



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) and with the Aldro Bacc in place (introduced in September 2018), we aim for greater depth of knowledge and a move towards developing key learning skills (such as critical thinking, problem solving, working collaboratively, digital literacy)

The co-curricular programme was revised in September 2025 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, challenging and relevant to all.

(4) Monitoring & Assessing Progress at Aldro

Pupils' progress (for attainment and for effort) is monitored regularly using Industry Grades, which are awarded half-termly in each subject). 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.

Aldro subscribes 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)

The tests for CAT4, PTE & PTM take place in the third week of the Christmas Term where the school is taken off lessons for a bespoke timetable to be put into place, with exam concessions allowing for one-to-one sessions taking place, with readers.. Both the PTE and PTM benchmark pupils nationally, identify gaps and strengths in the pupils' knowledge and skills. Both the PTE and PTM tests can identify specific strengths or gaps and they support targeted intervention and planning.

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 in spelling, punctuation, grammar and reading comprehension. The test identifies whether pupils are working at, above or below expected levels for their age.

b. Maths

The Progress Test in Maths (**PTM**) tracks the pupils' progress year-on-year and provides accurate information about each pupil's strengths and weaknesses in mathematical knowledge, understanding and skills. Like the PTEs, the PTMs benchmark each pupil's attainment against peers nationally and identifies whether pupils are working at, above or below expected levels for their age.

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 – for all members of staff to access.

(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.

ii. 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.

To support the younger pupils, Form 5 have assessments in only the core subjects (English, maths, science and reasoning). For the other subjects, mini assessments take place within the lesson before half-term.

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).

iii. 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** project identify, design, plan & complete the project
- **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.

(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 (CW)
5. Heads of English (LMcS) and maths (TMcC)
6. Head of Examinations (MDT)
7. Pupil Progress Analyst (EKE)

The team meets weekly (Monday afternoon) 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 occasionally A Level in some subjects.

Potential scholars are identified mid-way through Form 6, and this is continuously reviewed throughout Form 7. Pupils are invited to sit an academic scholarship towards the end of Form 7 and this is 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 2025 - 2026 academic year, the Junior Department consists of two Form 3 and two Form 4 classes:

- Form 3P (Mrs Plaistowe) - Rm 6
- Form 3R (Mr Russell) - Rm 7
- 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 (2025 - 2026)

There have been significant changes to the structure of the day for 2025 – 2026 and following considerable reviewing the allocation of lessons and the timing of games for each year group, the following has been put into place:

1. Games

- a. The school has reverted to a 'two-games' mode following a trial of a three games model in the Summer Term.
- b. Games takes place at different times on various days and this is to accommodate the coaching of large numbers needing to use the ASC at the same time (see Appendix F).

2. Enrichment

- a. Seniors (Fms 5-8) now have one 60-minute Enrichment session each week (Thursday afternoon) and the Juniors have one Enrichment session each week (Tuesday afternoon). This is instead of 90 minutes last year.
- b. The enrichment programme being redesigned by GW, to incorporate different skills & attributes.

3. Allocation of lessons

- a. To accommodate the loss of three lessons on Saturday morning, there have been alterations to weighting of some subjects:
- b. PE is no longer taught in Fms 7 & 8 (but will be incorporated into the Enrichment programme).
- c. Fm Singing is no longer taught in Fm 6 & Fm 5.
- d. History (1 hr) & geography (1 hr) have been merged in Fm 4 to be called humanities (1 hr). This is now in align with Fm 3.
- e. Reading Skills & Reasoning no longer take place in Fm 4.
- f. ICT drops from 1 hr to 30 minutes in Fms 6 and above

i.

4. **Form Time** – there is no longer a form time within lesson time (typically Friday afternoon) but instead it takes place on Friday morning (08.35 – 09.00) and alternate Tuesday mornings 908.35 – 09.00).

5. **Staff Allowances** – to accommodate for a number of staff who take games on Saturday mornings, they have been given time off in lieu, typically from 3.30pm in the afternoon or a 11.00 start in the morning.

The school continues to have three separate lunch sittings:

- 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

From 08.25 - 08.35, there is AM Registration which take place in the pupils' form room and from 08.35 to 08.55 there is either chapel (Monday, Tuesday & Thursday), an extended form time (Friday), or an assembly (Wednesday). Each Tuesday will alternate between chapel and form time.

Preps continue to take place from 5.00 to 5.30pm (Fms 5 & 6) or until 6pm (Fms 7 & 8) in the pupils' form rooms. These are all supervised but since September 2024, pupils can sign up to leaving the school site at 5.00pm and to do their prep at home. At the time of writing, the majority of pupils continue to do their preps at school.

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 include written comments and questions, though where appropriate teachers may award a numerical score or 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 - at each half-term and at the end of term, each pupil receives a set of '**Industry Grades**'.

- 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

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) – at the end of the Christmas Term (December)
- The '**Long Report**' - full written report (1,200-character limit) – at the end of the academic year (June)

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
- 5 Learning Support 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 Policies

PSHE and SMSC
SEND and EAL
Admissions

More Able Boys at Aldro (MAGT)

What is a MAGT Pupil?

Academically more able learners are described by the Department for Education as “*those who have abilities in one of more academic subjects such as maths or English*”. For the purpose of this document, **MAGT** pupils are pupils who achieve or have the ability to achieve at a level markedly above their peers, and they have been identified at Aldro as having a SAS (**Standard Age Score**) **greater than 125**. The MAGT pupils are shown on the tracking document and they are highlighted in **red**.

Identifying MAGT Pupils at Aldro

The School believes that in addition to the pupils who have scored a SAS greater than 125, there are some pupils who clearly demonstrate strengths in parts of the curriculum, whether it is linguistically, scientifically, musically, sporting or other and that they need to be acknowledged. The Heads of Departments are asked to add the appropriate letter next to the pupil’s name to denote his MAGT in a particular field.

MAGT Pupils	
E = English	IT
M = Maths	A = Art
S = Science	D&T
F = French	Mu = Music
L = Latin	Dr = Drama
H = History	Sp = PE & Games
G = Geography	
TPR	

In addition to this, Heads of Departments keep their own [MAGT register](#) with the following information:

1. Name of pupil
2. Form
3. **Reasons** for pupil designated as MAGT
4. **Strategies** to challenge MAGT pupil in chosen subject

The MAGT registers for each department are stored centrally (on Microsoft Teams), so all staff can access the MAGT lists from any department.

Who are the MAGT Pupils?

According to [Department for Education](#) MAGT pupils enjoy a creative and more cross-curricular approach to their learning and often have a passionate interest in a particular area, such as a certain historical period. MAGT pupils are acutely aware of their progress and rapidly become despondent if they start to fall behind their peers. They are often emotionally less mature than their ability, often find it difficult to fit in with their peers if not sufficiently stretched and often have a disparity between their cognitive ability and their written outcomes.

Cause for Concern (CfC)

Introduction

Pupils who are either struggling or who are underperforming in relation to their ability are identified as a **Cause for Concern (CfC)**. They are identified by the Assistant Head (Curriculum), the PPA (Pupil Progress Analyst) & Director of Teaching & Learning. A pupil is deemed a CfC is:

- (1) The pupil's Average Attainment score is less than three, or**
- (2) The pupil's Average Attainment position is markedly below his / her CAT 4 position.**

In addition to this, each Head of Department is expected to maintain an up-to-date list of pupils who are CfC in their subject, and this is kept centrally on the CfC Register on Microsoft Teams.

There is a centralised database on Microsoft Teams. The document is available (as Readonly) to all teaching staff. The document includes:

1. Pupil's **name**
2. **Learning Support (LS) / EAL** information
3. Pupils identified as **MAGT** (More Able Gifted and Talented)
4. Pupil's **CAT scores**:
 1. Pupil's verbal / spatial profile
 2. Pupil's CAT 4 scores (Verbal, Quantitative, Non-Verbal, Spatial & Mean Standardised Score)
 3. CAT 4 position within the year group
5. Pupils' **Industry Grades**
 1. Attainment grades for all subjects
 2. Pupils' Average Attainment Score & Attainment Position (within the year group)
6. Pupil's **Attainment Position in relation to their CAT 4 score position**

How are CfC Pupils Supported?

Once the CfC pupils are identified, the process of support has only just begun. The Assistant Head (Curriculum):

- Discusses the CfC with the Academic Team (ACT) to ensure that all pupils have been **accurately identified**. This meeting takes place weekly on Thursday (11.00 - 11.30am).
- To raise the CfC pupils in the next staff meeting (which takes place every Tuesday, 11.00 - 11.30am) and to ask HoDs to
 - o liaise with the subject teachers in their department the CfC list and devise strategies of intervention, where appropriate. The

strategies of intervention are stored centrally on the Tracking Document, and it is the responsibility of the HoD to ensure that the strategies are documented and carried out.

- To discuss the CfC with the Heads of Departments at the next HoDs meeting.

It is important to note that the CfC document is fluid and changes with every set of Industry Grades.

|

Measuring Pupils ' Performance

Introduction

Pupils 'academic performances across the curriculum are tracked in a number of ways at Aldro, both internally and externally, and the tracking information can be accessed by all teaching staff on Microsoft Teams.

CAT4 Testing

At the beginning of the academic year, typically in Week 3 of the Christmas Term all pupils sit the **Cognitive Abilities Test (CAT4)**, by GL Assessment. All pupils are taken off timetable and a dedicated timetable is put into place for the standardised testing, with allowances made for pupils who have exam concessions.

This is a diagnostic assessment designed to help teachers understand how each student learns and what their academic potential might be. The results help teachers decide about the pace of learning, and what is appropriate for each student, and whether additional support or challenge is needed.

The CAT 4 tests require pupils to think about:

- (1) Shapes & patterns (Non-Verbal Reasoning)
- (2) Words (Verbal Reasoning)
- (3) Numbers (Quantitative Reasoning)
- (4) Transforming visual images (Spatial Ability)

The students sit the CAT 4 test once a year and the results, which are available to all teaching staff on Microsoft Teams, form the basis of the School's academic tracking of pupils. Five standardised scores are logged (Non-VR, VR, Quantitative & Spatial), and it is the pupil's SAS (Standard Age Score) which is compared to the his / her Industry Grades (see below). It is strongly encouraged that (and considered good practice) every teacher writes each pupil's five CAT scores into their mark book.

Progress Tests in English and Maths

In addition to the CAT 4 tests, pupils also sit the PTE (Progress Test in English) and PTM assessments (Progress Test in Maths). These are snapshots of a pupil's attainment in the two core subjects. The scores are standardised nationally, and the data produced is used as a baseline - the School tracks the pupils in the PTEs and PTMs twice in each academic year – in September and again in May.

The PTE and PTMs are tracked and they identify progress made by individuals, and they also indicate any gaps in the pupils 'learning, to support future curriculum planning. The PTE and PTM scores are also accessible to all teaching staff on Microsoft Teams.

Industry Grades

At each half-term and at the end of term, a pupil receives a set grades for attainment and effort. These are called the **Industry Grades** and below are the level descriptors for the grades awarded.

- **Christmas Term**
 - **October half-term:** *'Interim Report'* - grades for attainment & effort.
 - **End-of-Christmas Term:** *'Short Report'* - brief subject report (max 350 characters) focusing on pupil's attitude to learning, progress and provide a target going forward. Pupils also receive a Form Tutor report (max 800 characters).
- **Lent Term**
 - **February half-term:** *'Interim Report'* - grades for attainment & effort.
 - **End-of-Lent Term:** *'Interim Report'* - grades for attainment & effort. Pupils also receive a Form Tutor report (max 800 characters).
- **Summer Term**
 - **May half-term:** *'Interim Report'* - grades for attainment & effort.
 - **End-of-Summer Term:** *'Long Report'* where pupils receive a summative report in all subjects (examined and non-examined), 1,250 character limit. Pupils also receive a Form Tutor report (max 1,600 characters).

Level descriptors are provided, so pupils and parents can fully understand what each grade reflects. The grades for Attainment are as follows:

5	Exceptional	going beyond & / or combining with other learning to applying to new situations.
4	Mastering	achieving independently nearly all the time & retaining.
3	Achieving	achieving independently most of the time.
2	Working Towards	has begun, achieving some of the time but needs adult support.
1	Emerging	not yet begun, needs full adult support or other intervention.

Grades for Effort reflect the effort each pupil has put into their class work and preps over the last half-of-term and take into account the pupils' attitude to learning, whether they have taken initiatives in completing tasks, how they have behaved in the class discussions and whether they have been punctual to class and have handed in work on time. The grades for effort are:

- A (Excellent)**
- B (Good)**
- C (Expected)**
- D (moderate)**
- E (Poor)**

For more detailed information on the level descriptors, for both Attainment and Effort in the Short Reports, please see below:

Assessing Boys at Aldro

(October 2020)

The aim of this document is to guide you and your son about his achievement in each subject for the first half of the Christmas Term. For these Industry Grades, your son will be assessed for both Attainment and Effort. Your son will only have a grade for effort in PE and your son's Form Tutor has written a brief report about how well he has settled into the new academic year.

(a) Grades for Attainment

There are five level descriptors for attainment - from a low of 1, to a high of 5. The attainment grade will reflect your son's knowledge, skills, understanding of topics and his performances in assessments completed this half of term. It is a reflection of where he is personally, in relation to the expected levels of attainment in his particular year group. A grade is not awarded according to his position in the form, or in relation to the performances / skills levels of other boys in the form or year group.

The achievement grades used are as follows:

- 5 Exceptional** (is going beyond and/or combining with other learning and applying to new situations)
 - Has readily understood new concepts and skills to a high level while building up excellent body of knowledge.
 - Making rapid progress when challenged and is a self-motivated learner who is able to work independently.
- 4 Mastering** (is achieving independently nearly all the time & retaining information)
 - Making good progress and has developed a good understanding of key concepts and can work independently.
 - Able to make connections between different subject areas, and draw on knowledge and understanding without prompts.
- 3 Achieving** (is achieving independently most of the time)
 - Making progress.
 - Able to acquire sufficient new skills, concepts and knowledge to enable each stage of learning to be meaningful.
- 2 Working towards** (has begun, achieving some of the time but needs adult support)
 - Has some difficulty in acquiring knowledge and skills in this subject but is making progress.
 - Has developed some understanding of key concepts but generally finds it difficult to apply what has been taught, and is dependent on support.
- 1 Emerging** (not yet begun, needs full adult support or other intervention)
 - May be making slow progress.
 - Has developed some understanding of key concepts but these may be isolated examples.

(b) Grades for Effort

Your son has also been awarded a grade for effort and the grades range from a low of E to a high of A. The Effort grade reflects the effort he has put into his classwork and preps over the first half of this Christmas Term. This is about your son's attitude to learning, and takes account of how he has presented his exercise book, the degree to which he takes initiative in completing tasks, how he behaves in the class discussions, and whether he hands in work on time and is punctual to class.

The level descriptors are as follows:

A (Excellent)

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

B (Good)

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

C (Expected)

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

D (Moderate)

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

E (Poor)

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

At the end of this term, your son will receive a longer report. This will, again, assess your son's attainment (using the same level descriptors), but he will also be graded according to the six core skills as outlined in the Aldro Bacc (Communication, Creativity, Teamwork, Responsibility, Independence and Perseverance).

J A Streatfeild
October 2020

Half-term report for Andrew Dyer

SUBJECT	Attainment	Effort
English		
Maths		
Science		
French		
Latin		
History		
Geography		
RS		
IT		
Art		
DT		
Music		
Drama		
PE		
Games		

Form Tutor's comment:

- At the end of the Christmas Term, pupils receive a 'Short Report'. Again, pupils receive a grade for Attainment and for Effort, but in addition they receive a short written comment from each subject teacher. Each report is limited to 300 characters and the focus of each report is to:

1. Feed back on the pupil's **achievements**.
2. Feed back on the pupil's **behaviour to learning** (incl. effort).
3. Provide **targets** and give advice on how the pupil can improve going forwards.

Below is what a typical 'Short Report' looks like:

Form 8 Progress Report Christmas Term 2020

Name: T. Haverford **Form:** 8R **Form Tutor:** C.P. Rose

English	Set: 1	Teacher: Mr Thompson	Attainment: 4	Effort: B
Andrew clearly enjoys this subject and I must commend him on his fine efforts to date. His written work is detailed and neatly presented, but going forwards I would like him to volunteer ideas more readily to the class discussions. (232 characters)				
Maths	Set: 1	Teacher: Mrs Drayton	Effort: A	Effort: B
Andrew participates enthusiastically in class and is a confident mathematician. However, he is prone to making careless errors when putting pen to paper, and to help him improve I would like him to show all of his workings when answering the longer questions. (262)				
Science	Set: 2	Teacher: Miss Donaldson	Effort: A	Effort: B
Andrew is working effectively - he participates intelligently in our class discussions and his written work shows he understands the work and is neatly presented. To improve further, I would like to see Andrew explain his ideas in more detail, and not just describe what took place. (285)				
French	Set: 1	Teacher: Sir James King	Effort: A	Effort: B
Andrew is a natural linguist who is thriving in our lessons. He is active in the class discussions and his pronunciation continues to improve. He occasionally makes careless errors and I would like him to use the future and past tense more often, as this will help him improve. (278)				
Latin	Set: 1	Teacher: Mr Ivali	Effort: A	Effort: B
Andrew is working hard in Latin and has a good understanding of the tenses. However, he should check more thoroughly for accuracy in the nouns, if he is to improve. (179)				

D & T	Teacher: Mrs Matthews	Effort: A	Effort: B
Andrew is starting to focus more on the quality of his work, and I am pleased to report that his design is improving, as well as his use of the equipment. These are encouraging signs so well done! (197)			
Music	Teacher: Mrs Lett	Effort: A	Effort: B
Andrew has been working hard in Music. His written work is impressive but I would like him to contribute more frequently in class as this will help his confidence. (167)			
Drama	Teacher: Miss Allen	Effort: A	Effort: B
Andrew has worked well this term, and though he is one of the quieter members of the class, he is very supportive of others and enjoys the group role plays. I would like to see more commitment in performance. (209)			
PE	Teacher: Mr Drayton	Effort: A	Effort: B
Andrew focuses well in our lessons and he has tried hard with his badminton. His movement across the court is quicker as a result of his reading of the game, and his forehand is getting more accurate. To improve, he needs to practise more on his serving. (257)			
Form Tutor: Mr Rose			
It has been a successful term for Andrew and I must congratulate him on how well he has settled in to Form 8. He has built up a circle of close friends and always has someone to talk to or play with at break times. His academic reports are most encouraging - he is clearly a talented boy and Andrew's teachers have a set him sensible targets to focus on next term.			
I wish Andrew a relaxing Christmas holiday - he has been set some work / revision to get on with, and I trust he will get the balance right so he comes back fully refreshed for the Spring Term and readapt for the academic challenges ahead. Well done, Tom. (621)			
Headmaster's Report			
It is good to read of Andrew's encouraging progress and he should be proud of his academic results this term. He has a cheerful and positive approach that has made him well respected by peers and staff. Well done, Andrew, on an impressive start to the academic year. (267)			

- At the end of the academic year (July), pupils receive a '**Long Report**'. This is a full end-of-year report that feeds back on attainment (in class, preps and in the exams), their attitude to learning and the pupil's progress made since September.

The end-of-year report is limited to 1,250 characters and there is no curriculum statement, as parents can refer to Programmes of Study and Curriculum Maps, which are published at the start of the academic year and at the start of each term, respectively.

Aldro Summer Report July 2020			
Name: Tom Haverford		Form: 7L	Form Tutor: Miss Ludgate
English	Exam 1:	67%	Exam 2: 56%
Tom has made good progress in English this year. He contributes regularly and intelligently to our class discussions, and ...			
Mr Brendanawicz			
Maths	Exam 1:	67%	Exam 2: 56%
Tom is a capable mathematician and he thrives in class, both orally and on paper. His preps have been handed in to a consistently high standard and ...			
Miss Perkins			
Science	Biology score: 79% Chemistry Score: 82% Physics score: 69%		
Tom has the makings of a quality scientist - he enthuses in our class discussions and ...			
Miss Knope			

Pupil Tracking

The School believes that all pupils should make good progress in their learning and for this to take place the process of collecting data should be seen as the beginning of many processes. Pupil achievement is judged in two ways:

(a) **Attainment** – this is whether the pupils is working at the expected level or 'working at greater depth'.

(b) **Progress** – how well pupils have progressed in their learning from their starting point.

There is a centralised tracking document that can be accessed by all teaching staff, and it is stored on Microsoft Teams. The document includes:

- Pupil's name (according to year group) and form

- Any **Learning Support** information for all pupils (pupils who are **EAL** and who receive **Learning Support** lessons).
- Pupils who are deemed **MAGT** (More Able Gifted and Talented)
- Each **pupil's CAT 4 data**:
 - Mean SAS
 - Verbal - spatial profile
 - Standardised scores for Verbal SAS, Quantitative SAS, Non-Verbal SAS and Spatial SAS.
 - **Mean SAS, which is then ranked according to the year group.**
- **The grades for Attainment, Effort and the Aldro Bacc core skills).**

For each set of Industry Grades (which is at each half-term and end -of-term), every pupil is ranked according to their **average score for Attainment** (in the examined subjects only), and this 'Attainment Position' is then compared to his / her CAT 4 position.

A pupil is deemed a '**Cause for Concern**' when:

- His / her **Attainment Score is less than three** (out of five), or
- His / her **Attainment Position is significantly below his / her CAT 4 Position.**

Once the '**Cause for Concern**' pupils have been identified by the Assistant Head (Curriculum), a number of strategies are then put into place to ensure that any intervention is to be implemented effectively and where needed:

- The Assistant Head (Curriculum) discusses the CfCs with the **ACT (Academic Care Team)** at the first meeting after half-term, or at the start of the next term. This takes place on Thursday Break (11.00 - 11.30am).
- The Assistant Head (Curriculum) lets all staff know as to which pupils have been identified as Cause for Concern (CfC) at the next staff meeting, which takes place every Tuesday break (11.00 - 11.30am).
- **Heads of Departments (HoDs)** are asked to liaise with teachers in their department to create suitable '**Strategies for Intervention**' for the CfC pupils in their subject.

It is important that:

1. The HoDs inform the Assistant Head (Curriculum) as to which pupils from the CfC list are receiving intervention strategies in their subject, and to provide information as to what each IS involve.
2. Each department has their own Cause for Concern document, which is saved centrally on Microsoft Teams

Fundamental British Values

As of September 2014, the DfE requires all schools to promote the historical and current values that underpin the national identity of being British. Aldro's curriculum actively promotes these **Fundamental British Values** (FBV) – Aldro is a multicultural community, within which we celebrate students and cultures from all over the world. Within this, the X department is keen to support all students in learning about and deepening their understanding of British values, culture and systems.

Fundamental British values are defined by the DfE as:

- **Democracy** – respect for democracy and support for participation in the democratic process.
- **Rule of law** – respect for the basis on which law is made and applied in England.
- **Individual liberty** – support & respect for the liberties of all within the law.
- **Mutual respect and tolerance** – support for equality of opportunity for all, and respect and tolerance of different faiths and religious and other beliefs.

Aldro is very supportive of the ethos of promoting British Values and preparing our pupils for success in a modern Britain. The X department believes strongly that promote pupils' understanding of diversity, encourage them to develop positive relationships and shared values, and to promote tolerance.

When taking part in class discussions, pupils are encouraged in the **spirit of fair play** the ability for all pupils to be able to express **well-balanced opinions**, rooted in good knowledge.

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 mark book.
3. Teacher's annotations and corrections should be made in either pink or green ink. Nothing in pencil as that is the colour pupils should make when making their own corrections.
4. To help pupils improve and make progress, teachers should 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.



Subject at Aldro



What to bring to Lessons

- You are expected to bring your '**exercise book**', **revision booklet**, **textbook**, **student planner**, **reading book** and your **pencil case** to each lesson.
- Your pencil case must include at least two writing pens, grey pencils, a ruler, rubber, a pencil sharpener, glue stick, scissors and coloured pencils.

Presentation: DUMTUM

1. Write the **Date** (6 September) **on the top line inside the margin**, and **Underline** it using a pencil and ruler. **Miss** a line and then write the **Title** (in the centre). **Underline** the title (using a pencil and ruler). **Miss** a line again and then write the Learning Objective (L.O.) 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 may be asked to do it again properly.
3. Draw all diagrams in pencil.
4. Start a new exercise (or set of notes) on a new side of paper.
5. Cross out a mistake with a **single line** using a **pencil** and a **ruler**. Do not use ink eradiator.

When prep is set, you are expected to copy the instructions from the board into your student planner.

Marking

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

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

Class Discussions

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

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

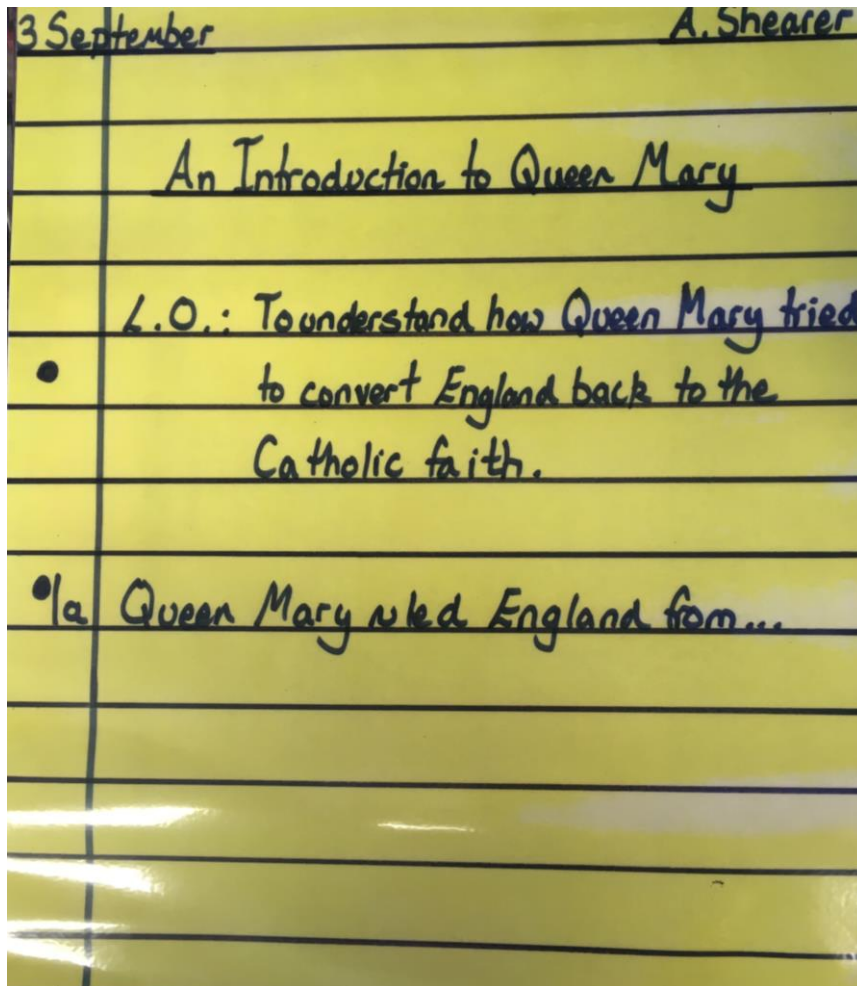
Learning Objective:

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 (2025 - 2026)			
Date	Focus	Structure	Location
Form 8 Tuesday 25 November 2025	Feedback on November mocks scores & suggestions for holiday work. Examined subjects only but teachers of non examined should be present for 30-45 minutes.	Each session lasts five minutes	Online (08.00 am, full & weekly boarders only) Dining room (6.45 - 9.15pm)
Form 7 Tuesday 24 February 2026	Mid-year feedback in all subjects. Parents can book a maximum of eight teachers (from examined & non-examined subjects, excl PE).	Each session lasts five minutes	Online (08.00am, full & weekly boarders only) CHC (6.45pm - 9.15pm)
Form 6	Tuesday 7 October 2025 (Eng & maths only)	Feedback on English & maths only, with focus on final preparation over half-term for the upcoming ISEB Common Pre-Test. Form Tutors to be present for first 30 mins.	Online (08.00am, full & weekly boarders only) CHC (6.45pm - 9.15pm)
	Tuesday 4 February 2026	Mid-year feedback in all subjects. Parents can book a maximum of eight teachers (from examined & non-examined subjects, excl PE).	Online (08.00am, full boarders & weekly only) CHC (6.45pm - 9.15pm)
Form 5	Tuesday 20 February 2026	Mid-year feedback in all subjects. Parents can book a maximum of eight teachers (from examined & non-examined subjects, excl PE).	Online (08.00am, full boarders & weekly only) CHC (6.45pm - 9.15pm)
	Tuesday 9 June 2026 (Eng & maths only)	Feedback in English and maths only, 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.	Online (08.00am, full boarders & weekly only) CHC (6.45pm - 9.15pm)
Form 4	Thursday 16 October 2025 (5.30pm)	English and maths only, with focus on how pupils have started the new academic year.	Online (08.00am, full & weekly boarders only) Library - 5.30pm
	Thursday 30 April 2026 (5.30pm)	Feedback in all subjects. Parents can book a maximum of eight teachers (from examined & non-examined subjects, excl PE).	Online (08.00am, full boarders & weekly only) Library (5.30pm - 8.00pm)
Form 3	Tuesday 14 October 2025 (5.30pm)	English & maths only, with focus on how pupils have started the new academic year.	Library (5.30pm)
	Thursday 7 May 2026 (5.30pm)	Feedback in all subjects. Parents can book a maximum of eight teachers (from examined & non-examined subjects, excl PE).	Library (5.30pm)

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Each parents' evening will take place on one night, starting at 6.45pm and finishing at 9.15pm. This allows for each teacher to see a maximum of 30 sets of parents in an evening. Parents will be able to book a maximum of eight appointments from all subjects - examined and non-examined (excluding PE).

Academic Long Cast (2025 - 2026)

Christmas Term (2025)													
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Form 8	1 - 6 September	8 - 13 September	15 - 20 September	22 - 27 September	29 September - 4 October	6 - 11 October	13 - 17 October	19 - 24 October	26 - 31 October	2 November	4 - 9 November	11 - 16 November	18 - 23 November
Form 7	Standardised Testing Accelerated Reader & Single Word Spelling Test (Thursday 3 September 2025)	Forms 3 & 4 7.00pm Meet Form Tutor 7.30pm Year Ahead Presentation (Thursday 11 September 2025)	Standardised Testing Forms 5-8 CAT, PTE & PFM 121 - 122 September 2025, mornings only	Revision Week (Form 8 only)	Learning Walk (Tuesday 23 & Wednesday 24 September 2025)	Parents Evening (Eng & Maths 6.45pm - 9.15pm) (Fri 10 Oct 2025)	The Interim Report Grades for Effort & Achievement	Revision Week (Form 8 only)	ISEB Common Pre-Test Sunday 11 Nov 2025 & Thursday 12 Nov 2025	Book Scrutiny (Wed)	Parents Evening (Tuesday 25 Nov 6.45pm)	Parents Evening (Thursday 27 Nov 6.45pm)	The Short Report and Long Report for the 3 Semesters
Form 6	Boards Wednesday 3 September 5pm												
Form 5													
Form 4													
Form 3													
	Half-Term Friday 17 Oct '25 - Sunday 2 Nov '25												
													End-of-Term Thursday 11 Dec '25

Lent Term (2026)												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
Form 8	5 - 10 January	12 - 17 January	19 - 24 January	26 - 31 January	2 - 7 February	9 - 13 February	15 - 20 February	22 - 28 February	1 - 7 March	9 - 14 March	16 - 21 March	23 - 27 March
Form 7												
Form 6												
Form 5												
Form 4												
Form 3												
	Half-Term Friday 13 Feb '26 - Sunday 22 Feb '26											
												End-of-Term Friday 27 Mar '26

Summer Term (2026)										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Form 8	20 - 25 April	27 April - 2 May	4 May - 9 May	11 - 16 May	18 - 22 May	24 - 29 May	31 May - 5 June	7 - 12 June	14 - 19 June	21 - 26 June
Form 7										
Form 6										
Form 5										
Form 4										
Form 3										
	Half-Term Friday 22 May '26 - Sunday 31 May '26									
										End-of-Term Saturday 4 July '26

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Appendix F: Structure of the Day

A Typical Senior School Timetable

8JD Timetable																
Christmas Term 2025																
Senior School	8JD AM Reg		1	2	Break	3	4	5	6	7	Prep	Pick Up				
	8.25 - 8.35	8.35 - 8.55	9:00 - 10:00	10:00-11:00	11:00 - 11:30	11:30 - 12:00	12:00 - 12:30	1:00 - 1:30	1:30 - 2:00	2:00 - 3:00pm	3:00 - 4:00		4pm - 4:30	4:30 - 5pm	5:00 pm - 6:00 pm	
Monday	JD	Chapel	Latin (JD) Rm 13	Science (CHB) Lab 1	BREAK	PSHE (SDA) Rm 13	BREAK	LUNCH	English (Sch: MDT (Rm 12) CE Set 1: CEL (Rm 1) CE Set 2: LMS (Rm 11)	Maths (Sch: TMC (Rm 8) CE Set 1: CEL (Rm 1) CE Set 2: LMS (Rm 11)	Games	Maths (Sch: TMC (Rm 8) CE Set 1: FMO (Rm 11))	Maths Prep	History Prep	6.00pm Pick-Up	
Tuesday	JD	Chapel Or Fm Time	Science (CHB) Lab 1	Maths (Sch: TMC (Rm 8) CE Set 1: FMO (Rm 11) CE Set 2: CES (Sch Rm))		English (Sch: MDT (Rm 12) CE Set 1: CEL (Rm 1) CE Set 2: LMS (Rm 11))	BREAK	LUNCH	French (KIC) Rm 1	Games	SHORT TEA	Drama (CIC) CMC	Geography (CEL) Rm 11	Science Prep		Geo Prep
Wednesday	JD	Assembly	English (Sch: MDT (Rm 12) CE Set 1: CEL (Rm 1) CE Set 2: LMS (Rm 11))	Maths (Sch: TMC (Rm 8) CE Set 1: FMO (Rm 11) CE Set 2: CES (Sch Rm))		TPR (NDM) Rm 13	BREAK or LUNCH	Reading Rest	Games / School Matches	Pick-Up after Games / Matches						
Thursday	JD	Chapel	Maths (Sch: TMC (Rm 8) CE Set 1: FMO (Rm 11) CE Set 2: CES (Sch Rm))	English (Sch: MDT (Rm 12) CE Set 1: CEL (Rm 1) CE Set 2: LMS (Rm 11))		Art (LF) Art Rm	BREAK	LUNCH	Science (CHB) Lab 1	French (KIC) Rm 1	SHORT TEA	Senior Enrichment	English Prep	French Prep		6.00 pm Pick-Up
Friday	ID	Fm Time	D & T (EJEM) DT Rm	History (JAS) Rm 10		ICT (IV) CIL	Music (CLD) Octagon	BREAK	LUNCH	Latin (JD) Rm 13	French (KIC) Rm 1	Games	SHORT TEA	French (KIC) Rm 1		Latin Prep

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A Typical Middle School Timetable

6S Timetable																
Christmas Term 2025																
Middle School	AM Reg		1	2	Break	3	4	5	6	7	Prep	Pick Up				
	8.25 - 8.35	8.35 - 8.55	9:00 - 10:00	10:00-11:00	11:00 - 11:30	11:30 - 12:00	12:00 - 12:30	1:00 - 1:30	1:30 - 2:00	2:00 - 3:00pm	3:00 - 4:00		4pm - 4:30	4:30 - 5pm	5:00 pm - 5:30 pm	
Monday	JAS	Chapel	PE (GRND) ASC	Music (CLD) Octagon	Drama (EA) CMC	BREAK	English (Set 1: LMS (Rm 11) Set 2: MDT (Rm 12) Set 3: AMR (Rm 3))	LUNCH	BREAK	Maths (Set 1: FMO (Rm 2) Set 2: CES (Sch Rm) Set 3: TMC (Rm 8))	French (KIC) Rm 1	Games	SHORT TEA	French (KIC) Rm 1	English Prep	5.30 Pick-Up
Tuesday	JAS	Chapel Or Fm Time	Art (LF) Art Rm	English (Set 1: LMS (Rm 11) Set 2: MDT (Rm 12) Set 3: AMR (Rm 3))	Science (CHB) Lab 1		LUNCH	BREAK	History (JAS) Rm 10	Maths (Set 1: FMO (Rm 2) Set 2: CES (Sch Rm) Set 3: TMC (Rm 8))	Games	SHORT TEA	French (KIC) Rm 1	French Prep		
Wednesday	JAS	Assembly	Maths (Set 1: FMO (Rm 2) Set 2: CES (Sch Rm) Set 3: TMC (Rm 8))	French (KIC) Rm 1	English (Set 1: LMS (Rm 11) Set 2: MDT (Rm 12) Set 3: AMR (Rm 3))		BREAK or LUNCH	Reading Rest	Games or School Matches	Pick-Up after Games / Matches						
Thursday	JAS	Chapel	Science (CHB) Lab 1	Maths (Set 1: LMS (Rm 11) Set 2: MDT (Rm 12) Set 3: TMC (Rm 8))	D & T (EJEM) DT Rm		LUNCH	BREAK	PSHE (SDA) Rm 10	History (JAS) Rm 10	History (GPAW) Rm 13	SHORT TEA	Senior Enrichment	Maths Prep	5.30 pm Pick Up	
Friday	JAS	Fm Time	Geography (CPR) Rm 9	Science (CHB) Lab 1	English (Set 1: LMS (Rm 11) Set 2: MDT (Rm 12) Set 3: AMR (Rm 3))		LUNCH	BREAK	Latin (JD) Rm 13	ICT (IV) CIL	Games	SHORT TEA	TPR (NDM) Rm 2	Science Prep		

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A Typical Junior Dept Timetable

3R Timetable																	
Christmas Term 2025																	
Junior Dept	AM Reg		1	2	Break	3	4	5	6	7	Prep	Pick Up					
	8.25 - 8.35	8.35 - 8.55	9:00 - 10:00	10:00-11:00	11:00 - 11:30	11:30 - 12:00	12:00 - 12:30	1:00 - 1:30	1:30 - 2:00	2:00 - 3:00pm	3:00 - 4:00		4pm - 4:30	4:30 - 4:45pm	5:00 pm - 6:00 pm		
Monday	CGR	Chapel	English (CGR) Rm 7	PSHE (CGR) Rm 7	BREAK	Drama (Ea) CMC	LUNCH	BREAK	Maths (CGR) Rm 7	Games	SHORT TEA	TPR (CGR) Rm 7	Chess (DJA) CM-M	Fm Time (CGR)	4.45pm Pick-up or Waiting Club		
Tuesday	CGR	Chapel Or Fm Time	Maths (CGR) Rm 7	French (YGR) Rm 7		Reading Skills (SCS) Rm 7			English (CGR) Rm 7	Junior Enrichment	Games	SHORT TEA	Fm Time (JJC)				
Wednesday	CGR	Assembly	Humanities (CGR) Rm 7	PE (GRND) ASC		Science (CGR) Rm 7			D & T (EJEM) DT Rm	ICT (VB) CIL	Art (LF) Art Rm	4.00pm Pick-up					
Thursday	CGR	Chapel	English (CGR) Rm 7	Maths (CGR) Rm 7		Science (CGR) Rm 7			Fm Reading (GT-W) Library	Reading Rest	Games or School Matches	Pick-up after matches					
Friday	CGR	Fm Time	Outdoor Ed (SLO) Woods	English (CGR) Rm 7		Music (CLD) Octagon			Maths (CGR) Rm 7	Spelling (SCS) Rm 7	Fm Singing (CLD & JO) Octagon	3.00pm Pick-up					

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