ALDRO

Curriculum Policy

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(1) Introduction

Aldro aims to provide a rich and varied curriculum which is stimulating, challenging and flexible to suit the ability of all pupils, so we 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 challenges, 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 to 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 in place (introduced in September 2018), we aim for greater depth and a move towards developing skills and learning habits.

The co-curricular programme was revised in September 2020 and includes '*The Enrichment Programme'* which reflects the Aldro ethos '*Freedom to Flourish*' and the Aldro Baccalaureate. Pupils are given the opportunities to foster and develop their communication, creativity, teamwork, responsibility, independence and perseverance skills - all positive dispositions in a prep school pupil and which add breadth to our academic curriculum.

(2) Entrance to Aldro

Many pupils join Aldro at the age of seven (Form 3), however, opportunities to join at an older age exist, if there is availability. The offer of a place follows a visit to the school for an assessment day. References and 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

As of September 2021, Aldro is a co-educational school. All curriculum documents are reviewed by the Assistant Head (Curriculum) and by the individual HoDs (Heads of Departments), including the Head of the Junior Dept. to ensure that both girls and boys are fully provided for and prepared for their journey, and so that the curriculum is interesting and relevant to all.

(4) Monitoring & Assessing Progress at Aldro

Pupils' progress is monitored regularly using Industry Grades – these are awarded half-termly by each subject teacher (for attainment and for effort). In addition to this, pupils' progress is also tracked using standardised testing from GL Assessment (CAT 4, PTEs and PTMS), where the school's PPA (Pupil Progress Analysis) tracks pupils according to changes over time and in relation to their cohort. The PPA produces a report after each set of assessments and feedback is given back to the ACT (Academic Care Team) and then to Form Tutors. Academic data is available for all academic staff on Microsoft Teams.

Since September 2020, Aldro has subscribed to **GL Assessment's 'Complete Digital Solution' (CDS)** - a package designed to record each pupil's potential and achievement across the School. This information is used to baseline pupils so all teaching staff can monitor the pupils':

- Cognitive ability (CAT 4)
- Progress in English and maths (PTEs and PTMs)
- Reading (New Group Reading Test)
- Spelling (New Group Spelling Test)

a. English

The Progress Test in English (PTE) monitors and tracks progress year-on-year and provides accurate information about each pupil's strengths and weaknesses. It benchmarks the pupils' attainment

against peers nationally and identifies gaps. The PTE focuses on grammar, punctuation and spelling, as well as the pupil's 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 and take place in the English lessons (typically Week 3 of the Christmas Term).

b. Maths

The Progress Test in Maths (PTMs) tracks the pupils' progress year-on-year and provides accurate information about each pupil's strengths and weaknesses. Like the PTEs, the PTMs benchmark each pupil's attainment against peers nationally and identifies gaps, which is especially important following the two lock-downs. The PTM focuses on mathematical content knowledge (Curriculum Content category) and understanding and applying mathematical processes through reasoning and problem solving (Process Category). For 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.

c. CAT 4 Tests

As part of the CDS (Complete Digital Solution) from GL Assessment, all pupils at Aldro also take the online **CAT 4 test** annually. This is a cognitive abilities test, which assesses pupils':

- Verbal
- Non-Verbal
- Quantitative
- Spatial

The test provides an objective perspective on potential student achievement, as well as indicators for national tests and exams. The pupils in each year group ranked according to their Mean SAS score, and their position is used as a baseline when tracking the pupils' Industry Grades. This information is stored on the centralised tracking document – on Microsoft Teams. The CAT 4 tests take place once a year - in Week 3 of the Christmas Term.

All pupils in the Middle and Senior School (Fms 5 to 8) are taken off timetable for three mornings in mid to late September (typically Week 3 of the Christmas Term). A bespoke timetable is produced and pupils sit the assessments in forms, where and each room has two invigilators. Members of the Learning Support Dept. Are on hand to provide for pupils who have assessment concessions.

(5) The Aldro Bacc

In September 2018, the School embarked on the Aldro Bacc, which spans the curriculum for all pupils in Forms 3 to 8. 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 dispositions for their senior school and beyond. The curriculum is based on the ISEB Common Entrance syllabus and National Curriculum, and there has been a shift away from learning by rote, towards developing learning skills - the Aldro Bacc Core Skills.

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

The Aldro Bacc offers English, mathematics, science, French, Latin, history, geography, Theology, Philosophy and Religion (TPR), art, design and technology, music, drama, computing, 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 5 to 7

Pupils in Forms 5 to 7 have end-of-year assessments in the Summer Term, typically in the first week after the May half-term. There is a 'Revision Week' immediately before half-term and this provides opportunities for teachers help with revision and for pupils to prepare themselves. A revision guide is provided for each year group and paper copies are provided as well as copies put on the Parent Portal.

b. Form 8

Pupils in Form 8 sit a set of CE / scholarship mock exams in the eight examined subjects after the October half-term (typically in Week 9). The papers are set and marked internally, and the pupils' outcomes form the basis for the Form 8 Parents' Evening that comes shortly afterwards.

i. Core Subjects

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

ii. Non-Core Subjects

For the three humanities (history, geography and TPR), pupils sit their Final Assessment in the Lent Term (on the first Friday after the February half-term). The Final Assessments in the three humanities subjects are set, marked and graded internally, and the pupils' grades are sent to their senior schools in June. To support the pupils, specimen papers of the three humanities subjects are available on the Parent Portal, and on Microsoft Teams.

Once the pupils have sat the Final Assessments in the three humanities, the Form 8 CE candidates undertake an investigation project, called the AIP (Aldro Independent 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 IPQ (Independent Project qualification). The course takes place during the three humanities lessons and preps only, once the Final Assessments have taken place.

The Aldro Bacc allows each pupil to embark on a largely self-directed and self-motivated project that will encourage their independence, creativity and curiosity, with support and guidance given by a project mentor. The finished project will take place in the form of:

- **Written report** - the 'Project Record' which guides the pupils to '
  - Research and Review' (500 words)
  - 'Discuss and Develop' (500 words)
  - 'Reflect' (100 words)
  - 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:

- **Manage** identify, design, plan & complete the roject
- **Use resources / research** obtain & select information from a range of sources, so they can be used appropriately.
- **Develop & realise** use a range of skills & technologies
- **Review** evaluate the outcome

The pupils are free to research a topic of their choice, and once it has been ratified by the AIP Coordinator, they are then encouraged to put their title into the form of a question.

Pupils are not expected to invest time outside of the humanities lessons and preps towards their extra-curricular project, and this is so the AIP does not impinge on the pupils' preparation for their CE exams in the five core subjects (English, maths, science, French & Latin). The deadline for the AIP projects is mid June and the pupils' AIP grades (together with the titles chosen) are sent on to their senior schools.

(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 upcoming academic year.

The Headmaster, Assistant Head (Curriculum), Assistant Head (Pastoral), Director of Teaching and Learning and the relevant Form Tutors give short presentations, which include important dates for tests and exams. Information about School policies relating to pastoral and academic issues, such as the timetable, the school's presentation policy and classroom expectations are also discussed and presented. Parents are also free to raise questions.

(7) The Assistant Head (Curriculum)

The role of the Assistant Head (Curriculum) 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 excellent progress and achieve excellent 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 (Curriculum) is supported by the Director of Teaching and Learning. This position was created in September 2022 and it reflects the school's commitment to providing an outstanding education for all the pupils. The role is to build and promote Aldro's reputation as a centre of excellence for teaching and learning, and to help shape and implement Aldro's educational vision.

The Assistant Head (Curriculum) runs regular academic meetings:

(a) Heads of Department Meetings (HoDs)

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

(b) Meetings for Setting Purposes

Meetings take place twice a term to discuss the setting of pupils and any subsequent changes to the sets. These meetings typically take place on a Wednesday afternoon, just before the October and February half-terms, and at the end of the Christmas and Lent terms. All HoDs 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.

For the 2024 - 2025 academic year there is setting as follows:

- **Form 8**
    - Full setting in English & maths (4 sets)
    - Setting in the three Common Entrance forms (science, French & Latin)

- All other subjects taught in forms (8JD, 8FD, 8R & 8W)

- **Form 7**
  - Full setting in English & Maths (3 sets)
  - Setting in the two Common Entrance forms (science, French & Latin)
  - All other subjects taught in forms
- **Form 6**
  - Setting in English & Maths (3 sets)
  - All other subjects taught in forms
- **Form 5**
  - Setting in English & Maths (2 sets)
  - All other subjects taught in forms
- **Forms 3 & 4** – all subjects taught in forms

(8) The Academic Curriculum Team

The Academic Curriculum Team (ACT) meets weekly and the team consists of;

1. Assistant Head (Curriculum) (JAS)
2. Director of Teaching and Learning (LMcS)
3. Head of the Junior Department (SCS)
4. Head of Learning Support (SE)
5. Heads of English (LMcS) and maths (TMcC)
6. Head of Examinations (MDT)
7. Pupil Progress Analyst (EKE)

The team meets weekly to:

1. **Track Pupils' progress**
   i. Discuss which pupils are **MAGT** (More Able Gifted & Talented).
   ii. Monitor & discuss pupils' **CAT 4 scores.**
   iii. Monitor & discuss Pupils' **PTE** and **PTM scores.**
   iv. Monitor & discuss pupils' **Industry Grades** & track their performances over time, & how their positions relates to their CAT 4 scores, and whether they have changed since the last set of IGs.
   v. Discuss pupils who are deemed **CfC** (Cause for Concern) and to coordinate Intervention Strategies across the curriculum.

2. **Discuss Learning Support pupils** - EAL, one-to-one lessons, Extra Time pupils, Word Processor allowances

3. **Discuss Strategic Changes to the Curriculum and Educational Philosophy**
   i. Focus on learning disposition for the term & to organise INSET, Learning Walks and peer-to-peer observations (both formal and informal)
   ii. Changes to the reporting schedule (Industry Grades, reports, parents' evenings)
   iii. The school curriculum - length of lessons, length of the working day, timing of games, 'Saturday School', timetabling.

4. **Discuss operational functions**
   i. Lesson Observations
   ii. Learning Walks
   iii. Book scrutinies
   iv. Departmental Handbooks & Schemes of Work
   v. Presentation Policy & Classroom Expectations
   vi. Revision Resources

5. **Aldro Bacc and EQI pupil outcomes**

i. A review of the six core skills and learning dispositions
ii. Assess the core skills and learning dispositions

The minutes for each ACT meeting are stored on OneNote are accessible for all members of the ACT.

(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 (English as an Additional Language), MAGT (More Able Gifted and Talented) and those who benefit from having 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, speaking and Aldro core skills, and so they are fully prepared for ISEB Common Entrance, scholarships 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 and Curriculum Maps for the start of each term.

(10) Form 8: Forms and Set

Aldro enjoys 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 senior school's scholarship is more demanding than the CE syllabi, and often reach the standards of GCSE, and ocassionally A Level.

Potential scholars are identified mid-way through Form 6 and this is continuously reviewed throughout Fm 7. Pupils are invited to sit an academic scholarship towards the end of Form 7 and this I following a dialogue with both pupil and their parents.

Pupils who take the ISEB Common Entrance, do so in the five core subjects: English, maths, science, French and Latin and in the last few years senior schools have been asking for the scripts so they can mark and grade them. For the non-core subjects (history, geography & TPR) pupils are assessed in late November and in February (the Final Assessment). Each pupil's grade in the three humanities' Final Assessment is sent to the senior schools in June.

(11) The Junior Department

For the 2024 - 2025 academic year, the Junior Department consists of two Form 3 and two Form 4 classes:

- Form 3C (Miss Clemons) - Rm 7
- Form 3P (Mrs Plaistowe) - Rm 6
- Form 4D (Mrs Davey) - Rm 5
- Form 4S (Miss Shaw) - Rm 3

Pupils in Form 3 are taught English, Form Reading, spelling, maths, humanities and PSHE by their Form Teacher. The pupils are based in their form rooms for most subjects (including French & science), and they move to specialist venues for IT, art, D&T, music, drama, PE and Outdoor Education. The pupils in Form 3 also benefit from support given by in-class teaching assistants.

(12) The Timetable (2023 - 2024)

The School has three separate lunch sittings and take place as follows:

- Senior School (Forms 7 & 8): 1.00 - 1.30pm
- Middle School (Forms 5 & 6): 12.30 - 1.00pm
- Junior Dept (Forms 3 & 4): 12.00 - 12.30pm

The School has chapel each morning, from 08.35 - 08.55, and an assembly on Friday.

Special Educational Needs and Disabilities (SEND) and English as an Additional Language (EAL)

Associated Policy – SEND and EAL Policy 3b

The SEND 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.

Aldro offers 1:1 lessons (English and French) to new pupils with English as an Additional Language to focus on the requirements of the English and French languages. All pupils are tested prior to entry and their language skills are assessed with reference to the Common European Framework of Reference (CEFR). Required levels of additional English and French lessons will depend on their levels and year of entry. EAL pupils are monitored on the Support Register and their 1:1 work is outlined in their twice yearly IEPS, which are shared with their parents and staff

(13) Marking

(a) School marking policy (see Appendix A)

It is expected that the subject teacher marks and returns the pupil's work on a regular basis. The School's policy is for marking and assessing to provide written comments and include questions, though it is sometimes clearer to the pupil for certain pieces of work, for example a vocabulary test, to be awarded with a numerical score or with a grade. To help pupils improve and make progress, teachers provide written, and where possible oral feedback on areas of strengths and areas for improvement. Teachers are expected to mark and assess pupils' work in either green or pink ink and please refer to the departmental handbooks for specific marking guidance. Pupils are expected to use a contrasting colour (such as a grey pencil) when doing their corrections and self-reflections and they are encouraged to initial any comments made by the teacher, and to answer any questions included in the feedback.

(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 with 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.

(15) Monitoring and Evaluation

(a) Reporting & Industry Grades

Pupils' progress is monitored continually, for both classwork and for prep and at each half-term and end of each term, each pupil receives a set of Industry Grades. The schedule remains unchanged, but to support teachers in the non-examined subjecrs who teach large number of forms, they will be providing one 'Long Report' 9max 1,250 characters) each academic year.

- At each half-term, pupils are given an '***Interim Report***', where grades for both **Attainment** (from a low of 1 to a high of 5) and **Effort** (from E to A**)** are given for each subject. The grade reflects the pupil's achievement and is not based on his/her position to the rest of the form or year group.

- At the end of the Christmas Term, each pupil receives a '***Short Report***'. This involves a brief written comment from each subject teacher - maximum of 350 characters - where teachers are encouraged to:
  i. Comment on the pupil's overarching performance.
  ii. Comment on the pupil's Attainment & Effort.
  iii. Provide a target going forwards.

- At the end of the Summer Term, a '***Long Report***' is provided, which includes exam scores (including the form or year group median) and a full summative written report on each pupil's performance, effort and progress across the academic year in each subject.

It is worth noting that for pupils in Form 8, the schedule for reporting is slightly different and this is to support the pupils prepare for their exams, whether it be CE / Aldro Bacc or scholarship:

1. Christmas Term
   a. October half-term: Interim Report (IGs only)
   b. End of term:
      - Examined subjects
        - Fms 3-7: Short Report (max 350 characters) for the five core subjects
        - Fm 8: Long report for the humanities (history, geography & TPR)
      - Non-examined subjects
        - Long Report for Fms 3-5
        - No report for Fms 6-8 (IGs only)

2. Lent Term

   a. February half-term: Interim Report (grades only)
   b. End of term:
      - Examined subjects
        - Fms 3-7: Grades only
        - Fm 8: Long Report for the five core subjects, Interim Report for the three humanities
      - Non-examined subjects
        - Fms 3-8: Grades only

3. Summer Term

   a. May half-term: Interim Report
   b. End of term:
      - Examined subjects:
        - Fms 3-7: Long Report (max 1,250 characters)
        - Fm 8: Short Report (350 characters) in the five core subjects
      - Non-examined subjects:
        - Fms 3 – 5: no report
        - Fms 6 – 8: Long Report

Grades for **Attainment** are awarded based on the criteria below:

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.

Grades for **Effort** range from a high of A to a low of E, and they reflect the effort each pupil has put into their classwork and preps over the last half of term. It takes into account the pupil's attitude to learning, presentation of work, initiative in completing tasks, behaviour in the classroom and whether the pupil 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 and working hard
- Willing to engage actively in lessons
- Participates well in a variety of classes

C **Expected**

- Positive and 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 help share best practice and to ensure teachers follow the school's marking policy and up-to-date a book scrutiny takes place once a term. The dates are announced in advance via the Academic Longcast, and the Assistant Head (Curriculum) and Director of Teaching and Learning select three pupils from each year group, with the support from the ACT (Academic Curriculum Team) to check that pupils books adhere to the presentation and marking policies, and show evidence of pupil progress.
Teaching colleagues are invited to look at each other's books in morning break and afterwards feedback is given to each Head of Department.

(17) Outcomes for Pupils

The ISI Educational Quality Inspection (EQI) focuses on 'outcomes for pupils', with regards to pupils' achievements and their personal development.

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

- **Exam results** (& change over time) - standardised tests (CAT 4 tests, PTEs and PTMs).
- **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 their 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 and Industry Grades

These are published twice a term, and as stated previously, they include:

- The '***Interim Report***' - grades for Attainment & Effort
- The ***'Short Report***' - grades for Attainment & Effort and a brief written report for each subject (max 350 characters)
- The '***Long Report***' - full written report (1,200-character limit)

b. Parents' Evenings

These take place throughout the academic year, and each one has a specific focus. They take place both online (for parents of full boarders only) and face-to-face (in the CHC). SchoolCloud is used for the bookings and each session lasts five minutes. See Appendix F for timetable of parents' evenings.

c. 'Book Looks'

'Book Looks 'take place across the Junior and Middle School and take place in the pupils 'classrooms, where the pupils will have their exercise books on their desks for parents to come and see. Form Tutors are expected to be present and they are an opportunity for parents to see their child's books and meet the Form Tutor on a more informal basis.

(20) PSHE, SMSC and RSE

The PSHE, SMSC and RSE curriculum reflects the school's ethos to encourage self-awareness and 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 weekly 60-minute PSHE lesson, the Form Tutor period and TPR lessons are two important opportunities for delivering PSHE, as well as science. 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 school has a presentation policy. This is to help the pupils improve the setting out of their written and typed work (see **Appendix B and 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 learning objective (L.O.) should also be included, to help the pupils see the focus of the upcoming lesson.

(22) Heads of Year and 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 themselves for the day ahead, identify potential clashes and share notices about timings. In addition to this, there is a timetabled 30-minute lesson called 'Form Time'. This typically takes place on a Friday afternoon or Monday morning, where not possible, and it is an opportunity to discuss topical events in the news, plan for upcoming school events.

Working alongside the form tutors with regards to both pastoral and academic matters are the two Heads of Years and they are a port of call for both parents / guardians and for subject teachers when pastoral and academic issues arise.

(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

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 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.

At each Weekend Leave and at half-term (4.00 - 5.00pm), there are staff meetings to focus on aspects of professional development.

(26) Facilities

a. Specialist Teaching Rooms

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

- **The CIL (Centre for Innovation & Learning)** opened in September 2022. It contains a suite of 24 laptops stored in a locked cabinet. There is an interactive touchscreen, a Lego wall and a green screen (for photography). It also has breakout zones with wall-to-floor glass boards for collaborative brainstorming. The CIL was used as a form room (6E) in 2023 – 2024, but this will not be the case for 2024.

- **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.

- **School Library** The school librarian (Mrs Georgie Templeton-Ward) 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.

- **Science Laboratories** There are two fully equipped laboratories. Lab 1 was refurbished over the summer of 2022 and Lab 2 was refurbished over the summer of 2024, making both appropriate to be used as a form room in addition to be used as science laboratories. This was made possible due to changes in the storage of science equipment and access to gas, so pupils can be in either rooms without the supervision of staff.

- **Design and Technology** There is a 'design studio' with eight computers, and a fully equipped workshop, which contains a wide range of machinery and hand tools. The department has 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 clubs for pupils as well as Art scholarship sessions, open to potential scholars in Form 7 & 8 pupils.

- **Crispin Hill Centre (CHC)** Drama lessons take place in the CHC (Crispin Hill Centre), and this venue is also used for school assemblies, school play productions and musical ensembles and dance.

- **Sports Hall (ASC, Aston Sports Centre)** opened in 2016, and is used for the PE lessons throughout Christmas and Spring terms. It is also used for games by the boarders in the evening (6.30 to 7.15pm) after supper.

b. Pupil Laptops

The School rolled out a '**laptop**' leasing programme in September 2021. As of September 2024, all pupils in Forms 6, 7 and 8 have their own laptop (Lenovo or Dell) which are leased via the school. It is the responsibility of the pupils to bring their laptop into School each day fully charged, and to store their devices in their classroom locker between lessons. There is a docking station for boarders in the library.

The School also has:

- 20 Form 5 laptops,
- 20 Junior Department laptops
- 22 CIL laptops
- 10 Learning Support laptops
- 10 reconditioned laptops

(27) Distance Learning

In lockdown, the School switched to online learning using Microsoft Teams. Now we have reverted to in-school learning, the School still makes regular use of Teams so pupils at home can access resources.

Associated Polices

PSHE and SMSC
SEND and EAL
Admissions

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, either electronic or in a mrkbook.
3. All pupils 'work should be marked in either pink or green ink. No marking is to be done in pencil.
4. To help pupils improve and make progress, teachers provide feedback on areas of strengths and areas for improvement.
5. Errors should be identified by the teacher and corrected by the pupil, using a contrasting colour (such as a grey pencil).
6. Marking may include various forms of self-assessment by the pupil, and pupils may mark each other's work (peer assessment).
7. Credits are awarded to pupils where work (both written and oral) is of a high standard or reflects a positive effort. Work that is handed in to a poor standard and the pupil should be asked to rewrite.

Appendix B: Expectations Sheet for Pupils

What to bring to Lessons

- Pupils are to bring their **pencil case**, **student planner**, **a reading book**, **subject 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** except for their laptop bag.

When prep is set, pupils are expected to copy the instructions from the board into their 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. Please initial the teacher's comments, so they know you have read them.

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!

_____ _____

(SIGN NAME) **(PRINT NAME)**

Appendix C: Assessment for Learning

Below is an example of an AfL sheet.

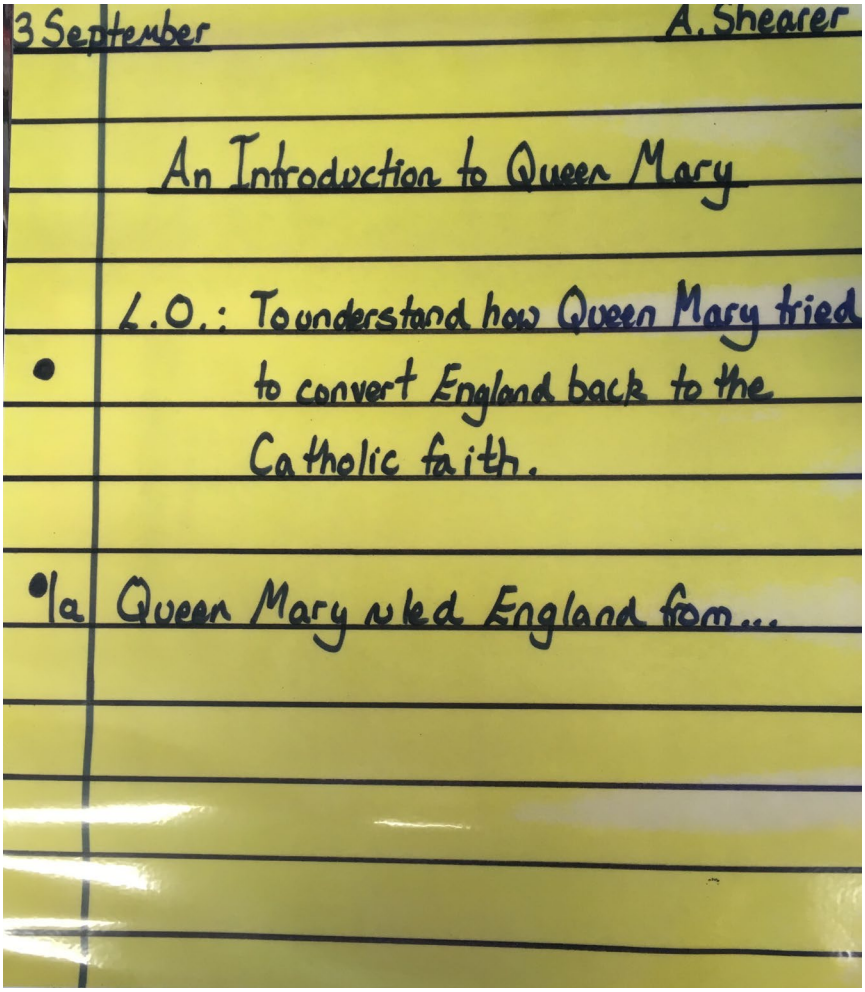
Battle of Crécy

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 **chevauchée** 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 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.

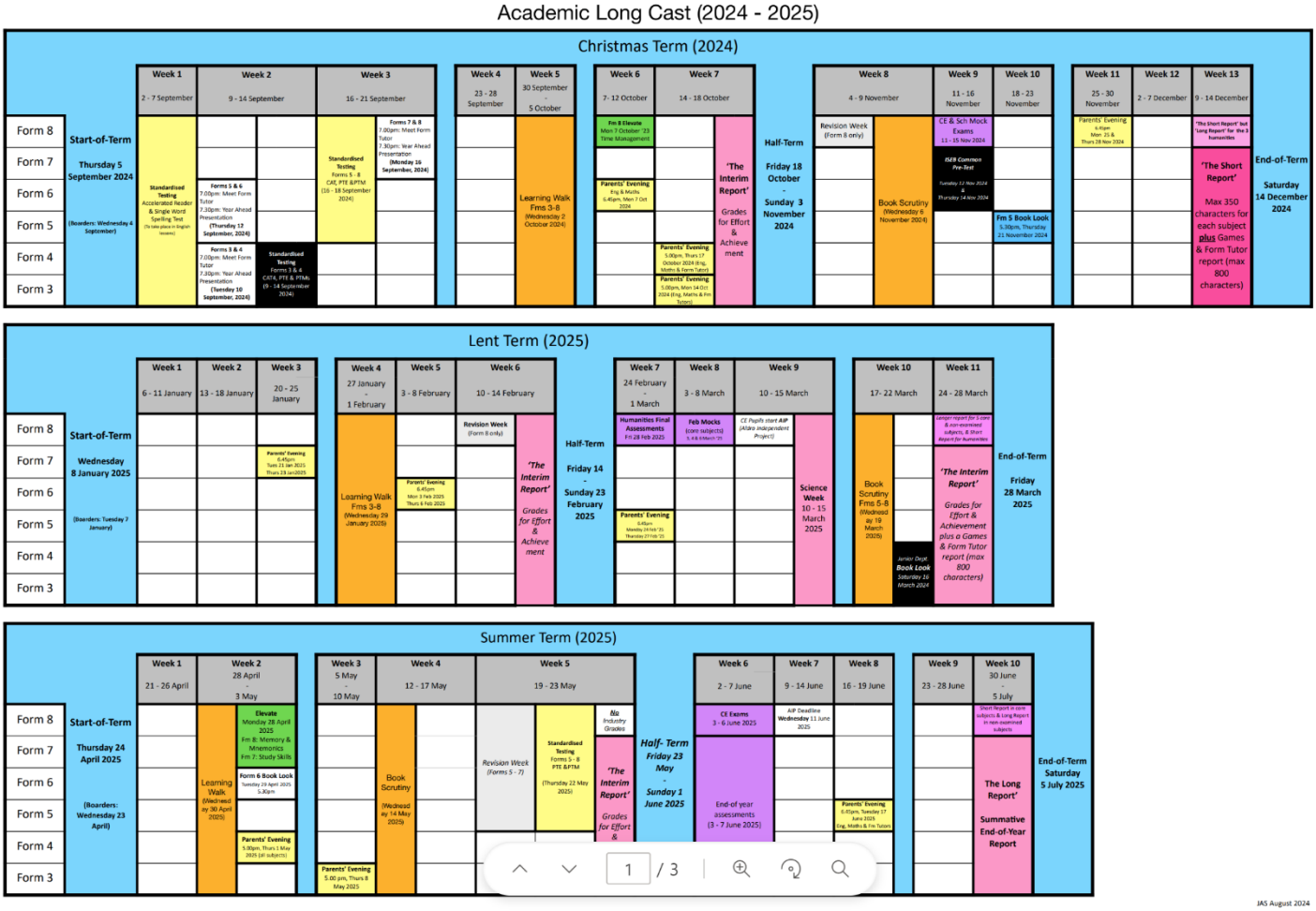


Appendix E: Parents' Evening timetable

Parents' Evening (2024 - 2025)				
	Date	**Focus**	**Structure**	**Location**
Form 8	*Monday 25 & Thursday 28 November 2024*	*Feedback on November mocks scores & suggestions for holiday work.* ***Examined subjects only but teachers of non examined should be present for 30-45 minutes.***	*One five-minute session for all examined subjects*	Online - 5.15pm (full & weekly boarders only) CHC or dining room - 6.45pm
Form 7	*Tuesday 21 January 2025* *Thursday 23 January 2025*	*Half -time feedback in* ***all*** *subjects.* ***Bookable slots for examined subjects & non-examined teachers should be present for 30-45 minutes****.*	*One five-minute session for all examined subjects*	Online - 5.15pm (full & weekly boarders only) CHC - 6.45pm
Form 6	*Monday 7 October 2024 (Eng & maths only)*	*Feedback on English & maths only, with focus on final preparation over half-term for the upcoming ISEB Common Pre-Test.*	*Two five-minutes sessions (English & maths only)*	Online - 5.15pm (full & weekly boarders only) CHC - 6.45pm
	Monday 3 February 2025 *Thursday 6 February 2025*	*Half-time oral feedback in* ***all*** *subjects.* ***Bookable slots for examined subjects & non-examined teachers should be present for 30-45 minutes****.*	*One five-minute session for all examined subjects*	Online - 5.15pm (full boarders & weekly only) CHC - 6.45pm
Form 5	*Monday 24 February 2025* *Thursday 27 February 2025*	*Half-time feedback in* ***all*** *subjects.* ***Bookable slots for examined subjects & non-examined teachers should be present for 30-45 minutes****.*	*One five-minute session for all examined subjects*	Online - 5.15pm (full boarders & weekly only) CHC - 6.45pm
	Tuesday 17 June 2025 (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.*	*One five-minute session for English & maths*	CHC or dining room - 6.45pm
Form 4	*Thursday 17 October 2024*	*Bookable slots for English and maths & Form Tutor.*	*One ten-minute session for English and maths (together)*	Online - 5.15pm (full & weekly boarders only) CHC - 5.00pm
	Thursday 1 May 2025	*All subjects -* ***bookable for examined subjects. Teachers of non-examined subjects to be available for 30-45 minutes.***	*One five-minute session for all examined subjects.*	Rm 3 & 5 - 5.00pm
Form 3	Monday 14 October 2024 (5.00pm)	English, maths & form tutors only - focus on how pupil has started the new academic year.	One ten-minute slot with each Form Tutor.	Classrooms (R6 & R7) - 5.00pm
	Thursday 8 May 2025 (5.00pm)	*Feedback in all subjects - how pupil has fared in pupil's first year at Aldro.*	*One five-minute session for all examined subjects.*	Classrooms (R6 & 7) - 5.00pm

J Streatfeild August 2024

Academic Long Cast (2024 - 2025)



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IAS August 2024