

# ALDRO



## Curriculum Policy Policy 2a

<b>Author:</b>	Assistant Head (Academic) (JAS)
<b>Last update:</b>	September 2020
<b>Governor Lead:</b>	Education and Pastoral Care Committee (Tim Johns)
<b>Governor Review:</b>	November 2020
<b>Next author review due:</b>	September 2021
<b>Next Governor review due:</b>	November 2021

## **(1) Introduction**

Aldro aims to provide a rich and varied curriculum which is stimulating, challenging and sufficiently flexible to suit the ability of everyone. We want to bring out the best in every pupil.

Aldro has a strong academic tradition and we are proud of our broad curriculum. We strive to prepare pupils for the opportunities and responsibilities of senior school and adult life whilst also giving them the time to appreciate a wide range of artistic, creative and sporting experiences, and cover the important elements of personal and social education. The academic curriculum is based on the Independent Schools' Examination Board (ISEB), but with the Aldro Bacc introduced in September 2018, we now aim for greater depth and a move towards developing learning skills. This is achieved through specialist teachers and the setting of pupils according to ability in many subjects (notably English, maths, French and Latin).

The co-curricular programme has been revised for September 2020 and is now 'The Enrichment Programme', including activities such as debating, citizenship, cooking, orienteering and General Knowledge amongst many others. The Programme is directly linked to the Aldro Educational Philosophy which is being developed from the basis of the Aldro Bacc. striving to foster and help pupils develop their curiosity, creativity, perseverance, communication and teamwork skills - all positive dispositions in a prep school pupil and which adds breadth to our academic curriculum.

## **(2) Entrance to Aldro**

The majority of pupils join Aldro at the age of seven (Form 3). The offer of a place follows a visit to the school for an assessment day. References to reports from the pupil's current school are also taken into consideration. For further information, please refer to the school's Admissions Policy.

## **(3) Co-Education at Aldro**

From September 2021 Aldro will be moving to a co-education provision. A review of all curriculum documents will take place by the Assistant Head (Academic) and the individual Heads of Department, including the Head of the Junior Dept. (SCS) during the 2020-21 academic year to ensure that our provision will enable both pupils and girls to be fully prepared for their journey with a curriculum that is relevant and interesting.

## **(4) Assessing Progress at Aldro**

From September 2020, Aldro subscribes to the **GL Assessment 'Complete Digital Solution' (CDS)** - a product to record each pupil's potential and achievement across the School. This information will be used to baseline pupils to enable the staff monitor:

- Cognitive ability (CAT 4 testing)
- Progress in English and maths (next academic year we will bring in science, too)
- Reading (New Group Reading Test)
- Spelling (New Group Spelling Test)

### **a. English**

The Progress in English (PTE) monitor and track progress year-on-year, provides accurate information about pupils' strengths and weaknesses, benchmarks their attainment against peers nationally and identifies gaps following lock-down. The PTE focuses on grammar, punctuation and spelling, and on reading comprehension using age-appropriate fiction and information texts. The test is 80 minutes (Pt 1: English Skills - 30 mins) and Pt 2: Comprehension 50 mins). The Reading and Spelling tests are 30 mins and 25 minutes respectively.

### **b. Maths**

The Progress in Maths (PTM) tracks progress year-on-year, provides accurate information about pupils' strengths and weaknesses, benchmarks their attainment against peers nationally and identifies gaps following lock-down. The PTM focuses on mathematical content knowledge (Curriculum Content

Category) and understanding and applying mathematical processes through reasoning and problem solving (Process Category). Form 3, the test is 35 minutes, but for Forms 4 to 8 it is 75 minutes (Pt 1: is timed mental maths (15 mins) and Pt 2 is 40 to 60 minutes).

As part of the CDS (Complete Digital Solution), pupils will take the online **CAT 4 tests** - the cognitive abilities test. This is an assessment of developed abilities in areas such as verbal, non-verbal, quantitative and spatial reasoning. The test provides an objective perspective on potential student achievement, as well as indicators for national tests and exams. All the data accrued from GL Assessment is stored on Schoolbase and is accessible for all members of staff.

### **(5) The Aldro Bacc**

From September 2018 the school embarked on a new curriculum following the principles of the PSB (the Pre-Senior Bacculaureate), known as the Aldro Bacc and covering the curricula for all pupils in Forms 3 to 8. Selected pupils in Form 8 continue to follow an accelerated curriculum as part of their preparation for sitting scholarship papers to a senior school.

The Aldro Bacc has allowed each Head of Department to devise a curriculum that best fits our pupils, meets their needs, challenges them and prepares them with the necessary learning disposition for their senior school and beyond. Each curriculum is based on the ISEB Common Entrance syllabus and National Curriculum, but there has been a shift away from learning by rote, towards developing learning skills. Pupils are assessed in:

- **Communication**
- **Creativity**
- **Teamwork**
- **Responsibility**
- **Independence**
- **Perseverance**

The Aldro Bacc offers English, mathematics, science, French, Latin, history, geography, religious studies, art, design and technology, music, drama, computing, reasoning and non-verbal reasoning, outdoor education, PSHE and physical education. These listed subjects cover all areas of the learning experience, whether they be linguistic, mathematical, scientific, technological, human and social, physical, aesthetic or creative.

#### **(a) Assessing with the Aldro Bacc**

##### **a. Forms 3 to 7**

All pupils have end-of-year assessments in the first week after half-term, with a revision week immediately before half-term. This enables pupils to prepare themselves for assessments both at school (Revision Week) and at home and develops an important skill before they enter Form 8.

##### **b. Form 8**

Pupils in Form 8 sit mock papers in the eight examined subjects in November and all the papers are set, marked and graded internally.

##### **i. Core Subjects**

Form 8 pupils sit a second set of mocks in the five core subjects (English, maths, science, French & Latin) in the second week after the February half-term

##### **ii. Non-Core Subjects**

For the three humanities subjects (history, geography and RS), the Final Assessment is taken at the end of the first week following the February half-term. The Final Assessments in the three humanities subjects are set, marked and graded internally. The final scores / grades are sent to the senior schools in June. To help the pupils, specimen papers of the three humanities subjects are available on the Parent Portal.

Once the February mocks are complete, the Form 8 CE candidates follow a project investigation, the AEP (Aldro Extended Project).

### **(b) The Aldro Independent Project (AIP)**

The Aldro Independent Project (AIP) is a co-curricular course that is loosely based on the EPQ (Extended Project Qualification) and on ISEB's forthcoming IPQ (Independent Project qualification). The course once the Final Assessments and the February mocks have been completed and it takes place during the three humanities lessons and preps.

The Aldro Bacc allows each pupil to embark on a largely self-directed and self-motivated project that will encourage their creativity and curiosity, with support and guidance given by a project supervisor.

The finished project will take place in the form of:

- Written report - the 'Project Record' which guides the pupils to '
  - o Research and Review' (500 words)
  - o 'Discuss and Develop' (500 words)
  - o 'Reflect' (100 words)
  - o Produce a bibliography
- A presentation (with PPT) in front of staff or a video presentation

Each pupil has a 'Supervisor' who will help the pupil to:

- |                                   |   |
|-----------------------------------|---|
| • <b>Manage</b>                   | identify, design, plan & complete the project   |
| • <b>Use resources / research</b> | obtain & select information from a range of sources, so they can be used appropriately. |
| • <b>Develop &amp; realise</b>    | use a range of skills & technologies  |
| • <b>Review</b>                   | evaluate the outcome  |

The pupils are free to research a humanities-based topic of their choice and they are encouraged to put their title into the form of a question, to help them keep on task:

***"To what extent is the science of Star Trek becoming a reality?"***

***"To what extent will battery field cell vehicles replace ICE (the internal combustion engine)"***

Pupils are not expected to invest time outside of the humanities lessons and preps towards their extra-curricular project. This is so the AIP does not impinge on their preparation for their CE exams in the five core subjects (English, maths, science, French & Latin). The pupils' AIP score will not affect their final grade in the humanities subjects achieved in February, and each pupil's AIP topic / title and grade is sent to their senior school with the CE papers and humanities results.

### **(6) The Year Ahead Meetings**

The Year Ahead Meetings take place at the start of the academic year with the aim to inform parents of their child's journey for the forthcoming academic year.

The Headmaster, Assistant Head (Academic) and the relevant form tutors give short presentations including important dates for dates, tests, exams together with information about School policies relating to pastoral issues and academic concerns.

## **(7) The Assistant Head (Academic)**

The role of the Assistant Head (Academic) is to continually improve the delivery of academics at Aldro and to help both the Heads of Departments and the subject teachers ensure that each pupil has the opportunity to make good progress and achieve good outcomes in every subject. Other aims are to ensure consistency across the departments, to implement and coordinate new teaching ideas, so the school keeps abreast with the latest and most appropriate learning strategies.

The Assistant Head (Academic) runs regular academic meetings:

### **(a) Heads of Department Meetings**

These take place three times each term: as part of the INSET at the beginning and at regular intervals throughout the term. These meetings are chaired by the Assistant Head (Academic), an agenda is emailed to the HoDs prior to the meeting and the minutes are written up afterwards and stored on the staff drive. The meeting is an opportunity for the HoDs to discuss academic matters / strategies throughout the school.

### **(b) Meetings for Setting Purposes**

Meetings take place to discuss the setting of pupils and any subsequent changes to the sets. These meetings take place and just before the October and February half-terms, and at the end of the three academic terms. All teachers of a set subject are invited to attend so that the most accurate picture of each pupil concerned can be made and the correct decision made. Following the meeting, minutes are circulated to the Heads of the set subjects (English, maths, French and Latin), and to all Form Tutors.

Procedures for set changes, following agreement by in a Set Change Meeting:

- Form tutor is informed and asked for any comments
- Pupil is informed verbally
- A phone call is made to the parents to explain why a drop in sets is taking place (made by the subject teacher)
- IT technician is informed and the set change is made on Schoolbase.

### **(c) Teaching & Learning Committee**

The Teaching and Learning Committee is a forum to discuss academic matters. Every member of academic staff is invited to join the Committee, which meet three times each academic year and is chaired by the Academic Head (Curriculum). An agenda is set and emailed out in advance, with minutes written up and emailed out to all staff.

## **(8) The Academic Curriculum Team**

The Academic Curriculum Team (ACT) meets weekly. The Assistant Head (Academic), Head of Junior Department and Head of Learning Support meet to:

- Monitoring of pupils' CAT Scores: tracking pupils' progress in their CAT scores from one year to the next
- Monitoring and tracking of pupils' grades in the Industry Grades in relation to their CAT Scores to see who is over or under-performing in relation to the rest of their year group.
- Discuss and monitor pupils who are 'Cause for Concern' (CfC)
- Discuss and monitor pupils who are 'More-Able' (MAGT)
- Discuss Learning Support: extra-curricular lessons (EAL, one-to-one, extra time, word processor),
- Plan book scrutinies (reviews)

In addition to this, the ACT also discuss:

- The Aldro Baccalaureate
  - Evidence of the six core skills in both teaching & pupils' learning
  - How to assess and report on pupils' progress (Industry Grades) with the Aldro Bacc

- Lesson Observations (incl. for new staff)
- Departmental handbooks & updated Schemes of Work
- Presentation Policy and the use of Assessment for Learning (AfL)
- Curriculum Walks
- Parent Evenings (dates & the conversation / focus)
- The following year's timetable and prep timetable
- Holiday work for Form 8 (at each half-term and holiday), and for Form 5 (summer holidays)
- Fundamental British Values

The minutes for each ACT meeting are stored on OneNote Online.

### **(9) Heads of Department**

The Heads of Department (HoDs) are responsible for planning and monitoring the delivery of their subject. Each HoD is responsible for:

- Designing a scheme of work that is appropriately challenging and stimulating for pupils of varying ability, taking into account pupils who are EAL and who benefit from tuition from the Learning Support department (SEND and EHC).
- Designing a curriculum for each subject to give pupils the opportunities to develop their literacy, numeracy, listening, and speaking skills, and so they are fully prepared for ISEB Common Entrance and for Form 9 at their senior school.
- Planning and coordinating resources for each subject.
- Keeping the handbook and schemes of work (SoW) up-to-date.
- Publishing Programmes of Study at the start of the academic year
- Publishing Curriculum Maps for the start of each term.

### **(10) Form 8: Forms and Set**

Aldro has always enjoyed a strong academic reputation and pupils achieve scholarships to many of the top senior schools, including Charterhouse, Eton, Radley, Tonbridge, Wellington and Winchester. The academic content of most senior school's scholarship is more demanding than the CE syllabi, and often reach the standards of GCSE, and even A Level

Pupils who are not invited to sit a scholarship take the ISEB Common Entrance in the five core subjects: English, maths, science, French & Latin. The completed papers in these subjects will be sent to the pupils' prospective senior schools following the exam session in June. For the non-core subjects (history, geography & RS) pupils will be assessed in November and in February and the grade / score of the final assessment secured in February will be sent to the senior schools in June.

For the academic year 2020-21, the five cores subjects are taught in three sets, whilst the three humanities and the non-examined subjects are delivered in the two forms; 8K and 8R.

### **(11) The Junior Department**

From September 2020 the Junior Department consists of a Form 3 class (3S) and two Form 4 classes (4M and 4N). Form 5 part of the Middle School (with Form 6) and follows a senior timetable.

- In Form 3, the pupils are taught English, spelling, maths, geography and PSHE by their form teacher (SCS). The pupils are based in their form rooms for most subjects (including French), but move to specialist venues for science, computing, music, drama, PE and outdoor education. The pupils in Form 3 also benefit from an in-class teaching assistant. **For September 2020, pupils will remain in their classroom (Room 7) for all classes and the teachers will go to them.**

- In Form 4, the pupils continue to study English and PSHE with their form tutor (Mr Nixon and Mrs Mc.Sweeney). Maths is taught by Mr Nixon and Mrs Drayton (Head of Mats), and Reasoning is delivered by Mr Thompson (Head of English). French (YGBL), history (JAS), geography (CPR), RS (TWR & JHRK) art (LF), D&T (EM), Outdoor Education (CEN), PE (GD & AJ) and computing (BA) are all taught by subject specialists. **For September 2020, pupils will remain in their classroom - Room 5 for 4N, and Room 3 for 4M) and the teachers will go to them.**

## **(12) The Timetable: Covid 19 arrangements September 2020**

The timetable has changed to accommodate three bubbles going to lunch and having breaks together.

- Morning Break is staggered by 5 minutes
  - Senior School Bubble (Forms 7 & 8) 11.05 - 11.35
  - Middle School Bubble (Forms 5 & 6) 10.00 - 10.30
  - Junior Dept Bubble (Forms 3 & 4) 10.55 - 11.25
- Lunch for Monday, Tuesday, Thursday and Friday:
  - Senior School Bubble (Forms 7 & 8) 1.15 - 1.45pm
  - Middle School Bubble (Forms 5 & 6) 12.45 - 1.15pm
  - Junior Dept Bubble (Forms 3 & 4) 12.00 - 12.45pm
- Lunch for Wednesday:
  - Senior School Bubble (Forms 7 & 8) 12.00 - 12.30pm
  - Middle School Bubble (Forms 5 & 6) 12.30- 1.00pm
  - Junior Dept Bubble (Forms 3 & 4) 1.00 - 1.30pm
- Lunch for Saturday:
  - Senior School Bubble (Forms 7 & 8) 1.00 - 1.30pm
  - Middle School Bubble (Forms 5 & 6) 12.30- 1.00pm
  - Junior Dept Bubble (Forms 4) no lunch (Fm 4 go home at 12.30pm)

- Before Period 1, each bubble has two Form Times, one assembly and one chapel each week: These timetables are on display in the form rooms, the staff common room and in the vestibule.

## A Typical Senior School Timetable

71 Timetable																								
Senior Bubble	Drop Off Tennis Courts	Reg	Assembly Chapel Form Time	1	2	Break	3			4			5		6	7			Prep (Room 1)		Pick Up (ASC)			
		8.25 - 8.40	8.40 - 8.55	9:00-10:00	10:00-11:05	11:05 - 11:35	11:35 - 12:00	12:00 - 12:30	12:30 - 12:45	12:45 - 1:00	1:00 - 1:15	1:15 - 1:30	1:30 - 1:45	1:45 - 2:00	2:00 - 2:30pm	2:30 - 3:00	3:00 - 3:30	3:30 - 4:00	4pm - 4:30	4.30 - 4.45	4.45 - 5:00	5:00 - 5:30pm	5.30 - 6pm	
Monday			Form Time	Latin (RPI)	English Set 1: MDT Set 2: CEN	BREAK 11:05	Maths Set 1: FD Set 2: CS	Science (KMD)	LUNCH	Science (KMD)	Games		BREAK		PE (GD & AJ)	Supervisor KMD & GA	5.50 pm Pick-Up							
Tuesday			Form Time	English Set 1: MDT Set 2: CEN	Maths Set 1: FD Set 2: CS		Enrichment	History (IAS)	LUNCH	History (IAS)	Games		BREAK		Science (KMD)	Supervisor KMD & GA								
Wednesday	8.10am Tennis Courts		Chapel	French Set 1: KIC Set 2: JHRK	Geography (CEN)		RS (CEN)	LUNCH	BREAK	RS (CEN)	Reading Rest	Games / School Matches			Pick up: 3.40pm									
Thursday			Form Time	English Set 1: MDT Set 2: CEN	Maths Set 1: FD Set 2: CS		11.35	French Set 1: KIC Set 2: JHRK	Art (LF)	LUNCH	Art (LF)	PSHE (TWR)	Form Time (RPI)	BREAK		Enrichment		Supervisor KMD & GA						
Friday			Assembly	Science (KMD)	English Set 1: MDT Set 2: CEN		French Set 1: KIC Set 2: JHRK	D & T (EJM)	LUNCH	D & T (EJM)	Lesson 5: Games		Music (EA)	Drama (EA)	Supervisor RPI & GA									
Saturday	8.40am Tennis Courts	Registration (08.45 - 9:00)		Maths Set 1: FD Set 2: CS	Computing (BA)		Latin (RPI)	BREAK	LUNCH	Reading Rest	Games / School Matches			Pick up: 3.40pm										

## A Typical Junior Dept. Timetable

Form 3S																					
Junior Bubble	Drop Off (ASC)	Reg	Assembly Chapel Form Time	1		2		Break	3		4						5		6	7	Pick Up (ASC)
		8.25 8.40	8.40 - 8.55	9:00-10:00		10:00-10.55		10:55 - 11:25	11:25 - 12:00	12:00 - 12.30	12.30 - 12.45	12.45 - 1:00	1:00 - 1:15	1:15 - 1:30	1:30 - 1:45	1:45 - 2:00	2.00 - 2.30pm	2.30 - 3:00	3.00 - 3:30	3:30 - 4:00	
Monday	8.20am (ASC)		Form Time	English (SCS)	Reasoning (DO)	Reading (DO)	BREAK 10.55 - 11.25	Science (SCN)	LUNCH	BRE AK	Science (SCN)	Games			BREAK	Maths (SCS)			Enrichment	4.30pm Pick-Up	
Tuesday		Assembly (CHC)	French (YGBL)	English (SCS)		Maths (SCS)		LUNCH	BRE AK	Maths (SCS)	Games			BREAK	Drama (EA)	Spelling (SCS)	Enrichment				
Wednesday		Form Time	Maths (SCS)	PE (GD & AR)		RS (TWR)		Form Singing (TWR & EA)	BREAK	LUNCH	Art (LF)		Music (EA)	Form Time (SCS)	PSHE (SCS)	4pm Pick-Up					
Thursday		Chapel	D & T (EJM)	English (SCS)		Maths (SCS)		LUNCH	BRE AK	Maths (SCS)	Reading Rest	Games				4 pm Pick-Up					
Friday		Form Time	Outdoor Ed. (CEN & AJ)	English (SCS)		Computing (BA)		LUNCH	BRE AK	Computing (BA)	Games		BREAK	Humanities (SCS)		Enrichment	4.30pm Pick-Up				

The new timetable for September 2020 has been prepared following a revisit to the allocation of hours to both subjects and to members of staff. This is to ensure that all staff (full and part-time) have equal and fair commitments. The goal has based on a total working time of 55 hours per week, which can be broken down into:

- **Directed Time (Working Time) - 40 hours**
  - **Allocated Contact Time (32.5 hrs)** - teacher commitments (lessons, Enrichment, Games, Lunch, Timetable Cover, Duties, Chapel / Assembly) and 'Roles of Responsibility' (SMT, HoD, Form Tutor etc)
  - **Directed Non-Contact Time (7.5 hrs)** - Planning & Marking, Meetings, INSET, Standby Cover (1)
- **Non-Directed Time (to incl Breaks and half-days) - 15 hours**



### **(13) Learning Support**

#### ***Associated Policy – Learning Support Policy.***

The Learning Support Policy reflects Aldro's provision in the context of the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015). This ensures we provide suitably for pupils with statements/EHC plans.

The department's role is to provide individual support for pupils who require strategies to address their particular needs. The department supports staff to identify pupils' learning difficulties, plan teaching strategies and liaise with parents and outside agencies to co-ordinate any extra help that may be required. This help may be in the classroom or on a one-to-one basis outside the classroom. Learning Support is timetabled to ensure that pupils do not miss key academic lessons. For some pupils, Latin is a subject that they will not study and Latin lessons times are often scheduled for learning support for pupils that require it.

### **(14) Marking**

#### **(a) School marking policy**

In line with the School's marking policy, it is expected that the subject teacher marks and returns the pupils' work at the start of the following lesson. The primary aim of marking is to guide pupils by giving constructive feedback - areas of strengths as well as errors and areas of weakness to be identified. This is so the pupil can improve the next time and make progress. Teachers are also encouraged to include questions in their writing, which the pupil is expected to answer the following lesson with a grey pencil. In order for the teacher to see that each comment has been read, the pupil should initial each teacher's comment with a grey pencil.

#### **(b) Self and Peer Assessment**

Self-assessment is also an integral part of marking as it allows work to be analysed and corrected in real-time by the pupil. The aim is for a discussion and a dialogue to be created between the pupils and the teacher to help foster a higher level of learning.

Where verbal feedback is often given, teachers are encouraged to mark work with the acronym; VF. In line with the Aldro Bacc, a new marking policy will be implemented next academic year - to promote further the use of comments and a move away from the use of grades and scores. This is so pupils focus on the comments and are not distracted by a score or grade.

### **(15) Monitoring and Evaluation**

#### **(a) Reporting & Industry Grades**

Pupils' progress is monitored continually, for both classwork and for prep. At each half-term and at the end of term, each pupil receives a set of Industry Grades as well as a Form Tutor's comment. This brings in the pastoral element to the reporting. The reporting system reflects the six core skills associated with the Aldro Bacc:

- For the short report (October & February half-terms, end of Lent Term), each pupil will receive a grade for attainment (from a low of 1 to a high of 5) for each subject. The grade reflects the pupil's achievement and is not based on his position to the rest of the form or year group. Each pupil will also receive a grade for effort (from A to E). This grade is given based on the professional judgement of the teacher.
- At the end of the Christmas Term and at half-term in the summer (May), each pupil will receive a 'long report'. For this, a grade is awarded for attainment (from 1 to 5), and his six core skills are also assessed (from A to E).
- At the end of the Summer Term, a 'Final Report' is given, which includes exam scores (including the form or year group median) and a full written report on each pupil's performance, effort and progress.

A Typical Short Report

**Half-term report for Andrew Dyer**

SUBJECT	Attainment	Effort
English		
Maths		
Science		
French		
Latin		
History		
Geography		
RS		
Computing		
Art		
D & T		
Music		
Drama		
PE		
Games		

Form Tutor's comment:

A Typical Long Report

**Christmas Term Report**

Report for: Andrew Dyer  
Form: 8K

Aldro Bacc %:

SUBJECT	Attainment	INDEPENDENCE	TEAMWORK	RESPONSIBILITY	COMMUNICATION	CREATIVITY	PERSEVERANCE	Teacher
English								Mr Thompson
Maths								Mrs Drayton
Science								
French								
Latin								
History								
Geography								
RS								
Computing								
Art								
D & T								
Music								
Drama								
PE								

Form Tutor's comment:

Headmaster's comment:

### The Six Aldro Bacc Core Skills

	A	B	C	D	E
Independence	Works independently to produce assignments that are beyond expectations.	Completes assignments independently, on time and to a very good standard.	Usually completes assignments independently, on time and to an acceptable standard.	Can work independently, but struggles to complete all tasks and to hand them in on time.	Struggles to work independently, and assignments are frequently incomplete and / or below standard.
Teamwork	Leads and contributes to group work that ensures excellent outcomes.	Shares ideas readily in group work to ensure that learning and outcomes are successful.	Contributes ideas in group work, and participates in collaborative learning.	Reluctant to take a lead or contribute in group work.	Rarely contributes in group work, sometimes preventing others from achieving.
Responsibility	Personal organisation is exemplary and is a role model to others. Manages time effectively and is prepared to catch up missed work in his	Is punctual to lessons, brings the necessary equipment, and meets deadlines with written work.	Usually punctual to class and arrives well-equipped. Hands in most work on time.	Sometimes submits work that is incomplete and / or late. Written work could be neater.	Often fails to hand in assignments on time that are complete and to an acceptable standard. Does not catch up missed work in his own time.
Communication	Communicates clearly, asks insightful questions to develop learning, and provides detailed answers in the class discussions.	Asks thoughtful questions to develop learning. Shares ideas in both class discussions and group work to ensure that learning is successful.	Asks relevant questions and participates in the class discussions.	Rarely participates and when invited, gives brief answers in class discussions.	Only contributes to class discussions and to group work when specifically asked to do so.
Creativity	Produces original ideas and carries them out to an excellent standard.	Is prepared to think independently and carry out original ideas.	Follows the task and instructions given, and shows evidence of original thought in research and delivery of	Follows instructions but lacks confidence to pursue original ideas.	Follows instructions and does not take risks with creative ideas. Finds generating original ideas difficult.
Perseverance	Embraces challenges, perseveres and only asks for guidance or clarification when all independent attempts have been exhausted.	Perseveres readily when challenged but seeks support when needed.	Is willing to persevere when facing a difficult task, if asked to do so. Asks for guidance when needed.	Will attempt only the easier parts of the task and avoid the more challenging elements. Does not ask for help or guidance.	Gives up readily and does not continue with the task. Does not ask for help or guidance.

- 5 Exceptional** (is going beyond and/or combining with other learning and applying to new situations)
- Has readily understood new concepts and skills to a high level while building up excellent body of knowledge.
  - Making rapid progress when challenged and is a self-motivated learner who is able to work independently.
- 4 Mastering** (is achieving independently nearly all the time & retaining information)
- Making good progress and has developed a good understanding of key concepts and can work independently.
  - Able to make connections between different subject areas, and draw on knowledge and understanding without prompts.

**3 Achieving (is achieving independently most of the time)**

- Making progress.
- Able to acquire sufficient new skills, concepts and knowledge to enable each stage of learning to be meaningful.

**2 Working towards (has begun, achieving some of the time but needs adult support)**

- Has some difficulty in acquiring knowledge and skills in this subject but is making progress.
- Has developed some understanding of key concepts but generally finds it difficult to apply what has been taught, and is dependent on support.

**1 Emerging (not yet begun, needs full adult support or other intervention)**

- May be making slow progress.
- Has developed some understanding of key concepts but these may be isolated examples.

**(b) Grades for Effort**

Each pupil will also be awarded a grade for effort. The five grades for Effort range from a high of A to a low of E. The grade given for each pupil, in each subject, will reflect the effort he has put into his classwork and preps over the last half of term, including attitude to learning, and takes account presentation of work, initiative in completing tasks, behavior in the class and whether he hands in work on time and is punctual to class.

The level descriptors are as follows:

**A (Excellent)**

- Exemplary attitude at all times
- Concentrates and participates eagerly in all activities & class discussions
- Keen and always willing to try their best

**B (Good)**

- Very good attitude & working hard
- Willing to engage actively in lessons
- Participates well in a variety of classes

**C (Expected)**

- Positive & willing attitude most of the time
- Adequate concentration
- Will participate in tasks when asked

**D (Moderate)**

- Does what is required but lacks self-motivation
- Only participates when encouraged

**E (Poor)**

- Negative attitude to any task set
- Unwilling to participate
- Often distracted or distracting to others

**(16) Book Scrutinies**

To ensure teachers follow the school's marking policy and to keep the marking up-to-date, book scrutinies regularly take place. These are announced in advance, and the Assistant Head (Academic) will select 3 pupils from each year group.

### **(17) Twilight Sessions**

In-house twilight sessions, organized by a member of staff, take place three times a term on Wednesday evenings (5.00 - 6pm) to promote the sharing of good practice.

### **(18) The EQI Inspection**

The ISI Educational Quality Inspection (EQI) focuses on 'outcomes for pupils', with regards to pupils' achievements and their personal development. Training for staff on this development includes a presentation to the academic staff in the January and September 2020 INSET focusing on the need for clearer evidence and self-evaluation through:

- Observations of lessons and activities
- Scrutinies of pupils' work and assessment records
- Analysis of indicators (exam results, CAT 4 scores, attendance rates, participation in activities)
- Surveys of pupils and parents.

To successfully measure each pupil's outcomes, a greater focus will be made on giving opportunities and evidencing pupils' :

- **Exam results** (& change over time) - standardised tests (GL Assessment, CAT 4 tests)
- **Knowledge, skills & understanding** across the curriculum (linguistically, mathematically, musically, technologically, physically, creatively. Are there areas where a pupil demonstrates particularly effective KSU (knowledge, skills and understanding).
- **Communication** - how well do pupils develop the speaking, listening, reading and writing skills, and how well do they apply them to their learning across the curriculum?
- **Numeracy** - how well do pupils develop their competence in numeracy?
- **ICT** - how well do pupils develop their competence in ICT and apply their ICT skills to other parts of their learning?
- **Study Skills** - how well developed are the pupils' higher order learning skills, such as to analyse, hypothesise and synthesise?
- **Academic and Other Achievements** - how well do pupils achieve in other areas - scholarships, competitions, sports & extra-curricular activities?
- **Attitudes** - do pupils demonstrate initiative and independence. Are they willing to work collaboratively?

### **(19) Communication with Parents**

#### **a. Reports**

These are published twice a term (except for the Summer Term, where there is no report at half-term). This includes:

- October Half-Term (short report; grades for attainment and effort & form tutor's comment)
- End of Christmas Term (long report; grades for attainment & the six Aldro Bacc skills & form tutor's comment)
- February half-term (short report; grades for attainment and effort & form tutor's comment)
- End-of-Lent Term (long report; grades for attainment & the six Aldro Bacc skills & form tutor's comment)
- End-of-Summer Term (full written report in every subject & Games)

#### **b. Parents' Evenings**

These take place once a year for each year group, and twice for Four 3, 5 and 6. Each parents' evening has a specific 'conversation' to focus on.

Parents' Evening (2020 - 2021)		
	Date	Conversation
Form 8	Tuesday 24 November 2020 (6.45pm)	Feedback on November mocks scores & suggestions for holiday work
Form 7	Monday 18 January 2021 (6.45pm)	Half -time oral report in all subjects
Form 6	Monday 5 October 2020 (Eng & maths only, 6.45pm)	Feedback on English & maths only with regards to the upcoming ISEB Common Pre-Test (17 November)
	Monday 11 January 2021 (6.45pm)	Half-time oral feedback in all subjects
Form 5	Thursday 5 November 2020 (6.45pm)	Feedback in all subjects.
	Thursday 24 June 2021 (6.45pm) (Eng & maths only)	Feedback in only English and maths with specific guidance for how parents can help pupils prepare themselves over the summer holidays for the upcoming ISEB Pre-Test in November of Form 6.
Form 4	Tuesday 13 October 2020 (6.45pm)	Feedback in all subjects - how pupil has started the new academic year.
Form 3	Thursday 15 October 2020 (6.45pm)	Feedback in all subjects - how pupil has started the new academic year.
	Thursday 6 May 2021 (4.45pm)	Feedback in all subjects - how pupil has fared in his first year at Aldro.

### c. 'Book Looks'

'Book Looks' are being introduced across the School and will take place in the pupils' classrooms, where each pupil will have his exercise books on his desk. Form Tutors have been asked to be present and it will be an opportunity for parents to see their son's books and meet the Form Tutor informally for a second time.

- Form 8: Monday 5 October 2020 (6.30 - 7.30pm)
- Form 7: Monday 5 October 2020 (6.30 - 7.30pm)
- Form 6: Monday 1 March 2021 (6.30 - 7.30pm)
- Form 5: Monday 1 March 2021 (6.30 - 7.30pm)
- Form 4: Monday 15 March 2021 (6.30 - 7.30pm)
- Form 3: Monday 15 March 2021 (6.30 - 7.30pm)

### (20) PSHE, SMSC and RSE

The PSHE, SMSC and RSE curriculum (coordinated by Mrs. Lucy McSweeney) reflects the school's ethos to encourage respect for others. The syllabus impinges on all areas of school life, and it can be delivered in a variety of contexts as well as a timetabled subject. In addition to the PSHE lesson, the Form Tutor period and RS lessons are two important opportunities for delivering PSHE, as well as Science (the impact of smoking). Certain topics, for example drugs education, may be most effectively delivered by an outside specialist agency. Careers guidance takes place within PSHE and in the Form 8 leavers' programme.

Aldro is required to meet the requirements of section 78 of the Education Act 2002, in our provision of SMSC. We achieve this through the PSHE lessons, Form Period discussions, school assemblies, chapel services, the school council and in individual subject lessons.

The *PSHE, SMSC and RSE Policy (2d)* has details of these schemes of work.

## **(21) Presentation policy**

The Assistant Head (Academic) introduced a presentation policy to help the pupils improve the setting out of their written and typed work (see **Appendix D**). It is expected that every piece of work is dated on top line, on the left, and that a line is missed out before writing out the title in the centre. The presentation policy has been named **DUMTUM**, which stands for **D**ate, **U**nderline, **M**iss a line, **T**itle, **U**nderline, **M**iss a line. It is expected that for most lessons, a lesson objective (L.O.) should also be included, to help the pupils see the focus of the upcoming lesson.

## **(22) The Form Tutor**

The Form Tutor provides a pivotal role in the monitoring of each pupil's progress, both academically and pastorally. The Form Tutor takes the morning registration each day at 8.25am and their aim is to help pupils prepare their equipment for the day ahead, identify potential clashes and share notices about timings. Once a week Form Tutor has a half-hour period to discuss topical events, forthcoming events in the School etc. This is in addition to the weekly 30-minute PSHE lesson.

- **Credits** are awarded, for high quality work and for exercises that demonstrate fine effort. This is logged in the pupil's student planner (p100) and on the S Drive by the Form Tutor. Credits build up which translate into **stars** (and star prizes) which then lead to a **Star Tie**.
- **Badges** are awarded for various achievements and are handed out in school assemblies throughout the year.

## **(23) Promoting Fundamental British Values (FBV)**

Aldro strives to prepare pupils for the opportunities and experiences of life in British society, and as part of FBV (Fundamental British Values), our aim at Aldro is to promote democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

## **(24) Assessment for Learning (AfL)**

AfL was introduced to Aldro in September 2018, and the aim is to help create a journey for the pupils for every topic in each subject. Assessment for Learning (AfL) gives opportunities for pupils at Aldro to reflect and assess themselves. The AfL sheets (see Appendix C) are given out to the pupils at the beginning of a new topic / module, and only at the end do they fill it in using the triangle method. The system has been standardised across the curriculum to help the pupils, and they are encouraged to be honest about their understanding – it creates a dialogue between pupil and the teacher.

## **(25) Continuing Professional Development**

### **(1) Continuing Professional Development**

The performance of the academic staff at Aldro is reviewed through a biennial appraisal system, and, as part of their CPD (Continuing Professional Development), teachers are encouraged to attend courses relating to either personal, professional or school development targets. In-service training (INSET) is provided at the start of each term targeted at improving the standards of teaching and learning and/or other aspects of school-wide development. The school also offers more informal Teacher-Meets for the sharing of teaching and learning and/or other aspects of school-wide development.

### **(2) Facilities**

Whilst many of the subjects take place in classrooms, Aldro also offers a number of specialist teaching rooms. These include:

- **Science Laboratories** There are two fully equipped laboratories and 75% of the lessons are practical based. The appointment of a Lab. Technician is an important aspect of the Science department's five-year development plan.

- **Design and Technology** There is a 'design studio' with six computers, and a fully equipped workshop, which contains a wide range of machinery and hand tools. The newest addition to the department is CAD/CAM (computer aided design and computer aided manufacturer).
- **Art** The department benefits from a kiln and a printing press, and there is a full range of graphic media, paints, textiles, collage and sculpture materials. There is an open door policy for all pupils to use the Art room outside of lesson times. There are Art club for pupils as well as Art scholarship sessions, open to potential scholars in Form 7 & 8 pupils.
- **Computer Room** There are twenty new desktops in the computer room as well as forty new laptops (in two banks) which are stored in the computer room and in the library. Wifi, network cabling, servers and switches have recently been installed, as well as Windows 10 and Office 2016. The long term plan is for pupils to bring to school their own device, and a IT strategic Development committee has been formed to lead this development.
- **School Library** The school librarian is responsible for running the library, which includes over 6,000 books, and uses the Dewey decimal system for non-fiction, and the ZPD (Zone of Proximal Development) system, based on the Accelerated Reading system.
- **Learning Support Rooms** There are three rooms dedicated to one-to-one LS lessons. Each room has a window in the door and they are all well-lit and ventilated.
- **Crispin Hall Centre** Drama lessons take place in the CHC (Crispin Hall Centre), and this venue is also used for school assemblies and school play productions
- **Sports Hall** This is called the ASC (Aston Sports Centre) at Aldro, opened in 2016, and used for many PE lessons throughout the year, for games and by the boarders in the evening (6.30 to 7.15pm) after supper.

### **(3) Distance Learning in the Summer Term**

#### **a. Microsoft Teams**

With School on lockdown from March until June, the teachers delivered their subjects remotely using Teams. The Head of IT is responsible for training staff and pupils as well as setting up the Teams for colleagues to populate with:

- Resources (using Files, Class Materials)
- Worksheets and exercises (using Assignments)

#### **b. DL Timetable**

A Distance Learning timetable was produced to include the delivery of English, maths, science, French, Latin, history, geography, RS, art, D & T, Music and Drama. Teachers are encouraged to deliver lessons using video and pupils are instructed to not have their camera on. Lessons are an hour long following this timetable:

- Form Time (08.30 - 09.55)
- Period 1 (09.00 - 10.00)
- Period 2 (10.30 - 11.30)
- Period 3 (12.00 - 1pm)

#### **LUNCH**

- Period 4 (2.00 - 3pm)
- Period 5 (3.00 - 3.30pm) '*Personal Catch-Up & Reflection*'

Pupils are encouraged 30 minute breaks from their screens between each lesson. A Distance Learning timetable is in place for the Christmas Term, in case of a COVID-19 outbreak requiring the school to shut down.

#### **(4) Return to School**

To assist the return of pupils to school the following arrangements are detailed in the 'Return to School Booklet':

- Staff Guidelines give guidance regarding the moving of staff to classrooms, the cleaning of materials, keeping desks clear, personal pens not to be shared, books to not go home, minimal walking around the classroom, keeping doors and windows open (though closing doors after each lesson).
- Three Bubbles - Senior School (Fms 7 & 8), Middle School (Fms 5 & 6) and Junior Dept. (Fms 3 & 4)
- Social Distancing in the classroom (all desks facing forwards, 2 metres apart)
- Limiting colleagues in the staff common room and drawing room at any one time.
- Staggered drop-offs, breaks, lunches & collections

#### **Associated Policies**

(2d) PSHE, SMSC and Policy

(3b) Learning Support Policy

(15a) Admissions Policy



## **Appendix A (From Staff Handbook)**

### **Marking Policy**

1. Marking needs to be kept up-to-date, and returned promptly to pupils.
2. Teachers should keep a record of the pupils' marks.
3. All pupils' work should be marked in either red or green ink. No marking is to be done in pencil. In the Junior Department marking is either in green or pink, with the latter being used for constructive comments on how to improve for next time.
4. Marking should offer a constructive assessment of the pupils' work providing an indication of their individual achievement and progress as well as indicating ways in which they can improve. It is particularly important that comments tell pupils how to improve their work, and encourages dialogue with teacher and pupil.
5. Errors should be corrected.
6. Marking may include various forms of self-assessment by the pupil, or pupils marking each other's work (peer assessment).
7. Credits are awarded to pupils where work (both written and oral) are of a high standard or reflect a great deal of positive effort. Work that is handed in to a poor standard may be asked to be rewritten.

## Appendix B: Expectations Sheet

### What to bring to Lessons

- Pupils are to bring their **pencil case, student planner, Reading book, folder or exercise book, and textbook** to each lesson.
- Each pencil case must include at least two writing pens, grey pencils, a ruler, rubber, a pencil sharpener, glue stick, scissors and coloured pencils.
- Pupils are **not to bring any bags or rucksacks into the classroom**.

***When prep is set, pupils must copy the instructions from the board into their student planner.***

### Presentation

1. Write the **date** (3 September) **on the top line inside the margin**. Miss a line and then write the **title** (in the centre). Miss a line again and then writes the Learning Objective in full, as this will show what we are going to do.
2. Write your class notes and preps in **blue ink**. Underline the date and title with a **grey pencil**. If you use a biro, then you will be asked to do it again properly.
3. Draw all diagrams in pencil (including annotations), and use a ruler and pencil for any arrows or lines.
4. Do **not** doodle on your exercise notes, red folder or in the textbook.
5. Start a new exercise (or set of notes) on a new side of paper.
6. Cross out a mistake with a ~~single line~~ using a **pencil** and a **ruler**. Do not use ink eradicator or Tippex.

### Marking

The aim of marking is for the teacher to **give you feedback** so you know how well you did and how to improve next time.

***It is the pupil's responsibility to catch up on any missed work.***

### Class Discussions

- Remember to give **detailed answers** when invited by the teacher to contribute to the class discussion. **Don't rush your answer**, give examples (if possible) and explain your ideas clearly.
- If you have a question, **put up your hand and wait**. Please do not shout out or interrupt your classmates.

***Take pride in your work and always do your best!***

## Appendix C: Assessment for Learning

Below is an example of an AfL sheet.

# Battle of Crécy

**Learning Objective:**

**To make an A4 poster on the Battle of Crécy and show an understanding as to why the French lost, and the legacy of the English victory.**

Success Criteria	Pupil Evaluation	Teacher Evaluation
To learn about Edward III's <b>chevauchée</b> through northern France (summer, 1346), and how the English were chased by King Philip VI of France.		
To learn how the Edward III and the Black Prince set up their army on a hill with the sun behind them.		
To understand that the French army was much bigger (30,000 to 40,000 men) and was dominated by nobles on horseback (men-at-arms).		
To understand how technology (the long bow) enabled an English victory over the Genoese crossbowmen fighting for the French army.		
To learn about the blind King John of Bohemia and understand that the traditional story of his motto (Ich Dien) and ostrich feathers may or may not explain the motto and crest of the Prince of Wales. The debate.		
To understand the legacy of the battle and how the English victory crippled the French army.		

## Appendix D: Presentation Policy

Below is an example of the presentation policy, which is called DUMTUM. A3 sized posters are on show in every classroom to help the pupils. DUMTUM stands for **D**ate, **U**nderline, **M**iss a line, **T**itle, **U**nderline, **M**iss a line.

