<b>Year 10</b>	64%	93%	59%	65%
<b>Year 11</b>	30%	97%	67%	72%
<b>Whole School</b>	<b>51%</b>	<b>88%</b>	<b>55%</b>	<b>63%</b>