



## **MOWDEN HALL SCHOOL CURRICULUM POLICY**

This policy lays the foundations for the whole curriculum and from a child’s entry to Mowden in the Nursery, going on through the Pre-Prep and through the Prep School until Year 8, and forms the context in which all other policy statements should be read. The learning and development requirements of the EYFS are followed at Mowden Hall. The Curriculum Policy is based upon the School’s ethos:

**“Mowden’s aim is to provide a first class education in which every child is given the opportunity to achieve his or her potential within a broad range of academic, cultural and sporting pursuits. Above all, we believe that our high expectations, excellent pastoral care and traditional family values help Mowdenians to grow up happily and honourably. Our goal is to develop children’s self-respect, confidence and sense of responsibility, together with consideration for others and the wider community.”**

Our curriculum is underpinned by a resolute commitment to giving a balanced presentation of political views and avoiding partisan viewpoints, and teachers take all opportunities to promote Fundamental British Values.

### **Introduction**

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the academic curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the ‘hidden curriculum’, or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

### **Values**

These are the main values, upon which the curriculum is based:

- All children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.

- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

### **Aims and objectives**

The aims of our school curriculum are:

- to enable all children to learn and make progress to the best of their ability;
- that children are given adequate preparation for the opportunities, responsibilities and experiences of adult life;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to give children experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic, and creative education;
- to enable children to be creative and to develop their own thinking;
- to give subject matter appropriate for the ages and aptitudes of all pupils, including those with a EHCP;
- that pupils acquire speaking, listening, literacy and numeracy skills;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- that pupils are given adequate preparation for the opportunities, responsibilities and experiences of both adolescent and adult life in British society;
- to enable children to be positive citizens in society;
- to promote healthy living, physical skill, physical development and knowledge of the body in action;
- to teach personal, social and health and economic education, which reflects the School's aims and ethos.
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- where a child has a EHCP, the School aims to give an education, which fulfills the EHCP's requirements.

- a programme of activities for pupils below compulsory school age, appropriate to their educational needs and physical development and communication and language skills.
- to provide opportunities for children to use and develop their home language in play and learning as well as giving them sufficient opportunities to learn and reach a good standard in the English language (please refer to the SENDA Policy).

### **Organisation and planning**

The curriculum is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

We plan the curriculum in three phases:

- a long-term plan for each subject. This is reviewed on an annual basis.
- Medium-term plans give clear guidance on the objectives and teaching strategies that we use when teaching each topic.
- Our short-term plans are those that our teachers write on a weekly or daily basis. Each department has a handbook and appropriate schemes of work, which are monitored by the Heads of Department and the Assistant Head (Academic).

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## **1 Philosophy and Aims**

### **1.1 Introducing the handbook**

This Handbook outlines policy which is appropriate to the Prep School (Years 4 – 8). References to Pre-Prep matters inform Prep School staff, as appropriate, about Pre-Prep procedures.

This handbook has developed out of discussion at Heads of Department level and at Senior Management level. Some aspects reflect operational procedures, while others reflect ideological inclinations giving room for variation as these are implemented in the classroom.

It has been written with a specific audience in mind - a new/young teacher, perhaps not long out of college, who is looking for guidance, not just about procedures but about how children learn and how best to enable that to happen.

Where departmental policy differs from those outlined here, this is made clear in departmental handbooks. **See the Pre-Prep Handbook** for details of academic procedures which relate to the Pre-Prep only.

### **1.2 Aims of the school**

The Curriculum Policy is based upon the School's ethos:

**“Mowden’s aim is to provide a first class education in which every child is given the opportunity to achieve his or her potential within a broad range of academic, cultural and sporting pursuits. Above all, we believe that our high expectations, excellent pastoral care and traditional family values help Mowdenians to grow up happily and honourably. Our goal is to develop children’s self-respect, confidence and sense of responsibility, together with consideration for others and the wider community.”**

### **1.3 General introduction**

Mowden was established in 1935 by F H Marchbank on a site in Darlington. Later, in 1940, the school was evacuated to Fallbarrow, Windermere. Finally, in 1945, the school was moved to its current site, here at Newton, Northumberland.

Most pupils remain at the school until thirteen when they then move on to a range of Senior Schools through Common Entrance, Scholarship or other Awards. These schools included Ampleforth, Sedbergh, Shrewsbury, St. Edward’s, Stowe, NHSG, RGS, Fettes, Glenalmond and Oundle.

Pupils join the school at all levels, **with most intakes occurring in the Nursery, Years 3, 5 and 7**. In total, there are about **170 pupils** of whom a large proportion are full or weekly boarders. In addition, a significant number of day pupils board from time to time.

The school is non-selective although pupils accepted will need to be able to meet the demands of the Common Entrance curriculum and be able to access the associated texts. Occasionally a pupil may not be accepted or is accepted on the understanding that the school may only be able to meet the needs of the pupil up until the end of a specific period.

The school aims to provide a broad curriculum with a hands-on approach and to provide a rich range of extra-curricular opportunities through which pupils can pursue interests and achieve significant success.

The academic curriculum is traditional, with Latin introduced in Year 5. All pupils take part in a significant stage production every year. Drama is timetabled for all pupils from Year 4 to 8. The school has a significant number of choirs and ensemble groups and participates in a variety of sports. Pupils often enjoy representation at regional and national level.

It is hoped that Mowden pupils will develop into confident and personable young people, with a strong sense of who they are, knowing their capabilities and understanding the importance of relationships and with a developing personal set of values.

Pupils are taught in mixed ability groups for most of their time at the school. Streaming is introduced in Year 6. Mathematics and English may be set from Year 3, but this is determined by class size and the range of needs within any specific group.

The curriculum is broadly based on National Curriculum, although the associated tests are not used and some divergence is apparent. We use standardised tests to monitor pupils' progress. These include CAT4 tests.

It is recognised that significant strengths of the school involve the personalities of the staff and the good relationships they build with the pupils. Policies allow for individuality in the classroom and a breadth of pedagogical approaches and where appropriate they are defined by principle rather than procedure.

## **2 Curriculum Organisation**

### ***2.1 The structure of the school***

With pupils starting from as young as two and a half and staying on until they are thirteen, Mowden caters for pupils spanning ten academic years. To facilitate the management of the school and to create a clear sense of moving on as pupils progress from one part of the school to another, Mowden is split into two distinct areas, the Prep-Prep and the Prep. Each of these is again subdivided into different sections as summarised below.

#### **2.1.1 The Pre-Prep**

<b>SECTION</b>	<b>AGE</b>	<b>YEARS</b>	<b>AGE ON 1 SEPT</b>	<b>ORGANISATION</b>
Foundation Stage	2 1/2 to 5	Nursery	2 1/2 to 3	Class based/part time
		Reception	4	Class based/full time
Key Stage 1	5 to 7	Year 1	5	Mainly class based with some specialist teaching
		Year 2	6	Mainly class based with some specialist teaching
		Year 3	7	Mainly class based with some specialist teaching

The Pre-Prep are housed in separate purpose built classrooms and have their own playground. Pupils are taught by a class teacher although some Prep staff teach in the Pre-Prep.



## **THE EYFS CURRICULUM**

The Foundation Stage Curriculum, which is delivered between the Nursery and Reception classes, is divided into seven areas of learning. Both the Nursery and the Reception Class staff work and plan together to ensure a broad, balanced and appropriate curriculum is delivered and that there is a continuity and unity between the two classes. The two classes spend time working together, as a unit, each week. Work is differentiated so that it is of an appropriate level for the individual child and the curriculum is accessible to all children.

The Foundation Stage Curriculum is split into seven areas of learning and development – 3 prime areas and 4 specific areas. All the areas of learning and development are important and inter-connected, however, the Prime areas are considered to be particularly important for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. There is, therefore, a greater emphasis on these when children are younger, but as children progress through the Foundation Stage the focus becomes more evenly split.

The Prime Areas are:

### **1. Communication and Language**

*Involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.*

**Listening and Attention:** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, whilst engaged in another activity.

**Understanding:** Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.

**Speaking:** Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

### **2. Physical development**

*Involves providing opportunities for young children to be active and interactive, and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.*

**Moving and Handling:** Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

**Health and Self-Care:** Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

### **3. Personal, Social & Emotional Development**

*Involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.*

Self-Confidence and Self Awareness: Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing Feelings and Behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making Relationships: Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

The Specific Areas are:

#### **1. Literacy**

*Involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write for themselves. Children must be given access to a wider range of reading materials – books, poems and other written materials, to ignite that interest.*

Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.

Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

#### **2. Mathematics**

*Involves providing children with opportunities to practise and improve their skills in counting numbers, calculating simple addition and subtraction problems, and to describe shapes, space and measures.*

Numbers: Children count reliably with numbers from 1-20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, Space and Measures: Children use everyday language to talk about size, weight, capacity, position, direction, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

### **3. Understanding the World**

*Involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.*

People and Communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The World: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

### **4. Expressive Arts and Design**

*Involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.*

Exploring and Using Media and Materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

### ***English as an Additional Language***

Pupils whose first language is not English follow the school curriculum as much as possible.

Mowden Hall School will take steps to provide opportunities for children to develop and use their home language in play and learning, will support their language development at home, and will ensure that they also have sufficient opportunities to learn and reach a good standard in English language.

Teaching staff always welcome EAL pupils and utilise their knowledge and cultural background to enhance the teaching of a whole group. Staff differentiate tasks they set EAL pupils according to their English acquisition. If necessary they may receive additional support in the classroom by a Gap Assistant, whilst working alongside their peers. Within the classroom there will be the opportunity to listen to others and EAL pupils will be actively encouraged to join in with discussions.

If they require specific language tuition, then a teacher with a TEFL qualification and appropriate language skills will be employed to teach the child on a one to one basis, with the parent's consent. The pupil will have to be withdrawn from the class for these sessions, which will be arranged between the form teacher and support staff so that the child is not excluded from the same subject lessons each week. The TEFL teacher will monitor and assess an EAL pupil's language development, keeping an ongoing record of development and setting them individual targets.

### 2.1.2 The Prep

SECTION	AGE	YEARS	AGE ON 1 SEPT	ORGANISATION
Juniors	8 to 9	Year 4	8	Year 4 Partly class based and partly specialist taught  Year 5 mostly specialist taught, although the form tutor will often take a core subject to maintain an overview
	9 to 10	Year 5	9	
Inter	10 to 11	Year 6	10	Specialist taught
Seniors	11 to 13	Year 7	11	Specialist taught
		Year 8	12	

It is a significant step from the Pre-Prep to the Lower School where pupils are encouraged to begin to take more responsibility for personal organisation - to look after their own belongings, to find their way around the school and be ready for lessons.

Pupils in Year 4 are partly taught in a form setting, so that one teacher can oversee their overall progress. However, pupils have access to specialist teaching provision in many subjects.

Pupils in Year 4 also begin to mix with the older children - in the dining room, on the playground and in the changing rooms. In all these situations, pupils are supervised.

In the Pre-Prep and the Juniors, the form teacher is there to support pupils and to oversee all aspects of pastoral care and academic progress.

Year 5 is an important year as it is a transitional year between the security of form-based teaching and the demands that Year 5 brings. It can be exciting, but at the same time, daunting. It is a year of opportunity as well as responsibility. Pupils are taught in specialist rooms by specialist teachers and they are expected to plan ahead and to take

responsibility for organising themselves and their belongings throughout the school day. A Form Tutor supports pupils and oversee all aspects of pastoral care and academic progress, as well as to help them to adjust to the new demands that a specialist taught curriculum brings.

From Year 6-8, pupils are also tutor based, with their corresponding class.

Specialist support through the SEN Department is also available for those pupils who may have a specific learning difficulty at some point in their development.

This guide focuses mainly on the curriculum in Years 4 to 8, as there is a separate comprehensive guide to the Pre-prep.

## **2.2 Setting and streaming**

### **2.2.1 Definitions:**

**Streaming** means putting a group of children together for the majority of their lessons, based on their overall ability.

**Setting** means putting a group of children together for one specific subject, based on their ability in that subject. This approach is mostly used for Maths and English.

All setting and streaming is flexible, as both the academic and personality profile of each year group are taken into account. Head of Departments discuss each year group in detail as part of the streaming process. This is reviewed during the year during Departmental Meetings, Heads of Department Meetings and the Daily Staff Meeting.

Maths and English are usually set from Year 4, depending upon overall numbers. Other subjects may be set where possible, depending on the children within each year group and the limitations of the timetable. The sets are reviewed with a view to pupils needs and if no setting is required it is not used.

Streaming is introduced in Year 6. Although there will be movement between streams, some of the higher ability group will sit academic scholarships and the mixed ability groups will work towards Common Entrance. However, Music scholarship and All-Rounder Scholarships may transcend the stream and we support pupils with specific talents irrespective of their stream.

### **2.2.2 Typical setting and streaming arrangements:**

<b>Year</b>	<b>Streams</b>	<b>Sets</b>
4	1-2 mixed ability classes	Maths, English if appropriate
5	1-2 mixed ability classes	Maths, English if appropriate
6	1 upper stream, and 1 lower stream class	Maths, English if appropriate
7	1 upper stream, and 1 lower stream class	Maths, English if appropriate
8	1 upper stream, and 1 lower stream class	Maths, English if appropriate

### **2.2.3 Movement between sets**

It is the responsibility of the Head of Department to ensure that pupils are placed within the correct set, and the responsibility of those teaching a setted subject to identify those who may not be benefiting fully from their current placement. It is expected that there could be adjustment between sets during the year, particularly at the start of the year and after exams.

**Movement up** should be discussed with the Assistant Head (Academic), tutor, Houseparent and parents.

**Movement down** should not happen unless the situation has already been discussed with parents. If an exam is likely to show that a child should move down, this should have been flagged up beforehand. It should also be discussed as above.

### **2.2.4 Movement between streams**

It is the responsibility of the Assistant Head (Academic), informed by Tutors and Heads of Department, to ensure that pupils are placed within the correct stream. It is expected that there will be some adjustment in Year 6, the first year with streaming, and with new pupils when they arrive. Any other movement between streams must be considered carefully by Heads of Department and parents will be consulted before children are moved.

### **2.2.5 Differentiation within sets**

It is important to recognise that there will still be a wide range of ability within each set or stream. This should be reflected in every teacher's planning, teaching and assessment. The following are points that teachers are reminded to consider:

- What extension questions/activities/challenges are being set for the high achievers in the group?
- What support is available for those who need it? For example, are dyslexic pupils being given appropriate tasks? Has the SEN department been consulted on how to deal with individual needs?
- Are a variety of different teaching and learning styles being used?
- How are children assessed? Is there one set standard? Are pupils given individual or group targets?
- Are any children being favoured or left out by our teaching styles? Are we ensuring that all children are receiving support, encouragement and guidance?
- The 'must, should, could' pyramid provides a useful model for differentiation.

## ***2.3 The organisation of the timetable***

Throughout the school, subjects are taught by a combination of class teachers or subject department staff. Most of the latter have a subject specialism which has been gained through training or experience.

### **2.3.1 Pre-Prep**

In the Pre-Prep, all subjects are taught by the class teachers. However, there are times when specialist teachers are used, depending upon need/staffing/year group:

- French
- Music
- PE/Games

Over time, it may well be the case that other subjects are taught in this way. Most recently Art and History have been specialist taught in Year 3, for example. But this will be prone to change.

With the emphasis on the core subjects in the Prep-Prep, the time allocated to different subjects is less precise - details may be found in the Pre-Prep Handbook.

### **2.3.2 Prep School**

Most teaching in the Prep School is carried out by department staff (DS) who are room based. The pupils move from room to room for lessons. The exception are those lessons in the Juniors which are taught by a class teacher (CT) in their own classroom.

## **2.4 The Management of the Curriculum**

### **2.4.1 Management Structure**

**The Headmaster** takes overall responsibility for the management of the curriculum. The Assistant Head (Academic) is responsible to the Head for standards of teaching and learning within the school. The Assistant Head (Academic) is supported by a team of Heads of Department and the Heads of Year in monitoring academic progress. At the top end of the school, the **Form Tutors and the Heads of Year** help to ensure that pupils are on course to meet the entry requirements of their chosen senior school and to support and guide parents and pupils over means of entry (i.e. common entrance, scholarship and other awards).

**The Heads of Department and of the Pre-Prep**, are responsible to the **Assistant Head (Academic)** for continuity and progression, and standards of teaching and learning within their areas of the school.

The **Assistant Head (Academic)** monitors standardised test scores, examination results, grades for attainment and effort, to help staff to manage expectation and ensure that information given to parents is a true reflection of a child's attainment and effort.

### **2.4.2 Curriculum Overview**

The curriculum for each subject is organized by the relevant Head of Department. It is intended to provide:

- A broad and balanced curriculum
- Continuity and progression
- Opportunities for all children, whatever their ability, to develop their knowledge, understanding and skills base.
- Coverage of elements of the National Curriculum and Common Entrance/Scholarship syllabi, as appropriate.

## **2.5 PSHEE**

Mowden's aim is to provide a first class education, in which every child is given the opportunity to achieve his or her potential within a broad range of academic, cultural and sporting pursuits. Above all, we believe that our high ideals, excellent pastoral care and traditional family values help Mowdenians to grow up happily and honourably, with self-respect, confidence and a strong sense of responsibility and consideration for others and the wider community.

Mowden Hall Pre-Prep is committed to maintaining our reputation as a caring, happy and creative school wherein each child is valued and encouraged to maximise all opportunities on offer.

We aim to do this by:

- providing a safe, secure environment;
- developing a sense of community in which staff and children respect one another and self-discipline and responsibility are important;
- creating, through example, an atmosphere where, not only excellence is valued but also commitment and effort;
- working to give children a love of learning and an enquiring mind;
- to promote pupil's spiritual, moral, social and cultural development throughout their school life.
- constantly evaluating what we do.
- helping children to understand that they have a part to play in the community and the wider environment including their impact upon it.
- our goal is to prepare children for the next stage in their education and for a successful and happy life in the wider world.

For more information, please refer to the PSHEE Policy.

## **2.6 Special educational needs**

### **2.6.1 Learning Support**

If a pupil has support from the SEN Department, they will have specific tests that inform the development of their Individual Target Sheets. If a pupil is referred to the SENCO by a member of the teaching staff or a parent, they will be given an initial assessment by the SENCO who will advise on any further action that should be taken.

For more information, please refer to the SENDA Policy.

### **2.6.2 Able, Gifted & Talented**

#### **RATIONALE**

The school will continue to develop its provision for able, gifted and talented pupils. We will aim to create a curriculum of opportunity within the most appropriate learning environment so that all our pupils will progress as rapidly as possible. We aim to create the widest possible variety of learning opportunities which recognize the different individual learning needs of all our pupils, in terms of speed, style, interests and abilities.

#### **AIMS**

We aim to ensure the provision for AG&T pupils in our care through:

- Access to a range of learning opportunities appropriate to their needs
- Opportunities to work at higher cognitive levels
- Opportunities to develop specific skills, talents or abilities
- A concern for the development of the whole child: social, emotional, moral, physical, creative and spiritual as well as intellectual.

For more information, please refer to the AG&T Policy.



## **2.7 Transfer to Senior School**

### **2.7.1 Common Entrance**

Most of our pupils take CE in June of Year 8. They take papers in specific academic subjects, although Latin and Religious Studies are optional. The papers are set externally and marked by the Senior School for which a child is entered. Different schools set different pass marks, so an A grade from two different schools may not mean the same thing. In most subjects, the material for the exams is covered in Years 6, 7 and 8, with practice and then mock exams taking place in the final year.

### **2.7.2 Academic Scholarship**

The most academically able pupils in the year may be entered for an Academic Scholarships to their Senior Schools. These are testing exams, set by each Senior School individually, although some schools use the Common Academic Scholarship Examination. The syllabus and style of the papers varies very much from one school to another. If a pupil is going to take a scholarship, this will usually be decided during Year 7, in consultation with parents and staff.

Each senior school has its own requirements, but in general the subject pattern is compulsory papers in English, Maths, Science plus (often) a General Paper testing a child's knowledge or views on current affairs, problem solving, favourite interests, with French, Latin, History and Geography also examined either as compulsory or as options which it is wise to offer. A project on some topic may be required. An interview with the senior school staff, often with the Headmaster, is generally part of the process.

It should always be remembered that children do not pass or fail a Scholarship. It is an honour to be entered for a Scholarship – and candidates are generally considered to have satisfied the entry requirement whether they gain an award or not. In a year of exceptional talent, an able child might just miss an award; that same child could win a major award if the field is weaker. The major academic Scholarship courses are hard work, but are invariably rewarding (in the personal achievement sense) for the child. Senior schools offer a variety of other scholarships – Music, Art, Sports and a General or All-Rounder Award. The latter require good CE entry standard, but seek to reward leadership, initiative and/or all-round (i.e. sporting, Music etc.) potential.

Staff who are involved in teaching potential scholars will be expected to provide significant extra support to these children throughout the scholarship process. It is expected that much of this will have to happen outside of curriculum hours.

Enrichment Opportunities:

- Scholars' Programme
- Scholars' Set (if numbers allow)
- Scholars' Workshops/ Seminars
- Scholars' Play
- Sports Scholarship Programme – please see additional info below.
- Specialist Sports Coaching
- One to one support from specialist staff – academic, music, drama and sport
- Scholars' Art Exhibition

- Open Access Art – the Art room is always open to children who wish to pursue and develop their own projects
- Artist Group Art Workshop
- Involvement in assemblies
- Involvement in Open Days
- Links with Pre-Prep
- Positions of responsibility
- Trips and visits
- Senior School Visits – scholarship preparation day.

### **2.7.3 Non-Academic Awards**

Depending on the choice of Senior School, there are a variety of other awards available: Sport, Music, All-Rounder, Drama, Art, Design.

If a parent wishes their child to take a non-academic award, it helps if the school knows this before the end of Year 7, so that pupils can be supported in their preparation. The appropriate Heads of Department, plus the pupil's Year 7 tutor, should also be consulted when pupils are considered for an award. Most of these awards take place during the Spring Term of Year 8.

Most of these are offered on condition that the pupil will also be of an appropriate standard academically, so pupils then take C.E. in June alongside their peers.

If a school offers an unconditional place following a non-academic award, it is our usual policy for the pupil to continue and take C.E. internally, unless there are specific extenuating circumstances.

### **2.7.4 Sports Scholarship Programme**

This programme is primarily to support those pupils undertaking a sports scholarship in Year 8. This notwithstanding, other talented pupils in year groups 4 – 7 may be invited to attend sessions in preparation for the same.

Pupils are identified by making a judgement, based on an analysis of various sources of information including:

- Performance in lessons/ games sessions
- Teacher nomination (based on observation and discussions with pupils)
- Peer or self-nomination
- Parental nomination (based on experiences outside school)
- Any other relevant information.

The programme runs throughout the academic year. Weekly sessions with a dedicated strength and conditioning coach underpin and refine fundamental motor skills. Specific areas of fitness are also a priority. Regular fitness testing allows staff and pupils to monitor and evaluate progress.

Pupils will also attend a regular programme of seminars. These will focus on specific preparation for interview, and also develop and extend pupils knowledge of socio-cultural and contemporary issues in sport. One to one coaching sessions will be offered where appropriate.

### **3 Teaching and Learning**

#### **3.1 Classroom management**

##### **3.1.1 Grouping**

Within each class, children are often grouped in different ways. In general, where group activities are taking place, it is our policy that children should get used to working with a variety of others. Therefore, pupils should expect that:

- Groups will be put together by their teacher rather than chosen by the pupils
- Groups will be moved around regularly

Because there is a different balance between the sexes in each class and year group, it is inappropriate to lay down strict guidelines that mixed groups should be the norm. However, we would expect boys and girls to be familiar with working together where possible and appropriate.

#### **3.2 Approaches to teaching**

##### **3.2.1 Study skills**

Study skills are introduced gradually as pupils progress through the school. The following skills are ones they should be familiar with by the time they are doing independent revision in Year 8:

- Mind mapping and spider diagrams
- Creating revision cards
- Flashcards for vocabulary
- Note-taking and annotating diagrams
- Highlighting and summarising previous notes
- Self- and peer- testing

##### **3.2.2 Independent Learning**

Independent learning skills are an essential preparation for life and for transition to, and success in, vocational, college or HE courses. Independent learning skills promote pupils' ability in reviewing, recording and reflecting on their learning. They also encourage independence in problem-solving, decision-making and organisation. However, they take time to establish and, for many pupils, require deliberate teaching and modelling. Therefore if pupils are to become actively involved in increasing their independence in their own learning, they need firstly to acquire the ability to learn how to learn.

This is particularly important for pupils with SEN, who may find it difficult to assimilate and generalise skills, but for whom the ability to generate their own learning can lead to increased success, self-confidence and self-esteem. A supportive environment, that allows pupils to learn from mistakes and build on their successes, is a pre-requisite.

Specific skills might include the ability to:

- complete set tasks without adult intervention for increasing periods of time
- preview or skim materials before reading them in detail
- accurately decode and understand written instructions and text

- summarise the main points of the task
- use a number of different sources to locate required information for the completion of tasks
- predict likely outcomes
- organise, plan and re-draft written responses
- work in co-operation in a group or individually to complete assignments
- demonstrate persistence when a task appears challenging
- demonstrate determination and organisation skills to meet deadlines
- display effective note taking skills to aid recall
- transfer learning to other areas of the curriculum
- present materials in a way that allows reader understanding of response
- ask for help when needed
- see mistakes as part of the learning process
- set themselves high goals and aim to achieve the best they can.

### **The role of the teacher**

Teachers need to set and clarify learning objectives, expectations and boundaries and to share these with pupils. They need to assist students to acquire the knowledge, skills and understanding and plan structured opportunities in which to demonstrate, practise and apply these skills and to reflect and build on their learning. This may require consideration of strategies and procedures to increase flexibility so that the curriculum:

- is delivered through a varied but balanced range of teaching methods (e.g. didactic, active and experiential)
- meets the needs of all learning styles (e.g. visual, aesthetic, kinaesthetic, reflective, theoretical, pragmatic and active)
- helps pupil to make connections with other learning by breaking large tasks into manageable steps and demonstrating the relevance of what is being learnt, now and in the future
- encourages pupils to participate by ensuring they understand outcomes and have opportunities to review, record and reflect on their progress
- supports assessment for learning through teacher, peer or self-assessment

### **Materials and resources**

Increased emphasis on involving pupils in learning and helping them to take more responsibility for what they do, makes the availability of sufficient quality materials and resources vital. This applies to classroom materials (e.g. textbooks, videos, tapes, CDs, software and worksheets) that can support independent learning, and to other provisions such as departmental and centralised provision (ICT hardware and resource centres).

Learning to learn demands a solution-focused approach to classroom tasks and determination to overcome obstacles. It requires pupils to be empowered to influence the way in which they approach and complete their learning. This suggests trust between teacher and student and a sharing of identified targets that are negotiated and agreed. Learning to learn increases the responsibility upon the pupil to accept their role in directing their learning; and for pupils who are familiar to more didactic schooling,

this may appear unstructured. However, it can lead to greater engagement with learning, reduce disaffection and support skills for learning throughout life.

### **3.3 Planning**

#### **3.3.1 Long-term plans**

An overview of what is taught at each stage in each year.

Each Head of Department is responsible for maintaining up-to-date Long-term and Medium-term Plans for their department, which are available to other members of staff as required. Other members of staff teaching within the department should contribute to the planning as appropriate.

#### **3.3.2 Medium-term plans**

A topic-by-topic breakdown giving sufficient information for a teacher to plan their weekly lessons.

Medium-term plans are likely to include the following:

- Topic title
- Learning objectives
- Activities and resources
- Opportunities for assessment
- Differentiation

#### **3.3.3 Short-term plans**

Notes that enable a teacher to teach their lessons week by week. Each member of staff is responsible for their own short-term planning. Ring-bound Teachers' Planners are available to staff if they wish to use them.

All planning should be of a standard such that, if anything were to happen, another member of staff would be able to pick up the curriculum and teach it if necessary.

### **3.4 Prep**

All pupils in Years 6 to 8 receive daily prep: Monday, Tuesday, Thursday and Friday.

Year 6	2x20 mins prep
Years 7 and 8	2x30 mins prep

Scholars may be set more extended projects, but clear time guidelines should still be given.

#### **3.4.1 Setting prep**

Tasks set may vary in style but should always have a purpose.

The aim of prep may be:

- To reinforce a skill or to consolidate a concept covered during the lesson.
- To prepare something for continuation in the following lesson.
- To learn facts.
- To develop skills that are useful for the subject.
- To develop self-discipline and an independent approach to study.

Although colouring-in and drawing are essential skills to master it is important not to over-do it! Drawing a picture should have an educational value and not just be for filling in time.

Children should be able to complete the work set working on their own, without resource to ICT, since many will do it within school. All pupils, regardless of their ability, should be spending approximately the correct time on their work. It helps staff to plan appropriately if the staff supervising prep inform subject teachers when their children have spent a long time on their prep or have not understood the instructions given.

It is important that pupils have been taught the skills appropriate to the task set - eg summarising, strategies for learning vocabulary.

Learning or reading preps should sometimes involve some activity such as writing a summary. Staff should consider whether there should be a measurable outcome.

Occasionally a prep is set which requires research to be done in preparation for a future lesson. This can involve needing access to a computer, so a longer deadline will be set to allow them the opportunity to find relevant information.

### **3.4.2 Doing prep**

Pupils complete prep at school, during the supervised afternoon prep slot. Pupils should mostly work in silence, and should have all the resources they need before the session begins.

### **3.4.3 Supervising prep**

Prep should be completed independently. If a pupil is having difficulty and help is given, this should then be noted alongside the work in their exercise book or a message passed to the appropriate subject teacher who has set the prep.

### **3.4.4 Collecting prep**

Pupils should be responsible for handing prep in promptly.

If prep is not completed to the teacher's satisfaction, this is followed up in a variety of ways: pupils may be asked to complete prep during free time or during a catch up slot. Any concerns within school will be passed on to tutors.

### **3.4.5 Catching up missed work**

If a pupil knows they are going to miss a lesson, they should let the teacher know in advance. Likewise, if they know they are going to struggle to complete a prep, they should discuss it with the teacher at the time and organise an appropriate but manageable deadline.

Supervised catch-up sessions are available during the lunch break. Pupils are signed in by the teacher.

At the senior end of the school pupils are encouraged to take greater responsibility for their studies. Where a lesson is missed it is their responsibility to make the time to ensure that the work has been caught up. If they are struggling to do so, they should discuss the management of their time with their tutor.

### **3.5 The PRA**

All pupils in Years 4 to 8 are expected to use a Personal Record of Achievement. Its purpose is to record academic Merits, House Points and Debits. It also contains the school rules.

#### **3.5.1 Rewards – Academic Work**

**Work attitudes** to lessons and preps are encouraged by **Merits** and **Stars**:  
**Merits** are recorded by the teacher in the **Personal Record of Achievement** (PRA) by initialling the Merit space.

**Stars** are collected to count towards a Merit – **3 Stars equal a Merit**.

#### **3.5.2 Rewards – Conduct**

**Good behaviour** is rewarded through a **House Point**.  
**House Points** are recorded by the Teacher in the PRA.

#### **3.5.3 Recording this information**

Using the PRA, Tutors transfer the information contained within the PRA onto our central information management system.

### **3.6 Conduct in lessons**

Specific conduct may vary depending on the age of the pupil and the nature of the lesson but all teachers expect their pupils to be courteous and considerate in the classroom, listening to and sharing the ideas of others.

- **Arrival.** In most classrooms pupils are expected to wait quietly outside the room until invited to enter by the teacher. They should wait to one side of the corridor to allow pupils move out of the classroom unhindered.
- **Equipment and Stationery.** In Years 4 and 5, pupils are encouraged to begin to take responsibility for arriving at lessons with the correct books, a pencil case, a library book and a homework diary. Tutors should ensure that pupils have the necessary basic equipment. This may be obtained from the school office.
- From Year 6 onwards it is expected that pupils achieve these aims, but a few pupils continue to need structured support.
- **During Lessons.** Training begins in the Pre-Prep and once they reach the Lower School, pupils are expected to stand up if a visitor enters the room and to raise a hand before asking a question.
- Teachers aim to foster a spirit of self-reliance and independent learning, encouraging an atmosphere of purposeful activity and pride in achievement.
- **Leaving Lessons.** Bells only ring to signify a break. At the end of lessons teachers inform the pupils when to pack up and they are expected to leave quietly and in an orderly manner.
- **Extra Support.** For most pupils, misconduct is rare but those with persistent problems may be asked to carry a Target Card for a week or more, giving teachers the opportunity to report on performance and to reinforce good behaviour on a lesson-by-lesson basis.
- **Learning Support, Music lessons, Speech and Drama.** If pupils need to miss all or part of a lesson, they should excuse themselves beforehand and ensure that any work missed is caught up.

### **3.7 Trips**

Our aim is that each year group will have at least the following during the year:

- One trip offsite
- One Outdoor Education experience
- One smaller scale local trip or visiting speaker

As well as the 'planned' trips, we also aim to take advantage of opportunities made available by local theatres or museums, which we will be put into the timetable as appropriate.

The Educational Visits Co-ordinator (EVC) is responsible for ensuring that a balanced spread of trips is available to each year group. The Educational Visits Co-ordinator (EVC) is responsible for ensuring that each trip complies with the school's Educational Visits Policy.

It is worth noting that, as well as curricular trips, our calendar is packed full of musical and sporting activities that many children take part in, particularly as they move up the school. Trips are regularly reviewed, and some may not be available in a particular year because of circumstances beyond our control, but we endeavour to replace these where possible.

See the Appendix III for a trip matrix

### **3.8 Computing**

#### **3.8.1 Departmental Philosophy**

As Computing underpins much of a modern lifestyle it is essential that all pupils gain the confidence and ability that they need in this subject, to prepare them for the challenge of an ever developing and changing technological world. Within the school community the use of computers (and technology in general) should enhance and extend children's learning across the whole curriculum whilst developing motivation and social skills. It is important that pupils at Mowden gain the Computing skills that will enable them to use computers as an integral part of their whole learning process.

It is also vital that the whole staff feel confident and at ease with the computer system at Mowden if the above is to be achieved.

#### **3.8.2 Aims**

Through the use and teaching of Computing, the department aims to:

- Help other curriculum areas achieve their aims through the support of Computing.
- Allow children to gain confidence in, and enjoyment from, the use of computers and technology.
- Allow children to develop specific Computing skills as set down in Computing schemes of work
- Ensure that children understand the capabilities and limitations of computers/technology and gain insight into the implications of its development for society.
- Allow staff to develop professionally by enhancing their teaching, management and administrative Computing skills.



### **3.8.3 Organisation**

The Pre-Prep use the ICT Rooms in the Prep school, alongside a range of IT equipment in the Pre-Prep. This includes cameras, electric cars and programmable equipment, such as bee bots. Pre-Prep also has access to a set of iPads.

In the Prep School, all classes have a weekly Computing lesson. These are taught in one of the two the ICT rooms, which are equipped with networked PC's/Chromebooks, a teacher's computer, an interactive whiteboard and projector. The curriculum teaches pupils the use of basic applications. Individual teachers may book the Computer room in order to take a class of pupils into the room for a lesson. This gives those pupils the opportunity to use and apply the applications learnt within the context of a particular area of the curriculum. There is a booking sheet available.

Most teaching rooms are equipped with a computer and digital projector. Interactive whiteboards are in those classrooms and areas where their use is encouraged by the Head of Department.

Sets of iPads are available. These can be booked, and are intended to help staff integrate technology into and across the curriculum. The iPads will be stored in the Upstairs Computer Room. If they are not booked out in the previous session, they can be collected from there.

The Head of Computing is responsible for all aspects of resource management.

### **3.9 Display**

All staff are encouraged to use 2-D and 3-D display for a variety of purposes. The list below may act as a useful aide memoir. Displays should be changed regularly.

#### **Teachers' displays to stimulate activity**

- as a resource of information
- to grab children's interest
- things to study
- provoking questions
- suggesting activities

#### **Children's' displays**

- using things they have brought in
- as part of a presentation
- to show the working process

#### **Displays of children's' work**

- to value it and to share it
- labelled to celebrate its quality
- labelled to draw attention to particular aspects

#### **Displays of resources**

- books, equipment, materials
- things available for the children to use
- looking attractive and kept tidy
- a place for everything and kept tidy - children help to organise this and keep it tidy

## **4 Assessment and Testing**

### **4.1.1 Aims and Objectives:**

- To help children make as rapid progress as possible
- To recognise and celebrate all pupils' achievements.
- To provide an evaluation of what has been taught and learned.
- To identify pupils' strengths and weaknesses.
- To enable support to be offered.
- To gather information to inform planning.
- To enable target-setting.
- To ensure smooth transition for pupils.
- To enable pupils' progress to be tracked.
- To inform parents.
- To maintain high expectations of pupils.
- To provide governance and management with information enabling development.

### **4.1.2 Types of Assessment:**

- Formative: information forming and affecting the learning experience.
- Diagnostic: identifying what is preventing pupils progressing as expected.
- Evaluative: evaluating the impact of the curriculum on pupils.
- Summative: systematic recording of pupils' progress.

## **4.2 Marking Policy**

### **Principles**

Marking should be manageable for teachers and accessible to students.

It should give recognition and praise for achievement and clear strategies for improvement.

Marking should allow time for students to read, reflect and respond to marking: it should respond to individual learning needs, marking face to face with some and a distance with others.

It should inform future planning and group target setting and should ultimately be seen by students as a positive approach to improving their learning.

### **How is work marked?**

Work should be marked in a colour that can be clearly seen.

There are three forms of marking/feedback.

1. Oral feedback, e.g. the teacher asking the student how they have met the learning intention, perhaps to correct understanding or to extend the student's learning.

2. Summative feedback/marking. This usually consists of ticks and circles and relates to close right/wrong tasks. This can be marked by the students, as a class or in groups.
3. Formative feedback/marking relating to what may be called 'quality marking'.

When 'quality marking' teachers should read the entire piece of work, highlighting examples where students have met the learning intention as well as highlighting areas of work which could be improved. Quality marking should provide a focused comment helping the student to recognize both what they have achieved and how they could have done better.

Other styles of marking: A tick and an initial; Self marking; Shared marking and Paired marking.

Spelling and punctuation errors in a student's work should be noted but not necessarily corrected, although the English Department's marking policy will focus on identifying and offering corrective suggestions for the above errors.

Beyond this core policy there will be department specific strategies in place that will reflect the specific needs of different subjects.

### **4.3 Examinations and revision**

Pupils are gradually introduced to an increasingly rigorous examination programme. Examinations are seen as an important means of assessment but results are considered with other formative/summative class based assessments (which contribute to the PSTQ grade) that have been recorded in the time leading up to examinations. The school recognises the benefits of developing examination technique and of encouraging pupils to develop individual revision programmes as preparation for Common Entrance and Scholarships, taken at the end of Year 8, and Public Examinations that will be taken during the next phase of the pupils' education.

#### **4.3.1 Years 3 and 4**

Pupils have regular informal assessments in various subjects, throughout the year. There will formative and summative elements within these tests.

At the end of the Summer Term, pupils will have summative assessments in most academic subjects. They will not be expected to revise for these, and emphasis is placed on giving pupils the opportunity to show what they have learnt. In Year 4, some revision of previous topics will be done if work done some time ago is to be tested.

#### **4.3.2 Years 5 and 6**

Pupils have examinations during the Summer Term, as well as regular assessments as appropriate (as above) within each subject.

Pupils are encouraged to take examinations seriously, but in their stride and not to become over anxious about extended periods of revision or disappointing results. We ask parents to support us in this and not put their children under unnecessary pressure. In Year 5, the summer exams and the final PSTQ grades help us to identify potential streams in Year 6. In Year 6, the summer exams and the final PSTQ grades help us to identify future scholars.

#### **4.3.3 Year 7**

Pupils in Year 7 sit examinations in the Summer Term. Exams are set in all Common Entrance subjects.

Greater emphasis is placed on preparation, revision and exam technique, and revision guidance is given out by teaching staff during the fortnight before the exams. Examination papers increasingly reflect the style and content of Common Entrance Papers.

#### **4.3.4 Year 8**

Pupils in Year 8 sit Common Entrance practice papers in the second half of the Christmas Term, a mock Common Entrance during the Easter Term and then sit Common Entrance after half term in the Summer Term. Pupils in Year 8 usually write their examinations in the either the Library or the Gym.

#### **4.3.5 Academic Scholarship Students**

Scholars sit examinations at the same time as Year 8 in the Christmas term, set by Heads of Department. The Assistant Head (Academic) will request timings from Heads of Department in order to create a suitable timetable. The style of paper depends on the school they are being entered for.

The same procedure applies for the Mocks in the Easter Term if the exam is in the Summer Term, which is increasingly rare. An alternative programme is organised for those who have already sat or just about to sit their Scholarships.

At times, due to the increasingly early and changing nature of these Scholarship exams, unique arrangements may need to be made to accommodate efficient preparation for these examinations.

### **4.4 Standardised testing – CATs**

To help identify the strengths and weaknesses of individual children, we carry out a programme of diagnostic assessments. We do not take part in the Government SATs programme, and it is therefore important that we have a way of measuring pupil attainment that is external to the school.

CATs are taken in Years 4 and 6, during the Autumn Term. For new pupils, the SENCO would carry out CAT tests as part of any new pupil's entry into the school.

These assessment results are analysed by appropriate staff during the academic year. If these assessments, or any of the other data generated, suggest that an individual pupil requires more specialised assessment for specific needs at any point in the academic spectrum of ability, a referral will be made to the SENCO/AG&T Coordinator and the Assistant Head (Academic).

#### Verbal Reasoning

These test the ability to understand and assimilate new or unfamiliar information. They give an indication of the ease with which a pupil will acquire new concepts and understand new ideas across the curriculum.

Pupils with reading difficulties will be at a disadvantage with Verbal Reasoning tests so discretion should be used in the analysis of their scores. Non Verbal Reasoning tests may give a more accurate indication of a disadvantaged pupil's reasoning ability.

### Non Verbal Reasoning

No words or numbers are used in these tests. They are used to test an ability to recognise similarities, analogues and analysis. Using designs rather than words allows reasoning processes to be assessed independently of language skills.

### Quantitative

Again, reading skills are not required. The test requires perception of relationships between concepts; all useful in subjects such as Maths, Science and Geography.

### Spatial Ability

No words or numbers are used in these tests. They are used to test visualisation processing skills and the ability to form and manipulate mental images.

#### **4.4.1 Tracking Progression**

Mowden Hall aims to assess and track pupil outcomes in a genuinely holistic way. Every department has a clear view of progress within their subject and as a whole school we are able to monitor and respond to various trends in a pupil's profile. Mowden Hall subscribes to a 'whole student' approach to assessment and uses this policy to re-inforce our broader values of what constitutes a true education. This new approach will take effect from Autumn 2017.

### Ability

Mowden Hall assesses students in Years 2, 4 and 6 using the Cognitive Abilities Test (CAT4) to help get to grips with students' strengths, weakness, learning bias and likely academic aptitude.

CAT4 gives us four measures of ability that are known to impact on learning. As schools, we often look at verbal and quantitative abilities, but spatial and non-verbal skills are equally important in so many avenues of life.

CAT4 helps us to set ambitious but realistic attainment expectations for students across the whole school. This is essential to enabling teachers to ensure that every child is achieving well within the context of holistic development.

### Attainment

Once a measure of ability has been taken, the focus shifts to attainment. The School sees core attainment in English and Maths as two key indicators. To this end, we use Progress in English (PiE), which tests reading and writing ability, and Progress in Maths (PiM) which identifies and monitors individuals' strengths and weakness in Maths.

In addition, the School is using Accelerated Reader to closely monitor reading development and attainment. There are proven strong correlations between reading and wider academic performance, even in Maths. We track the scaled score, the standardised score and the difference between the chronological age and reading age. CAT4 scores are compared against the standardised age scores from PiE and PiM. In this way, any students who are underperforming are immediately brought to the fore.

To support each child in reaching their full potential, we also develop a greater insight into how students feel about themselves and school life more broadly. We do this through our Wellbeing Questionnaires and PASS assessments.

### Attitude

Attitude can be the missing element when it comes to looking at why certain students who, while able, consistently underachieve.

The Pupil Attitudes to Self and School (PASS) attitudinal survey is an easily-administered online questionnaire, which measures nine attitudes proven to be linked to attainment, engagement and wellbeing. The school surveys every pupil from Year 1 to Year 8 and the results can be revealing.

If a pupil has low-self-esteem we are in a stronger position to know this and act appropriately, often in conjunction with home. By fully utilising this triumvirate of pupil-school-home we can best serve our pupils' educational needs.

### Analysis

The final part of assessment is integrating the analysis of results from standardised assessments with teachers' own judgements. This then feeds into our system of providing student support.

As teachers, we use this data to keep a check on students' global performance. We see the figures as an opportunity for discussion; to help plan for the future. Regular meetings will be held to discuss pupil profiles and the data contained within the TIPS sheet (Tracking Individual Pupils Sheet).

### Addressing expectations

The School has worked hard to design a comprehensive assessment programme that aligns with its ethos and supports its students' educational as well as personal development.

Schools exist to some extent to fulfil societal and parental expectations so it's important to Mowden Hall that pupils leave our school with a piece of paper containing exam results that do them justice but which do not define them as learners. The pupils who leave Mowden Hall will also do so with balance, harmony and the ability to adapt to the future, no matter what it might hold.

## **4.5 The Maths Department**

### **Benchmarking Pupils' Attainment - Methods of Formal Assessment**

Within the Mathematics Department we use are able through the range of assessments that we currently use to benchmark each pupil based on National Curriculum levels of attainment. We currently assess at the end of each topic and at the end of each term. All assessments are independent.

#### **4.5.1 MyMaths**

This is levelled according to the Numeracy Strategy levels of attainment. Within the Mathematics Department at Mowden Hall we have continued to use the most recent levels of attainment that were developed nationally - the onus was placed on individual

schools to develop their own system and we decided to continue using the national levels as they still match the current National Curriculum and Common Entrance. Within MyMaths pupils are assessed on all strands for each level and once they achieve a score of 75% or more they have achieved the strand. Below is a partial copy of the table of information that MyMaths provides:

Level	Topic	Task Name	Pupil 1	Pupil 2	Pupil 3	Pupil 4
4	Shape	Area of rectangles	88%	100%	100%	100%
4	Four boosters	Area of rectangles	88%	100%	100%	100%
4	Number	Decimal place value	95%	100%	90%	95%
4	Four boosters	Decimal place value	95%	100%	90%	95%
4	Number	Dividing by 10 and 100	77%			
4	Algebra	Equations 1 – one-step	55%	82%		
4	Number	Factors and primes	100%	87%	100%	
4	Four boosters	Factors and primes	100%	87%	100%	
4	D2C	Factors and primes	100%	87%	100%	
4	Number	Frac dec perc 1	85%			
4	Four boosters	Frac dec perc 1	85%			

#### **4.5.2 Twinkl Assessments**

These are for use in both KS1 and KS2 - they are based on the national Curriculum and we use them as end of unit assessments to gauge pupils' understanding of the work covered.

#### **4.5.3 Sumdog**

Sumdog produces reports that highlight strengths and weaknesses of each individual pupil based on the National Curriculum.

#### **4.5.4 MEP**

This is the scheme of work used in upper set Year 6 in the Summer Term and Year 7 and 8. Within this are a range of assessments:

Standard - Level 1 and Level 2 (weak) Common Entrance

Academic - Level 2 (solid) Common Entrance

Express - Level 3 and scholarship

### **4.6 The English Department**

The English department engages with **annual standardised testing of reading and spelling using the Suffolk Reading scheme.**

The department seeks to promote reading and we started to implement Accelerated Reader in September 2016, which will provide effective monitoring and acceleration of students' progress in reading, which is central to academic progress across the curriculum.

#### ***4.6.1 Spelling Schemes***

Spelling groups start in Year 4. Red, Blue, Green and Purple groups are all based on workbooks called Sounds, Patterns & Words.

Red = book 1, Blue = book 2, Green = book 3, Purple = book 4

- Children with a spelling age significantly below their chronological age start on Red.
- Those with a spelling age corresponding to their chron. age or just below it start on Blue
- Those with a spelling age well above (9+months) start on Green

They then work through the books until they finish Purple.

From there, the more able (those that started on Green) go onto Orange, then Yellow, Violet and Maroon

The less able go from Purple to White, Orange, Yellow etc

After every 4 sets of spelling there is a Check-up of 20 words. These can be found at the end of each colour group

By Year 6, the more able should be more or less ready to start Violet, followed by Maroon.

#### ***4.6.2 Literacy Progress***

This regularly monitored in departmental meetings using a variety of data, including CATS, PSTQs, AR data and internal test data.

English and Drama departments work closely together offering students a range of literary and improvised texts for performance purposes.

#### ***4.6.3 Accelerated Reading in the Library***

At its heart, Accelerated Reader (AR) is simple. A student reads a book, takes an online quiz, and gets immediate feedback. Students then respond to regular feedback and are motivated to make progress with their reading skills.

AR gives teachers the information they need to monitor students' reading practice and make informed decisions to guide their future learning. Pupils develop reading skills most effectively when they read appropriately challenging books – difficult enough to keep them engaged but not so difficult that they become frustrated. This is their 'Zone of Proximal Development'.

A comprehensive set of reports reveals how much a student has been reading, at what level of complexity, and how well they have understood what they have read. Vocabulary



growth and literacy skills are also measured, giving teachers insight into how well students have responded to reading schemes and class instruction.

#### 4.7 Grades

##### 4.7.1 Effort Grades

**Effort Grades** indicate how hard a pupil is working and are given at least twice each term. In the longer Autumn Term they are given three sets of effort grades, with the first set being after the first few weeks.

<b>1</b>	<b>Excellent:</b> Tries very hard: makes an extremely valuable contribution to group discussions and shows initiative, for example, is prepared to research the subject outside lessons. Work is very well presented, with care clearly taken.
<b>2</b>	<b>Good:</b> Tries hard: makes a valuable contribution to discussions and shows some initiative. Work is well presented.
<b>3</b>	<b>Average/medium/passable:</b> Tries fairly hard: sometimes makes a valuable contribution to discussions and occasionally shows initiative, though not always engaged. Work is quite well presented but, overall, some improvement is desirable.
<b>4</b>	<b>Not good:</b> Does not try very hard: makes little or no contribution to group discussions. Work is not well presented and, overall much improvement is desirable and expected.
<b>5</b>	<b>Not very good at all:</b> Does not try hard at all: makes a negative contribution to group discussions. Work untidy and careless with minimal amount completed. Child on Academic Satis until significant improvement shown.

A three indicates a satisfactory but minimal level of effort. Over the course of the year, pupils should set themselves the target of achieving a two in the majority of subjects.

The total given is averaged and this figure can be used to monitor and encourage pupils' efforts.

It is expected that most children will receive 1s and 2s. Any 4s or 5s will be followed up by their Tutor.

It needs to be remembered that effort is not absolute – it is ipsative to each and every individual child. It must also not be confused with outright academic achievement, although the two are linked. Think of effort like a cross country race. Once child runs a superb time and is appearing to try hard, but could probably run a lot faster if they tried harder. Another child, runs a very slow time, but they have given everything they have and running simply is not their thing. Outright attainment is affected by effort but some children will always struggle to achieve in relation to their peers no matter how hard they try.

#### 4.7.2 PSTQ Grades

**PSTQ Grades** are awarded to give an indication of a pupil's level of relative attainment within their set or stream. These grades are decided by recording the results of specific assessments during the academic year.

Pupils are grouped across each form, set or stream into four quarters according to their ability in each academic subject:

	<b>Quartile</b>	
<b>P</b>	Primary	1 <sup>st</sup> Quarter
<b>S</b>	Secondary	2 <sup>nd</sup> Quarter
<b>T</b>	Tertiary	3 <sup>rd</sup> Quarter
<b>Q</b>	Quaternary	4 <sup>th</sup> Quarter

Grades should be relatively even across the form, stream or set. For example, in a class of 16 pupils there will be four of each grade. However, the data may suggest a slight weighting within the PSTQ. In some situations, it may not be possible to give a PSTQ grade when a single pupil is doing significantly different work to their peers, for example, a single scholarship student.

PSTQ grades are given at the end of each term and at autumn half-term.

PSTQ grades are not published to pupils and are presented to parents on a separate sheet to the effort grade sheet. This allows parents to discuss a child's effort grade with them, leaving them to decide how and if they wish to discuss the attainment grade. **The overriding focus is on personal effort and not absolute performance. We believe that as long as each child is giving of their best, then they will make progress.**

#### 4.8 Reports (see Appendix 2 for grid outlining reporting timings)

##### 4.8.1 Reporting to parents

Teaching staff are always available to discuss a pupil's progress, and if a parent wishes to make an appointment to see a member of staff, they should, where possible, contact their child's tutor in the first instance. Teaching staff aim to encourage parents not to intercept them on an 'ad-hoc' basis as they are often en route to another lesson and are unable to have all the facts at their fingertips.

##### 4.8.2 Parent meetings

For all year groups, the main parents' meeting is around half term in the Spring Term. This enables staff and parents to discuss the progress the children are making. Year 7, due to their Sauveterre Term, will potentially have parent meetings at different times. For example, if the residential is during the Spring Term, the meeting would be during the Summer Term, prior to half-term.

##### 4.8.3 Grade sheets

At the end of each half term an **effort grade sheet** is sent home to parents of pupils in Years 4 to 8, with a short tutor comment. Staff, parents and children are encouraged to focus on the effort grades and targets. During the slightly longer Autumn Term, the half-

term grade sheet is supplemented by attainment grades. During this longer term, there is also a set of effort grades and a tutor report that is sent home after the first few weeks.

#### **4.8.4 Full reports**

Full **reports** are written twice a year, at the end of the Autumn and Summer Terms. These contain reports for all subjects, excluding subjects which only have one lesson per week – these only report at the end of the summer.

Short reports are written in the spring, which include a form tutor's comment, games report and reports for extras (eg instrumental music and SEN support lessons).

A report normally covers three aspects:

<b>Context</b>	- what the pupil has been doing
<b>Achievement</b>	- identifying any significant highlights
<b>Targets</b>	- realistic advice for future learning

A report may also include comments on attitude and behaviour, where appropriate.

Please see the latest Staff Guide to Writing Reports. Please see below for the current version at the time of this policy update.

#### **4.8.5 General Guidelines for Writing Reports**

Please see these as suggestions and helpful notes. This document is necessarily quite basic. The key is to increase consistency and to help people feel supported positively.

##### **Suggestions for basic content**

1. Try to start with a positive – 'something they *can* do'.
2. Please, address the report to the parent, not the pupil themselves.
3. It is good include something they find difficult and then to give suggestions for how they could improve this.
4. If you include behavioural comments, please relate these to the effect it has on their work.
5. Please try to end with some encouragement – a positive/negative/positive sandwich.
6. Tutor reports should be personal – show that you know your tutees, and put their other reports in context. (Hint: get them to write down a list of their achievements over the term. Saves hours!)
7. Use the name of the pupil sparingly – when every sentence contains their name, it can sound repetitive. Ideally, the name should only be used twice.
8. Remember to be ipsative in your judgements regarding effort in particular – it should be relative to the child, their potential and past performance, taking into consideration an specific need they may have.

##### **Areas that will allow us to develop greater consistency and a house style**

1. To ensure a 'house style', a full stop should be followed by a single space.
2. Shorter sentences are easier to read and less easy to misconstrue.

3. Please use Summer Term, Autumn Term, as opposed to Semester/Fall Term, which are Americanism.
4. Please use capital letters at the start of names, texts or subject names. For example:
  - Bible
  - English, French, Geography, Games etc.
  - Year 7 (please use this numbered format for consistency), not Eighth Year or Year Six
  - Maths or Mathematics, but not mathematical
  - Level 1 (please use this numbered format for consistency)
  - Grade 2 (please use this numbered format for consistency)
  - Spring Term, Easter Term
  - Head Boy, House Captain
  - Hockey, Netball, Rugby
  - House Points, Debits and Merits
  - Music Workshop/Junior Choir/Chess Club

**Common mistakes we all know about and that can creep into our reports, often thanks to auto correct in Word . . .**

1. **practise** is a verb (like **advise**), **practice** is a noun (like **advice**).
2. focused/focussed can be spelt either way. Both are valid.
3. **organize** is American. **Organise** is the English spelling.
4. **Apostrophe** – this can be used to show possession: “John’s ball was bouncy.” It can also represent missing letters within a contraction: “It’s not fair.” Be careful of ‘its’ without an apostrophe: “Its face was marked with scars.”
5. **Seasons** – are not capitalised: summer, spring. However, terms may be: ‘Summer Term’.
6. **Formal names** – to be used unless otherwise advised.
7. **Long reports** – going off the page.
8. **Comparing pupils** – focus on the child who is being reported and avoid direct mention of other pupils.
9. **Endings and commas** – “Well done, Steven.” Comma required.

**Other Items to Note**

- Please avoid ‘OK’
- Work Covered: “8W have studied” incorrect “8W has studied” correct. “The class has . . .” correct.
- iPads, not I-Pads/Ipads etc
- PowerPoint – all one word with capitals on the P
- Mark will send out a full ‘proper name list’
- Times tables in Maths
- He has gained more 1s not ‘1s’/1s/1’s                      As, not ‘As’ or As or A’s
- Half term, not half-term
- If you do your work in Word first, it will spellcheck. However, it is sometimes using the American dictionary when you start. Go to Tools→Language→Set Language to

change it to English (UK). Please DO NOT type straight into the database – this invariably produces errors.

- As always, if there are any questions or concerns, please do ask for help, especially if you are struggling to meet a deadline – we are a team and must stick together at what is often a very stressful time.
- **THANK YOU in advance for the excellent reports that will undoubtedly be produced!**

#### ***4.9 Transfer reports to next school***

The Head currently completes all transfer reports to senior schools and asks staff for their advice on a need to know basis.

#### ***4.10 Internal transfer***

We are currently reviewing the transfer of information which is passed on from one tutor to the next.

An information transfer page will aim to be set up in ISAMS. This collates key information on each pupil which is on the system. It includes pastoral and academic matters, as well as music and sport.

**Appendix:**

1. AGT Docs

<b>Record of Gifted and Talented Pupils: Year 4</b>			
<b>Name of Child</b>	<b>Date of Birth</b>	<b>Year group, class and teacher's name</b>	<b>Specific area/s of ability (gift or talent)</b>

<b>Record of Gifted and Talented Pupils: Year 5</b>			
<b>Name of Child</b>	<b>Date of Birth</b>	<b>Year group, class and teacher's name</b>	<b>Specific area/s of ability (gift or talent)</b>

<b>Record of Gifted and Talented Pupils: Year 6</b>			
<b>Name of Child</b>	<b>Date of Birth</b>	<b>Year group, class and teacher's name</b>	<b>Specific area/s of ability (gift or talent)</b>

<b>Record of Gifted and Talented Pupils: Year 7</b>			
<b>Name of Child</b>	<b>Date of Birth</b>	<b>Year group, class and teacher's name</b>	<b>Specific area/s of ability (gift or talent)</b>

<b>Record of Gifted and Talented Pupils: Year 8</b>			
<b>Name of Child</b>	<b>Date of Birth</b>	<b>Year group, class and teacher's name</b>	<b>Specific area/s of ability (gift or talent)</b>

**2. Reporting Overview**

<i>Time Point</i>	<i>Effort Grades</i>	<i>PSTQ Grades</i>	<i>Written Academic Reports</i>	<i>Boarding Reports(tbc)</i>	<i>Exam Scores</i>	<i>Peripatetic Music Reports</i>	<i>Games Reports</i>	<i>SEN Reports</i>	<i>Tutor Report</i>	<i>Head's Report</i>	<i>Parent Consultations</i>
<i>Autumn Term Wk 4/5</i>									<i>Tutors should aim to write to tutees' parents and touch base prior to the start of the year</i>		
<i>Autumn Term HT</i>											
<i>Autumn Term EoT</i>		<i>Year 8s have exam percentage and PSTQ</i>			<i>To be given out at the Y8 parent consultation</i>						<i>Year 4 Parents' Evening Year 8s post exam meeting</i>
<i>Spring Term HT</i>											
<i>Spring Term at various points</i>					<i>To be given out at the Y8 parent consultation</i>						<i>All year groups except Y7</i>
<i>Spring Term EoT</i>					<i>Mock Exam Scores for Y8</i>						
<i>Summer HT and just after</i>					<i>Y4-7 – Exam score sheets need to go out as soon as possible after exam completion</i>						<i>Year 7 just before Half-Term</i>
<i>Summer EoT</i>		<i>Y8 – Effort grades only with final CE grade in the body of the report</i>									



Tracking of Individual Progress - TIP Sheet					EAL	SEND	AG&T:	Other specified:								
First Name:																
Surname:																
					<b>Maths Progress</b>				<b>English Progress</b>				Much Higher	1		
					SAS	GR	Progress Cat.		SAS	GR	Progress Cat.		Higher	2		
<b>Reading and Spelling</b>				Y1					Y1		2		Expected	3		
	Chronological Age	Reading Age	Spelling Age	Y2					Y2		2		Lower	4		
Y3				Y3					Y3		2		Much Lower	5		
Y4				Y4					Y4		1					
Y5				Y5					Y5		7					
Y6				Y6					Y6		3					
Y7				Y7					Y7		1					
Y8				Y8					Y8		1					
<b>CAT Scores</b>																
	V	Q	NV	Sp												
Y2																
Y4																
Y6																
<b>Internal Exams*</b>																
	Eng	Eng Ave	Ma	Ma Ave	Sci	Sci Ave	Fre	Fre Ave	Lat	Lat Ave	His	His Ave	Geo	Geo Ave	RE	RE Ave
Y4																
Y5																
Y6																
Y7																
Y8 Practice																
Y8 Mock																

\*Exam scores and averages are raw and do not take into account levels of paper, this is especially true of CE paper in subjects where levels are available

Cumulative PSTQ by Term**																		
	Eng	Ma	Sci	Lat	Fre	His	Geo	RE										
Y4 Aut 1																		
Y4 Aut 2																		
Y4 Spr 2																		
Y4 Sum 2																		
Y5 Aut 1																		
Y5 Aut 2																		
Y5 Spr 2																		
Y5 Sum 2																		
Y6 Aut 1																		
Y6 Aut 2																		
Y6 Spr 2																		
Y6 Sum 2																		
Y7 Aut 1																		
Y7 Aut 2																		
Y7 Spr 2																		
Y7 Sum 2																		
Y8 Aut 1																		
Y8 Aut 2																		
Y8 Spr 2																		
Y8 Sum 2																		

\*\*Note: When class sizes change or if sets change this may account for shifts in PSTQ position

Reading Progress AR Star Test Data					
Year 1	Scaled Score	NRSS	Reading Age	Chron. Age	Difference: CA-RA
Autumn Term					
Spring Term					
Summer Term					
<b>Year 2</b>					
Autumn Term					
Spring Term					
Summer Term					
<b>Year 3</b>					
Autumn Term					
Spring Term					
Summer Term					
<b>Year 4</b>					
Autumn Term					
Spring Term					
Summer Term					
<b>Year 5</b>					
Autumn Term					
Spring Term					
Summer Term					
<b>Year 6</b>					
Autumn Term					
Spring Term					
Summer Term					
<b>Year 7</b>					
Autumn Term					
Spring Term					
Summer Term					
<b>Year 8</b>					
Autumn Term					
Spring Term					
Summer Term					

