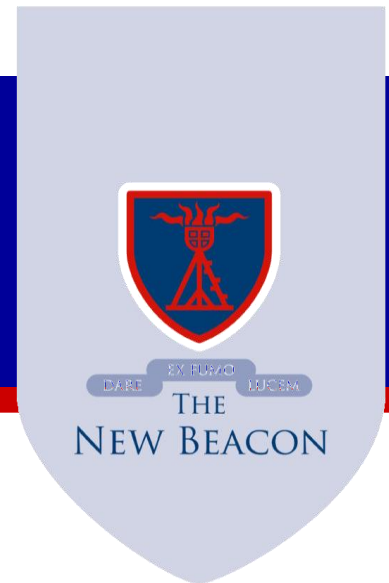


# Curriculum Policy

(Whole School Policy including EYFS)



## Responsibility -

**Individual:** Director of Studies

## Review -

**Last review date:** Sept. 2017

**Next review date:** Sept. 2018

The New Beacon  
Brittains Lane  
Sevenoaks  
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**“It’s the supreme art of a teacher to awaken joy in creative expression and knowledge” (Albert Einstein)**

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## **Mission Statement**

The New Beacon provides a broad, balanced, intellectual, creative and spiritual education with academic achievement at its heart. Boys are challenged and encouraged, with equal opportunity for all. It is our aim that boys achieve their best through high expectation, excellent teaching and nurtured confidence.

All who work at The New Beacon strive for the highest possible standards in every aspect of the school community and education for the boys. Teachers are specialists in their field, highly professional, dedicated and ambitious for their charges. We believe each boy is an individual and our pastoral care is tailored to help him achieve his best.

Respect underpins every strand of school life: respect for the school, its values and traditions; respect for each other – adult and pupil alike; respect for self. Respect for ‘difference’, regardless of background, culture, belief, opinion, ability or character. We believe in ‘acceptance’ rather than ‘tolerance’. We wish to engender in boys the value of ‘community’, family, school, local and global, through which they have a growing understanding of the world and their place in it.

We ask each boy to strive for personal excellence, aiming to be the best he can be, making the most of every opportunity and possibility. We aim to develop initiative and responsible independence; realistic and respectful ambition. We like our Year 8 leavers to be problem solvers who can take responsibility for their work and for their lives.

Many people who meet Beacon Boys remark on the qualities which we endorse: good manners and courtesy; sporting etiquette: confidence (but not arrogance); intellectual curiosity, creativity and innovation.

## Aims

The School aims to:

- Cater for the needs of all boys as individuals including the most able and those who are experiencing learning difficulties
- Facilitate boys' acquisition of knowledge, skills and qualities which will help them develop into independent young people intellectually, morally, socially, physically, emotionally and spiritually
- Encourage learning through which boys can become confident and considerate members of the school and the wider community
- Create a stimulating and enjoyable environment in which boys can learn by providing a high standard of teaching and suitable premises and surroundings
- Ensure that each boy's education has continuity and progression
- Ensure that the work each boy is given is appropriate for his age and ability
- Provide a broad and balanced curriculum based on the individual needs of the boys as well as the requisites of exams and entry requirements
- Recognise and respect the important role of parents in their son's education and encourage parental involvement wherever appropriate
- Treat all children with respect according to other policies: behaviour, child protection, code of conduct

We aim that all boys will:

- Learn to work independently and as part of a team
- Learn to be adaptable

- Learn to problem solve
- Enjoy, be enthusiastic and well balanced in their approach to their studies
- Acquire moral values specifically honesty, personal responsibility and respect for their community
- Behave in a responsible way and be responsible for their own actions
- Develop tolerance for others regardless of sex, race, age, religion or disability
- Develop a scientific and logical problem solving approach
- Be encouraged to read and enjoy reading and to listen with appreciation and respect
- Know how to solve problems mathematically using number, shape, space, algebra, measure and data handling
- Be given the opportunity to learn through various art forms such as music, art, drama and design
- Have the opportunity to learn about geographical, historical, and asocial aspects of the local and wider environment and be aware of other eras, places, and events and recognise links to their family; local, national and international events.
- Have some knowledge and understanding of the beliefs of other religions than their own
- Develop their agility, physical co-ordination and confidence through movement and a wide range of sporting opportunities
- Know about and be able to apply the basic principles of health, hygiene and safety with respect to themselves and others

Implicit in these curricular objectives are the aims and objectives of Every Child Matters:

“Be healthy”

“Stay safe”

“Enjoy and achieve”

“Make a positive contribution”

“Achieve economic well-being”

Our school curriculum is designed from the ground up – that is to say it begins with the Early Years Foundation Stage and runs on, through pre-prep, junior, middle and senior school, offering a comprehensive and integrated syllabus along the nine year journey.

Our curriculum draws its influences, themes and principles from a range of statutory and non-statutory documents and strategies including:

- Teachers’ standards 2012
- the Early Years Foundation Stage
- the National Curriculum
- the Numeracy Strategy
- the Literacy Strategy
- the new Primary Framework
- the KS3 Framework
- the ISEB syllabus for Common Entrance at 11+ and 13+
- the ISEB syllabus for Common Academic Scholarship
- the assessment criteria for Senior School Scholarship papers

At all times we seek to combine the very best traditions and values of a prep school education with the themes and principles of a twenty-first century curriculum, so that our children may take an active part in the modern world.

**ACADEMIC INFORMATION****YEAR GROUPS**

<b>Pre-Prep:</b>	EYFS	Reception	Age 4-5
	KS1	Year 1	Age 5-6
		Year 2	Age 6-7
<b>Junior School</b>	KS2	Year 3	Age 7-8
		Year 4	Age 8-9
<b>Middle School</b>		Year 5	Age 9-10
		Year 6	Age 10-11
<b>Senior School</b>	KS3	Year 7	Age 11-12
		Year 8	Age 12-13

*Ages taken from 1 September.*

**CLASS STRUCTURE**

From Year 1 through to 8 each child is placed in a mixed ability Tutor group. From January in Year 5 there is one streamed class and two/three mixed ability classes per year group, depending on the size of each cohort.

In Years 1 through to 4 the children are taught within their Tutor groups. Their form tutor will therefore be their class teacher and will teach them for all subjects in Years 1,2 and 3 with the exception of ICT, Music, PE and Swimming. In Year 4 Science and DT are also taught by a specialist teacher.

At the end of Y4 boys undertake a series of tests and, also using teacher assessment, a streamed class is formed in the January of Y5 with two/three further mixed ability classes. This streamed class identifies potential scholars or Common Entrance high achievers and continues through to Y7. There can be movement of pupils in and out of the streamed class. At the end of Y7 a

scholarship group is created (8A) along with a fast track CE class (8A1) and depending on the size of year group, usually two mixed ability classes. Boys not taking Latin for Common Entrance receive extra support in numeracy and literacy in place of Latin lessons.

The New Beacon is committed to ensuring that all the children:

- are ready for school;
- attend and enjoy school;
- achieve educational standards commensurate with their age and ability
- achieve personal and social development and enjoy recreation;
- are well prepared for the next stage of their schooling.

Careful planning, monitoring, assessment and recording are essential to ensure that each child receives a broad, balanced and appropriate curriculum for them and that their individual needs, strengths and any difficulties are quickly identified. Staff need to be flexible and use a variety of teaching strategies. This is an ongoing process and there are regular staff meetings to review our practice.

## **20 MINUTE TIMETABLE FRAMEWORK**

In September 2014 a whole-school timetable framework was implemented; the aims of the common framework are to:

- Enable the sharing staff and resources across the whole school facilitating a more 'academic centric' timetable.
- Reduce time lost changing venue.
- Create more meaningful, age appropriate, lesson blocks.
- Pre-Prep & Junior School: significantly less sport/PE /swimming before morning break.
- Greater opportunity for whole school to join together (eg Y4 to join Company Assemblies in Middle / Senior School).



Curriculum Policy

The day is divided into 'blocks' of 20 minutes as follows:

8.20	R+1	2	3	4	5	6	7+8	8.20
8.40	Reg	Reg	Reg	Reg	Reg	Reg	Reg	8.40
9.00	Ass	Ass	Ass	Ass	Ass	Ass	Ass*	9.00
9.20	20	20	20	20	20	20	20	9.20
9.40	20	20	20	20	20	20	20	9.40
10.00	20	20	20	20	20	20	20	10.00
10.20	Break	Break	Break	Break	20	20	20	10.20
10.40	Break	Break	Break	Break	20	20	20	10.40
11.00	20	20	20	20	Break	Break	Break	11.00
11.20	20	20	20	20	Break	Break	Break	11.20
11.40	20	20	20	20	20	20	20	11.40
12.00	Lunch	20	20	20	20	20	20	12.00
12.20	Play	Lunch @ 12.10	Lunch	Lunch @ 12.30	20	20	20	12.20
12.40	Play	Play	Play	Play	Lunch	Lunch	20	12.40
13.00	20	Play	Play	Play	Play	Play	Lunch	13.00
13.20	20	20	20	20	Play	Play	Play	13.20
13.40	20	20	20	20	20	20	Play	13.40
14.00	20	20	20	20	20	20	20	14.00
14.20	20	20	20	20	20	20	20	14.20
14.40	Break	Break	Break	Break	20	20	20	14.40
15.00	20	20	20	20	Break	Break	Break	15.00
15.20	20	20	20	20	20	20	20	15.20
15.40	Home 3.30	Home 3.30	20	20	20	20	20	15.40
16.00			Home 3.45	Home	Home	Home	20	16.00
16.20							Home	16.20

\*Years 7/8 have formal 'class assemblies' on Tues/Wed, and begin lessons at 8:40 on these days

**CLASS SUBJECT ALLOCATION: Reception to year 4 (2017-18)**

	R		1		2		3		4		
Subject	Blocks	%	Blocks	%	Blocks	%	Blocks	%	Subject	Blocks	%
English	17	28	21	31	21	32	18	27	English	21	28
Maths	9	15	14	21	16	25	16	24	Maths	15	20
CPSHE	2 10 (CIA)	20	2	3	2	3	2	3	CPSHE	2	3
Science	2 (UW)	3	3	4	3	5	3	4	Science	3	4
Art/DT	4 (EAD)	7	6	9	3	5	3	4	Art/DT	3	4
Music	3	5	3	4	3	5	3	4	Music	3	4
ICT	2	3	2	3	2	3	2	3	ICT	2	3
Topic	3 (topic/creative)	5	3	4	3	5	6	9	Topic	6	8
RS			2	3	2	3	2	3	RS	2	3
PE	2	3	2	3	2	3	2	3	PE	2	3
Games	3	5	3	4	4	6	6	9	Games	8	11
Swim	4	7	4	6	2	3	2	3	Swim	2	3
Golden			2	3	2	3	2	3	reading	5	7
Total	61	100	67	100	65	100	67	100	Golden	2	3
									Total	74	100

**CLASS SUBJECT ALLOCATION: Years 5 to 8 (2017-18)**

	5		6		7		8	
Subject	Blocks	%	Blocks	%	Blocks	%	Blocks	%
English	13	20	10	15	9	13	9	13
Maths	10	15	9	13	9	13	9	13
French	6	9	6	9	9	13	9	13
CPSHE	2	3	2	3	2	3	2	3
Science	7	10	8	12	6	9	6	9
Art	3	4	3	4	3	4	2	3
DT	3	4	3	4	2	3	3	4
Music	4	6	4	6	2	3	2	3
Latin	0	0	4*	6*	6	9	6	9
ICT	3	4	3	4	3	4	2	3
Geography	4	6	4	6	4	5	5	7
History	4	6	3	4	5	7	5	7
RS	2	3	2	3	3	4	4	5
PE	3	4	3	4	2	3	2	3
CC	0	0	4	6	6*	9	6*	9
Reasoning	2	3	3	4	0	0	0	0
<b>Total</b>	66	100(97)	67	100(97)	70	100(102)	70	100(104)

In years 7 and 8 English, French and Maths are set.

\*6D only. \*\* Boys in year 7 and 8 not sitting Latin receive CC lessons.

**Form and year group: Breakdown 2017-18**

<b>Form</b>	<b>Number of boys in form</b>	<b>Number of boys in year</b>
Reception B	14	27
Reception G	13	
1JF	16	32
1SH	16	
2EW	18	36
2JB	18	
3RR	15	47
3CS	16	
3AH	16	
4CM	16	48
4GH	16	
4RT	16	

<b>Form</b>	<b>Number of boys in form</b>	<b>Number of boys in year</b>
5A	12	51
5B	13	
5C	13	
5D	13	
6A	14	58
6B	12	
6C	15	
6D	17	
7A	14	43
7B	14	
7C	15	
8A	6	27
8A1	16	
8F	5	

## **ACADEMIC RECORDS**

Academic records for each pupil are kept on the PASS and 3Sys database.

Individual Educational plans and any outside agency reports and letters, such as those from speech therapists, occupational therapists, medical form and the information sheet completed by parents prior to a child starting at the school, are kept by the registrar and copied to the SENCo for dissemination.

The academic records should reflect the strengths and weaknesses and the character of the child as an individual and as part of their class and year group. More evidence of children's progress and attainment is kept by each class teacher (Years R-4) in the form of work books and folders, observational records, reading records, photographs, drawings and art work etc. These are collated at the end of the year and passed up to the next child's teacher.

Class teachers should have regular meetings with colleagues to moderate and compare levels given to children and ensure they are consistent between classes, year groups and across key stages.

Close liaison between the school sections is a very important part of ensuring continuity and progression and to help children transfer smoothly from one year to the next.

## **TEACHING STRATEGIES**

**A variety of teaching strategies and learning styles should be used with the aim of ensuring that:**

- children are actively involved in the learning process
- children feel that what they are learning is relevant to them
- children are exposed to a broad and balanced variety of learning strategies based on the individual's diverse needs.
- children experience an appropriate range of activities and strategies within each lesson
- children are provided with an immediate feedback on their progress and experience a sense of achievement
- the learning environment is safe and supportive where the contributions of all children are respected and valued
- children's self-esteem and confidence is promoted through appropriate praise and throughout the philosophy of The New Beacon

**The strategies used in any particular lesson should:**

- clearly state the learning intention for that lesson
- meet the aims and assessment objectives required by the syllabus
- aim to cover deficiencies in children's background and provide reinforcement for the less able children
- provide a broader and more vigorous treatment of topics for the more able child
- suit the nature and context of the topics being covered
- suit the individual needs of the child or group

**Learning strategies may include:**

Brainstorming	Problem solving	Practical work
Display work	Comprehension exercises	Computer aided learning
Group discussion	Filed work	Data handling
Child presentations	Self-supported learning	DVD/CD/Video
Library research	Mind mapping	Play based learning
Project work		

**These activities may be set in the context of:**

Class/group teaching	Class discussions	Small group discussions
Independent learning	Group study work	Circuits of activities
Homework	Individual practical work	Class/group practical work
Teacher demonstration		

**Sharing learning strategies with children:**

Teachers should make explicit not only

- what they want the children to do
- how they want them to do it

***but also***

- the learning intention (skills, knowledge, attitudes, ie to know ...; to understand ...; to be able to)

***so that***

- children can self-evaluate
- set targets for themselves
- think intelligently about their own learning

**Strategies for making the learning intentions explicit and remembering to do it include:**

- write it on the board/worksheet
- older children to write the learning intention under the title of a piece of written work
- remind children orally
- ask the children to repeat the learning intention before they begin the task and at several intervals during the lesson

**PLANNING**

**A Long-Term Planning (Syllabus)**

- Broad curriculum framework for each year
- Overall curricular aims, objectives and policies
- Whole staff involved

Purpose:

- To cover all aspects of the school curriculum including the National Curriculum / Common Entrance, SMSC and CPSHE
- To ensure progression
- To achieve balance, coherence and continuity

Outcomes:

- Specify content to be taught
- Organise content into units of work with clear focus
- Link with other curricular areas
- Sequence into three terms

The Curriculum Guidance for the Early Years Foundation Stage forms the broad curriculum framework for planning in Reception.

At Key Stage 1, The National Curriculum forms the basis for planning in Years 1 & 2. We make use of the objectives from the Literacy Framework and Numeracy Strategy in our planning for English and Mathematics. We also use the objectives from the QCA Schemes of Work in other subjects, but our schemes of work are developed separately and extended as appropriate. The curriculum is delivered through a topic based approach which encompasses the majority of subjects but we also deliver discrete Literacy, Numeracy and Science lessons in Years 1 & 2.

At Key Stage 2, The National Curriculum forms the basis for planning in Years 3, 4, 5 & 6 but as an independent school the schemes of work are developed and extended as we feel best meets the needs of our children for grammar school entry at 11 as well as (or and) for the senior schools. We ensure that our planning in English and Maths encompasses the key objectives from the Literacy Framework and Numeracy Strategy. Other subjects make use of the objectives from the QCA Schemes of work.

In Years 7 & 8 the Common Entrance Syllabuses and Scholarship Syllabuses form the basis for planning. In some subjects, due to the demands of CE, this starts in Year 6 thus meaning that children are studying topics and being exposed to concepts a year ahead of their contemporaries in the state system. Considerable steps are therefore taken to ensure that work is accessible and appropriately planned.



## **B Medium-Term Planning (Schemes of Work)**

- Details of programmes of work to be taught to each year group
- Identifies opportunities for assessment
- Year group and key stage teachers and co-ordinator(s) involved

Purpose:

- To develop each year group plan into detailed sequence of continuing, blocked and linked units of work

Outcomes:

- Each unit of work to have clear learning objectives
- Resource needs
- Thematic links
- Teaching strategies, child groupings, strategies for differentiation and assessment opportunities

## **C Short-Term Planning (Lesson Plans)**

- Focus on day-to-day teaching and assessment

Purpose:

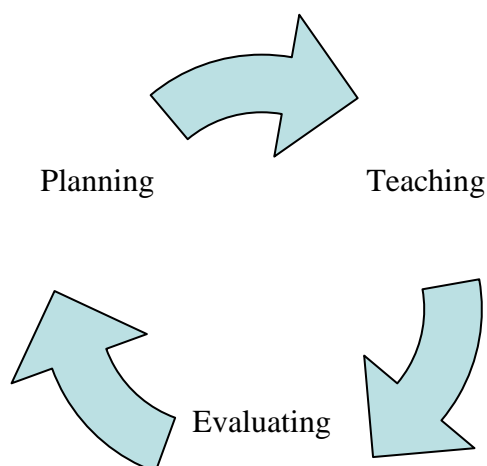
- Differentiation
- Balance of different types of activities throughout the week
- Appropriate pace
- Teacher assessment
- Monitoring, evaluation and any necessary modifications to Medium-Term Planning

Outcomes:

- Detailed daily, weekly lesson plans and records to ensure effective day-to-day teaching/assessing
- Differentiated child activities based on clear learning objectives

Planning is carried out as follows:

<i>Year Group</i>	<i>Planning by:</i>
Reception	Planning is in accordance with EYFS
Years 1 / 2	<p>Long term and medium term plans produced by year group teachers and subject coordinators collaboratively.</p> <p>Topic planning / lessons plans completed and reviewed weekly by year group teachers. Mid term planning is annotated and differentiated as part of an ongoing review of delivery and individual attainment.</p>
Years 3 / 4	<p>Long term and medium term plans produced by year group teachers and subject coordinators collaboratively.</p> <p>Topic planning / lessons plans completed and reviewed weekly by year group teachers. Mid term planning is annotated and differentiated as part of an ongoing review of delivery and individual attainment.</p>
Years 5 / 6 / 7 / 8	<p>Long term and medium term plans produced by Heads of Department.</p> <p>Planning reviewed by subject teachers in departmental meetings to develop short-term planning prior.</p>



## **DIFFERENTIATION**

“Differentiation is the process by which curriculum objectives, teaching methods, resources and learning activities are planned to cater for the needs of individual pupils”. (Science and Pupils with Special Education Needs 1991).

Whether children are taught in sets or mixed ability groups, there will often be a range of attainments and interests within the group and differentiation is essential if all children are to be given the opportunity to achieve their full potential.

There are three main types of differentiation:

- by text (types of reading or listening material used)
- by task (what children are asked to do)
- by outcome (how children respond to texts and tasks)

Often more than one kind may operate at the same time and in addition, teachers may also differentiate in the way they phrase questions or even respond to children.

### **1. Differentiation by Text**

Much of the time, children in class can work productively on the same material or the same reading or listening text, but there will be times when teachers might choose to select different material or texts to match or challenge the child’s own level of attainment. There may also be occasions when children will choose material or texts according to their own personal interests in a particular topic. The variety of texts read and not just their level of difficulty, is also an important aspect of differentiation by text.

### **2. Differentiation by Task**

Even within a common activity (in a lesson) it might be possible for teachers to set tasks which match individuals’ needs and abilities. For example:

- children could take different parts in role-play (one could follow a script; the other could be asked to improvise)

- children could undertake different tasks in a group project (one could research and collate information; another could analyse and summarise; another could present the findings orally to the class)
- children could work through a range of increasingly difficult tasks or start at different stages according to their level of attainment
- children could be given a task relating to an AT in which they require particular practice.

### 3. **Differentiation by Outcome**

This usually involves setting a task which is sufficiently open-ended and broad for all children to tackle at their own level.

### **Planning for Differentiation**

In most situations it is unrealistic to provide a differentiated curriculum for every individual in the class. Differentiation, however, might be managed by planning at three broad levels:

- (i) core objectives (for the class as a whole)
- (ii) reinforcement objectives (which offer some children more intensive practice)
- (iii) extension objectives (which take some children a stage further)

Such objectives should be considered when planning schemes and lessons for children.

#### **All staff should:**

- be aware of the whole school policy on Learning Support
- be aware of those individuals within their class who have IEPs
- have read the relevant IEPs
- have a record in their registers of those children with IEPs
- take notice of, and act on, the advice given in the IEPs

## **Independent Learning**

Independent Learning is defined as ‘any work or activities which students are asked to do outside lesson time’.

- All work of this nature should have a clear purpose.
- The purpose of any Independent Learning may include:
  - to encourage students to develop the skills needed for independent learning to consolidate,
  - reinforce and broaden the skills, knowledge and understanding developed in the classroom
  - to enable students to meet the demands of Common Entrance or Scholarship coursework assignments
  - being part of a revision programme in preparation for school examinations
  - sustaining the involvement of parents and carers in students’ learning and keeping them informed about the work students are doing

### **PRINCIPLES FOR ALL DEPARTMENTS TO FOLLOW**

- All such tasks should be planned as an integral part of the lesson.
- Any Independent Learning tasks should have a clear purpose rather than used to fill time.
- It is preferable that such tasks are set during rather than at the end of the lesson.
- Independent learning tasks should be written down accurately in planners, with clear deadlines for
- completion, by all students. All revision tasks should be written in Planners. (It may be necessary
- to write tasks on the board, especially for students in lower sets. We need to ensure that sufficient time is allowed for this to be carried out.)

## **ASSESSMENT**

*Some of the major points from the National Curriculum document: “From Policy to Practice”.*

Assessment is an integral part of teaching and is at the heart of the process of promoting children’s learning. Any assessment within the school may serve several purposes. It may be:

**Formative:** In providing information which teachers can use in deciding how a child’s learning should be taken forward and in giving the children clear and understandable targets and feedback about their achievements.

**Summative:** In providing overall evidence of a child’s attainment, i.e. what the child knows, understands and can do.

**Evaluative:** In that comparative information about a child’s achievements can be used as an indicator of where there needs to be further effort, resources or changes in the curriculum.

**Informative:** In helping communications with parents or other schools about how a child is doing and with the wider community about the achievement of the school.

Teacher assessment and recording is, therefore, essential if we are to know what has been achieved and where we are taking the children next. It is also vital in helping us plan what we are going to teach and the method to be employed.

It is important that class teachers keep adequate, useful and effective records of each child’s attainment and progress. Assessment should be an integral part of the teaching and learning process. It goes without saying that planning and assessment are interrelated. It is essential to provide a relevant curriculum that is carefully structured, with well-planned activities and appropriate intervention. Assessments are monitored to ensure that they are free from prejudice or discrimination, with regular staff meetings, progress reports and parent consultations, as well as having an ‘open door’ policy to share worries or concerns as they arise.

Consideration must be given to the varying needs of the different administrative levels within the school, for example: the information required for child transfer to another school will be different from the information needed to complete the assessments.

It is the responsibility of the individual teacher to ensure that their personal system of record-keeping follows the guidelines set out by their Departmental Head and is workable, accurate and efficient. The teacher planner provides space for marks, though some teachers might find the format limiting; it is vital that a safe and coherent system is developed by each Department.

Work in all subjects is continually assessed using the whole school and relevant departments' marking policies as well as through regular preps, class tests, exercises and discussion. (See separate documents)

*Formal assessments take place:*

#### Prep-Prep and Junior School:

Standardised Progress Tests are taken by PP/JS pupils each term, along with regular class-based teacher assessments. For a full breakdown refer to the *OVERVIEW OF EXAMS, STANDARDISED TESTS, REPORTS & PARENTS' MEETINGS* table on page 30 of this policy.

#### Middle and Senior School:

- Half term Autumn term
- End of Autumn Term
- End of Spring Term
- Half Term Summer Term
- End of Summer Term

For a full breakdown refer to the *OVERVIEW OF EXAMS, STANDARDISED TESTS, REPORTS & PARENTS' MEETINGS* table on page 30 of this policy.

### **Termly Reports**

#### *Prep-Prep and Junior Schools:*

Formal reports for Reception to Year 4 are written in December and July, and consist of an effort grade (A\*-E) for each subject. There are also grades awarded for personal achievement (1-5) along with a breakdown for each subject strand which is which is also graded 1-5. These reports are expected to be informative and realistic, as well as set targets. As of September 2016, a revised model of reporting has been trialled, using a grid-based system of subject specific descriptors and number grading (1-5) with the aim of giving parents/carers more specific detail of their son(s)' areas of strength and weakness.

#### *Middle and Senior Schools:*

Half Term Autumn, End of term Autumn (years 6 and 8), End of Term Spring (Years 5 and 7), and Half Term Summer Assessments consist of an effort grade (A\*-E) There are also grades awarded for personal achievement (1-5).

The exception to the above is Year 5 who only have an effort grade for their very first assessment in the Autumn Half Term as they are new to the Middle School and are given time to settle in. In year 8 boys receive a grade 1-5 that pertains to their performance relative to their chosen senior school requirements.

Art, DT, PE, Music and IT only give effort and personal achievement grades at half term.

Assessment grades are tracked through the year and parents are given previous grades each time as well as the new grades.

Parents are encouraged to be realistic about grades and we encourage parents to place emphasis on the effort rather than the achievement grade. Parents are usually informed in advance if an E is given and form teachers and the head of section are made aware of unexpected changes. An explanation for this is expected and parents informed if necessary.



At the end of the Autumn (5 and 7), Spring (6 and 8) and Summer Terms boys also have a full written report in each subject. These reports are expected to be informative and realistic, as well as set targets. Using report writing programmes is to be discouraged and reports should be personal and relevant to each individual boy. Reports are checked by the form teacher, who makes a comment, and head of Middle School/Senior School and are then read and a comment made by the Head. Unsuitable reports are returned and/or discussed. As of September 2016, a revised model of reporting has been trialled, using a grid-based system of subject specific descriptors and number grading (1-5) with the aim of giving parents/carers more specific detail of their son(s)' areas of strength and weakness.

A timetable for report deadlines is issued well in advance and it is important that all staff keep to these.

Achievement grades should be entered onto 3Sys on the date detailed on the deadline schedule, for all subjects. These grades will automatically feed into the relevant report pages.

A good deal of thought must be given to report writing as parents place great importance upon them. Comments should be honest and not too bland. If you need to be critical of a child, find something positive to add in their favour. There is no need to give detailed accounts of what the child has done. It is much more important to comment on how they have done and what their next target should be.

Each member of staff is expected to fully check their own reports and there should be no grammatical or spelling errors. Care should be taken to ensure that the child is addressed by their name, rather than their 'used name'.

In the Middle and Senior school, form tutors are expected to proof read the reports using the check list to guide them. They should then use the body of evidence contained within the reports and their wider knowledge of the child to write their tutor reports. These should include information regarding the child's organisation, attitude, behaviour, etc.

## **Exams:**

### *Assessment in the Pre Prep and Junior school:*

Full details of the ongoing assessment in the Pre Prep and Junior school can be found in the Assessments Schedule booklet. Standardised numeracy and literacy progress tests take place on a regular basis in this part of the school and are used to inform planning and support.

Boys are also assessed by examination.

### At the end of the Autumn Term exams are as follows:

- Year 7 – exams in all subjects
- Year 8 – exams in all subjects

With the introduction of the ISEB Common Pre-Test, the majority of Y6 will sit this test and thus there are no exams for Y6 pupils. This has been trialled during the Autumn Term of 2017.

### Spring Term

- Year 8 – CE and Scholarship Trials.
- CE trials use the unseen practice papers published for the previous year
- Scholarship Trial papers are set by HoDs
- (Some schools have their Scholarship Exams this term)

### Summer Term

- Year 8 Scholarship Exams in April/May
- CE the first week in June for Y8
- Years 5-7 Exams in all subjects in June (currently no RS in year 5)

### **NFER/CAT4 tests**

During the year all boys in year 5-7 will take the online assessment in Verbal and non-verbal reasoning. From the academic year 2017-18, CAT4 tests are being trialled in place of NFER tests for Y5 and Y6. Year 5 will also do further verbal and non-verbal tests on paper. This is in preparation for assessment entry to other schools at 11 and 13.

This programme is run by the Director of Studies.

It is important to remember that assessment should be positive (where possible), realistic and lead towards improvement, informed target setting and should also help inform realistic next school choices.

## **Marking**

(to be read in conjunction with section E10 of the Staff Manual)

Marking has two main functions:

- a) To provide an assessment record
- b) To provide feedback to the child

Written work should be marked promptly. Consideration should be given to the following points:

- Thought should always be given to how the work will be marked and the children must understand this process.
- When learning intentions are written out at the start of a lesson / topic they can be used to judge/record attainment. A brief comment may be written by the side of the L.I./L.O or a smile or star may be used for younger children. Alternatively a marking comment can be made which includes the words of the learning intention.
- Mark schemes are a useful aid to accuracy and clarity.
- Diligence is a key ingredient; marking takes thought, care, effort and time.
- Comments should be constructive and an aid to further progress and development. This is more valuable than a bare mark or grade. Attainable targets need to be clearly set and, where appropriate, children should be involved in this process.
- Sometimes it is more appropriate to discuss work individually with the child, or in the case of common problems with the entire class. On these occasions it may be that written comments are not made in the exercise books. However, staff should indicate in the exercise book that such discussion has taken place.
- Problems that occur should be noted and acted upon – involving the child whenever possible.

- Children's attainment should be assessed against the standard of their set or class and not across the whole year group, apart from when standardised progress tests and common assessment tasks are carried out.
- With younger children much marking will take place through conversation and discussion with the individual since written comments may not be understood or taken in.

### **Guidance on Marking:**

- Be supportive and encouraging wherever possible
- Follow your departmental marking policy
- Provide guidance and helpful suggestions where possible
- Show clearly areas of weakness
- Provide advice on ways on improving
- Try not to destroy confidence

## **PREP**

***“Homework is not an optional extra, but an essential part of a good education”***

(Excellence in Schools)

It is the practice in the school to set homework. There are many reasons for setting homework:

- for consolidating or extending work previously covered in school
- as a way of checking that children have understood their class work
- to provide opportunities for independent work
- for extending existing lesson time
- to help pupils recognise the link between good private study habits and higher standards of achievement

In the Pre-Prep Department and Junior Departments, the setting, marking and monitoring of homework is done by the Class Teacher.

In the Middle and Senior school (Year 5 and above) the setting, marking and monitoring of homework is done by the Class Teacher / Subject Teachers.

**Prep Allocation:**

<p><b>Reception</b></p> <p><b>Year 1</b></p> <p><b>Year 2</b></p>	<p>Daily reading book/key words</p> <p>Daily reading book/key words, Spellings 1x per week</p> <p>Daily reading book Weekly Comprehension card Spellings 2x per week Tables introduced 1x weekly at the end of the Autumn term</p>
<p><b>Key Stage 2: Year 3</b></p>	<p>Daily reading book Daily Tables or Mental Maths practice Spellings 1x per week Termly Independent Research Project From Spring: Maths consolidation sheet weekly Reading Journal weekly</p>
<p><b>Key Stage 2: Year 4</b></p>	<p>Daily reading book Daily Tables or Mental Maths practice Spellings 1x per week Independent Research Projects Maths consolidation sheet weekly</p>
<p><b>Key Stage 2: Year 5</b></p>	<p>1 x 30 minute subject specific tasks per night (Monday to Thursday) 2 x 30 minute subject specific tasks (Friday)</p>
<p><b>Year 6</b></p>	<p>2 x 30 minute subject specific tasks (Friday 6A/6B) 3 x 30 minute subject specific tasks (Friday 6C)</p>

<b>Key Stage 3: Years 7 &amp; 8</b>	2x 30 minute subject specific tasks per night
<b>Scholars</b>	2x 40+ minute subject specific tasks per night

- Prep planning should be inseparable from curriculum planning.
- Prep tasks must have a clear relationship to classroom activity.
- Prep should be set to match the time available and the abilities of the pupils (including those with special educational needs).
- Time should be set aside in lessons to set and explain Prep fully.
- Teachers should ensure that each child copies Prep into his contact book.
- The use of prep diary/contact book is valuable in monitoring the work set and retaining parental involvement.
- Contact books should be checked by Tutors daily/weekly (depending on the year group) so that they can monitor the Prep set for the group.
- Parents should be encouraged to sign contact books daily/weekly. It is an effective way of involving them: they may confirm that the work has been done; to check the amount of time spent; to indicate satisfaction with the range and quantity of work or to indicate any problems the child might have faced.
- Holiday work may also be set for boys in year 8 with upcoming exams. Subject teachers will provide a framework that the boys can adopt to ensure structured preparation over a holiday period.

## OVERVIEW OF EXAMS, STANDARDISED TESTS, REPORTS & PARENTS' MEETINGS

	Autumn Term				Spring Term			Summer Term			
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Rec	IE	SPT PTM		SPT REP		SPT	SPT PTM				
Year 1	IE	SPT PTM		SPT REP		SPT	SPT PTM		SPT PTM	PTM*	SPT REP
Year 2	IE	SPT PTM		SPT REP		SPT	SPT PTM		SPT PTM	PTM*	SPT REP
Year 3	IE	SPT	PTM	SPT REP		SPT	SPT PTM		SPT	PTM*	SPT REP
Year 4	IE	SPT	PTM	SPT REP		SPT	SPT PTM		SPT	PTM*	SPT REP
Year 5			AS	REP		PTM	AS	SPT	AS	EX	REP
Year 6	11+	AS	ISEB PT	PTM			REP	SPT	AS	EX	REP
Year 7		AS	EX	REP		PTM	AS		AS	EX	REP
Year 8	IE	AS	EX	PTM		ME	REP		AS SE	CE	REP

IE Information Evening  
 PTM Parent Teacher Meeting  
 REP Written Report  
 EX Exams  
 ME Mock Exams  
 CE Common Entrance

SE Scholarship Exams  
 SPT Standardised Progress Tests  
 AS Assessment  
 ISEB PT ISEB Test  
 PTM\* Informal Parent Teacher meeting  
 (if requested by teacher or parent)

For full details of assessment in each year group, please refer to the Assessments Schedule booklet.

Responsibility definition: If you have responsibility for something or someone, or if they are your responsibility , | Meaning, pronunciation, translations and examples.Â Each manager had responsibility for just under 600 properties. [+ for]. We need to take responsibility for looking after our own health. 'She's not your responsibility,' he said gently. 2. uncountable noun. If you accept responsibility for something that has happened, you agree that you were to blame for it or you caused it. Responsibility is a duty or obligation for which a person is held accountable. It is the human condition that people are responsible or held accountable for the things they do or cause to happen, according to certain norms.Â Responsibility with respect to these three elements is essential to being human. Freedom, which is the ability to know right from wrong and regulate one's conduct in view of norms, is an essential attribute of human beings, one that distinguishes them from other creatures. Responsibility defined and explained with examples. Responsibility is a state of being accountable for something or someone that is under one's control.Â A responsibility is a particular obligation for which an individual is to be held accountable, in order to remain upstanding member of a group or community.