

Fourth Form Curriculum

2024-25



Culford

Contents

Academic Success in the Fourth Form	3
Art	5
Design & Technology	6
Drama	7
English	8
English as an Additional Language	10
French	11
Games	12
Geography	14
History	15
Learning for Life	17
Mathematics	19
Music	21
Philosophy, Religion and Ethics	22
Science: Biology	23
Science: Chemistry	24
Science: Physics	25
Spanish	27
Study Skills and School Values	28
Academic Expectations and Support	29
Learner Characteristic Levels	31
Academic Schedule Outline	33

Academic Success in the Fourth Form

Opportunities

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

Academic Expectations and Support

We have high academic expectations of all our Senior School pupils from their first day in Fourth Form. We believe our role is to develop passion for their academic subjects, an independent approach to learning and a healthy approach to high achievement. As pupils join the Senior School they will be expected to contribute within and beyond the classroom, taking increasing ownership over their own academic pathway.

While academic attainment is important, as you can see from the Culford Learner Characteristic levels outlined on pages 30-31, 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 Classroom, books and files are always well organised; participate fully in all learning activities; arrive on time to lessons and bring the correct equipment to lessons.

We also help pupils to focus on the school's key values with respect to their learning – flexible, innovative, dynamic and resilient (definitions in relation to learning outlined on page 31).

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 ten 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 27.

Targets

It is important to set short term academic targets and in discussion with the tutor, each pupil 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 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 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, Vorticism and Abstraction.

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

Course Content

- Core skills of painting, drawing and sculpture

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 Prep School and provides pupils with an insight into the options available at GCSE level.

Over the year we focus on three tasks, working through an iterative design process leading to the construction of three quality products:

1. Nature box
2. LED lamp
3. Phone holder

Course content

Through analysis, creative design work, development and the production of their projects the pupils develop their:

- Knowledge of materials and manufacturing processes
- Ability to be creative and problem solve
- Communication and ideation on paper, drawing and rendering their designs
- Skills on CAD (Computer Aided Design) and CAM (Computer Aided Manufacture)
- Their experience of successful project management
- Understanding of sustainability and environmental design
- Knowledge and understanding of basic electronics

But most importantly, developing their confidence and enthusiasm in having a go and trying to design and build something using ideas, equipment, tools and materials they may never have used before.

Extension work in Design and Technology

- Attending any of the wide ranging after-school activities
- 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 extracts from scripted plays and create their own performances in small groups. The ability to manage projects and work independently is an important aspect of drama, pupils will have the opportunity to analyse and evaluate their own developing drama skills throughout the year, assessing their own work and the work of others.

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*, *Legally Blonde* and *The Wiz*.

Drama club runs from the start of the Spring term and Fourth Form pupils are encouraged to attend.

English

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

Over the year, pupils study five different units. Each unit is designed to develop writing and reading, with a particular focus on the skills that will be necessary for IGCSE.

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 IGCSE 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 fiction. The emphasis here, 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 the IGCSE 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 develop analytical skills and to build a repertoire of questions that we can ask of any text as we read.

4. Writing Fiction (Writing Unit)

In this unit, we return to a focus on writing skills. Pupils will revisit their creative skills from Unit 1, using them to write a selection of short stories in different genres. They will learn about the conventions of these genres, using a range of style models to inspire their own writing. We will also focus on developing their written accuracy, to prepare them for the coursework and exam tasks they will complete as part of their IGCSE.

5. Drama Analysis (Reading Unit)

Pupils study *Romeo and Juliet*, one of the set literature IGCSE texts. The aim of this unit is to develop knowledge and understanding of the play; foundations which pupils will build upon in Lower Fifth should they study literature at IGCSE level.

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.

Culford is a Cambridge English Qualification preparation centre and 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 re-draft 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

- 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 Active Learn.

Games

Department Philosophy

At Culford we believe in the benefits of a balanced, healthy lifestyle on the physical and mental well being of all our pupils. Major games sport offers the opportunity for all pupils to represent the School and participate in competitive sport.

The department is made up of a skilled team of specialist sports coaches working across cricket, hockey, netball and rugby. The major games department are passionate about delivering high quality sport and physical activity sessions for all the pupils and we have three clear goals:

- Participation for all - with around 800 school fixtures a year we look to offer as many pupils as possible the opportunity to represent the school in sporting fixtures
- Athletic and sport specific skill development, with up to three major games sessions a week, as well as activities (16:00-17:00) and academies (17:00-21:00) we aim to give all our pupils the opportunity to master the fundamentals for lifelong participation.
- Developing key transferable characteristics - from the importance of preparation, commitment, sportsmanship and quality practise, to the opportunity to work as a team and lead, we value and reward the behaviours and characteristics which will help pupils succeed on and off the sports field.

For some major games sport will provide the experience of learning sporting and life skills while representing Culford in a sport that really matters to them. For others, it will be the platform for reaching an elite level of competition, representing their school, club, county, region and country. For those looking for extra support to get to the next level there's the opportunity to sign up for our individual development through the [specialist sports programme](#) and aspiring high potential pupils can apply for our industry leading sports scholarship programme [here](#), endorsed by ISI in our recent inspection as an area of significant strength.

Pupils will follow the curriculum below:

Autumn Term

Boys' Rugby and Girls' Hockey

Spring Term

Boys' Hockey and Girls' Netball

Summer Term

Cricket

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

- **S E Asia:** Pupils learn how some countries have enjoyed rapid development, whilst others have been left behind. Other issues such as population change, water conflict and rainforest management are also discussed.
- **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.
- **Tourism:** Pupils learn about the worldwide growth of tourism and its impacts on economies and environments. Pupils look at in-depth case studies including Kenyan tourism, adventure and the impact of visiting Nepal.

ICT and individual enquiry work are an integral part of the course. Pupils will be introduced to GIS mapping.

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 institutions, economic influences, religion, science and technology and attitudes in society on medical progress. Pupils will not only learn about key developments in ideas about the causes of disease, treatments and methods of preventing illness in Britain over the last 800 years, but they will also study the historical context of these developments and why they took place. This will include studying society in the medieval period, Renaissance, Industrial Revolution and modern day.

In the Summer term, pupils go on to study a specific historical environment connected to medicine. At Culford, this is a study of medicine on the Western Front in World War One.

Course Content

- 9-1 GCSE Unit 11: Medicine in Britain, c1250–present and The British Sector of the Western Front, 1914-1918

Teaching Methods and Extension work

- We make good use of ICT, including Google Classroom, interactive whiteboards and a wide variety of online learning resources.
- We use a wide range of cultural material including film, music, art and literature to enhance the learning experience of pupils 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.

History (continued)

- We foster the independent learning skills of pupils through structured research tasks and encourage collaboration between pupils during pair and group work. We encourage pupils to express their ideas in creative ways and present their findings to their peers. Discussion and debate are central to our lessons and we seek to bring the past to life through games and role play.

Learning for Life (PSHCE)

The Learning for Life curriculum incorporates the PSHCE curriculum, the RSHE curriculum and the 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 Learning for Life curriculum is part of the wider school ethos of promoting self-respect for others, which is evident in the pastoral system within the Houses at Culford School. It also encourages pupils to build those skills vital within positions of responsibility, service and leadership, which are 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 Learning for Life curriculum.

Pupils in Fourth Form have one timetabled Learning for Life lesson a week, taught by experienced teachers who have an interest in the different topics covered by the curriculum. The concepts addressed are based on the government guidance, the thematic model from the PSHE Association and topics we feel the pupils will benefit from depending on

Learning for Life (continued)

the current climate. The School is a member of the PSHE Association. These lessons 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:

- Health and Wellbeing; sleep, exercise and diet, alcohol and your health, combatting negative self-talk
- Relationships and Sex Education; healthy vs unhealthy relationships, consent
- Living in the Wider World; knife crime, stereotypes and prejudice, striving for equality

Other topics such as time management and personal organisation are covered in the Study Skills Programme.

Mathematics

In the Fourth Form we complete the Key Stage 3 syllabus and all the groups begin Key Stage 4. 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 GCSE 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.

United Kingdom Mathematics Trust:

<http://www.mathcomp.leeds.ac.uk>

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
Surd

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. Lessons focus on a specific piece of music from a variety of musical styles and genres, such as pop music, classical music, jazz and minimalism. All pupils develop skills in keyboard playing and are encouraged to play their own instruments in lessons where appropriate.

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 terms 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.

Extra-curricular Music

All Fourth Form musicians have the opportunity to join any of the musical ensembles in school.

Currently, the Senior School runs a wind band, string ensemble, orchestra, jazz band, rock band, guitar group and senior choir. All pupils who have individual music lessons, whether in school or out of school, are very much encouraged to join any of these groups. There are many performances throughout the year, including Christmas and Spring Concerts, concerts in the Cathedral and opportunities for solo concerts.

Pupils may also be entered for the ABRSM music exams that are held three times a year and are taken in school. These exams are open to any pupils who wish to take graded music exams and who have instrument lessons either internally or externally. Please see the Director of Music for more details.

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: Religion and Society

- Exploring the role of religion in the arts.
- Understanding the relevance of religion in contemporary society in relation to extremism, politics, stereotypes and discrimination.

Spring Term 1: Holocaust Memorial Project

Reflecting on the Holocaust: independent research projects

Spring 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.

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

GCSE – this begins at the start of the Autumn term for all pupils within the Fourth Form.

Topic 1 Cell Structure, including:

Prokaryote and eukaryote

Cell organelle structure and function

Conversion of units

Magnification calculations

Topic 2 Crest Award

This is an independent project that allows pupils to undertake a full group investigation into the affect of different conditions on the behaviour of woodlice.

Topic 3 Cell Transport, including:

Diffusion and osmosis

Factors that affect diffusion

Investigation work

Topic 4 Ecosystem, including:

Adaptations of animals and plants in hot and cold climates

Food webs and interdependence

Pollution

Global warming

Science

CHEMISTRY

Course Content

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.

GCSE

Topic 1 Atomic Structure, including:

- Separating techniques
- History of the atom
- Structure of the atom
- Arrangement of electrons
- Isotopes and ions

Topic 2 Periodic Table, including:

- History of periodic table
- Group 1
- Group 7
- Group 0
- Transition Metals

Topic 3 Structure and Bonding

- States of matter and changes of state
- Atoms into ions
- Ionic bonding
- Giant ionic structures
- Covalent bonding
- Simple molecules
- Giant covalent structures
- Fullerenes and graphene
- Bonding in metals
- Giant metallic Structures
- Nanoparticles and their applications

Science

Topic 4 Energy Changes

Exothermic and Endothermic Reactions

Using energy transfers

Reaction Profiles

Bond Energy Calculations

PHYSICS

In the Fourth Form we start with the GCSE curriculum. However, to ensure all pupils have the required mathematical ability to access the physics curriculum all pupils will cover a short introduction unit covering the key mathematical skills that they will need to apply when studying GCSE Physics. All pupils study the same common content that is found on both the foundation and higher papers in the Fourth Form before the more able groups study the common content and additional higher content towards the end of Lower Fifth and in Upper Fifth.

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

1. Energy and energy resources
2. Electricity
3. Particle model of matter
4. Force and motion
5. Waves
6. Magnetism and electromagnetism
7. Space

Science

In the Fourth Form we complete the following:

Autumn term

1. Introduction to mathematics in physics
2. Introduction to force
3. Introduction to motion

Spring term

1. Introduction to energy
2. Energy conservation and dissipation

Summer term

1. Newton's laws of motion
2. Force, breaking and momentum

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:

- Talking about yourself and your family
- Going out and meeting people
- Food and drink
- Shopping
- Finding your way around
- How people in Spain and South America live
- House and home
- Holidays
- Leisure activities

Background Reading and Extension Work

Within the department, there is opportunity to:

- Experience a four-day trip to Malaga in the May half term.
- Watch films in Spanish.
- Familiarise yourself with Spanish geography and culture e.g. festivals and food.
- Use of our subscription to *linguascope.com* and Active Learn.

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 how 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 such as, basic organisational skills, time management and self-motivation. In addition GCSE pupils take part in specialist sessions delivered by Inner Drive. We encourage and train all pupils in revision skills and all advice is rooted in educational research findings. As part of our digital learning framework we also teach and promote skills to enable effective working in Google Classroom including use of to do lists, bookmarking and other key digital learning tips.

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 one to one 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:

Detention: 15:35 - 16:05

Catch Up: 16:00 - 17:00

Cumulative detentions lead to: a Saturday Deputy Head's Detention; a meeting with the Deputy Head; a formal interview with the Head. Letters or emails are written to parents for all catch-up sessions and detentions given. All pupils have support from their tutors on academic and pastoral issues.

Culford Learner Characteristic Levels

Effort Descriptors

Excellent

- Excellent learner in terms of school values and growth mindset: 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 and use of Google Classroom 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 Google Classroom 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 Google Classroom 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 Google Classroom and ICT, books/files not always adequately organised, and incomplete in some areas.

NB 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 CLC levels with pupil self assessment

Speech Day

Second Half Term

Internal examinations

Exam Results



Culford

Tel: 01284 728615

Fax: 01284 728631

Email: reception@culford.co.uk