

Fourth Form Curriculum

2021-22



Culford

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The Academic Challenges of Fourth Form

Opportunities

Entry into the Senior School is exciting and opens up many opportunities to develop potential and explore new avenues of knowledge. Therefore, we expect Fourth Form pupils to participate wholeheartedly in the academic experiences offered to them in and out of the classroom.

Academic Expectations and Support

We focus very much on blended learning, the complementary mixture of face-to-face and innovative on-line learning, using Google Classroom as our virtual learning platform. Academic expectations and support within this context are outlined fully on pages 27–28, but in essence, we expect pupils to be self-motivated and ambitious to achieve to the best of their ability. Organisation and pro-activeness are central to this success, and therefore we also expect pupils to focus on self-management, within an environment of support and guidance.

Attainment grades are extremely important, but as you can see from the Culford Learner Characteristic levels outlined on pages 29-30, we put considerable emphasis on the learning journey. In summary, it is important that pupils produce work, preps and test performances to a high standard relative to ability level; hit deadlines with their Prep; ensure that their Google Classrooms, books and files are always well organised; participate fully in all learning activities; arrive on time to lessons; bring the correct equipment to lessons.

It is also important that we help pupils focus on the school's key values with respect to their learning. These values are flexible, innovative, dynamic and resilient, and their meanings in terms of learning are outlined on page 30.

Parents, tutors and subject teachers provide the necessary support to help pupils achieve the previously outlined expectations. We achieve this by liaising with pupils closely, and by checking their work regularly. Tutors also have one to one meetings with each tutee at least once every 10 days, to discuss academic progress.

We want to help pupils to use their time well in the early stages and give as much encouragement as possible, so that they learn to develop their talents in a positive way as they work towards their personal goals. We therefore provide pupils with a series of study skills sessions, as outlined on page 28.

Targets

It is important to set short term academic targets and, in discussion with the tutor, each pupil therefore regularly decides upon realistic aims and objectives achievable by them with dedicated study. This enables them to make sensible choices for their GCSE course over the following two years.

Curriculum and Academic Aims

We hope that the brief outline of the curriculum which follows will give a useful overview of what is being studied in the Fourth Form and enable us to work together more fully in the best interests of each individual pupil.

In conclusion, at Culford we aim to develop pupils' independent learning skills, responsibility for learning, and academic leadership via guided, pupil-centred individualised blended learning and teaching, so that pupil confidence, enjoyment and academic success appropriate to ability level are enhanced.

Art

The Fourth Form art and design course is seen as an exciting stepping stone toward GCSE. The work presented throughout the year will be a varied selection based on numerous techniques and materials, allowing all pupils to improve and discover new ways of creativity. Working thematically, the work covered will show evidence of investigation, experimentation, historical and critical analysis, and documentation in the form of a sketchbook or portfolio of studies and final realisation.

Work will vary on different themes throughout the year such as Architecture, War and Futurism.

It is an exciting year that opens up many varied creative opportunities.

Course Content

- Core skills of painting and drawing

Additional skills may include:

Printmaking
Computer generated design
Collage
Mixed media
Photography

Background and Extension work

- Research and investigation
- Contextual and historical analysis

Design and Technology

The design and technology curriculum builds on the foundations laid in the Preparatory School and provides pupils with an insight into the options available at GCSE level.

Over the year we focus on two design and make projects; working through an iterative design process leading to the manufacture of two quality products.

Course content:

Through research, analysis and the construction of an acrylic clock, pupils develop their:

- Knowledge of materials
- Knowledge of manufacturing processes
- Iterative design skills, including ideation and the use of CAD
- Understanding of the role of a designer/client/stakeholder
- CAD/CAM skills

Through the design and construction of a blue tooth speaker system, pupils develop skills in:

- Application of knowledge to problem solving
- Designing and making an electronic product
- Electronics
- Creativity
- Sustainability
- Product Life Cycle

Extension work in Design and Technology:

- Attending any of the wide ranging after-school activities
- Offered by the department
- Entering external competitions
- Attending the Engineering Challenge workshop

Drama

Drama allows pupils to be creative, expressive, and work both independently and as part of a team, whilst building their confidence and preparing them for all walks of life.

Course content

This is a very practical course where pupils will be introduced to a variety of skills, including script interpretation, physical theatre, devised drama, improvisation, and role play. Over the year pupils will also have the opportunity to perform scripted plays and create their own performances in small groups. The ability to manage projects and work independently is an important aspect of drama, and pupils have the opportunity to direct each other in a performance project at the end of the year which assesses all the performance skills they have learned over the year. As well as this, pupils will have the opportunity to analyse and evaluate their own developing drama skills throughout the year, formally assessing recordings of their own work.

The most important aspect of the drama course is that it enables pupils to develop their creative expression, experience a variety of different drama conventions and learn how to effectively evaluate their own performance skills whilst also having a great deal of fun exploring what practical drama has to offer.

Extra-curricular Drama

The programme of extra-curricular drama at Culford is thriving, with a production either in rehearsal or being performed. Many of these are open to the Fourth Form, and in the past pupils have taken part in the school musical, examples of which have been *Grease*, *The Addams Family*, *We Will Rock You* and *Les Miserables*.

Physical theatre and dance clubs prove to be very popular and are a great way for pupils to become involved in the performing life of the school.

Drama (continued)

Background and extension work

- There will be a list of recommended books; the school library is well-stocked, and the teacher will guide pupils' reading
- Fourth Form theatre trip at least once a year with the English department
- Range of activities or class work covering e.g. physical theatre, technical theatre and contemporary dance
- Cross-curricular links to drama, which is taught as a discrete subject in the Fourth Form

English

The Fourth Form English Programme of Study is designed to be a GCSE foundation year, giving pupils the concepts, skills and knowledge required to make a confident start to GCSE English Language and Literature in Lower Fifth.

Over the year, pupils study six different units. Each unit is designed as emphasising their development either as a writer or a reader, with a particular focus on the skills that will be necessary for GCSE.

Unit Outline:

1. Memoir Writing (Writing Unit)

In this unit, pupils learn to think as real writers, working through the writing process to produce a piece of autobiography or memoir. The emphasis here is for pupils to develop stamina as writers and to learn more advanced techniques, such as how to shape meaning through structure and symbolism.

2. Literary Essay Unit (Writing Unit)

The literary essay is a foundational writing type for GCSE Language and Literature, and why it is given such prominence in our Fourth Form Programme of Study. In this unit, pupils are taught how to structure a literary essay and will then apply this understanding to the fiction they have read in the previous unit. The emphasis here, though, is on their writing skills and we find that this separation of reading and writing, is hugely helpful in allowing them to develop as essayists.

English (continued)

3. Unseen Analysis – The Gothic (Reading Unit)

In both GCSE Language and Literature examinations, pupils are required to engage with texts that they have not encountered before. This unseen practical criticism is a fantastic, though demanding, test of a reader's ability. In this unit, we use extracts from a range of Gothic fiction to practise unseen analysis and to build a repertoire of questions that we can ask of any text as we read.

4. Writing to Argue (Writing Unit)

In this unit, we return to a focus on writing skills. Building on the literary essay structure learnt in the first term, pupils learn to write short, argumentative essays. Using a variety of current themes, pupils are taught how to devise and structure arguments, and to enhance the quality of their writing through rhetorical techniques.

5. Poetry Analysis (Reading Unit)

Some refer to poetry as a foundational genre and we generally find that the close appreciation of poetry we undertake at this point is challenging but rewarding for our pupils. In this unit, we study poetry from a range of authors, considering what defines poetry as a genre and the wide range of techniques that poets employ to convey meaning.

6. Whole-text study (Reading and Writing Unit)

In the final term of Fourth Form, we begin the GCSE course. Here, through a close shared reading of John Steinbeck's *Of Mice and Men*, we bring pupils' writing and reading skills together. Pupils will not only explore the text in terms of its plot, language, character, set-ting and themes, but will also reinforce the essay writing skills they learnt in the first term.

English as an Additional Language

Our aim is to help pupils for whom English is not their first language to acquire the skills they need in order to cope not only with everyday life in school but also with other subjects they are studying.

There may be an opportunity to take an external EAL examination during the Fourth Form year.

Course content

Emphasis is placed on the spoken word; by listening to and speaking English in a variety of situations, the pupils are enabled to develop fluency and gain confidence. Pupils also learn the grammar and vocabulary most relevant to their needs and they are helped to develop the skills they need in order to complete assignments across the curriculum. They learn to proof-read and redraft their writing. In addition they practise reading skills and learn strategies to help them deal with unfamiliar words. They are taught different techniques to help them learn new vocabulary. The course is up-to-date and full of variety, with plenty of opportunity for self-expression and fun.

Extension work

- Pupils are encouraged to make use of the wide range of books, magazines and DVDs available in the school library and in the EAL room. There are also directories of useful websites for language learners
- Reading books, watching films and writing reviews are activities built into the course, and pupils are encouraged to continue reading and listening for pleasure during their free time
- Pupils are also introduced to English newspapers and television news as important language learning aids

French

The four skills of listening, speaking, reading and writing are taught throughout the Fourth Form course, with great emphasis being placed on the pupils learning to speak and write accurate French.

Course content

All Fourth Form pupils will embark on a three year GCSE course in French giving plentiful time to go deeply into the topics and grammar while being supported and stretched at the same time.

Grammar

- Knowledge and use of the present, perfect, future and imperfect tenses of regular and irregular verbs and reflexive verbs; for some pupils also the conditional

Topics

- Family and relationships
- Going out with friends
- Role models
- Sport and music
- Technology, films and tv
- Cinema, actors and films
- Daily life
- Special occasions
- Festivals and Traditions

Background Reading and Extension Work

- Circumstances permitting all Fourth Form pupils will be invited to participate in a residential French trip in the Easter holidays
- Blended learning is central to educational principles and pupils will have constant access to the GCSE course through linguascope and activelearn.guage and the country and as a department we have a subscription to linguascope.com

Geography

The Fourth Form geography course aims to provide pupils with the essential foundations necessary to gain a good IGCSE. Concepts such as uneven development, sustainability, interdependence and globalisation are introduced within distinct themes.

Course Content and Themes

- Place and the UK. The aim is for students to understand: how the UK fits into the world, how their place fits into a community and how they and others feel about place. It also introduces pupils to many mapping skills.
- Nepal. Pupils will study the impact of Plate Tectonics on the country and how tourism is effecting both the economy and the environment.
- Extreme Weather events. Pupils learn the science behind tornadoes, hurricanes, and drought, and study the impact of these events.
- Antarctica. Pupils will study how tourism and climate change is impacting the continent.
- ICT and individual enquiry work are an integral part of the course. Pupils will be introduced to GIS mapping.

Background Reading and Extension Work

- Learning through Internet sites and newspaper articles is encouraged

History

The history curriculum in the Fourth Form comprises an exciting and engaging introduction to the GCSE 9-1 course. Over the course of the autumn and spring terms, pupils are introduced to important historical concepts such as change and continuity by looking at the history of medicine in Britain from the medieval period to the present day. This fascinating course looks at the role of individuals, institutions and technology in the development of understanding about causes, prevention and treatment of disease. Within the chronology of the course, pupils will also learn about some of the key historical events in British history over the last 800 years. In the summer term, pupils then go onto to study a specific historical environment. At Culford, this is a study of the trenches of World War One. This ties in with the end of year trip to the Battlefields of the First World War in the last week of term.

Course Content

- 9-1 GCSE Unit 11: Medicine in Britain, c1250–present
- Key Events in British History, c1250-present

Teaching Methods and Extension work

- We make good use of ICT, including Google Classroom, interactive whiteboards, virtual reality and a wide variety of online learning resources
- We use a wide range of cultural material including film and music to enhance the learning experience and to enable pupils to question the representation of people and events
- In the school library we have a large number of relevant books, both factual and fiction, which enable pupils to gain a wider understanding of topics covered. Titles of these are given to pupils at the start of the course
- Personal research encourages independent learning supported by teachers; pupils will learn to work by themselves and in groups to solve challenges

Mathematics

In the Fourth Form we complete the Key Stage 3 syllabus and all the groups begin Key Stage 4, studying Edexcel IGCSE Maths, 4MA1. We endeavour to enable pupils to work at the optimum pace for their particular ability level which means that different sets work at different rates and to different levels. The top group may go on to sit their IGCSE one year early at the end of the Lower Fifth, followed by an additional mathematics qualification in the Upper Fifth.

Course Content

- Number
- Algebra
- Shape, space and measure
- Statistics and probability
- Investigational work
- Problem solving techniques and competition mathematics

Background Reading and Extension Work

Books:

The Number Devil

by Hans Magnus Enzensberger

1089 and All That - A Journey into Mathematics

by David Acheson

Websites:

The following sites contain work for all ages and levels of pupil.

Questions from the United Kingdom Mathematics Trust:

<http://www.drfrostmaths.com/index.php>

Nrich (Cambridge): <http://nrich.maths.org/public>

Mathematics (continued)

Pupils will study topics from this list:

Number Work

Rounding numbers

Using a calculator

Negative numbers

Percentages, ratio

Fractions

Estimating

Surds

Algebra

Language of algebra

Brackets

Solving linear equations

Straight line graphs

Gradient of a line

Inequalities

Quadratic equations/graphs

Shape, Space and Measure

Polygons and circles

Trigonometry

Areas of triangles, parallelograms, trapezia and circles

Scale drawings and bearings

Pythagoras' theorem

Handling Data

Frequency distributions

Mean, mode, median, range

Probability

Cumulative frequency

Conversion graphs

Real life graphs

Music

All Fourth Form pupils receive one lesson of music per week. The course covers the music skills of listening, composing and performing. A variety of different styles of music will be introduced, including western art music, popular music and selected world music. Simple composition structures will also be examined and pupils will be encouraged to write their own compositions.

In addition to class music offered within the academic curriculum, lessons in piano, most orchestral instruments, singing and percussion are offered on an individual basis.

The School also offers a starter scheme for Fourth Form pupils who wish to experience learning an orchestral instrument on a trial basis. A term's free lessons will be offered. This is likely to be a shared lesson with one other pupil. An instrument and music will be provided free of charge. Further details can be obtained from the Director of Music.

Learning for Life (PSHCE)

Learning for Life is a new curriculum that incorporates the PSHCE curriculum, the RSHE curriculum and the new statutory Relationship and Sex Education (RSE) guidance, along with various other topics and values.

Adolescence is a time when young people undergo major transitions and begin to develop autonomy and independence. At the same time, they are expected to cope with academic and social pressures, changing dynamics in relationships with family and friends, and increasing exposure to adult concerns such as drugs, drinking and sexuality. Learning for Life gives pupils opportunities to find out about and discuss, in a safe environment, topics that are relevant to their lives.

The Learning for Life curriculum at Culford aims to promote the physical, social, health and mental well-being of the individual by:

- Enabling pupils to consider their own attitudes and values, as well as those of other people
- Providing comprehensive, unbiased and correct information
- Enhancing pupils' self-esteem and self-confidence
- Developing informed decision-making and problem-solving
- Developing personal, emotional, social and communicative skills

The PSHCE curriculum is part of the wider school ethos of promoting self-respect for others, which is evident in the pastoral system, the peer mentoring, and buddy system of new pupils within the Houses at Culford School. It also encourages pupils to build those skills vital within positions of responsibility, service and leadership offered to them throughout their time at Culford. Pupils also expect to be treated, and to treat each other, in a way that reinforces the messages conveyed in the PSHCE curriculum.

Learning for Life (continued)

The School is both a member of the PSHCE Association and a chartered school of PSHCE.

The Fourth Form have Learning for Life seminars take place after school on a Friday during the Autumn term, as well as weekly timetabled lessons during the Spring and Summer term. These will take the form of presentations and workshops, some using the skills of those in-house, and others using the expertise of outside providers. It is important that these sessions are interactive rather than didactic, allowing pupils to explore their own responses to issues

An example of topics covered in seminars and timetabled lessons are:

- Respect and Friendships
- First Aid
- Career choices
- Lifestyle balance, sleep, diet and exercise

Philosophy, Religion and Ethics

The Fourth Form course offers an introduction to the three areas of study: philosophy, religion and ethics. Pupils will gain the skills and confidence to discuss and debate respectfully with those of different views, and will explore key philosophical, religious and ethical debates in the context of society. Pupils will also develop key skills that will fit them for further study in this subject: critical thinking, analysis and independent learning.

Course Content

Autumn Term 1: Introduction to the Study of Religion

- Exploring how we define 'religion'.
- Investigating the seven dimensions of religion in different religions and cultures.

Autumn Term 2: Philosophy of Religion

- Understanding key philosophical terms and arguments
- Debating the existence or non-existence of God through study of teleological and cosmological arguments and the Problem of Evil.

Spring Term 1: Holocaust Memorial Project

Reflecting on the Holocaust: independent research projects

Spring Term 2: Islam

- Exploring the key beliefs and practices in Islam
- Reflecting on issues in Islam and contemporary society (e.g. the role of women in Islam, burkini bans)
- Critically considering perceptions of Islam: terrorism and Islam in the media

Summer Term: Ethics

- Learning about key ethical theories such as utilitarianism and applying them to ethical scenarios
- An independent project investigating an ethical issue in contemporary society (e.g. feminism, fair trade, environmental ethics)

Science

BIOLOGY

Autumn Term

The following topics are covered to ensure all pupils have a sound knowledge of the basics of biology prior to the start of the GCSE course. Some of the topics in the first term are challenging and will filter into demanding topics covered in Upper Fifth.

1. Recap of previous work, including:

Diffusion, osmosis and foetus growth
Reproduction
Puberty and menstruation
Fertilisation and basic genetics
Variation and natural selection

GCSE – for the start of Spring term to the end of Fourth Form

2. Cell Structure, including:

Prokaryote and eukaryote
Cell organelle structure and function
Conversion of units
Magnification calculations

3. Cell Transport, including:

Diffusion and osmosis
Factors that affect diffusion
Investigation work

4. Non-communicable disease, including:

Effect of lifestyle on health
Fitness and diet and link to disease
Smoking and link to disease
Alcohol and pregnancy
Development and treatment of cancer
Lifestyle and type 2 diabetes

Science

BIOLOGY (Continued)

5. Photosynthesis, including;

Photosynthesis reaction

Limiting factors of photosynthesis

Testing for substances such as starch

Use of photosynthesis in greenhouses and farming

6. Ecosystems, including:

Nutrient cycles

Decay

Investigating diversity

Adaptations of animals and plants in hot and cold climates

Food webs and interdependence

Competition

CHEMISTRY

The following topics are covered to ensure all pupils have a sound knowledge of the basics of chemistry prior to the start of the GCSE course.

1. Recap of previous work, including:

Elements and compounds

Metals and Non-Metals

GCSE

2. Atomic Structure, including:

Separating techniques

History of the atom

Structure of the atom

Arrangement of electrons

Isotopes and ions

Science

3. Periodic Table, including:

History of periodic table

Group 1

Group 7

Group 0

Transition Metals

4. Structure and Bonding, including:

States of matter and changes of state

Atoms into ions

Ionic bonding

Giant ionic structures

Covalent bonding

Simple Covalent structures

Metallic bonding

Giant covalent structures

Graphite and Diamond

Graphene

Nanoscience

PHYSICS

The following topics are covered from AQA GCSE Physics (8463):

Autumn Term:

P1 Energy Conservation and Dissipation

- Energy stores and transfers, measurements and calculations.

P3 Global Energy Resources

- Fuel types for electricity generation and sustainable options.

P6 Molecules and Matter

- States of matter, density and internal energy

Science

Spring Term – AQA GCSE Physics (8463)

Energy Conservation and Dissipation

Appliances and Efficiency

Global Energy Resources

Work and Power

Summer Term – AQA GCSE Physics (8463)

P5 Electricity in the Home

- AC, power, cables and plugs and efficiency.

We start the GCSE course at the beginning of the Fourth Form.

This allows time, in later years, for extension and reiteration.

We aim to make the Fourth Form programme of study as practical as possible.

Spanish

Pupils will learn Spanish depending on their previous knowledge of the language. The emphasis is shared equally between the four skills; speaking, listening, reading and writing. This is the first year of a three-year GCSE course; in this year pupils will learn enough to 'get by' in Spain or South America.

Course Content:

School, part time jobs and future plans

Family and friends

Holidays

Leisure activities

Social networks

Background Reading and Extension Work

Within the department, there is opportunity to:

- Watch films in Spanish
- Familiarise yourself with Spanish geography and culture e.g. festivals and food
- Use of digital language lab and our subscription to
- linguscope.com, Active Teach and Language Gym.
- Bi-lingual Books and monthly magazines available in the library

Study Skills and School Values

One of the responsibilities we take seriously at Culford is ensuring that pupils not only study but that they are taught to study. Within the curriculum and tutorial times we ensure that pupils are not only aware of how their long and short term memory works but also the implications for their own study. We cover topics basic organisational skills like time management and self-motivation, through to note taking and revision skills based on educational research findings.

Our programme of study skills is designed to not only support their transition to the Senior School but to also give them a lifelong understanding and love of learning. Through our tutorial system we are able to offer 1 to 1 academic mentoring and support pupils to achieve their potential and enjoy their subjects. For the fourth form there is a focus on personal effectiveness as a learner including topics such as learning and diet, exercise and sleep. These sessions emphasise the role of independence and personal responsibility in learning and preparing pupils for their GCSEs and beyond.

Alongside this we actively promote and espouse in our pupils our core values of being:

Flexible
Innovative
Dynamic
Resilient

This framework enables us to deliver a wider curriculum goal about how to respond to feedback positively, how to problem solve and manage learning. Additionally we look to foster resilience in all pupils to cope with setbacks and keep high expectations of themselves, even when there are challenges. This is achieved through school wide initiatives and inspirational talks and visits as well as day by day in curriculum subjects.

Academic Expectations and Support

Pupils should:

- Attend lessons properly prepared and ambitious to learn
- Engage actively and positively in learning to support their teachers
- Ensure that all work is done to deadline and to standard
- Prepare for tests thoroughly using active revision strategies
- Reflect upon feedback and focus on areas which need improving
- Agree absences in advance, catching up and submitting all work

Teachers should:

- Attend lessons properly prepared and ambitious to teach to their best
- Teach challenging lessons that move at pace but support their pupils
- Mark diagnostically offering both praise and ways to improve
- Use the school rewards system to recognise work of a high standard
- Offer individual support to pupils who fall behind or find work difficult
- Refuse to tolerate poor work or unacceptable behaviour

Supportive Framework

Daily supervised Prep Sessions, Subject Clinics and Academic Clinics are available to help pupils.

For poor work or a deadline missed with a valid reason, a short extension will be given, normally to the end of first break the next day. Beyond that, a pupil will be put in Catch-up so that they can complete the work. For repeated missed deadlines, repeated poor work or poor classroom behaviour, a pupil will be given a Detention.

Academic Catch-up sessions and Detentions run daily: 16:10-17:00.

Cumulative Detentions lead to: a Saturday Deputy Heads' Detention; a meeting with the Deputy Head; a formal interview with the Headmaster. Letters or emails are written to parents for all Catch-up sessions and Detentions given.

A Satisfecit may be used to report lesson by lesson progress in subjects.

NB: Pupils should see their tutor for advice if struggling with work.

Culford Learner Characteristic Levels

Effort Descriptors

Excellent

- Excellent learner in terms of school values and growth mind-set: dynamism, resilience, flexibility and innovation.
- Excellent participation in all blended learning activities, often beyond the specification.
- All work, Preps and test performances completed to best of ability, and always to deadline.
- Correct, working equipment and BYOD, and on time for all lessons.
- Excellent management/use of GC and ICT, books/files neat, very highly organised and complete.

Very Good

- A very good learner in terms of school values and growth mindset: dynamism, resilience, flexibility and innovation.
- Very good participation in all blended learning activities.
- All work, Preps and test performances completed to a high standard for ability level, and always to deadline.
- Correct, working equipment and BYOD, and on time for all lessons.
- Very good management/use of GC and ICT, books/files neat, highly organised and complete.

Satisfactory

- A satisfactory learner in terms of school values and growth mindset: dynamism, resilience, flexibility and innovation.
- Satisfactory participation in blended learning activities.
- Work, Preps and test performances completed to a satisfactory standard for ability level, and mostly to deadline.
- Correct, working equipment and BYOD, and on time for lessons.
- Satisfactory management/use of GC and ICT, books/files neat, adequately organised and complete.

Below Satisfactory

- A below satisfactory learner in terms of school values and growth mindset: dynamism, resilience, flexibility and innovation.
- Below satisfactory participation in blended learning activities.
- Work, Preps and test performances completed to a below satisfactory standard for ability level, and not always to deadline.
- Equipment and BYOD not always correct or working, and late for some lessons.
- Below satisfactory management/use of GC and ICT, books/files not always adequately organised, and incomplete in some areas.

NB GC refers to Google Classroom, our virtual learning platform of choice; BYOD refers to 'bring your own device' such as a laptop or iPad etc.

Culford Values

The School's values, with associated learner characteristics, are listed below:



Flexible: Reflective thinker who responds positively to change, and seeks advice and support when needed.



Dynamic: Proactive self-manager and independent learner, who effectively participates in learning activities either as an individual or in a team.



Innovative: Creative thinker who explores possibilities beyond assumptions, problem solves and generates ideas.



Resilient: Tenacious individual who is able to withstand difficulties and never give up, and despite barriers, overcome problems.

Inherent in all of the above, is a Growth Mind-Set ethos: abilities can be developed via dedication and hard work, challenges and failures are opportunities to improve learning, and there are no upper limitations.

Academic Schedule Outline

Please note that this schedule may be subject to minor changes.

Autumn Term

First Half Term

Academic Presentations

Scholars' Meetings

Parents Drinks Reception

Tutor/Parent Meetings

Assessment Culford Learner Characteristic (CLC) levels and pupil self-assessment

Second Half Term

Teacher/Parents' Meeting

Assessment attainment and CLC levels

Spring Term

First Half Term

Full Reports and self assessments

Second Half-term

GCSE Presentation and Teacher/Parent Meetings

Summer Term

First Half Term

Assessment attainment and effort levels with pupil self assessment

Speech Day

Second Half Term

Internal examinations

Exam Results



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