



MOUNT
KELLY

Curriculum Policy

(This policy applies to all pupils, including those in the EYFS)

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DATE OF REVIEW	AUTHOR	PAGE / PARA	SYNOPSIS OF AMENDMENT
4/6/17	JPWD / AJ		Thorough review
19/2/18	JPWD		EAL and NEA Review
29/1/19	JPWD/AJ		General revision

This policy is split into three sections to reflect the curriculum at Mount Kelly Preparatory School (MKPS) and at Mount Kelly College (MK), and to cover policies that apply across the whole foundation, not least the academic vision in the Foundation Development Plan.

Foundation

- Vision p5
- Policy on Literacy p6
- Policy on Numeracy p12
- Policy on EAL p15
- Policy on Digital Literacy p16
- Policy on Listening and Speaking skills p17
- Policy on Careers and HE Guidance p18
- Policy on SMSC and upholding British Values p20
- Policy on Scholarships p26

Prep

- Rationale and structure of the Curriculum p30
- Policy on Homework p34
- Policy on Marking and Assessment p35
- Policy on Reporting and Tracking p36
- Policy on meeting the needs of the able and very able p38
- Policy on PSHEE p40
- Shackleton programme p40
- Academic management p40
- Policy on monitoring of teaching and learning p40

College

- Rationale and structure of the Curriculum p43
- Policy on Homework p49
- Policy on Marking and Assessment p49
- Policy on Reporting and Tracking p51
- Policy on meeting the needs of the able and very able p52
- Policy on PSHEE p53
- Academic management p54
- Policy on monitoring of teaching and learning p55
- Policy on academic and other prizes p56
- Policy on Review of marks for internally assessed work p58

Section A – Mount Kelly Foundation

Vision and overview

Our academic vision and aim for the Foundation are set out in the first ‘pillar’ of the Strategic Plan. This vision and seven objectives are copied below.

Vision: To provide an environment where all pupils enjoy a breadth of academic and intellectual experiences, and are enabled to develop and deepen their own particular interests and enthusiasms. To achieve this through providing a curriculum and facilities that promote personalised and independent learning, guided by teachers who are expert in their field and skilled in bringing out the best in each child. Setting and encouraging rigorous standards to which all can aspire, and establishing a community of conversation and debate.

Objective 1: To create a shared academic vision for the Foundation (from 3-18), focused on continuous improvement of teaching and learning at all levels and abilities.

Objective 2: To focus on (a) independent, pupil-centred and individualised learning whilst embracing (b) digital technology whenever appropriate.

Objective 3: To ensure that the curriculum offered across the Foundation is (a) both supportive and (b) challenging, promoting high standards for pupils of all abilities as it (c) fosters confidence and enthusiasm across the range of subjects.

Objective 4: To ensure that in a culture of high expectations and commensurate support, each pupil is aware of his or her potential and that staff encourage all pupils to achieve to their highest in public examinations.

Objective 5: To ensure that a full programme of lectures and academic trips enhances and enriches the academic programme.

Objective 6: To ensure that pupils have access to and are placed, if they so desire, onto the best post-secondary educational programmes worldwide, and that further, they leave with the soundest possible advice and experience with regard to future careers and life choices.

Objective 7: To nurture academic links between the Foundation and the local and global community.

Policy on Literacy

Literacy across the Curriculum

Literacy involves the ability to read and write; however, it is also the capacity to recognise, reproduce and manipulate the conventions of a range of texts and a variety of modes. Literacy and English are intertwined and it is an important aspect of our ability to communicate. There are also new forms of literacy (on-screen literacy and moving image media) to consider alongside the more traditional print literacy. Literacy is important because it enables pupils to gain access to the subjects studied in school, to read for information and pleasure, and to communicate effectively. Competent literacy skills enable pupils to read, understand and access examination materials, so that pupils are able to achieve their educational potential across the curriculum. All faculties and all teachers have a crucial role to play in supporting pupils' literacy development. **All teachers are teachers of literacy.**

As such, Mount Kelly teachers are committed to developing literacy skills in all of our pupils, in the belief that it will support their learning and raise standards across the curriculum, because:

- Literacy and learning can have an impact on pupils' self-esteem, on motivation and behaviour. Literate pupils learn independently. Literacy is empowering.
- Pupils need vocabulary, expression and organisational control to cope with the cognitive demands of subjects;
- Reading helps us to learn from sources beyond our immediate experience;
- Writing helps us to sustain and order thought;
- Language helps us to reflect on, revise and evaluate the things we do, and the things others have said, written or done;
- Responding to higher order questions encourages the development of thinking skills and enquiry.

Aims:

Mount Kelly is committed to raising the standards of literacy for all of its pupils, so that they develop the ability to use Literacy skills effectively in all areas of the curriculum and as a platform for the demands of further education, employment and adult life. Literacy underpins the school curriculum by developing pupils' abilities to speak, listen and communicate, to think, explore and organise. This includes helping pupils to express themselves orally and in writing. The literate school produces powerful communicators across the curriculum.

Powerful communication comprises:

- The successful application of reading and writing skills;
- The ability to speak articulately in a range of contexts and for different purposes.

Objectives

1. To open up personal pathways to success central to personal expression and active participation in society, economy and culture.
2. To develop competent literacy skills and also enable pupils to read, understand and access examination materials, so that pupils are able to achieve their educational potential across the curriculum.
3. To personalise learning in order to create a coherent learning system tailored to the individual pupil.
4. To approach literacy across the curriculum in relation to pupils' abilities to think and learn.

Delivery of Literacy

“Although it is right that key literacy skills in reading, writing, speaking and listening should be taught primarily in English lessons, there is a clear intention in recent Government statements of policy for these skills to be reinforced and applied with accuracy across other subjects.” (OfSTED Inspecting communication, reading and writing (literacy) Year 3 to Year 11. Guidance and training for inspectors. Autumn 2011 page 35)

All schemes of work and most, although not all lessons, will include specific literacy objectives. These objectives will inform what is taught, how it is taught, what is learnt and how it is learnt.

Literacy should also form part of lesson plenaries when it is appropriate to the focus of the lesson.

Roles and Responsibilities

- **Senior Managers:** lead and give a high profile to literacy;
- **English Faculty:** provides pupils with knowledge, skills and understanding they need to read, write and speak and listen effectively;
- **Teachers** across the curriculum: contribute to pupils' development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons;
- **Parents:** encourage their children to use the range of strategies they have learnt to improve their levels of literacy;
- **Pupils:** take responsibility for recognising their own literacy needs and making improvements.

The English Faculty

In addition to all the whole-foundation aspects of this policy, the English teachers in the Prep and College faculties have a leading role in providing pupils with the knowledge, skills and understanding they need to read, write, speak and listen effectively. The English Faculty is well placed to offer good advice and expertise. The role of the English Faculty includes:

- Identifying literacy priorities, targets and objectives and other particular contributions they can make;
- Making a specific, literacy-related contribution to the foundation academic development plan;
- Using data to identify curricular targets;
- Adapting the Faculty development plan to achieve these.

Literacy development across the whole curriculum will require:

- All teachers to understand that they are teachers of literacy;
- A shared understanding among teachers of the relationship between language and learning, and how the work undertaken in different subject areas can contribute to the development of literacy skills;
- Teachers to be aware of the language demands made upon students in their subject areas;
- The development of consistent approaches and appropriate resources within subjects to improve their pupils' use of language;
- Transition from EYFS to KS1 and between KS2 and KS3, KS3 and KS4, KS4 and KS5 – prior learning targets for clarity;
- Whole school and Faculty CPD appropriate to the development of literacy skills within the subject;
- Intervention strategies in consultation with the Director of Personalised Learning;
- Evaluation via the school monitoring and tracking process.

Literacy and Learning at Mount Kelly:

The framework for literacy and learning identifies three main areas for development:

1. Learning through talk /speaking and listening comprises:

- Using talk to clarify and present ideas;
- Active listening to understand;
- Talking and thinking together.

Talk is our main means of communication in everyday life and is fundamental to the development of understanding. We will teach pupils to use language precisely and coherently. They should be able to listen to others, and to respond and build on their ideas and views constructively. We will develop strategies to teach pupils how to participate orally in groups and in the whole class, including using talk to develop and clarify ideas; identifying the main points to arise from a discussion; listening for a specific purpose; discussion and evaluation. Staff training needs will be met through the sharing of best practice and useful strategies such as the management of group talk and listening.

2. Reading and learning from text comprises:

- Developing research and study skills;
- Reading for meaning;
- Understanding how texts work.

At Mount Kelly we want our pupils to enjoy reading, to be able to use their reading to help them to learn and to become more confident and competent in reading. We aim to give pupils a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding. This applies particularly in the area of reading (including from the screen), as texts become more demanding. We build on and share existing good practice. We teach pupils strategies to help them to read with greater understanding; locate and use information; follow a process or argument; summarise; synthesise and adapt what they learn from their reading.

3. Learning through writing comprises:

- Using writing as a tool for thought;
- Structuring and organising writing;
- Developing clear and appropriate expression.

Many lessons include and depend on written communication. We want our pupils to develop increasing confidence and competence in writing so that they can write in a widening variety of forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore.

It is important that we provide for co-ordination across subjects to recognise and reinforce pupils' language skills, through:

- Using the modelling process to make explicit to pupils how to write;
- Being clear about audience and purpose;
- Providing opportunities for a range of writing, including sustained writing.

Assessment and Monitoring of Literacy: There are independent College and Prep Marking Policies, and each faculty addresses literacy in its guidelines for marking pupils' work.

Learning environment: Mount Kelly is committed to providing:

- Displays of reading material relevant to the topic or curriculum subject; each classroom promotes subject-specific vocabulary which pupils are encouraged to use regularly;
- High quality reading material, which is up-to -date, relevant and balanced in its presentation of ethnicity, culture and gender;
- Access for pupils to the school library; access for pupils to a good quality range of texts during lessons;
- Dictionaries, glossaries and lists of appropriate subject vocabulary that are available during lessons, and which pupils are encouraged to use;
- Access to appropriate audio visual equipment;
- A classroom environment which is conducive to good literacy practice.

Lesson plans: Lessons within the school include reference to the skills or strategies to be used, taught or reinforced, including as appropriate:

- Making clear the intended purposes of reading within our curriculum e.g. describe, repeat, interpret or analyse texts read;
- Teaching and giving opportunities to practise skimming for overall meaning, scanning for key points, words or phrases, or close reading;
- Teaching and giving opportunities to practise sifting and selecting information and taking notes from texts;
- Teaching and enabling pupils to infer and deduce meanings, recognising the writer's intentions;
- Teaching and giving opportunities to research and investigate using printed words, moving images and ICT texts;
- Teaching how to use quotations selectively to support points and link them to pupils' own comments.

Monitoring and Evaluation: Approaches to monitoring include:

- Sampling work – both pupils' work and faculty schemes;
- Observation – pupil tracking and literacy teaching;
- Meetings;
- Pupil interviews;
- Scrutiny of development plans;
- Encouraging faculties to share good practice by exhibiting or exemplifying pupils' work and peer observation.

Inclusion: Pupils are entitled to our highest expectations and support. Some will need additional support and others will need to be challenged and extended. Strategies that we use include:

- Questioning;
- Adjusting the demands of the task;
- The use of additional support;
- Use of group structures;
- Resources;
- Making focuses clear;
- Creating an atmosphere where pupils evaluate their own and others' work.

Policy on Numeracy

Numeracy across the curriculum

Numeracy is a proficiency which involved confidence and competency with numbers and measures. It is more than a basic ability to do mathematics. It requires understanding of the number system, a repertoire of mathematical techniques and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Numeracy also demands understanding of the ways in which data is gathered by counting and measuring and presented in graphs diagrams charts and tables.

Aims:

Mount Kelly has a whole foundation policy on cross-curricula numeracy in which:

- In the College, numeracy will feed upon work done in the Prep, Pre Prep and EYFS sections.
- Numeracy skills are embedded across the whole foundation curricula.
- An environment is encouraged in which positive attitudes towards numeracy skills are developed and monitored.
- **All staff are teachers of numeracy** and have a critical role to play in the development of pupils' numeracy.
- Pupils will reach and exceed their potential in numeracy.
- Some additional provision will be provided through SEND and Maths Faculty booster sessions/clinics [Prep/College respectively] to support those pupils not meeting their expected progress targets.
- Support strategies for EAL pupils are in place.
- An awareness of numeracy skills is regarded as a key skill in all areas of teaching and learning and these skills are linked to success in public examinations including Common Entrance, GCSE and A levels.
- Numeracy is used to improve learning and raise standards across the whole Foundation through effective CPD.

Objectives:

A numerate pupil should be able to:

- Have a sense of the value of a number and where it fits into the number system.
- Recall mathematical facts confidently.
- Calculate accurately and efficiently, both mentally and with pencil and paper, drawing on a range of prior learning calculation strategies.
- Use proportional reasoning to simplify and solve problems.
- Use calculators and other ICT to solve mathematical problems and select from the display the number of figures appropriate to the context of a calculation.
- Use simple formulae and substitute numbers in them.
- Measure and estimate measurements, choosing suitable units and reading numbers correctly from a range of meters, dials and scales.
- Calculate simple perimeters, areas and volumes, recognising the degree of accuracy that can be achieved.

- Understand and use measures of time and speed and compound measures such as £ per day or miles per hour.
- Draw plane figures to given measurements and appreciate the concept of scale in geometrical drawings and maps.
- Understand the difference between the mean, mode and median and the reasons for which they are used.
- Collect data, discrete and continuous and draw, interpret and predict from graphs, diagrams, charts and tables.
- Have some understanding of the measurement of probability and risk; explain methods and justify reasoning and conclusions, using correct mathematical terms.
- Judge the reasonableness of solutions and check them when necessary and give results to a degree of accuracy appropriate to the context.

Roles and Responsibilities

The role of the Mathematics Faculty:

- Faculty staff will identify pupils with low levels of numeracy.
- Faculty staff will provide intervention strategies, from one-to-one support to booster/drop-in group sessions.
- Ensure that pupils who enter mid year, if necessary, have an appropriate support programme to ensure that they catch up with peers.
- Provide all staff with opportunities for CPD on numeracy issues to support whole Foundation policy.
- Monitor the implementation of this policy.
- Head of EYFS, Head of Pre Prep, Prep and College Heads of Mathematics Faculty will liaise with DHA/DHAP to ensure the promotion of numeracy across the whole foundation.

The role of SLT:

The Numeracy Policy will be monitored and reviewed by SLT through:

- The School Development Plans;
- Lesson observations;
- Sampling of pupils' work;
- Discussion with staff, parents and governors;
- Reviewing planning;
- Analysing assessment data;
- Discussions with pupils.

Use of Calculators

Some pupils are over-dependent on the use of calculators for simple calculations. Wherever possible, pupils should be encouraged to use mental or pencil and paper methods. It is, however, necessary to give consideration to the ability of the pupil and the objectives of the task in hand. In order to complete a task successfully it may be necessary for students to use a calculator for what you perceive to be a relatively simple calculation. This should be allowed if progress within the subject area is to be made. Before completing the calculation pupils should be encouraged to make an estimate of the answer. Having completed the calculation on the calculator they should consider whether the answer is reasonable in the context of the question.

The Foundation expects all pupils from Year 7 onwards to bring their own scientific calculator to lessons when required.

In deciding when pupils use a calculator in lessons we should ensure that:

- Pupils' first resort should be mental methods;
- Pupils have sufficient understanding of the calculation to decide the most appropriate method: mental, pencil and paper or calculator;
- Pupils have the technical skills required to use the basic facilities of a calculator constructively and efficiently, the order in which to use the keys, how to enter numbers as money, measures, fractions, etc.;
- Pupils understand the four arithmetical operations and recognise which to use to solve a particular problem;
- When using a calculator, pupils are aware of the processes required and are able to say whether their answer is reasonable;
- Pupils can interpret the calculator display in context (e.g. 5.3 is £5.30 in money calculations);
- We help pupils, where necessary, to use the correct order of operations – especially in multi-step calculations, such as $(3.2 - 1.65) \times (15.6 - 5.77)$.

Policy on EAL [English as an Additional Language] for overseas pupils.

The EAL Department aims to help pupils enjoy their stay and achieve their best in learning English, both for academic and social purposes. Teachers work with overseas pupils to develop their listening, reading, speaking and writing in English, but also offer the other classroom teachers advice on how to provide for these pupils, through formal Inset or informal conversations.

Teachers of EAL have a broader pastoral role with overseas pupils, who often see them as a confidante and additional tutor. This includes liaising with the Guidance team in recommending appropriate courses for overseas pupils and assisting with their Personal Statements. It is also important that pupils coming from another country settle down happily within their new environment. When they are far from home it is essential that we do all we can to help them with any initial learning difficulties, culture shock and possible homesickness; just as for our other pupils, we aim to promote the spiritual, moral, social and cultural development of overseas pupils, and give them an appreciation of British Values.

In the Prep, pupils requiring EAL support have one-to-one or small group tuition with an EAL specialist every week. This is either a single one-hour lesson or two 30 minute lessons.

In Year 9, overseas pupils receive four/eight lessons of EAL tuition per fortnight. This replaces the timetabled lessons in French and/or Spanish.

In Years 10 and 11, overseas pupils take EAL in place of one of their GCSE options and receive six lessons per fortnight. Pupils in EAL lessons study for the Cambridge ESOL examination (Cambridge English: First [FCE]). Overseas pupils showing high levels of fluency in the initial tests may opt for another GCSE course.

In Year 12 overseas pupils are timetabled for two lessons and in Year 13 a single lesson each week. Sixth Form classes are often very small to allow for the range of ability amongst the new pupils. The majority of these pupils will sit their IELTS [International English Language Testing System] examination, which is essentially required for acceptance at a British university.

Cambridge ESOL examinations:

- Cambridge English: First; also known as the FCE; an upper-intermediate level qualification. [CEFR B2] The curriculum in Years 9 – 11 is focused on this qualification.
- Cambridge English: Advanced; also known as the CAE; a high achiever. [CEFR C1]
- Cambridge English: Proficiency; also known as the CPE; our most advanced qualification, proving an extremely high level in English. [CEFR C2]
- International English Language Testing System [IELTS], which is required by all British universities for entry both at Foundation and Undergraduate level, between Bands 5 – 9.

Policy on promoting digital literacy and use of digital technology in class

The Foundation strategy for use of digital technology is under review by a committee of the joint Foundation Heads of Faculty. The following covers the current rules at the Prep and College.

Pupils may bring laptops to classes at the College. In the Prep, only pupils with EAA status confirmed by SENDI may bring laptops to lessons.

Those pupils who use laptops as their usual way of working, in accordance with the EAA 'Access arrangements' rules for public examinations and on the advice of the head of Learning Support, may use a laptop in all lessons. In some circumstances this may not be appropriate, and a teacher may occasionally require a pupil not to use a laptop, for example for a test.

For other pupils at the College, use of a laptop is at the discretion of the teacher, but the assumption is that this will be permitted in most circumstances. However, since pupils may not use a laptop for public examinations unless they have formally recognised special educational needs, it may not be appropriate for pupils to become too dependent on word-processing all their work.

Wider Foundation rules on the use of mobile phones apply in all cases.

No pupils at the Prep are permitted to have mobile phone at school. Pupils at the College may have a mobile phone or other device on their person, but this should not be taken out or used during a lesson. However, it is recognised that phones can be used by pupils for their dictionary, calculator or translating functions. Pupils may also wish to photograph something, for example their homework task written on the whiteboard. Some teachers permit phones for use with 'Kahoot' or similar websites. The teacher's permission must be obtained on every occasion that a pupil wishes to use their phone.

Policy on developing listening and speaking skills

Mount Kelly views the development of effective speaking and listening skills as an important part of the broader academic education for the C21st. As with literacy, numeracy and use of ICT, they are promoted chiefly through day-to-day teaching and learning in the classroom, and every teacher has a responsibility to give opportunities for pupils to improve these key 'soft' skills. In addition, the school provides a range of co-curricular opportunities for developing speaking and listening skills.

Academic classes

Many courses provide opportunities for class presentations. This is a formal part of the English course, but is common in History, Business, Geography etc. MFL classes depend on the development of these skills, with the oral a key part of the GCSE and A level assessment. In Year 12, all pupils have the opportunity to take the EPQ, one part of which is the 10 minute formal presentation.

Within the AMT's monitoring of teaching and learning via Learning Walks there is a regular focus on teachers' development of speaking and listening skills in the classroom.

LAMDA

For Years 3-11 LAMDA is an optional opportunity to develop a range of performance and public speaking skills. In the College it operates as with music lessons (ie pupils miss timetabled lessons) and is taught by a resident teacher. At the Prep the LAMDA lessons are generally before or after timetabled lessons. As part of the Beyond the Curriculum programme, all pupils in Year 12 are timetabled to have two lessons per fortnight in a Public Speaking course for the Michaelmas term.

Mount Kelly pupils may take the full range of LAMDA exams, graded up to 8, and have achieved considerable success in recent years. Entry for type and level of LAMDA is at the discretion of the teacher.

Academic Co-curricular opportunities

The annual Poetry recital competition for Years 3-8 at the Prep is a major event and celebration.

Rotary Club public speaking competition, 'Youth Speaks'. This annual event takes place in January/February and involves teams at junior, intermediate and senior level. The 2015 senior team made it to the regional final.

Debating. Pupils in Years 9/10 have the opportunity to do debating on Monday afternoons.

Plum Society. This brings together the more enthusiastic and scholarly pupils in years 9/10 for various cross-curricular activities aimed at developing skills of interpretation and evaluation, lateral and creative thinking, and an openness to challenge and debate.

CADS. The Current Affairs Discussion Group is an invitation society for sixth formers. Apart from general conversation and discussion about a topic, some meetings are focused around a paper delivered by one of the members.

Chapel. Apart from the reading of the lesson, including at whole school services at St Eustachius, pupils at the College are asked to speak in chapel when their house takes responsibility for the address. Chapel sermons and addresses are an opportunity for pupils to become accustomed to listening to a speaker outwith lessons.

Policy on Careers and Universities Guidance

Aims

Guidance at Mount Kelly is a progressive journey from Year 6-13. The programme is planned so that pupils receive the relevant careers information and education that is suitable to their age. The progression throughout the years encourages students to be proactive about their future and actively seek careers advice and guidance. The Guidance Department is dedicated to tailoring the provision to meet students' needs in order to help them on their future path. The programme thoroughly allows for impartial advice and guidance, making pupils the centre focus. The guidance programme is designed to help the pupils plan and take control of their future.

Objectives

- To source and provide up-to-date information about occupations, fields of work, undergraduate courses and apprenticeship opportunities
- To help pupils understand and develop the necessary skills to equip them for whatever career path they choose.
- To provide opportunities for pupils to understand their competencies, aspirations and options through a variety of means, including personal discussion with the Guidance team.

Higher Education advice programme

UCAS

In Year 12, pupils are given a timetabled lesson to introduce them to the opportunities in Higher Education, advise them on research for universities and courses, and assist them with completing their UCAS form. These lessons also cover alternatives to going to University along with preparation of CV's and letters of application for employment.

The COA Centigrade test is offered and pupils are then interviewed to discuss the test conclusions. At the start of the Summer term, parents and pupils are invited to a presentation on UCAS and a discussion with tutors. Pupils are permitted to take some time out of school late in the Summer term to attend university Open Days.

In Year 13, pupils are advised on the completion of their Personal Statement in the UCAS support lessons they continue having until October half term. References are written by Sixth form tutors.

The UCAS co-ordinator oversees the administration of the process, and the Deputy Head (Academic) gives a final check to all references and personal statements before they are released to UCAS.

Oxbridge and Medicine/Veterinary applications

In Year 12, potential Oxbridge applicants attend an introductory talk and in most years a trip to Oxford or Cambridge is arranged. The school maintains links with Exeter College, Oxford, which offers outreach support to schools in the South West.

Biology and Mathematics teachers provide timetabled lessons to prepare pupils for medical or maths/engineering tests. All Oxbridge and Medical/Vet School applicants are given additional guidance in Year 13 for entrance tests and interviews. The school works with other schools to give interview practice to each other's pupils.

Careers Advice Programme

In addition to providing expert advice on apprenticeships and careers in the armed services, the Careers co-ordinator assists with work experience placements and oversees the links between the school and local businesses. Careers fairs are arranged or attended, and there are opportunities for pupils to meet representatives from the professions or industry attending occasional informal 'careers cafe' events at school.

Programme Summary: College

Year 13

Will be given a UCAS briefing; attend University/College open days; have mock interviews; be introduced to Student finance ; complete UCAS – Decisions, Confirmation and Clearing.

Year 12

Will complete a Leadership development programme; be introduced to Post -18 options; attend Why Higher Education? and UCAS talk/events; attend University/College open days; undertake Oxford and Cambridge preparation; attend the UCAS Exhibition; develop their Personal Statement; attend Futurewise courses and events, other taster/insight courses, and Gap Year Fair.

Year 11

Will attend an individual guidance interview to discuss post -16 options; have post 16 taster sessions and guidance talks; be introduced to the UCAS website; attend CV writing workshop (including a covering letter); visit local careers convention; follow-up work experience debrief and presentation; attend range of optional careers lunches and talks.

Year 10

Will be introduced to KUDOS and Careerscape software on the school network. These programs offer opportunities to investigate different career areas; complete an interactive questionnaire based on interests to generate initial career ideas; cover further Careers Education modules within the PSHE programme; plan and prepare for a work placement.

Year 9

Will be introduced to the Careers centre and staff; cover Careers Education modules within the PSHE programme; receive a GCSE options briefing including subject choice and careers research; undertake the 'Real Game' to understand job roles and career choices; attend Plymouth University Open day.

Programme Summary: Prep

Year 8

Will complete the 'Real Game'. 'The real game' is web-based simulation software that allows pupils to experiment with different careers with different salaries, and different lifestyle choices to see what impact it has on their budget and work-life balance.

Year 7

Will undertake a programme to help them understand the world of work and enterprise. Looking at the skills of being an entrepreneur and how they can build on their enterprise skills. They will also learn about job roles and differing career lines and people at work.

Year 6

Will undertake a money and work-skills programme to introduce them to the idea of financial capability and well-being. Completing a money personality quiz, identifying sensible shopping habits; opening a bank account. The programme will be concluding by an interactive session with Barclay's to give pupils the opportunity to develop and manage an event.

Policy on Spiritual, Moral, Social and Cultural education

Introduction

Spiritual, moral, social and cultural education (SMSC) helps children develop personal qualities, which are valued in any civilised society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. At Mount Kelly we seek to inculcate these qualities across the curriculum and throughout school life. It is linked closely to our school ethos and aims. However, we also adopt the view that spiritual, moral, cultural and social values are 'caught rather than taught' and fundamental to the development of these values is the quality of day to day relationships. All Staff contribute simply by the way they interact with pupils during lessons, but certain subjects, such as Religious Studies and Personal, Social, Health and Economic Education (PHSEE), have a particular contribution to make. In addition there are a number of Staff, the Housemasters/Mistresses, the Chaplain, the School Nurse, the School Counsellor and others who work closely with individuals to assist them to prepare in diverse ways for the outside world. Each pupil also has a personal Tutor to oversee their academic, social and personal welfare, a relationship that is the bedrock of pastoral care at Mount Kelly.

The moral, spiritual, social and cultural development of each pupil is not something which can be achieved by curriculum organisation or prescription alone. It is an erratic, unpredictable and long term goal, and the effects of even the most sensitive moral instruction may be different from those intended. Evaluation in terms of outcomes is difficult, but we feel that the character and quality of the young people we produce is testament to our success in realising these lofty ambitions. In short, as part of our delivery of matters relating to SMSC we aim to provide effective preparation of pupils for the opportunities, responsibilities and experiences of life in British Society. To this end, every opportunity is also taken to actively promote Fundamental British Values in the school.

Definitions

We use the following definitions of Spiritual, Moral, Social and Cultural:

Spiritual

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

How the curriculum contributes to SMSC:

Whilst we still believe such values are 'caught, rather than taught', it is important to note that SMSC development can be demonstrated in a lesson through:

- The actual subject matter of the curriculum – the areas covered and through schemes of work;
- The nature of the learning that takes place – which might involve pupil-led discussion, presentations, debate and effective Q&A.
- The atmosphere / ethos of the lesson – often the hardest to evidence – climate of mutual respect, willingness to have open discussion whilst respecting others, pupil participation.

The Contribution of English

English contributes to our pupils' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.

The Contribution of Mathematics

Mathematics contributes to our pupils' SMSC development through:

- Spiritual development: through helping pupils obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns.
- Moral development: helping pupils recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.
- Social development: through helping pupils work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.
- Cultural development: through helping pupils appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.

The Contribution of Science

Science contributes to our pupils' SMSC development through:

- Encouraging pupils to reflect on the wonder of the natural world.
- Awareness of the ways that Science and Technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many.

The Contribution of History

History contributes to our pupils' SMSC development through:

- Looking at the creation and evolution of British society, including democracy and British values.
- Studies of past 'civilisations' and reflecting on their contribution to society today.
- Learning about continuity and changes in society and how values, beliefs and lifestyles have altered over time.
- Enabling pupils to reflect on issues such as slavery, the holocaust and Imperialism.
- Teaching pupils about persecution and the importance of tolerance.
- Showing an awareness of the moral implications of the actions of historical figures.

The Contribution of Geography

Geography contributes to our pupils' SMSC development through:

- Opportunities for reflection on the creation of earth and its' origins, future and diversity.
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change.
- Giving our pupils the chance to reflect on the social and cultural characteristics of society.

The Contribution of Modern Foreign Languages

Modern Foreign Languages contributes to our pupils' SMSC development through:

- Gaining insights into the way of life, cultural traditions, moral and social developments of other people.
- Developing social skills through group activities and communication exercises.
- Improving listening skills through oral/aural work.

The Contribution of Philosophy, Religion and Ethics

PRE makes a distinctive and substantial contribution to the delivery of SMSC:

- Learning about beliefs, values and the concept of spirituality.
- Reflecting on the significance of religious teaching in their own lives.
- Developing respect for the right of others to hold beliefs different from their own.
- Showing the influence of religion and philosophies on society.
- Fostering an appreciation and understanding of different cultures, religions and traditions.

The Contribution of Computing

Computing contributes to our pupils' SMSC development through:

- Preparing the pupils for the challenges of living and learning in a technologically enriched, increasingly interconnected world, especially the potential 'pitfalls'.
- Making clear the guidelines about the ethical use of the internet.
- Acknowledging advances in technology and appreciation for human achievement.

The Contribution of Art

Art contributes to our pupils' SMSC development through:

- Developing pupils' aesthetic appreciation.
- Evoking feelings of 'awe' and 'wonder' about the world.
- Giving pupils the chance to reflect on nature, their environment and surroundings.
- Studying artists with a spiritual or religious theme, considering issues raised by artists which concern ethical matters, such as War paintings.

The Contribution of Design and Technology

Design and Technology makes a contribution to pupils' SMSC development through:

- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.
- Developing awareness of the moral dilemmas created by technological advances.
- Showing how different cultures have contributed to technology.
- Giving opportunities to work as a team, recognising others strengths, sharing equipment.

The Contribution of Music

Music contributes to our pupils' SMSC development through:

- Teaching that encourages pupils to be open to the music of other cultures.
- Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances).
- Leading pupils to appreciate aesthetic order, beauty and on occasion ambiguity, for example through listening activities, where possible beyond their common experience.
- Looking at the way music can change moods and behaviour.
- Offering a range of high quality off-timetable music enrichment activities, for example access to individual instrumental/vocal/theory lessons with specialist peripatetic teachers.

The Contribution of Physical Education, Games and Team sports

Pupils' SMSC development is actively promoted by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

The contribution of PSHEE/Citizenship

Pupils' SMSC development is actively promoted in PSHEE and Citizenship by:

- Exploring questions about democracy, justice, inequality, how we are governed and organised.
- Learning to work together to create solutions that try to address challenges facing neighbourhoods and wider communities.
- Developing knowledge and skills to make a positive contribution to society as informed and responsible citizens.
- Appreciating diversity, understanding different viewpoints, collaboration for change

We deliver SMSC through a variety of ways beyond the curriculum:

- Tutor Periods
- School Assemblies and Chapel Services
- Links with the local church.
- Pupil Leadership.
- Guidance Provision.
- The College's Sports Leadership Programme.
- The Prep's Shackleton Programme
- Our extensive Extra-Curricular Programme.
- Learning Outside the Classroom Programme.
- Performing Arts (Music, Drama & LAMDA)
- Duke of Edinburgh
- School and House Councils

Monitoring and implementation of the SMSC policy

- An annual 'audit' of SMSC provision by department
- Provision for SMSC is monitored and reviewed by the SLT, teachers and pupils.
- Regular discussions are held at staff meetings.
- Staff share classroom work and practice.
- The implementation of this policy is the responsibility of all staff.

Upholding British Values

The Ofsted definition of Fundamental British Values lists them as:

- democracy
- the rule of Law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

Government guidance includes the following statement:

It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law.

The curriculum followed in Year 9 in History and Religious Studies, and in the PSHEE classes in Years 9 to 11, educate pupils in the historical, political and ethical roots of liberalism, democracy, toleration and the rule of law. The PSHE curriculum educates pupils in the broad outlines of the political and legal system in the UK. Mock elections are held at the same time as national elections.

The sermons and addresses delivered in chapel services explore themes around: self-esteem and self-confidence; justice; respect for difference; the balance between the individual and community; freedom and equality; British values and internationalism.

The school marks the occasion of major national celebrations and commemorations, but with respect for and inclusion of the international pupils which form part of the Mount Kelly community.

The school council for pupil representatives puts the principles of representation and democracy into practice within the school, as do mock elections mirroring national elections. Debating club and the Rotary 'Youth Speaks' competition introduce pupils to the principles and procedures of formal debate and an understanding of the importance of expressing disagreement with respect and restraint.

Scholarship Awards Policy

At Mount Kelly it is our policy to encourage and acknowledge excellence through the awarding of scholarships to applicants showing exceptional aptitude in their chosen area. The purpose of these awards is to facilitate admissions to Mount Kelly for gifted individuals who, through their dedication and enthusiasm, will inspire those around them.

In addition to the scholarships and exhibitions, normally to a maximum value of 10% of the stated fees, there are a number of non-discretionary and means tested bursaries available.

Scholarships and awards are available for pupils seeking to enter the School into Year 9 and Year 12. Pupils who are already at Mount Kelly may also apply for awards at these points as they move through the School.

- A candidate may enter for more than one scholarship
- Candidates for awards other than the academic award must meet the minimum entry requirements to Mount Kelly and will be assessed in one of the following ways:
 - Year 9 (13+) - Common Entrance or Mount Kelly Entrance Assessments
 - Sixth Form – 5 GCSE passes at Grade C or above. At least a B grade (or grade 6) in any subject to be studied at A Level, except for Mathematics in which the candidate must have achieved at least a grade 7 at GCSE.
- Information about Swimming scholarships, which broadly follow the same structure of all other scholarships at Mount Kelly are available separately by contacting the Admissions Office

Awards available:

	Year 9 (13+)	Closing date	Exam date	%
Academic	Scholarship Exhibition		February	10 5
Sport	Scholarship Exhibition		February	10 5
Music	Scholarship Exhibition		February	10 5
Art	Scholarship		February	10
Design Technology	Scholarship		February	10

Applicants for Year 9

Academic – pupils put forward for an academic scholarship will be invited to the College to sit papers in English, Mathematics, Science and Humanities. Questions in Mathematics are based on the Common Entrance Syllabus, but the other papers do not assume knowledge of a particular syllabus, they look to test intellectual skills relevant to the various subjects.

Particular ability demonstrated in a single subject may also attract an award (exhibition).

All candidates will be interviewed by the Head Master and Deputy Head (Academic).

Sport – candidates will be assessed in two sports of their choice (see below) in addition to completing a physical test and an interview with the Director of Sport. Exceptional talent in only one sport may attract an award (Exhibition) but all candidates will be required to participate in two on the assessment day. Sports that may be offered for assessment are set out in the table below; a combination of two sports that occur in the same term will not be appropriate.

	Boys	Girls
Michaelmas Term	Rugby	Hockey
Lent Term	Hockey	Netball
Summer Term	Cricket	Athletics

Holders of any Sport awards are expected to participate fully in the sporting life of the School including pre-season training and tours.

Music – Candidates will usually offer a first and second study either of which may be singing. At the audition candidates will be required to perform two contrasting pieces on their first study, one piece on second study, scales and sight reading on first study only and have an informal interview with the Director of Music. Exceptional talent in one study may attract an award (Exhibition).

Music scholarships include free tuition on two instruments (Including singing). Holders of Mount Kelly Music awards are expected to sit for GCSE Music and to play a full part in the instrumental, vocal and concert life of the School.

Art – candidates will be required to complete a piece in the Art Department on the assessment day and bring with them a portfolio.

Holders of a Mount Kelly Art award are expected to sit for GCSE Art.

Design Technology – candidates will be required to execute a number of skills in the DT Department on the assessment day and bring with them one example of something they have made and a portfolio.

Holders of a Mount Kelly Design Technology award are expected to sit for GCSE Product Design.

All-Rounder – candidates who are put forward for an academic scholarship and are assessed in at least two other disciplines may be considered for an All-Rounder Scholarship. This will be awarded at the discretion of the Head Master.

Sixth Form

The Westall Academic Scholarship, up to the value of a full day fee, may be awarded annually. This award, for academic excellence, is open to anyone living within 30 miles of Mount Kelly and is not open to current pupils. The award is offered ‘for those who would not otherwise be able to afford the fees to benefit from a Sixth Form education at Mount Kelly’ and thus any offer of an award is subject to a means test.

TERMS AND CONDITIONS

The numbers and size of awards made in any category will depend on the size and quality of the field and the availability of funds. A number of Means Tested Bursaries are available the assessment of which will include any scholarship awarded and any non-discretionary award for which the candidate might be eligible. For further details of these awards please check the Admissions pages of our website or the Essential Information Booklet available from the Admissions Department. Awards will be honorary for pupils who are children of members of the Foundation Staff.

Full means tested bursaries may be offered for initiatives such as the HMC Scholarship Programme and the SpringBoard Foundation Scholarship Programme and will be awarded at the discretion of the Governors and the Head Master.

Duration of Awards - Our Scholarship system is designed to ensure that pupils who excel continue to be stretched and inspired as they progress through the School. The assessment points are designed to provide this check and all pupils holding an award will be included in the assessment process for the next stage.

It should be noted however that a serious breach of the School Code of Conduct may result in suspension of the award.

The value of scholarships, exhibitions and bursaries remains confidential between the parents and the School and we expect your discretion in this matter.

In all cases the Governors reserve the right to determine the number and value of awards.

REFERENCES

In all cases a confidential reference is required from the candidate's Head Teacher who should be informed of the application by the parents.

SENDI Policy

The Foundation has developed a thorough policy to cover all the aspects of special educational needs that we encounter, and also to explain our approach to issues relating to inclusion and pupils with disabilities. This is provided as an appendix to this Curriculum Policy.

The issue of differentiation in teaching and learning has been identified as a key area of focus, and teachers have improvement in differentiated teaching as a principal target for their professional development, monitored through the Standards Tracker programme.

Section B – Mount Kelly Preparatory School

Mount Kelly Preparatory school has a non-selective admissions policy with a curriculum which is tailored to meet the needs of all of the pupils. For organisational purposes and for ease of curriculum development the Prep has been divided into the following areas:

Pre-Prep [EYFS, Years 1 and 2]

Lower Prep [Years 3 and 4]

Middle Prep [Years 5 and 6]

Upper Prep [Years 7 and 8]

Rationale and structure of the Curriculum

Aims and Objectives of the MKPS Curricula

- To engage, motivate, challenge and sustain the interest of every pupil in order to build confidence, resilience, autonomy and self-esteem. This includes pupils of both sexes and from all ethnic groups and social groups including the most able and those who are experiencing learning difficulties.
- To facilitate children's acquisition of knowledge, skills and qualities and to promote a positive attitude towards learning in order to help them to develop into independent, responsible, confident members of the school community and wider society.
- To help children understand their developing world, including how their environment and society have changed over time.
- To create and maintain an exciting and stimulating learning environment.
- To enable the pupils to fulfil these aims in terms of personal, social and health education. Reference should be made to the PSHCE policy.
- To ensure continuity and progression throughout the curriculum.

The curriculum is planned in three phases. Subject planning takes note of the National Curriculum requirements in Pre Prep, Lower and Middle Prep and, later the Common Entrance [13+] syllabus in the Upper Prep. As of September 2016 for Years 1 – 4 inclusive the introduction of the IPC [International Prep Curriculum] has had [and will continue to have] a profound impact upon both planning and delivery of the curriculum. However, experiences are offered above and beyond those. Guidance on curriculum planning is set out in a separate policy document on planning, marking, teaching and learning and this is currently under review in-line with recent INSET [Lent 2019] on The Mount Kelly Way of Teaching.

A broad curriculum introduces each pupil to a wide range of concepts, experiences, knowledge and skills, mindful of such pedagogical approaches as Bloom's Taxonomy to understand the development of children through different stages and ages. Through the curriculum, pupils are able to gain skills and understanding which are appropriate to a fast changing world so that they may develop greater autonomy, resilience and adaptability as learners; a key ethos for this development is that of the Growth Mind-set developed by Dr Carol Dweck and this is in evidence around the whole Prep site. The curriculum is made relevant through meaningful cross-curricular links.

The curriculum is enhanced through annual events and competitions. There are currently visiting teachers who supplement the curriculum in terms of Music, Dance, and sports.

The curriculum is balanced so that each faculty is allowed sufficient time for its contribution to be most effective mindful of the ages of the children at point of delivery. The school timetable demonstrates this balance and this is reviewed annually in collaboration with Heads of Faculty.

Relevant subjects contribute to a sound general education- preparing pupils for further opportunities and responsibilities. All learning objectives are appropriate to the age and ability of the pupils including EYFS.

Differentiation is an especial point of focus within the Prep so that what is taught and how it is taught is matched to individual pupils and develops their abilities and aptitudes within all subjects, regardless of their starting point. We recognise that all pupils, irrespective of gender, race or disability, including those for whom English is an additional language, have an entitlement to an appropriate curriculum and have the opportunity to learn and make progress.

The curriculum at MKPS includes the formal requirements of the National Curriculum where applicable as well as an increasing range of extra-curricular activities that the school organises in order to enrich the experience of each of the children. From September 2016 we have introduced from Years 1 – 4 inclusive the International Prep Curriculum [sic] which centralises most learning with a form tutor [Primary Qualified] to deliver English, Maths, Science, History, Geography and RS through a curriculum which by its nature opens up the classrooms to a global network of learning through direct contact with other school around the world studying the same topics/themes. Years three and four are primarily taught by their Form Tutor, specialist teaching taking place in Art, Music, DT, PE and sports.

In the Middle Prep, pupils follow the outlines of the Prep School Curriculum and take ISEB 11+ papers in the core subjects of English, Maths and Science at the end of this time [Year 6].

In the Upper Prep, pupils are currently prepared for Common Entrance and scholarships following the relevant syllabus – in the instance of MKC, the scholarship papers (English, Maths, Science, Humanities) are set by MKC teachers. The form and structure of final examinations and the syllabus leading up to them is currently under review [as it is across the Prep school sector].

All PSHEE is delivered by Form Tutors. The SMSC aspect of learning is thus enhanced through weekly tutorial sessions, a Thought for the Week [delivered in assembly the week before] and cross-curricular content across all areas mindful of the content of the PSHE programme of study. An SMSC grid, specific to subjects and year groups, shows the contributions in this area across the curriculum beyond merely PSHEE.

Planning Meetings

Cross-curricular links are planned for all year groups at the termly curricular overview meetings.

Parents are informed about the curriculum each term through the curriculum map sheets, which are issued at the start of each term for each year group from year three to eight. Parental participation in the curriculum is welcomed in terms of expertise and resources.

Lesson allocation for Mount Kelly Prep

Pre-Prep lessons include:

	Nursery	Reception	Year 1	Year 2
French	---	1	1	2
DT	---	---	---	2
Music	2	1	1	1
Games	---	4	4	4
P.E.	2	1	1	1
Drama	---	---	1	1

Curriculum Balance

	A	B	EYFS		Pre-Prep		Lower Prep		Middle Prep		Upper Prep		TOTAL	P	Q	R
			Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8				
1 SUBJECT																
2																
3																
4 ENGLISH							8	8	6	6	7	7	42			
5 Form							1	2	2	2	3	2	13			
6 Pupil																
7 MATHS							8	8	6	6	6	6	40			
8 Form							1	2	2	2	3	2	13			
9 Pupil																
10 SCIENCE									4	4	6	6	20			
11 Form									2	2	3	2	7			
12 Pupil																
13 FRENCH							1	2	3	3	3	3	15			
14 Form							1	2	2	2	3	2	13			
15 Pupil																
16 HISTORY									2	2	2	2	8			
17 Form									2	2	3	2	9			
18 Pupil																
19 GEOGRAPHY									2	2	2	2	8			
20 Form									2	2	3	2	9			
21 Pupil																
22 RS									1	1			2			
23 Form									2	2			4			
24 Pupil																
25 IPC							8	7					15			
26 Form							1	2					3			
27 Pupil																
28 SPANISH/LATIN											2	2	4			
29 Form											3	2	5			
30 Pupil																
31 ART							2	2	2	2	2	2	12			
32 Form							1	2	2	2	3	2	13			
33 Pupil																
34 DT							2	2	2	2	2	2	13			
35 Form							1	2	2	2	3	2	13			
36 Pupil																
37 PE/GYMNASTICS							2	2	2	2	2	2	12			
38 Form							1	2	2	2	3	2	13			
39 Pupil																
40 GAMES				4	4		7	7	8	8	8	8	46			
41 Form				1	1		1	2	2	2	3	2	13			
42 Pupil																
43 MUSIC			2	2	2	2	2	2	2	2	1	1	18			
44 Form			1	1	2	1	1	2	2	2	3	2	18			
45 Pupil																
46 SHACKLETON							2	2	2	2	2	2	12			
47 Form							1	2	2	2	3	2	13			
48 Pupil																
49 ICT							1	1	1	1			4			
50 Form							1	2	2	2			7			
51 Pupil																
52 SWIMMING							2	2	2	2			8			
53 Form							1	2	2	2			7			
54 Pupil																
55 TOTAL							45	45	45	45	45	45	45			
56																

PSHCEE is delivered during an assembly period on Tuesday mornings by Form Tutors to their tutor groups.

The Foundation Stage

In the Foundation stage there is an interdisciplinary approach to planning as well as opportunities for child led activities. Reference should be made to the Early Years Foundation Stage policy.

Pre-Prep Pre-Prep children are taught their curriculum by a form teacher with specialist teaching for P.E, Games, Swimming, Music and French in Reception and Year 1 and the addition of DT for Year 2. The humanities are often linked around a topic and the focus of a topic determines the bias towards History or Geography.

Forest school sessions are organised for pupils in Nursery to Year Two. The numbers of sessions per term varies according to year group.

Policy on Prep

In Pre Prep ideas for home activities are included in the termly curriculum overviews and 'Maths to go' bags are used on a regular basis.

Prep will be set on a weekly basis in all listed subjects on the prep timetable [see below].

In the Upper Prep [Years 7 and 8]: Prep should last 25 minutes per subject.

In these years, Prep should encourage independent work and be completed as far as possible without assistance.

In the Middle Prep [Years 5 and 6]: Prep should last for 20 minutes per subject.

In these years, Prep should seek to develop greater autonomy of learning; pupils should be guided/assisted as necessary during the prep sessions to help them complete the work. All pupils will receive weekly spelling lists from the Nelson Thorne Spelling Scheme in addition to Prep.

In the Lower Prep [Years 3 and 4] all pupils will receive weekly spelling lists from the Nelson Thorne Spelling Scheme and times-tables work and occasionally French vocabulary. Prep [homework] will not be set on a regular basis but will be required from time-to-time as topic work progresses [independent decisions to carry out further project work at home, in areas of interest linked to classwork, would always be encouraged]; it is anticipated that all pupils will read, on a daily basis, for a minimum of ten minutes at home in addition to reading in class during the school week.

	Year 8	1	2
	Monday	English	History/Geography
	Tuesday	Science	French
	Wednesday	Reading	
	Thursday	Maths	History/Geography
	Friday	RS	Latin & Spanish Vocab/Reading
Upper Prep			
	Year 7	1	2
	Monday	Maths	History/Geography
	Tuesday	English	Spanish/Latin/Class Civ
	Wednesday	Reading	
	Thursday	RS	Vocab/Reading
	Friday	French	Science

	Year 6	1	2
	Monday	Maths	Science
	Tuesday	English	History/Geography
	Wednesday	Reading	
	Thursday	French	Latin
	Friday	RS	Vocab/ Reading
Middle Prep			
	Year 5	1	2
	Monday	RS	French
	Tuesday	English	Class Civ
	Wednesday	Reading	
	Thursday	Science	Vocab/Reading
	Friday	Maths	History/Geography
	Years 5 and 6 will have weekly spellings from the Nelson Spelling Scheme		

Policy on Marking and Assessment

Attention is drawn to the separate comprehensive marking policy for the whole Prep, which contains samples of good practice, and the separate subject policies.

Feedback through marking should show:

1. Attainment ie success
2. Progress
3. And should point the way to the next steps for learning.

Marking should be fair, easy to interpret, simple and consistent (capable of comparison across classes, sets and subject, and can also be moderated).

In essence, there are three major areas that need to be considered if one is marking a piece of work set against an assessment objective:

1. Has the pupil achieved the objective?
2. Has the pupil some experience of an objective but not demonstrated mastery ie they are working towards the objective?
3. Has the pupil not achieved the objective at the appropriate level?

Policy on Reporting and Tracking

- Following on from the framework written 2016-17 by AR, DP and AJ, the schedule for reporting and assessing has been updated
- Reporting will include half-termly 'single line' target setting reports from Year 3 – 8 to inform pupils of current attainment and guidance for improvement.
- The end of Michaelmas and summer terms will continue to see full reports for all Prep pupils
- The Lent term will continue to see full reporting for all Year 8 Common Entrance candidates
- All reporting will be supplemented in the Michaelmas and Lent Terms by a round of parents evenings, published at the start of each term.
- Quality of written reports is improving but a lot of guidance is still required.
- Assessment, having been split for administrative purposes, will be consolidated into the beginning of the Michaelmas term, providing staff, pupils and parents with valuable information for target setting and guidance.
- New pupils, joining at different stages throughout the year, will take the Accelerated Reader assessment for literacy purposes, supplemented by and NVR [paper] assessment for numeracy. This will provide greater clarity/guidance for academic profile and, as appropriate, subject setting.

	MICHAELMAS Parents' consultations	
	Half Term	End of Term
Reports	<ul style="list-style-type: none"> • Target reports • Attainment and Effort • Tutor report 	<ul style="list-style-type: none"> • Full reports • Attainment and Effort • Exam results • Boarding reports • Music reports • Tutor reports
Proof Reading	<ul style="list-style-type: none"> • All teachers 	<ul style="list-style-type: none"> • All tutors paired off
Exams	<ul style="list-style-type: none"> • Internal assessments (whole prep) 	<ul style="list-style-type: none"> • Exams for Year 8 • Internal assessments for Years 3-7
Tracking	<ul style="list-style-type: none"> • Year 2 to Year 8 assessments • CAT4 Tests in October [Year 5/7] • ISEB online assessment Year 6 • Year 2 to 4 Standardised Assessments 	<ul style="list-style-type: none"> • Star Tests • AR Target setting

LENT	
Parents' consultations	
Half Term	End of Term
<ul style="list-style-type: none"> • Target reports • Attainment and Effort • Tutor report 	<ul style="list-style-type: none"> • Full reports for CE candidates • Games Reports • Music Reports • Tutor Reports
	<ul style="list-style-type: none"> • Upper prep tutors paired off
<ul style="list-style-type: none"> • Yr 8 Mock CASE Exams • Internal assessments (whole prep) 	<ul style="list-style-type: none"> • Yr 8 CASE exams • Yr 8 Mock CE exams • 11+ ISEB Exams • Internal assessments for Years 3-7
	<ul style="list-style-type: none"> • Star Tests • AR Target Setting

SUMMER	
Half Term	End of Term
<ul style="list-style-type: none"> • Target reports • Attainment and Effort • Tutor report 	<ul style="list-style-type: none"> • Full reports • Attainment and Effort • Exam results • Boarding reports • Music Reports • Tutor reports
	<ul style="list-style-type: none"> • All tutors paired off
<ul style="list-style-type: none"> • Internal assessments (whole prep) 	<ul style="list-style-type: none"> • Year 8 CE exams • Year 3-7 internal exams
	<ul style="list-style-type: none"> • Star Tests • AR Target Setting

Policy on meeting the needs of the able and very able

The Prep is a member of NACE, which provides an extensive range of programmes and support material for teachers to help meet the needs of the more able pupils. These pupils are identified through the tracking programme and standardised test results.

The needs of able and very able pupils are met chiefly through the schemes of work and lesson plans for each subject area. Setting in the Upper Prep allows for a scholarship set, which stretches the more able through preparation for CASE.

Other activities and groups that are particularly helpful for stretching the more able include: Philosophy, Chess, Debating, and Current Affairs clubs.

Policy on Personal, Social, Health and Economic Education

Aims:

- Develop confidence and responsibility and making the most of their abilities
- Preparing to play an active role as citizens
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people
- Develop and foster an understanding of a 'Growth Mindset' approach to learning

Objectives:

- 1) To promote self-awareness, self esteem, self-confidence and self-discipline.
- 2) To enable all pupils to develop a sense of fairness, co-operation and concern for the welfare of others.
- 3) To equip pupils with the necessary skills to become responsible members of their family, their school, their local community and as a British citizen.
- 4) To provide the knowledge necessary for all pupils to begin to make informed decisions and so confidently communicate personal views and beliefs.
- 5) To encourage an understanding and awareness of environmental issues.
- 6) To encourage the development of moral faith in each pupil; respect for religious values and tolerance for others.

It is a mixture of approaches from written, discursive, lectures, practical examples, role play, drama review of other religions' approaches to certain parts of life, interviews, talks, presentations. Strategies should embrace visual, aural, kinaesthetic teaching methods and promote active learning, engaging all types of learners in order that they can access the curriculum e.g. teacher led learning, group activities, paired activities, use of ICT, q & a sessions [encouraging open questioning], research, target setting, talk presentations etc. In particular the approaches should all encourage the 'Guide on the side' rather than the 'Sage on the stage' approach to teaching and learning.

Assessment Formal and informal assessment are important parts of the department's teaching. Informal assessment take many forms to include teacher assessment, pupil self-assessment, peer assessment etc. Formal assessment takes place in EFYS at the end of reception and forms part of the Knowledge and Understanding score. There is no formal assessment above this. A number of pieces and types of evidence from a range of contexts will be needed to make a judgement about overall performance.

The evidence will demonstrate a pupil's:

- knowledge and understanding about becoming an informed citizen
- skills of enquiry and communication
- skills of participation and responsible action.

Methods. Paired and group discussion about the issues raised in topics leading to class feedback with conclusions and peer review. Exchange of views in pairs on results.

EYFS

PSHEE is taught discretely within the Knowledge and Understanding area of learning giving children opportunities to develop in the following Personal Social and Emotional Development Early Learning goals.

Disposition and Attitudes:

- Seek and delight in new experiences.
- Have a positive approach to activities and events.
- Show confidence in linking up with others for support and guidance.
- Show increasing independence in selecting and carrying out activities.

Self-confidence and Self-esteem:

- Show increasing confidence in new situations.
- Talk freely about their home and community.
- Take pleasure in gaining more complex skills.

Making Relationships. Demonstrate flexibility and adapt their behaviour to different events, social situations and changes in routine.

Behaviour and Self-Control. Show care and concern for others, living things and the environment.

Self-care Show willingness to tackle problems and enjoy self-chosen challenges. Demonstrate a sense of pride in own achievement. Take initiatives and manage developmentally appropriate tasks.

Sense of Community. Make connections between different parts of their life experience, encourage links across age-groups and amongst the Mount Kelly, Tavistock and wider communities

Shackleton programme

The Mount Kelly Shackleton Programme is designed to develop and celebrate leadership, practical skills and teamwork. Involving every Prep pupil, the once weekly sessions are tailored to different age groups with a universal focus on four main themes:

- To inspire, encourage and support a spirit of adventure
- To develop proficiency and skills in outdoor activities
- To encourage an ability to risk assess and remain safe

To introduce pupils to the intrinsic reward of helping others through community projects both at school and in the wider community.

Academic Management

Academic matters are the responsibility of the Deputy Head (Academic), working to the head of the Prep. The HoFs work closely with the DHA and assist with the preparation and introduction of new courses and schemes of work by Subject Leads

The HoFs lead and support the team of teachers, subject leads and other staff within the Faculty. They initiate and develop cooperation with the Head of Faculty at the College, encouraging close subject links between specific subject teachers, to ensure continuity of learning and consistency of approach. In addition they should develop cross-curricular initiatives between the academic disciplines within the Faculty to enhance and enrich the educational experience of students.

A key role of the HoF is to monitor progress of all pupils within the Faculty, ensure full and appropriate use of data and tracking in ensuring that all pupils achieve to and beyond their potential, and ensure appropriate and timely action is taken to address concerns. The HoF oversees the organisation of additional assistance for weaker pupils by the subject Leads within the Faculty, and ensures that provision is made to stretch the more able in their subject.

Policy on monitoring teaching and learning

There are regular termly meetings of HoFs both within the Prep and also across the Whole-Foundation, the latter chaired jointly by the Deputy Heads (Academic).

There are regular work scrutinies carried out by Prep SLT and these are to be increasingly supplemented by HoF to assure quality and consistency within their department areas. Feedback from SLT is given to both Faculty Heads and to individual staff as appropriate.

Staff are encouraged to carry out peer observations whenever they can and to record a summary of the ensuing professional dialogue. SLT and HoF will also carry out Lesson Observations and this will form a part of the formal appraisal process [via Standards Tracker] as well as Continuing Professional Development [CPD].

Section C – Mount Kelly College

Admission to the College at Year 9 or Year 10 is on the basis of success in Common Entrance examinations, the CASE scholarship examinations, or the College's own tests of aptitude in English and Mathematics. The College is not highly selective in terms of proven intellectual ability, but it is important that pupils should have the potential to access the curriculum in a demanding academic and co-curricular environment.

Learning

Providing pupils with breadth and choice is an important objective at the College, within the practical limits to the number of subjects that can be offered in a medium sized school. The means for achieving this for each year-group are set out below.

For each subject it is important to have a sense of linear progress within a year, and from one year to the next, and this is set out in the subject schemes of work below. Apart from listing and sequencing the topics, and the skills acquired within these, the schemes give a narrative for the learner to understand and benchmark their own learning over time.

Independent learning can be interpreted in different ways. We seek to promote this in classroom activities, through prep tasks and in research investigations, although the latter are less common now that the reformed GCSEs and A levels have removed most coursework papers. The opportunity to undertake an HPQ and an EPQ is a valuable alternative to the old coursework tasks and are more truly 'independent' in that pupils choose their own topics and the nature of their project (dissertation, investigation, artefact, performance).

The combined curriculum seeks to develop core academic and life skills, not least literacy, numeracy and the effective use of ICT. Other traits that we promote include developing an analytical and even-handed approach to issues, acquiring problem-solving techniques, and balancing a philosophical openness to new concepts with an empirical scepticism.

We seek to push each pupil to learn at the fastest pace that he or she can manage. This can be facilitated through setting by ability in subjects such as Maths or the sciences. Class size is capped wherever possible. Wherever there are physical constraints that might impact on a child's learning we seek to minimise these and special arrangements can be made.

An integrated tracking system, with regular and frequent assessment of pupils according to objective and common criteria, allows the pupil, tutor, class teacher and the AMT to review progress throughout the pupil's academic career.

Teaching

Performance management of the teaching staff is ensured firstly through the faculty, with mutual observation and team teaching as appropriate, and on-going monitoring by the head of faculty. Concerns raised by the HoF, or by pupils or parents, are dealt with by the Deputy Head (Academic). The Standards Tracker system gives teachers a role in assessing their own performance and setting goals for improvement or development. As a transparent, evidence-based system, it allows effective monitoring and review over time, with an annual focus but in a continuous programme.

Teaching and learning are both monitored through a system of Learning Walks and Work Scrutinies, and with periodic Visitations of a subject area by an expert from another school.

CPD is recognised as a key for maintaining good teaching. Individual teachers may apply for permission to attend courses, in consultation with HoFs, and the AMT may recommend courses if appropriate. Formal discussion of a teacher's individual CPD needs will be incorporated into the Standards Tracker appraisal system.

Mentoring is also a key part of the strategy for improvement. There is a formal obligation for mutual observation of lessons by members of a Teaching & Learning Group.

The schemes of work below show the strategy and planning for each subject, taking account of exam board requirements, the latest research and current issues in each subject, and the needs of our pupils. Each subject area and faculty implements the College policies on assessment and marking as appropriate to the particular features of the subject.

Rationale and structure of the curriculum for Year 9 classes

Setting

Assuming a year-group of between 50 and 60 pupils, there will be three classes for each subject. In the 'Core' subjects (English, Maths and the Sciences) and the Modern Foreign Languages (MFL: French and Spanish) the setting is arranged formally, following closely the Common Entrance results and other testing. The other subjects are arranged in three classes more loosely divided by academic ability. History and Geography drive the setting here, but allowance is made for practical considerations for ICT, Music, PE and Drama.

Overseas pupils should be spread through the sets according to academic ability, but it is likely that a lack of fluency in English will keep them in the middle and lower sets.

Subjects

The key subjects for the curriculum are, of course, Maths and English. These take a significant proportion of the lessons in the timetable. The place of the Humanities (Geography and History, French and Spanish) is assured with 4 lessons per fortnight. We encourage pupils to study History and/or Geography at GCSE but it is not a requirement and, therefore, it is appropriate to ensure that pupils have significant exposure to these subjects in the last year in which they are compulsory. Religious Studies has 3 lessons per fortnight. Conversely, it is an expectation that pupils will take one MFL at GCSE and so both are emphasised in the curriculum in Year 9 in order to improve fluency. All other subjects are given 2 lessons per fortnight. These are: the three separate sciences; Art; DT; Drama; Computing; Music; PE. There is also a single lesson of PSHE.

Breadth and Depth

The prime concern for Year 9 is to give breadth. Pupils are offered a variety of educational experiences, desirable in itself but also allowing pupils to make an informed choice of GCSE Options. For the Core subjects, Year 9 is an opportunity to begin work on the new GCSE courses. Some of the Option subjects also cover material that is required for the GCSE course. The HPQ project is another means to promote cross-curricular work.

Subject	English	Maths	Biology	Chemistry	Physics	French	Spanish / Latin	Geography	History	RS	Art	DT	Computing	Drama	Music	PSHE	PE	PREP	Total lessons per fortnight
Year group																			
9	7	7	2	2	2	4	4	4	4	3	2	2	2	2	2	1	2	4	56
No of mins	385	385	110	110	110	220	220	220	220	165	110	110	110	110	110	55	110	220	3080

Rationale and structure of the curriculum for Year 10/11 classes

The formal timetable for pupils distinguishes between the Core subjects and Options subjects.

The Core

The approach taken is much the same as in other similar schools. There can be a case for taking exams in one or more of the core subjects in Year 10, notably Maths, but for the moment we believe that it is preferable for all pupils to take this in Year 11. In general, universities focus on the package of GCSEs taken together in Year 11 and do not give credit for grades earned in previous years. We keep all three sciences in the core; some take each as a separate GCSE, some take the 'dual award'.

All pupils take the same number of lessons in English, Maths and the three sciences. However, while most pupils will take both English Language and English Literature, some will not take the Literature papers. In Maths, the set for the least able will follow a 'foundation' level course. Similarly, weaker pupils will take the iGCSE English Language course.

Modern Foreign Languages

We class MFL amongst the option subjects, but it is expected that most pupils will take one MFL GCSE. The usual exceptions are pupils needing to take lessons with Learning Support or overseas pupils needing EAL classes. The College offers French and Spanish as our modern foreign languages. This dovetails with the revised arrangements for languages at the Prep.

The Options subjects

The timetable requires each pupil to choose four options. As indicated above, one of these will be an MFL (or Personalised Learning). In principle, pupils have a free choice for the other three, although this must necessarily be subject to staffing and timetabling constraints. There is encouragement to choose at least one of the 'humanities' (here defined as Geography, History, Religious Studies and Business Studies). Pupils are also encouraged to choose a creative/applied subject (from Art, Computing, Design Technology, Drama, Music and Physical Education/Sport). We also offer Latin.

Other

As part of the co-curricular programme, pupils may take the HPQ project. It is also possible to attend classes in Statistics which can lead to a GCSE qualification.

Year 10 Option Blocks: 2018/19

Block A	Block B	Block C	Block D
French	Business Studies	Art	Business Studies
Spanish	Geography	Design Technology	History
Personalised Learning	Art	Geography	Physical Education
Supervised Study (EAL)	Design Technology	History	Religious Studies
	Sport BTEC	Computing	Drama
	Music		EAL
	Latin		

Examinations

Since universities have said that they 'measure' GCSE success according to the grades achieved in one season, and given the recent increase in content and difficulty for GCSEs, our policy is that all GCSEs are taken at the end of Year 11.

Coursework and Controlled Assessment

The new GCSEs have largely abandoned all forms of coursework. Geography will continue to require some fieldtrips and there will be practical assessments in the applied subjects.

Subject	English	Maths	Biology	Chemistry	Physics	Study	PSHE	Option A	Option B	Option C	Option D	TOTAL lessons per fortnight
Year group												
10	9	9	4	4	4		2	6	6	6	6	56
No of mins	495	495	220	220	220		110	330	330	330	330	3080
11	9	9	4	4	4	1	1	6	6	6	6	56
No of mins	495	495	220	220	220	55	55	330	330	330	330	3080

Rationale and structure of the curriculum for Year 12/13 classes

The majority of pupils will opt to take A level courses in the Sixth Form. However, we have established expertise in delivering the BTEC Extended Diploma in performance sport.

Breadth

The 'Curriculum 2000' system tended to lead to pupils taking four subjects in Year 12, with most dropping to three at the start of – or during – Year 13. The Gove reforms to A level specifications have increased the content in the syllabus and made the assessment harder than previously. As a consequence, most Mount Kelly pupils will start with just three A level courses and keep these for the two years. Of course, this means that the initial choice must be an informed one and pupils in Year 11 are given advice by the Guidance department and then a formal interview by the Deputy Head (Academic). The first half of the Michaelmas term is arranged so that it is relatively easy for pupils to switch options. Pupils taking Maths and Further Maths should take two other courses.

The timetable is arranged such that each course has ten lessons per fortnight. In some instances this might be reduced to eight, for example where there is just one pupil taking a course. In addition to the expectation in every subject for pupils to complete prep and private study, some subjects will require pupils to attend off-timetable sessions. This is typical of Art, Photography and Design Technology.

Linearity

Following the changes to A level introduced under the Gove reforms, Mount Kelly has opted to move directly to a linear system so all papers are taken at the end of Year 13.

Similarly, Further Maths is arranged such that it is appropriate for pupils to sit all the units for 'ordinary' Maths A level in Year 12.

AS examinations

An advantage of linearity is that it opens the prospect of a summer without public exams in the summer of Year 12. This gives more time for teaching, and for a cultural/co-curricular programme at the end of the Summer term, and breaks the previously unremitting cycle of public exams. As a consequence, Mount Kelly pupils do not sit AS papers in Year 12.

Extended Project Qualification

The EPQ is well regarded by universities as a preparation for the sort of research and independent learning that undergraduates must undertake. It is also an opportunity for pupils to bring breadth to their studies. In some instances the project can supplement one or more of their A level courses. In others it allows them to pursue interests that are not catered for in formal A level courses, or to demonstrate to university admissions tutors the pupil's enthusiasm for an area of study.

At Mount Kelly the EPQ is offered to Year 12 pupils. It is particularly encouraged for pupils taking just three A levels, but it is not obligatory given that many pupils have heavy swimming or co-curricular commitments. Pupils taking four A levels may still opt to take an EPQ, and where possible Year 13 pupils will be permitted to join the course. EPQs will be submitted before the Easter vacation for marking by the tutor. After moderation, they are submitted to the (Edexcel) board and results are thus available for inclusion on UCAS forms.

The EPQ requires pupils to have 30 hours of formal preparation in study, research and presentation skills. The block of lessons in the second half of Lent term covers the presentation skills and guides EPQ pupils in writing up their report. However, the lessons in general study and research skills are of broader value and these are delivered to all Year 12 pupils in the first half of the Michaelmas term as part of the Beyond the Curriculum programme.

A small team of teachers takes responsibility for managing and tutoring the EPQ but it is intended that, over time, more teachers will become involved, typically through tutoring one or two pupils. The Academic Mentor delivers the skills lessons.

The BTEC

The College's PE teachers have acquired considerable expertise in delivering the Level 3 BTEC in performance sport. In most instances it is offered as the Extended Diploma, equivalent to three A levels, and taught over 25 lessons per fortnight. To provide further breadth, BTEC pupils can also be taught a course in sport leadership.

In some instances, BTEC pupils study additionally for an A level, typically a subject such as Psychology which complements their primary course. Conversely, in some instances it may be appropriate for a pupil taking two A levels to take a lower level of BTEC (equal to one or two A levels).

Year 12 Option Blocks: 2018/19

Block A	Block B	Block C	Block D	Block E
Art	Mathematics (for Further Mathematics)	Biology*	Chemistry	Photography
Biology*	Mathematics*	English Literature	Design Technology	Physical Education
Economics	Music	Mathematics (for Further Mathematics)	Geography	Physics
History	Politics	Religious Studies	Psychology	Spanish
Mathematics*				French
		Sports BTEC (a)	Sports BTEC (b)	Sports BTEC (c)

NB Subjects marked with an asterix (*) appear in more than one option block. Only one of these should be chosen.

Beyond the Curriculum

Year 12 pupils take a compulsory course made up of four elements:

Public speaking and personal presentation

This is offered on the assumption that only those with the training and skills to present themselves effectively will be able to take advantage of the opportunities available to them. This is arranged through the medium of LAMDA classes, with the expectation of taking the Grade 5 exam in December.

Higher Level Learning Skills

This is offered on the assumption that only those who have been taught how to learn will be able to do so with the degree of independence and efficiency necessary for success in the modern world. This is arranged through the EPQ core research skills programme.

Guidance and UCAS support

This is offered on the assumption that only those who are properly guided and supported will make informed decisions about their futures, and only those who are properly advised will be able to realise their ambitions. The programme for this is outlined above.

Operating in the Modern World

This is offered on the assumption that only those who are informed about the realities and the workings of the modern world are properly equipped to contribute to it. This is offered as a carousel of taught courses on Political citizenship and Global awareness, and a series of lectures on Economic literacy and Personal Financial awareness, as well as speakers on careers and current affairs.

The delivery of the programme is structured as follows:

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Michaelmas First half	Study Skills	Study Skills	The Modern World	Public Speaking
Michaelmas Second half	Library Study	Library Study	The Modern World	Public Speaking
Lent	UCAS/Guidance	Library study	The Modern World	Library study
Summer	UCAS/Guidance	Library study	The Modern World	Library study

Policy on Prep

Pupils should expect to be set some work to do outwith the classroom. The actual tasks will vary between subjects, but the following general principles apply.

Broadly speaking there are three different objectives:

1. To consolidate past class work or prepare for future class work
2. To test knowledge and understanding, and prepare for future examinations
3. To enhance understanding, give opportunities for independent learning, give greater breadth to knowledge of the subject.

Years 9 -11

A prep/homework timetable will be produced for Years 9-11, giving each subject guaranteed preps per fortnight. This will tend to mean that a pupil will have two or three preps per night. Teachers should only set classes prep to be completed on the timetabled evening.

Each prep should take approximately 30 minutes. Consequently, a pupil will have homework for either one hour or 90 minutes, depending on the timetable.

Preps tasks might include the following: a written exercise eg answering GCSE exam questions; reading from a book/textbook; preparing for a task in the next lesson; part of an on-going research project; continuing a piece of coursework.

In all circumstances, prep should be **differentiated** in order to stretch the most able, support those with specific needs and develop the understanding of all pupils. Prep should be submitted by/in the next lesson and then **marked** and returned in similar fashion.

Poor quality prep should not be accepted and should be returned for recompletion. Pupils should expect to face disciplinary sanctions if they do not complete a prep task.

Years 12 – 13

There will not be a formal timetable for sixth form pupils. However, A level teachers should expect to set work to be completed outside the classroom amounting to 10 hours per subject per fortnight. Pupils taking three A levels are in class for 30 lessons per fortnight, with a further 8/4 for Beyond the Curriculum in Year 12, leaving around 12-20 study lessons (hours) per fortnight on their timetable. A sixth former should expect to be studying in the evening and at weekends.

BTEC pupils are set tasks for completion of the separate units, for which there are formal deadlines.

Policy on marking and assessment

Marking can be seen as a dialogue between teacher and pupil. Actual conversation is, of course, very valuable and this can be an excellent means to complete the assessment process, but the teacher's written commentary on a marked piece of work can be almost as effective. It may be appropriate to relate the work in question to previous tasks, acknowledging improvement and development, as well as looking ahead to tasks to come.

In part, the reading and marking of a pupil's written work is an indication that the work is valued by the teacher. Although stamps, abbreviations and simple 'ticks' all have their place, the pupil should see evidence that the teacher has read and assessed the work, and thus feel that the exercise has been worthwhile.

Principles to follow:

Timeliness. Pupils should have marked work returned to them within one week. It is desirable for most written work to be marked and returned at the next lesson, but this may not be practicable.

Mark-schemes. Pupils should have a good idea of the mark-scheme before they attempt the task. In many cases this will be the exam board's standard mark-scheme. Comments in the margin/at the end should relate to the mark-scheme.

Comments. In addition to tick/cross and numerical scores, teachers should include comments in their assessment. These **may** be against each question/answer, and should also head or tail the work. Some comments may use a standard abbreviation format (see attached).

Summative/formative. It is usually appropriate to give a summative assessment, noting what has gone well and what has not, and also a formative assessment, suggesting ways to improve.

Self marking and peer marking. There is value in allowing pupils to mark each other's work. This is particularly useful for helping pupils to understand the mark-scheme. In applying it to others' work he/she appreciates the importance of the mark-scheme for producing their own work.

Corrections. In most instances, the correct answer or the missing detail should be noted by the teacher against the pupil's incorrect answers, or a separate sheet of model answers provided. Alternatively, class time might be spent going through the work collectively, discussing 'right' answers, but this activity should not usually replace the teacher's marking.

Praise. It is worth restating the truism that pupils tend to respond to praise. The benefits are lost if the praise is formulaic or too fulsome, but it is right explicitly to recognise effort and attainment. Again, the praise is more meaningful when it is not superficial but related to particular aspects of the work, which are detailed in the comment.

Targets. Some targets emerge naturally from a piece of work – further revision of that topic, additional reading, reviewing class-notes, practising spellings etc. Assessment /marking of a particular piece of work may be an opportunity for suggesting more general targets or extension work.

Literacy & numeracy. Assessment should guide pupils to improve literacy. Teachers should, therefore, note spelling and grammar errors. It may be appropriate to focus on particular errors, especially if these are persistent. All teachers are responsible for promoting high standards of literacy and numeracy.

Presentation. In most subjects the requirement for neat and formal presentation of work will not be covered by the mark-scheme, but it is nonetheless important that teachers should comment on the presentation of work and criticise poor presentation.

Policy on Reporting and Tracking

Rationale

The concerns and ambitions that inform the creation of the College's tracking system are as follows:

1. Reporting by teachers should impact directly on pupils, and reports and tracking data should be used to help pupils to improve academic performance
2. The pattern for reporting and grading should be consistent across the Foundation and it must be possible to track pupil progress meaningfully across a child's career at Mount Kelly
3. Tracking data must relate to actual academic performance in exercises that are marked and graded according to objective and consistent criteria (using the IPC, ISEB, GCSE, A level, and BTEC mark schemes), and there should be sufficient data to allow an accurate picture to emerge
4. Parents should understand how their child is being monitored and guided in his/her academic work, and they should receive some regular reports to update them on progress
5. The tutor has a key role in enabling pupils to understand and respond to teacher reports, and in keeping parents informed and involved
6. There should be flexibility within the overall reporting and tracking framework to allow it to grow or adapt as new demands are placed on it.

The Assessment & Tutoring system

The new system will typically have two formal assessments/tests in each term. When these are marked and graded, teachers will write a report for the pupil's tutor, giving the grade achieved in that assessment and making some comments and suggestions for improvement. The tutor will meet with the pupil to discuss this 'Grade Card' and together they will come up with some targets. The tutor will then write a summary of this conversation, and this summary will subsequently be made available to parents as a 'Grade Report'. A *parent portal* on the website will be created to facilitate this.

In this instance then, the Grade Card is addressed directly to the pupil and his/her tutor. We believe that the tutor is the best person to help the tutee to understand the message from the teachers and to formulate targets and a strategy for improvement. However, the Grade Report will keep parents informed about the key issues and provide a starting point for conversations with their child's tutor.

Tracking: MidYIS and ALIS

The grades achieved in each assessment are recorded centrally, allowing the academic management team to track progress against the pupil's expected path. For each pupil we have data for the MidYIS (for Years 9-11) and ALIS (sixth form) scores. These data provide a 'chances graph' ie the most likely grades to be expected for a pupil, and thus we have an objective and consistent measure against which actual performance can be compared.

The Reporting system

A full package of academic and pastoral reports is sent to parents at the end of the Michaelmas term and Lent (Year 11 and 13) and Summer (Year 9, 10 and 12) terms. These report on progress more generally, including classwork and homework, in addition to the formal assessments. There are also Parents' Consultations.

Principles

1. Pupils should feel themselves to be the direct recipient of a formal comment and direction for improvement from their teachers at several points through the year
2. Teachers have a clear direction as to use of assessments and tests, a defined framework for writing reports that are targeted at pupils or parents, all set out in a manageable timeline
3. Tutors have an enhanced role as academic mentors to their tutees and are viewed by parents as the first point of contact on academic matters
4. Parents know that their child's academic performance is monitored closely, receiving more tutor Grade Reports and two major end-of-term reports each year
5. The AMT has data that allow them to follow the progress of every pupil, to trigger intervention where concerns arise, and to manage learning and teaching more effectively

Policy on meeting the needs of the able and very able

Scholarships

As set out in the Foundation section, scholarships are available for the most able entrants to Year 9.

Challenging the able and very able in the classroom

Each subject area includes in its scheme of work how it provides opportunities to stretch and challenge the more able.

Challenging the able and very able in the academic co-curricular programme

There are opportunities for the academically most able to develop their talents beyond the classroom. Conversation is a key tool for this.

For Years 9/10 the Plum Society brings together the more enthusiastic pupils for various cross-curricular activities aimed at developing skills of interpretation and evaluation, lateral and creative thinking, and an openness to challenge and debate.

For sixth-formers, the Current Affairs and Discussion Society is a more formal opportunity to debate topics of academic or general interest. It aims to broaden the pupils' knowledge and interests as well as challenging them to look more deeply into a particular issue.

Oxbridge

Year 12 pupils who might consider an application to Oxbridge are identified early and they are invited to a talk, either by MK Guidance or by a visitor from Oxford/Cambridge admissions, in Lent or Summer term.

A trip to Oxford is arranged for potential applicants in most years. In Michaelmas term of Year 13 applicants are given advice with their UCAS form and further preparation. Interview practice is arranged in collaboration with other schools (including West Buckland School and Tavistock College).

Policy on Personal, Social, Health and Economic Education

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

The Mount Kelly PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition the learning provided through a comprehensive PSHE education provision is regarded as essential to safeguarding our pupils.

PSHE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Aims

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Subject Content

The three overlapping and linked 'Core Themes' (Health and wellbeing, Relationships, Living in the Wider World), expressed as areas of core knowledge, understanding, language, skills and strategies, and taught in accordance with pupils' readiness, are appropriate across all Key Stages and build upon Early Years Foundation Stage Learning. It is important to recognise that many decisions about both health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others.

PSHE education will respect and take account of pupils' prior learning and experiences. Programmes reflect the universal needs shared by all children and young people as well as the specific needs of the pupils in the school. PSHE education is taught through a spiral programme, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening pupils' thinking.

Policy on Academic management

The Academic Management Team

The College AMT comprises:

Deputy Head (Academic) (DHA)

Asst Head and Director of Digital Learning and Assessment (DGLA)

Asst Head and Director of Personalised Learning (including Learning Support and SEN)

Collectively, the AMT is responsible for implementing the Curriculum Policy and the various academic policies, and for leading the teaching staff at the College. Meetings of the AMT are timetabled once per fortnight.

Faculties

Whilst it is important for each subject to have a designated 'lead' who is a teacher of that subject and able to manage the delivery on a daily basis, for management of the academic side of the school it has been decided to appoint seven Heads of Faculty (HoF). The arrangement of the faculties is not uniform, some are essentially single-subject, but others cover several subjects. The precise combination is not intended to be fixed, but there is a logic and some synergy in the current arrangement. The lead for EAL reports directly to the DHA.

Humanities (Business & Economics, Geography, History, Religious Studies)

Languages (French, Spanish, Latin, German)

Mathematics

Physical Education, BTEC Sport (and BTEC co-ordinator)

Sciences (Biology, Chemistry & Physics), Psychology, Computing

Art, Photography, Design Technology

English, Drama, Music

The HoFs meet with the AMT as the Academic Board, typically two times each term for College business. They also meet with the HoFs from the Prep to discuss Foundation issues. The agenda is set by the Deputy Head(s) (Academic), who chair(s) the meeting, and the minutes are taken by the Director of Personalised Learning. Subject leads may be invited to attend.

Standing items on the agenda for College Academic Board meetings include:

- (i) Health & Safety matters
- (ii) Academic matters relating to Swimmers

HoFs and the AMT also meet housemasters and housemistresses twice per year for the Academic-Pastoral board, which is concerned principally with discussing pupils of concern. The meetings of the board are chaired by the Principal Deputy Head.

Policy on monitoring teaching and learning

It is intended that monitoring of teaching should occur frequently and in a variety of forms such that it becomes a natural and accepted part of the educational and professional culture. Monitoring and observation should occur at peer-to-peer level as well as in a top-down process.

Learning Walks

This term covers the presence of the SLT/AMT in classes and subject areas. There are different formats:

(a) Journey of the Learner. A member of the AMT attends the lessons of a particular pupil over the course of the day. It is concerned with understanding the experience of the pupil, and gauging his/her response to the lesson. Points of focus might include: opportunities for group work; opportunities for use of ICT; how the pupil smiles; how often pupils respond positively to the teacher.

(b) Subject focus. Members of the AMT each attend two or more lessons by teachers of a given subject.

(c) Environment. Members of the AMT explore the physical environment for teaching. Points of focus might include: use of displays, posters etc to support learning; display of pupil work; presence and display of books and equipment; arrangement of desks.

(d) Broad brush. Members of the AMT/SLT drop into several lessons, for brief periods, to get a broad impression of activity, especially in period 1 or late afternoon.

After each Learning Walk, there is a brief report on the overall experience, with conclusions and proposals as appropriate. In addition, a comment is sent to each teacher who has been observed. Over time it is intended that the reports should be collected and analysed to provide an insight into good practice for sharing.

Work Scrutinies

This term covers the collecting in of pupil notes and assessments for review by AMT and HoFs. Each scrutiny tends to focus on a particular year-group and it is usual for a small sample to be seen.

(a) Representative. The sample of pupils includes high achievers, pupils having LS or EAL lessons, etc.

(b) Targeted. The pupils have a similar profile, allowing scrutiny of eg stretching the able, support for EAL pupils, etc.

(c) Subject. A particular faculty or subject area can be looked at, with a greater number of pupils in the sample, and allowing comparisons between teachers and sets.

(d) Swaps. It can be helpful for HoFs to look at a sample of work from a different subject area.

After each Work Scrutiny, there is a brief report on the conclusions drawn. A comment is sent to the HoF or subject lead as appropriate. Over time it is intended that the reports should be collected and analysed to provide an insight into good practice for sharing.

Visits

Individual subject areas should periodically ask an experienced teacher from another school to visit and take a look at all aspects of teaching. This will involve some lesson observation, work scrutiny and conversations with teachers and the subject lead or HoF. There should be oral feedback to the teachers and also a more formal report for the AMT.

It is intended that, over a cycle of four years, every subject area should have a visit.

In most instances the AMT will decide when a visit should be arranged, typically according to the agreed cycle though the AMT may require a visit out of sequence. The HoF should usually choose the visitor from another school, but the AMT may choose in some cases. The visitor should not be known personally by the HoF/subject lead so that some sense of objectivity is ensured. The visitor will be paid expenses and some remuneration.

Mutual observation and peer mentoring

We believe that a great deal of professional development can be achieved through sharing good practice directly at a peer-to-peer level.

Teaching & Learning Groups (TLGs)

Each year we will create several TLGs and every member of Common Room will be a member of one TLG. Each TLG will have an experienced teacher as the co-ordinator and it is proposed that TLGS will occasionally be the forum for discussion of learning & teaching issues, eg at Inset.

The usual function of the TLG will be to arrange mutual observation of lessons. The DTL will determine how many observations should take place each term, and will oversee the process by which the teachers record that an observation has occurred.

Teachers are encouraged to discuss the lesson and to give feedback, but any record/feedback of the observation will not be sent to the AMT and, apart from the requirement to record that an observation has taken place, this will not be a part of the formal review and development process. The key outcome is that each teacher should benefit from picking up tips and ideas about how to conduct a lesson for effective learning, regardless of the actual subject matter. A supplementary outcome will be that the observed teacher can be given helpful feedback.

Departmental observations

HoFs are expected to observe members of their departments on a regular and frequent basis. The number of observations expected may be formalised, and it is expected that a HoF will give feedback to the teacher observed, and this should ideally be on a formal document. The record of lesson observations may become part of the formal review and development procedure through inclusion on Standards Tracker.

Faculties or subject areas with several teachers also promote mutual observation by teachers in the department (this may count towards a TLG observation 'quota').

Observations at other institutions

Some members of common room have contacts in other schools that will enable them to request the opportunity to visit and observe lessons there. These are encouraged, and we facilitate this whenever possible.

Peer mentoring

A formalised system of peer mentoring has been trialled at the Prep. This will be extended over the whole Foundation and may subsume some elements of the TLG programme.

Policy on Prizes

Academic Subject prizes

Prizes are awarded by the Head Master on the recommendation of the Academic Management Team. Nominations are made by the subject leads.

Year 9: Each subject is to make THREE nominations for pupils demonstrating attainment and a positive attitude to learning. Nominations are reviewed by AMT. Up to eight prizes are awarded.

Years 10-11: Each subject is to nominate ONE candidate for the academic prize. English Literature and English Language have separate prizes in Year 11.

Year 12-13: Each subject is to nominate ONE candidate for the academic prize. Mathematics and Further Mathematics have separate prizes. The prize may not be awarded if there are no appropriate candidates.

Foundation Award prizes

Prizes are awarded by the Head Master on the recommendation of the SLT. Nominations are made by appropriate members of Common Room. One candidate should be nominated for each prize.

Policy on Non-Examined Assessments (NEA)

This policy incorporates the JCQ advice ‘Reviews of marking - centre assessed marks (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments and Project qualifications)’

Mount Kelly is committed to ensuring that whenever its teachers mark candidates’ work this is done fairly, consistently and in accordance with the awarding body’s specification and subject-specific associated documents.

Candidates’ work will be marked by teachers who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Mount Kelly is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body.

Where a number of subject teachers are involved in marking candidates’ work, internal moderation and standardisation will ensure consistency of marking. Where a single teacher has marked candidates’ work, wherever possible a second teacher will review and moderate the marks.

After marking and internal moderation, Mount Kelly will then follow national guidelines for notifying pupils of marks and enabling a review. The steps taken will be as overleaf:

1. Mount Kelly will ensure that candidates are informed of their centre assessed marks so that they may request a review of the marking before marks are submitted to the awarding body.
2. Mount Kelly will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre’s marking of the assessment.
3. Mount Kelly will, having received a request for copies of materials, promptly make them available to the candidate.
4. Mount Kelly will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision. This will usually be 7 days.
5. Mount Kelly will provide a clear deadline for candidates to submit a request for a review of the centre’s marking. Requests will not be accepted after this deadline. Requests **must** be made in writing.
6. Mount Kelly will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body’s deadline.

7. Mount Kelly will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review. Where appropriate this may be a subject specialist from another school.

8. Mount Kelly will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by this centre. They will report to the Deputy Head (Academic).

9. Mount Kelly will inform the candidate in writing of the outcome of the review of the marking.

10. The outcome of the review of the marking will be made known to the Head Master. A written record of the review will be kept and made available to the awarding body upon request.

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.